TEACHER PROFESSIONAL DEVELOPMENT IN KOSOVO
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Teacher Professional Development in Kosovo

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>AI</td>
<td>Administrative Instruction</td>
</tr>
<tr>
<td>BEP</td>
<td>USAID/MEST funded project - Basic Education Program</td>
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<td>CTRW</td>
<td>Critical Thinking in Reading and Writing</td>
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<td>DTPD</td>
<td>Division for Teacher Professional Development</td>
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<td>ECTS</td>
<td>European Credit Transfer System</td>
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<td>ESIP</td>
<td>Education System Improvement Project</td>
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<td>GIZ-CDBE</td>
<td>GIZ project - Capacity Development in Basic Education</td>
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<td>ISCED</td>
<td>International Standard Classification of Education</td>
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<td>KCF</td>
<td>Kosovo Curriculum Framework</td>
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<td>KEC</td>
<td>Kosovo Education Center</td>
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<td>KEEN</td>
<td>Kosovo Education and Employment Network</td>
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<td>KESP</td>
<td>Kosovo Education Strategic Plan 2017-2021</td>
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<td>KPI</td>
<td>Kosovo Pedagogical Institute</td>
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<tr>
<td>MED</td>
<td>Municipal Education Department</td>
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<tr>
<td>MEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>MTEF</td>
<td>Medium Term Expenditure Framework</td>
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<td>NDS</td>
<td>National Development Strategy</td>
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<td>PD</td>
<td>Professional Development</td>
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<td>PDC</td>
<td>Professional Development Centre</td>
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<td>SDP</td>
<td>School Development Plan</td>
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<td>SCTL</td>
<td>State Council for Teacher Licensing</td>
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<td>TPD</td>
<td>Teacher Professional Development</td>
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1. Executive Summary

The main aim of this study is to describe the way teacher professional development in Kosovo was planned and carried out and to evaluate the implementation and achievements in this area. The study uses a quantitative and qualitative approach, including analysis of education policies, legal and sub legal acts, training programs, reports and studies related to teacher professional development in Kosovo, and fourteen semi-structured interviews with experts in the area of teacher professional development, the MEST and MED representatives, heads and officials of training providers, and school principals. In addition, 242 teachers of different levels in pre-university education in Kosovo were part of the survey.

Mechanism building attempts for in-service teacher professional development related to licensing system, started in 2004. The first implementation steps were taken in 2008-2010, when training program accreditation was established and continued in the following years with legal acts regulating teacher professional development implementation and financing. However, despite expectations and investments in this component, and despite the MEST efforts to build a sustainable system for teacher professional development that would contribute to education reform, teacher professional development practices indicate that the system is still far from being fully implemented and functional for all pre-university education teachers.

Moreover, teacher professional development in Kosovo is still at document development and revision stage, at administrative stage of implementation and limited activities. Continuous setbacks in this direction are an indicator that institutions that have the primary role and responsibility in the field do not understand in principle the spirit, philosophy and importance of teacher development to enhance teaching and learning quality. Consequently, main actions were taken to comply with administrative requirements, having no focus in substantial enhancement of quality of services for professional development that would ensure a different way of thinking for teachers about their professional practice and development of their competences related to curriculum reform and teaching practice in classroom.

The budget from the Ministry of Education, Science and Technology for teacher training budgetary sub program was reduced for the last years, so does the number of teachers trained and number of training hours and other forms of professional development, despite the curriculum reform, teachers’ interest to attend accredited trainings and despite the fact that the Ministry of Education, Science and Technology along with municipal authorities are obliged to offer opportunities for all teachers so that they meet minimum professional development requirements within five years, based on licensing system requirements.
Lacking mechanisms of support, municipalities and schools in last years showed regress in regards to school-based teacher professional development. Teacher professional development in Kosovo continues to be dominated by trainings and workshops only, associated to accredited programs that would result in certificates recognised by the MEST for the licensing system. This approach limited teachers in their school-based professional development, who were guided by their licensing needs and requirements and not their professional practise and preparation to implement the new curriculum.

International PISA test results for the year 2015 and other studies related to quality teaching and learning indicate that continuous teacher professional development is the only mean, therefore the Ministry of Education, Science and Technology should take more measures to establish a real and sustainable teacher professional development so that education reform takes place as defined by Licensing System for Teachers and the Strategic Framework on Teacher Development in Career.

The study offers recommendations for the Ministry of Education, Science and Technology regarding specific aspects of legal framework regulating teacher professional development and its alignment with primary legislation, development of mechanisms to support and ensure quality training programs and continuous professional development practices, and an increased engagement of public institutions in offering in-service teacher professional development. Offered recommendations suggest more transparency and accountability, development of standard procedures and instruments to monitor, evaluate and report training programs offered by different providers and development of minimum criteria for the assessment of participants and trainers.

Finally, recommendations to municipalities and schools suggest they understand the process of continuous teacher professional development as their primary responsibility, ensuring involvement of all teachers in trainings and other forms of continuous professional development, and improving their support to teachers, human and financial capacities.
2. Introduction

Teacher professional development has shown significant improvements since the period after the war (1999) both in policies and performance practices. In the last decade, the issue has taken a new dimension, trying to build a sustainable system for teacher development, for the benefit of all teachers, to maintain, improve and advance teaching competences since teacher professional development is considered one of the key factors to have a direct impact on enhancing teaching and learning quality.

Teacher professional development in Kosovo is regulated by primary and secondary legislation. The Ministry of Education, Science and Technology (MEST) is responsible for planning the required funds, accrediting training programs, drafting standards to ensure quality and creating mechanisms to implement teacher professional development. Whereas municipalities, respectively Municipal Education Directories (MEDs), are responsible for training teachers at municipal level, providing the budget for teacher training and coordinating trainings at municipal level, in coordination with the MEST and training program providers. The MEST and the MED are supported by other sectors and providers of teacher trainings, whereas the school is responsible to manage school-based teacher professional development.

Teacher professional development in Kosovo is a specific component of Licensing System for teachers, considered to be an instrument of accountability and motivation and a mechanism for continuous teacher professional development. The operation and sustainability of this system was seriously questioned because it was not fully implemented. Moreover, the system has a great impact in teacher professional development sustainability.

Teacher professional development in Kosovo is an integral part of the MEST strategic plans, is part of other strategic documents and of development plans at municipal and school level. All the measures to connect these plans were aimed to address appropriately teacher professional development at central level, as well as local and school level. Anyhow, there is a need to analyse the progress achieved by strategic plans, as well as challenges and gaps.

The existing model of teacher professional development in Kosovo is based mainly in training programs offered by different institutions and providers, selected based on criteria defined by the MEST. Teacher training programs represent an effort to fulfil teachers’ practical needs for professional development and to implement curriculum reform. They are presented in a Catalogue published by the MEST and they are often part of institutional debates whether demand is met and the need to define priorities.
The study aims to cover and address the above mentioned aspects related to education policies and in-service teachers’ professional development practice in Kosovo. For study purposes, polices regulating and driving in-service teacher professional development have been analysed. In addition to analysis of legal framework related to TPD and other strategic documents, this analytical study has taken into consideration different reports on TPD from national and international organisations and training program evaluations, including World Bank reports within the framework of the ESIP project, evaluation reports on the implementation of KESP 2017-2021, reports and other researches related to teacher training programs and TPD, etc. In addition, surveys with teachers and semi-structured interviews with relevant stakeholders have taken place, mainly with drivers of TPD, experts of the field and TPS providers.

Finally, based on findings, the study provides conclusions presenting the current situation in the area of in-service teacher professional development, main challenges and gaps to be addressed institutionally. In addition, the study offers various recommendation, guidance, measures and describes activities on how to recuperate institutional actions to comply with legal and professional responsibilities, build a sustainable system for teacher professional development that would result in education reform and higher student results.
3. The aim of the study

The study aims to describe and analyse policies and practices related to in-service teacher professional development based on licensing system for teachers in Kosovo, identify challenges, gaps and opportunities, and offer recommendations based on actions needed to build an effective and sustainable system for teacher professional development in Kosovo.

The study aims to address different aspects of education policies and primary and secondary legislation in pre-university education addressing in-service teacher professional development in Kosovo and how these are related to teacher training programs and teacher professional development practices. The main research questions of the study are:

- How is in-service teacher professional development in Kosovo planned and carried out?
- What is the opinion of main stakeholders who have a say in TPD, in regards to meeting society demand and the future of the field, about training programs and professional development practices in general?

Sub-questions deriving from the main research questions are:

- What is the TPD legal basis in Kosovo and to what extent it is aligned with the role of educational institutions in regards to TPD? What are the current TPD practices in Kosovo? What is their impact in meeting the requirements of teacher licensing system?
- How relevant are teacher professional development programs in Kosovo, having in mind the new role of teachers?
- What do teachers think of training programs for in-service teachers and the quality of these trainings?
- What do officials in education, experts and training providers think of TPD policies and practices in Kosovo?
4. Methodology

The methodology selected for the study aimed at offering an analytical study about teacher professional development, summarizing all the developments and results in the area, from a critical viewpoint of policies on education, documents and respective reports, and based on experiences and perceptions of teachers and other stakeholders regarding teacher professional development. Research approach used in the study is qualitative and quantitative, based on descriptive and comparative model.

In addition to analysis of policies on education related to in-service teacher professional development, legal acts and by laws, teachers training programs, strategic plans, relevant documents and reports, an online questionnaire with 242 teachers was carried out as well as fourteen (14) semi-structured interviews and questionnaires with a representative sample from institutions that have a role in teacher professional development consisting of three (3) representatives from the MEST, three (3) officials from the MED, two (2) representatives from training providers, three (3) experts in the area of education/familiar with teacher professional development. A discussion was organised as well with a focus group, including three (3) principals of primary and lower secondary schools.

Teachers involved in the study, part of the online questionnaire, represent a sufficient sample of kosovar teachers, with different ages, qualifications and experiences, at different levels of schools and places (village/city) they work, and different working positions; they offered their point of view in regards to the extent they were informed about TPD, requirements for teacher professional development based on licensing system, programs of teacher professional development and quality of programs and trainings in general.¹

Data collected from the online questionnaire with the teachers were processed using simple descriptive statistical analysis since the study was not aiming to come up with other factorial analysis. Whereas, quantitative data analysis is based mainly on content analysis, with the findings classified in topics and sub topics.

¹ Teachers’ questionnaire is presented in Appendix 1, while Appendix 2 presents characteristics of teachers participant in the online questionnaire for the study.
5. General overview of teachers’ qualifications and activity in Kosovo

The context of the work of teachers in Kosovo is quite complex, dynamic and challenging due to many changes in teachers’ qualification, school context and conditions offered to work with children, due to changes in curricular reform and changes in their role, but also due to traditional aspects of teacher development and the nature of their work. Alike any country in the world, teachers carry enormous responsibilities on their shoulders and these responsibilities are increasing. In this general overview, we will elaborate changes in pre-service teacher qualification and development and ongoing curricular conditions, in the Kosovo context.

5.1. Changes in pre-service teacher qualification and development

According to the Law on national qualifications, a qualification is an official recognition of achievements attained at the end of an education or training, or a successful completion of a test or exam. Regulations on professional staff in general education and vocational education define the details of official recognition of teachers’ qualifications for the respective pre-university education in Kosovo, open calls and programs for teaching subjects offered in respective levels.

Institutions responsible for teacher qualification process in pre-university education are defined by the Law on Pre-university education in Kosovo (2011) and the Law on Higher education in Kosovo (2012). According to the Law on Higher Education, it is only higher education public institutions will offer study programs that qualifies a teacher to work in a school. Teacher preparation programs in Kosovo are offered in the University of Prishtina, the University of Gjilan, the University of Gjakova, the University of Prizren and the University of Mitrovica. Despite this, some higher education private institutions have continued offering programs that provide qualifications for teachers. Teacher preparation programs in Kosovo, alike other university programs, and public and private institutions of higher education, are accredited by the Kosovo Accreditation Agency.

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The Law on Pre-university Education in Kosovo, Article 33, item 4, stipulates that all programmes leading towards a teaching qualification shall, by not later than the commencement of academic year 2012/13, be equivalent to a second cycle programme of 300 ECTS, consisting of professional and academic training and practice, the details to be regulated by sub legal acts. Based on this provision of the Law on Pre-university Education in Kosovo, in the Administrative Instruction on the system of licensing and development of teachers in career (2017), respectively Article 4 of this sub legal act (Pre-service teacher qualification/new teachers), the duration of studies for teachers’ preparation shall be the following:

- Duration of studies to prepare teachers of preschool and primary education, at least 240 ECTS, of them at least 25 ECTS professional practice;

- Duration of studies to prepare subject teachers, at least 300 ECTS, 180 ECTS academic preparation and 120 ECTS (MA) pedagogical and practical component, of them at least 15 ECTS professional practice; and

- Duration of studies to prepare teachers of a vocational school profile (AAP), at least 300 ECTS, of them 180 ECTS professional preparation and 120 ECTS (MA) pedagogical and practical preparation, of them at least 15 ECTS professional practice;

According to the sub legal act regulating the system of licensing and development of teachers in career, all university programs for teacher development/qualification should comply with the professional standards defined by the Strategic Framework on teacher development and Curriculum Framework/Core curriculum for the respective level. Based on above mentioned documents, professional standards for subject/curricular areas should be defined to prepare pre-service teachers, but such a thing is not in place yet.

According to university professors, as a result of lack of professional standards per subject/curricular area to prepare pre-service teachers for respective levels of education, many programs do not offer what they should or have a high academic level that does not comply with the level of education of teachers and there are differences in in the same programs offered in different universities in Kosovo, e.g. preschool or primary education. A professor from the Faculty of Education estimates that the MEST did not offer any other document except for the document on teacher competencies. According to him, the problem is the inability of professors to adapt to preschool and primary program level, delivering a very high academic level of subject content for students of preschool and primary education programs (e.g. high level of academic physics and astrophysics). He states that the Faculty of Education constantly asked for the syllabus to be aligned with the purpose of preparing preschool and primary teachers, however there are cases when university teachers do not agree with that stating that they are working with students, not pupils. According to him, it is necessary to define academic/professional standards of preparing teachers for each level, for subject/curricular area and the Kosovo Accreditation Agency should pay special attention to syllabuses and literature provided. So far the process has not been supervised and mainly was covered individually.

4 Strategic Framework on Teacher Development defines professional standards for teachers by areas related to teaching, indicators and competences for teachers) general formation by teacher development stages, including the first pre-service stage.

5 Core curriculum, beside competencies results per curricular level that form the basis for all curricular areas, defines as well the main concepts for each curricular area and their content/description, learning outcomes for the area per curricular level of the respective education level and guides teaching methodology aspects and evaluation in respective curricular area.
Another problem identified, related to changes in teachers’ qualification and career development, are frequent changes of normative over professional staff in general education. From 2009 to 2018, administrative instructions regulating professional staff in general education, preschool education, primary education, lower secondary school, upper secondary school, special education, artistic schools and student dormitories have been changes six times. Some administrative instructions have been approved after the new school year started or around one month before starting the new school year and came into force when signed by respective minister. These created difficulties in managing the school staff for schools and municipalities.

AI/Normative on the Professional Framework of General Education, No.10/2018, caused a general confusion about legislation, in regards to duration of studies for teacher preparation, respectively whether subject teachers in lower secondary education and upper secondary education should have at least 300 ECTS /Master/ or the four year system and four year Bachelor (240 ECTS) as defined by this AI. The confusion builds up, having in mind qualifications in teaching earned from universities outside the country and the nostrification of graduates with 240 ECTS, according to the applicable normative, allows teachers to get employed and this is in contradiction with the Article 33, item 4, of the Law on Pre-university Education in Kosovo.

This new sub-legal act allows for employment of teachers having different ECTS levels, with a difference in the number of points when employed: Master level has 15 points, the four year system has 10 points and a four year Bachelor of Education (240 ECTS) 8 points. Consequently, language used in AI is in contradiction with the Law on Pre-university Education in Kosovo, Article 33, item 4, where all university programs leading toward a qualification for teachers, by not later than the commencement of academic year 2012/2013 should be equivalent to a second cycle programme of 300 ECTS. In principle, this AI should specify that teachers who have been qualified, met legal criteria at the time of employment and got employed, before this legal requirements of about 300 ECTS for lower secondary education and upper secondary education came into force, have their qualification recognized and meet the criteria to compete for any position they apply in any other school. However, to work in other levels of education and other functions (as a principal, deputy principal) they should have qualifications required by respective law.

Prior to legal definitions about teacher qualification with the Law on Pre-university Education in Kosovo, the MEST, on 2010, started to implement a Program leading to the Advancement of Teachers qualification, a continuation of requalification and professional development while working (2006/2007) which was based on the Kosovo Pre-university Education Strategy 2007-2017. The program was created for graduated in-service teachers, having a 2 years qualification originating from Higher Pedagogical Schools. The program was created to ensure alignment between teacher qualifications and existing pre-service teacher education programs. Unfairly, often teachers with a qualification from Higher Pedagogical Schools in different mediums and reports were presented as unqualified, but in fact they have been qualified and employed and met legal criteria to

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6 Administrative Instruction/For normative over professional staff of the general education:
   a) Number: 19/2009, dated: 02.09.2009;
   c) Number: 20/2013, dated: 29.05.2013;
   e) Number: 06/2015, dated: 10.07.2015;
work as teachers at the time of employment. The Ministry of Education, aiming to advance their qualification, supported financially the development of this program and its provision based on program criteria.

The Program for Advancement of Teachers Qualification is offered by the University of Prishtina, respectively the Faculty of Education in Prishtina, in coordination with the centers in Prizren, Gjilan and Gjakova. The basis for the program was the agreement between the MEST and the University of Prishtina, signed in January 2010. From the beginning of the implementation in the academic year 2010/2011, the program was based in the accreditation of the programs of the Faculty of Education in 2010 and it continued as such to the completion of all candidates foreseen by the MEST to be included in this program (the academic year 2016/2017). The overall number of teachers/students who attended the Program for Advancement of Teachers Qualification is 6,828.

Generally, document analysis indicates high engagement of all stakeholders (the Rectorate, the Faculty of Education and the MEST). Also there was active involvement and regular attendance from program participants and professors engaged in the program. In the following years, due to teachers’ requests and reforms in the Faculty of Education, which currently offers Bachelor programs only for preschool education and primary education, the number of attendants increased and overpassed the norm defined – 30 persons per group. This created difficulties in managing the program and consequently threatened program quality. No specific study is carried out in regards to program quality, but responses of teachers and school principals in different forms of discussions, indicate that some of the teachers attended the program because it constituted a legal obligation and there are no changes noticed in teaching practices applied by a number of teachers that completed the program.

The Program for Advancement of Teachers Qualification is still continuing with the pedagogues working at preschool education and primary education level, who according to AI/Normative on the Professional Staff of General Education, No.10/2018, should complete the program to the end of the school year 2020/2021. According to this AI, teachers employed in pre-university institutions who have a 3 year Bachelor of Education, with 180 ECTS, and who have more than six years of experience in education and a teaching licence, will continue to work in their profession to the end of school year 2020/2021, provided that they meet qualification requirements as per applicable regulations.

7 According to the Catalogue of Programs of the Faculty of Education of the University of Prishtina “Hasan Prishtina” (2017), in September 2010, the Kosovo Accreditation Agency accredited four programs of the Faculty of Education for a three year period: Preschool program and Primary Education program (in all the three centers), as well as two newly started master programs. Whereas, all other programs for teacher preparation for lower secondary education - subject teachers, are accredited for a one year period, only in Prishtina. Till academic year 2012/2013, the programs continued to operate with a limited number of enrolments in coordination with the MEST. https://edukimi.uni-pr.edu/getattachment/Ballina/Katalogu.pdf.aspx
9 Rexhaj, Xhavit (2011). Qualifying Kosovo teachers job and the relevant European standards, Master thesis (unpublished), University of Prishtina, Faculty of Philosophy, Department of Pedagogy, Prishtina.
5.2. Curricular reform and changes in the role of teachers in Kosovo

The new curricular reform in Kosovo, respectively the new Curriculum Framework for Pre-university education in Kosovo, is characterized with considerable changes, from a content-based and teaching objectives approach to a competence-based and teaching result approach, from a subject-based approach to an integrated approach in curriculum areas. The new curriculum is characterized by changes as well in the assessment system, teaching and learning methodology and school autonomy to offer better opportunities for students in fulfilling competences and learning outcomes.

In this regard, teachers in Kosovo, now face new changes in curriculum and they have a role and impact in their work. Now the role of teachers is not to transfer information, but to offer an appropriate learning environment where all students are involved in teaching activities and can master the main competences and learning outcomes for respective education levels. Besides, there are expectations that schools and teachers will have a greater role in developing subject syllabi which were to date prescribed by national authorities and processes. The new curriculum drives teacher thinking towards outcome-based approach.10

The MEST, after piloting the new curriculum (2013/2014; 2014/2015; and 2015/2016), removed the responsibility of teachers to develop subject syllabi per class, and now this is the responsibility of the MEST Division for Curriculum Development, with the working groups they engage. Still teachers and schools will develop syllabi for elective subjects, develop extra-curricular activities and offer more teaching hours, over the minimum defined by national authorities. All these processes have an impact in the work of teachers and their role.

The Ministry of Education, Science and Technology, after reviewing the Curriculum Framework for Pre-university Education in 2016 decided that the implementation of this official document should start from the school year 2017/2018 in all schools in Kosovo, respectively pre-primary level, primary level, first grade (I), sixth grade (VI) and tenth grade (X) in Gymnasiums. Teacher trainings about the implementation of curriculum from the school year 2016/2017 was organized by the Division for TTD, in coordination with the coordinators from 28 municipalities, who were engaged in trainings organization.11

In regards to teachers’ training to implement the new curriculum, there are discussions among teachers and concerns raised about quality of trainings decreasing compared to the first training phase12, that support from schools was lacking and consequently teachers’ training for the implementation of curriculum is considered insufficient. Innovative approaches for the implementation of the new curriculum require constant enthusiasm, devotion, responsibility and self-critical reflection on performance by teachers; therefore mechanism of teachers’ assessment and promotion should encourage and recognise these values.13

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12 In the preparation of pilot schools to implement the new curriculum, teacher capacity building was carried out by Kosovo Pedagogical Institute through the “Building capacities of pre-university education teachers for the implementation of the new curriculum” program. The program included three workshops (within 10 days of training with 80 hours of direct contact).
Curriculum implementation is successful when teachers gain the experience required, knowledge, skills, ideas and attitudes for the curriculum or syllabus they will implement in practice. Only when curriculum is fully accepted by teachers in a school and when associated activities become a routine, we may say that the curriculum has reached the “institutionalization” stage. Teachers are filters of a curriculum planned. They play a decisive role in planning a school curriculum, although decision making is often impaired by efforts to control and standardize everything to improve efficiency.

In light of this, schools and their supporting mechanisms need to get empowered, to create a culture of reflection towards changes in approach in teaching and individual professional development, constant teacher maintenance and professional development in order to enhance quality in their work with students and their support in developing competences.

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6. Main concepts

The study is not intending to offer new concepts or definitions related to special aspects of development of teachers in career, but to facilitate a joint understanding of the aspects addressed and interpret the findings of the study. Therefore, key concepts used in the study are based in the documents regulating teacher licensing system and legal and strategic documents that cover and address teacher development in Kosovo.

Teacher competences - a description of professional values, knowledge, behaviour and skills required to fulfil a certain standard of teacher profession within the system of development in career.

Teacher licensing – the process of issuing permits for carrying out the work of teachers and other tasks at school. Whereas, a licence is a work permit issued under the standards and norms approved in advance for the workers of education who will work in pre-university education institutions.

Teacher – a person having a qualification required by law for teachers, who practices the process of education in institutions of pre-university education (pre-school educators (3-6 years old), primary school teachers, lower secondary school teachers and upper secondary school teachers).

New teacher – A person having the qualification required to practice teacher’s profession and who is employed for the first time. Teachers who return in teaching after they had a break of less than five years are not considered new teachers and immediately are qualified for regular licensing of teachers in career.

Training hours – direct training hours, when the trainer delivers training sessions to participants in the training. In specific cases, training hours include hours of monitoring and mentoring, if the relevant program plans to do so as well as practical classes in cases of special vocational education training programs. A full training day consists of six hours.

Regulated profession – employment activity or a group of professional activities regulated by law or sub legal acts, with a licence required conditional to a field or a level of training and education required or mastering of specific professional qualification. Teachers of all pre-university education levels are included in the regulated profession.
Professional development providers – public institutions, non-governmental institutions, private organizations and international projects financed by donators. Internationally recognised public, governmental, intergovernmental institutions and organisations that have an agreement with the MEST to develop activities of professional development for employees in education are considered approved for the duration of the agreement.

Professional development programs – training programs offered for in-service teachers, accredited/approved by the authorized institution to train education workers within licensing system requirements.

Supplementary training programs – programs of professional development, approved by competent institution/body, which are not directly related to teaching methodology, but are of interest for the school environment and education in general.

Main training programs – professional development programs approved by authorised institution/body, focused in issues related to contemporary teaching and learning. These programs may include as well programs required by the MEST to ensure implementation of reforms in teaching and/or school in general, normally related to changes in teaching and learning at school, including teaching of specific subjects.

Teacher performance assessment – Judgement of quality and value of teaching, based on standards defined or the process of judging merits and achievements of a teacher based on standards and criteria defined by teacher performance assessment system in Kosovo.

Continuous professional development – is a process that ensures that all teachers, in any stage of their career, have the opportunity to develop their knowledge, improve their skills and strengthen their self-belief and motivation to improve student learning. It describes formal and non-formal development and educational activities in which teachers are engaged in schools, as long-life learners. Continuous professional development is build around a system of activities, not on fragmented activities, as it often practiced. So, professional development has a wider meaning, that does not have to do with the training only, but with the provision of opportunities for constant development of knowledge and skills, e.g. peer mentoring, participation in professional networks, professional publications in special magazines and editions, participation in workshops, seminars and conferences, summer universities or schools, exchange of best practices in school and outside, etc.

School-based teacher professional development – activities of professional development in school in compliance with applicable legal provisions and principles of procedures approved, carried out under school guidance and with the active participation of school staff. School-based professional development is recognised by licensing system for teachers in Kosovo and is part of continuous professional development.

7. Legal framework for teacher professional development in Kosovo

Legal framework on education in Kosovo addressing teacher professional development consists of primary and secondary legislation. Primary legislation includes the Law on Pre-university Education in Kosovo, No. 04/L-032 (2011), the Law on Education in the Municipalities of Kosovo, No. 03/L-068 (2008), the Law on Regulated Professions in Kosovo (No. 05/L-066), the Law on Education Inspectorate in Kosovo (No. 06/L-046).

According to the Law on Pre-university Education in Kosovo, the MEST, through the State Council for Teacher Licensing, is responsible to establish criteria and manage a licensing system of all teachers, define requirements for professional development and performance of teachers within the process of licensing, standards and procedures of accrediting professional development programs for teachers and standards of professional practice for teachers.17

On the other hand, according to the Law on Education in the Municipalities of Kosovo, municipalities are responsible for employing teachers and other school staff in compliance with legal procedures for the recruitment, selection and employment of public employees, payment of the managerial staff and other staff in accordance with instructions, principles and standards issued by the MEST.18

According to the Law on Regulated Professions in Kosovo, the teaching profession for all levels of pre-university education is part of regulated professions. Article 7 of this Law defines the criteria for the exercise of a regulated profession. In order to obtain the right to exercise a regulated profession, each person should: (i) complete the relevant studies or professional qualifications; (ii) complete the professional practice; (iii) carry out state exam; (iv) be enrolled in the relevant professional body.19 The Law is not implemented yet and when it starts, teachers entitled to exercise the regulated profession, will be registered in the licensing system for teachers and are subject to other procedures for development in career.

With the Law on Education Inspectorate in Kosovo, The Education Inspectorate consists of administrative Inspectorate and Pedagogical Inspectorate. Pedagogical inspectorate is responsible to control quality and carry out external assessment in educational institutions of SNKA 0-4 level, including assessment of teachers, assessment of school principals and school performance assessment.  

Secondary legislation regulating in-service teacher professional development includes sub legal acts/administrative instructions. For many years the MEST attempted to regulate TPD by sub legal acts, with the licensing system for teachers serving as a basis. Delays and ongoing drawbacks during implementation characterized all the stages of establishing a licensing system for teachers. Delays and drawbacks in implementation resulted in frequent changes of Administrative Instructions on the licensing system; some AI were revised twice, some other for the third time within the period 2008-2018. The last revision of all Administrative Instructions on Licensing System was carried out in 2017 and 2018. The final applicable AI are:

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<table>
<thead>
<tr>
<th>Administrative Instructions</th>
<th>Description of main aspects</th>
</tr>
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<tr>
<td>AI No. 05/2017 on Licensing System and Career Development of Teachers&lt;sup&gt;21&lt;/sup&gt;</td>
<td>- The system of career development of teachers;</td>
</tr>
<tr>
<td></td>
<td>- Criteria and requirements of licensing and career development of teachers;</td>
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<td></td>
<td>- Stakeholders responsible for the implementation of licensing system and career development of teachers;</td>
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<tr>
<td></td>
<td>- Duties and responsibilities of main stakeholders in the process;</td>
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<td></td>
<td>- Procedures of applying in the licensing system and the procedures of issuing a decision on the applications.</td>
</tr>
<tr>
<td>AI No. 04/2017 on State Council for Teacher Licensing&lt;sup&gt;22&lt;/sup&gt;</td>
<td>- The role of SCTL</td>
</tr>
<tr>
<td></td>
<td>- Composition and representation of educational institutions in SCTL</td>
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<td></td>
<td>- Duties and responsibilities of SCTL</td>
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<td>- SCTL supervision</td>
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<tr>
<td>AI No. 06/2017 on the criteria and procedures of programs approval for Teachers Professional Development and Educational Workers&lt;sup&gt;23&lt;/sup&gt;</td>
<td>- Duties and responsibilities of the MEST in the area of professional development;</td>
</tr>
<tr>
<td></td>
<td>- Criteria and procedures of approval of institutions (providers) and programs of teacher professional development and educational workers;</td>
</tr>
<tr>
<td></td>
<td>- Positioning of previous programs approved by MEST/SCTL;</td>
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<td></td>
<td>- Copyright and the right to offer approved programs;</td>
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<td></td>
<td>- Training quality assurance</td>
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<tr>
<td>AI No. 14/2018 on Teacher Performance Assessment&lt;sup&gt;24&lt;/sup&gt;</td>
<td>- Teacher Performance Assessment system (internal assessment and external assessment)</td>
</tr>
<tr>
<td></td>
<td>- Carriers of TPA, their duties and responsibilities</td>
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<td></td>
<td>- Teacher Performance Assessment procedures;</td>
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<td></td>
<td>- Performance level classification;</td>
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<tr>
<td></td>
<td>- Performance assessment instruments; and</td>
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<tr>
<td></td>
<td>- TPA connection to licensing system for teachers.</td>
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</tbody>
</table>


<sup>24</sup> For more information, see: [https://masht.rks.gov.net/udhezimet-administrative-2018/Administrative Instruction No. 14/2018-1 on the Teacher Performance Assessment](https://masht.rks.gov.net/udhezimet-administrative-2018/Administrative Instruction No. 14/2018-1 on the Teacher Performance Assessment)
With the last revision of administrative instruction, all previous instructions are revoked and integrated in instructions revised, including AI on funding of Teacher Professional Development in Kosovo (No. 15/2013) and AI on Implementation of Teacher Professional Development (No.16/2013). In fact, the AI on funding of TPD has not been integrated in any of revised instructions and is not implemented since 2013, despite the fact that Article 8 of this AI stipulates that the MEST and the MED will draft specific regulations and instructions on the funding of TPD, but this is not done by any of them.

7.1. The licensing system for teachers

The licensing system for teachers in Kosovo is considered to be one of the main mechanisms to enhance quality in teaching, motivation and to address teacher performance; the system itself consists of two defining elements: mechanisms of mandatory professional development for all teachers and mechanisms of performance assessment for any of the. Promotion of teachers is planned to be related to salary increase that would serve as a motivating instrument to ensure a better performance.25

Licensing system for teachers is related with the work of the Division for TTP, the Education Inspectorate and the SCLT. Attempts to develop a licensing system started in 2004; later, in 2008, the Administrative Instruction on licensing system was drafted and the same was implemented partially, classifying the status of teachers and their salaries by pre-service qualification and years of experience. In 2010, the MEST issued another Administrative Instruction (05/2010), describing the relation between professional development and licensing scheme for teachers.26 The first steps of implementation and building mechanisms to accredit TPD programs took place during 2008-2010, whereas during 2011-2012 the licensing database was developed and populated, TPA instruments were created and piloted. The licenses begin to be issued in 2012, 2013 and 2014, and continue so far and sub legal acts related to licensing system were drafted/revised.

The licensing system for teachers serves as an:

- Accountability instrument;
- Motivation instrument - teachers’ salaries and performance level interrelated;
- Mechanism for continuous professional development - building a sustainable system of TPD.

The new administrative instruction on Licensing system and development of teachers (2017), defines the career development paths for teachers in Kosovo, criteria and conditions for licensing by type of license: Career teacher; Advanced teacher; Mentor teacher and Merit teacher. Given the drawbacks in performance assistance for teachers and in fulfilling requirements for professional development of a relatively huge number of teachers these sub legal act has been revised. The table below presents the criteria for number of training hours for TPD, by types of licenses recognized in the current teacher licensing system.

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### Table 2: Types of licences and criteria for teacher professional development for each license type

<table>
<thead>
<tr>
<th>Types of licenses</th>
<th>PD criteria to obtain a licence(^{27})</th>
<th>PD criteria to maintain a licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career teacher</td>
<td>The first career teacher license is issued to teachers who qualify as per the criteria defined in legal acts for teachers in a specific education level and who have one year of working experience.(^{28})</td>
<td>The license of career teacher is valid for 5 years and is renewed providing the teacher has shown a positive performance assessment, according to AI on TPA (criteria for Career teacher license) and has completed at least 100 teaching training hours in training programs for career’s license.</td>
</tr>
<tr>
<td>Advanced teacher</td>
<td>Has completed 300 training hours, of which 100 training hours from training programs for advanced teacher license.(^{29})</td>
<td>The license of advanced teacher is valid for 5 years and is renewed providing the teacher has shown a positive performance assessment, according to AI on TPA (criteria for Advanced teacher license) and has completed at least 200 new training hours in training programs for advanced license.</td>
</tr>
<tr>
<td>Mentor teacher</td>
<td>Has completed at least 200 training hours after receiving an advanced teacher licence, of them at least 100 training hours from teacher mentoring area.</td>
<td>The license of mentor teacher is valid for 5 years and is renewed providing the teacher has shown a positive performance assessment, according to AI on TPA (criteria for Mentor teacher license) and has completed at least 200 new training hours.</td>
</tr>
<tr>
<td>Merit teacher</td>
<td>Has a mentor teacher license for a period of at least 10 years. &lt;br&gt;Has completed at least 450 training hours after receiving the first mentor teacher license, as defined in the Strategic Framework on Teacher Development in Kosovo; &lt;br&gt;Merit teacher licence is valid for an unlimited period.</td>
<td></td>
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</tbody>
</table>

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\(^{27}\) With the current licensing system, to get the license of an Advanced Teacher, Mentor teacher and Merited Teacher, a teacher should fulfil the criteria of Performance Assessment defined by AI No. 14/2018 on Teacher Performance Assessment, besides fulfilling criteria and requirements of TPD.

\(^{28}\) Now that the induction stage in teaching is regulated and the Law on Regulated professions started to apply, a teacher obtains a Career License when they fulfil all relevant criteria of entry stage and criteria of passing threshold in the state matura.

\(^{29}\) Training hours for Advanced teacher license are calculated in the system for all training programs accredited from 2010, when accreditation procedures of training programs for teachers started to apply.
The licensing system for teachers was developed with the support from the World Bank ESIP project. The project provided technical, financial support and expertise. Major drawbacks in system implementation were recorded in periods prior to ESIP project implementation. This is an indication the MEST has lost its leading role in this policy highly important for the pre-university education in Kosovo.

The induction stage in teaching is addressed with the new teacher licensing system. This stage of development is planned to be regulated by a separate document. According to Strategic Framework on development of teachers, this stage includes the first years in teaching where a special supervision and mentoring program will apply. It is a stage of adaptation to the culture of work at school, of further development of competencies for a good teaching and care for personal development. The draft document regulating this stage started in the beginning of 2018 with the support of EDIP project, but is not approved yet.

The AI on Teacher Licensing System defines the criteria and requirements for TPA, a process to be completed by providers of professional development and school-based professional development. According to AI on Teacher Licensing System to the end of 2021, 70% of TPD is completed by training program providers and 30% by school-based professional development, whereas starting from 2021, TPD should be completed 50% by program providers and 50% school-based.

Delays of the MEST in regulating school-based TPD resulted in ad-hoc, unorganized activities by schools, with no initiative that would be grounded on teacher needs. Training program providers could not ensure inclusion of all teachers in trainings, so that they meet the basic requests for training hours required for career license and promotion. In the eighth part (8.2.) of this report, statistical data are presented about the number of teachers who meet the basic requirements for TPD hours for career licence or promotion.

Delays in regulating and implementing school-based TPD and lack of conditions established for teachers to meet the basic requirements for hours for the TPD within five years indicate that there is lack of planning, coordination and leadership of TPD both at central and local level.

Teacher performance assessment, as an integral part of licensing system, started in the end of 2018, with a small group of teachers. Previously, due to delays in meeting TPD requirements and given the fact that teacher performance assessment defined in 2013 was not yet applied, with the AI on Teacher Licensing System (2017), Article 33, the MEST was obliged to renew career teacher licences for teachers licensed in 2012, 2013 and 2014; according to this AI licenses issued during these years remain valid till teacher performance evaluation is done. The Law on Education Inspectorate is a good opportunity to make the TPD process more dynamic,
but the number of pedagogical inspectors and lack of a strategy to implement TPD may question the process again.

Teacher licensing system defines the conditions and criteria for promotion of teachers in career. The system of promotion is not applied and there seem no arrangements taking place to implement it, given the lack of budget planning and inclusion in the mid-term expenditure framework, but also drawbacks in TPD. Promotion should ensure a relation of performance with the salary. If the promotion system for teachers would be implemented, it would have been easier to manage teacher requirements in the Law on salaries.

7.2. Responsible institutions that have a role on TPD

The MEST has two internal mechanisms that are responsible and have a role in teacher professional development. Internal mechanisms of the MEST are the State Council for Teacher Licensing and the Division for Teacher Professional Development. According to the legislation applicable, institutions that have a role in in-service teacher professional development include the Municipal Education Directories, Educational Institutions, Education Inspectorate and Institutions providing TPD programs. In all Administrative Instructions regulating special aspects of TPD, the MEST has the main responsibility to build a functioning TPD system.

7.2.1. State Council for Teacher Licensing (SCTL)

The legal basis for the SCTL is the Law on Pre-university Education. There is a general confusion in the legislation in regards to SCTL competences; whether SCTL has advisory and recommendation competences only, or it has executive competences as well. The Article 32 of the Law on pre-university education addressing the SCTL exclusively does not clarify its competences; it only stipulates that the duties and responsibilities will be regulated by a sub legal act. However, the following Article 33 on teacher licensing, in paragraph 1 specifies that teacher licensing, development of framework and standards for professional development and performance evaluation are a responsibility of the Ministry, acting on the advice and recommendations of SCTL. It means that the SCTL is an advising institution only and that the Ministry is the one that has executive competency for licensing; this is in compliance as well with paragraph 9 of this Article, where it is specified that a licence may be withdrawn or revoked by the Ministry, therefore the licence can be obtained from the body that issued it.

The AI 04/2017 on SCTL defines the role, duties and responsibilities of this body. According to Article 2 of this AI, the SCTL is a body (i) providing advices and recommendations to the MEST on regulating the licensing and career development of teachers and promotion of administrators/leadership of educational institutions in pre-university education of the Republic of Kosovo; and (ii) supervising and developing procedures to issue...
and revoke licences of teachers in licensing system. Whereas, in Article 1 on aim of the AI, the SCTL is the body responsible to licence and promote teachers and administrators/leadership of educational education in Kosovo, which goes beyond the role of providing advices and recommendations, supervision and development of procedures to issue and revoke licences for teachers, a role that described in more details in Article 7 of this AI on duties and responsibilities of SCTL.

The Law on Pre-university Education does not exclude the possibility for the SCTL to be the responsible body for licensing and promotion of teachers and administrators/leadership of educational education in pre-university education in Kosovo. But, this should happen with a system of delegation from the MEST, through sub legal acts. Often this body of the MEST has not been functional due to this confusion about the delegation of functions from the MEST to SCTL, therefore non-accomplishing the role in providing the right and timely guidance to build a sustainable licensing system for teachers in Kosovo and promote development of career teachers.

### 7.2.2 Division for Teacher Professional Development (DTPD)

Duties and responsibilities of SCTL are described in the Regulation No. 39/2013 on internal organization and systematization of working positions in MEST, respectively in Article 17 of this regulation. This Article is preceded by Article 14, defining duties and responsibilities of the Department for Pre-university Education Development, part of which is DTPD as well. Item 1.5 of the Article 14 clarifies that it is the duty and responsibility of DTPD to offer support for teacher licensing and certification. Whereas, in the duties and responsibilities of DTPD described in Article 17 of this regulation, item 1.2., the DTPD is responsible to train teachers, experts for professional development.

This responsibility of DTPD goes beyond legal definitions for the role of the MEST in TPD, having in mind that according to the Law on Pre-university Education in Kosovo, it is the MEST responsibility to establish criteria and manage a licensing system of all teachers, with the advices and recommendations of the State Council for Teacher Licensing, to define requirements for teacher professional development and performance within the process of licensing, standards and procedures of accrediting professional development programs for teachers and standards of professional practice for teachers.

The direct involvement of DTPD as a training provider and the MEST not taking the leading role in TPD, according to one of the experts interviewed, shows that the MEST continued to behave as if the MEST is still responsible to provide teacher professional development, although this responsibility has been transferred to municipalities since 2008. On the other hand, after all this years, municipalities haven’t taken this responsibility as their own. Trainings from organizations continued and everybody was covered for the role they did not accomplish.³³

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³³ An interview with an education expert, familiar with teacher professional development, done in 4 March 2019.
7.2.3 Municipal Education Directory

According to the Law on Education in Municipalities, municipality, respectively the MED, is responsible to train teachers at municipal level based on teachers’ needs, to ensure the budget for teacher training and to coordinate trainings at municipal level, in cooperation with the MEST and training program providers. In all Administrative Instructions related to TPD and teacher licensing, municipalities, respectively the MEDs, are responsible to ensure the implementation of TPD at municipal level by providing the budget and planning of TPD based on needs at municipal level and support the full implementation of licensing system for teachers.

But, the majority of municipalities in Kosovo has not fulfilled the responsibilities for TPD transferred to them since 2008, although efforts have been made with the support of BEP/USAID project, where capacities were build in majority of municipalities to ensure that there are coordinators for teacher professional development and drafting municipal plan for TPD.

The coordinators for teacher professional development at municipal level and school level never got regulated, meantime the Quality Assurance Strategy in Pre-university Education 2016-2020 defines the scheme of quality coordinators from central level, municipal level and any other educational institution. These positions are regulated with the AI 24/2016, but despite that, according to officials in the MED, who were part of the interview in the study, the Municipality has not fulfilled its role for the TPD. The situation needs to be treated based on specifics of each municipality and support is needed by central level.

7.2.4 Educational institutions - schools

The role of educational institutions for TPD is not directly defined in the Law on Pre-university Education in Kosovo. The role of educational institutions for TPD is defined in Administrative Instructions related to TPD, teacher licensing system and other strategic documents. The role of educational institutions for TPD is described as well in the Strategic Framework on Teacher Development in Kosovo and in the Framework for School Performance Evaluation; according to these documents, all schools are required to draft the annual plan for teacher professional development, perform school-based professional development in compliance with applicable legal provisions and school-based professional development internal procedures, that include: data collection - needs assessment, planning, implementation and reporting related to school-based professional development.34

Various initiatives were taken both at municipal and school level to define a position that would coordinate TPD activities at school level. It started with the position of school coordinator for professional development (within BEP-USAID project), then within curriculum piloting, coordinators for curriculum to end up with the AI on Quality Assurance with the position of Quality Coordinator defined at school level, required

34 The Framework for school-based professional development was developed with the BEP-USAID program, it has been piloted, but it is not yet approved by the MEST as a document/education policy for all the schools in Kosovo. Finalization of the document is being supported by the World Bank ESIP project.
for every educational institution/school. One of the duties of quality coordinators is to coordinate activities for teacher professional development.

Lack of accomplishments by the MEST and the MED in their role in TPD had a great impact on schools and resulted in drawbacks to their role in TPD process. Lack of approval/formalization of the Framework for school-based professional development and frequent changes in coordinating positions for TPD at school level resulted in schools’ dependence on trainings provided by the MEST and other training providers and schools with no role on school-based teacher professional development.

7.2.5 Education Inspectorate

Education inspectorate is responsible to control quality and perform external assessment in educational institutions of SNKA 0-4 level, including assessment of teachers, school principals assessment and school performance assessment. Teacher performance assessment is a special component in licensing system for teachers.

One of the duties of Pedagogical Inspectorate is to recommend measures for improvement, including trainings for teachers, changes in pedagogical approaches, different organization of classes and additional classes in certain subjects. Recommendations should be based on evidences resulting from monitoring and external assessments based on applicable legal provisions.

Teacher performance assessment (TPA) is an integral part of licensing system for teachers. Although the sub legal act on TPA was approved in 2013, the TPA started in autumn 2018. Ad-hoc monitoring of teachers in classes have taken place, but the Education Inspectorate has not accomplished its role to supervise classroom teaching practices and to recommend measures for teacher professional development. The Law on Education Inspectorate in Kosovo is a good opportunity to make activities and engagement for TPA process more dynamic, but the low number of pedagogical inspectors and lack of a strategy for TPA implementation may question the process again.

7.2.6 Teacher professional development providers

The development of teachers in Kosovo is closely related to the support received from international and national partners. With the support of international partners, in the school year 1999/2000, the Union of Education, Science and Culture (SBASHK) was one of the first training providers for teachers, with the program “Student-centred teaching.”

In the school year 2000/2001, some aspects of education development were trusted to some leading agencies, such as CIDA-KEDP (preparation of teachers), UNICEF (development of curriculum), FSDEK (devel-
opment of special education) and GTZ (education and professional training). These agencies were among first providers of teacher professional development in Kosovo. In the meantime, some public institutions (the Faculty of Education, the Kosovo Pedagogical Institute), non-governmental organizations (Kosovo Education Center, etc.) private institutions and organisations (Colleges) and international projects financed by donators started offering programs for teacher professional development.

With the teacher licensing system in Kosovo, all providers of programs for teacher professional development should be accredited by MEST to offer training programs recognised in the licensing system. According to AI No.06/017 that defines the criteria and procedures of programs approval for Teachers Professional Development and Educational Workers, public, government and inter-government institutions and internationally recognized organisations that have an agreement with the MEST to develop activities of professional development of education employees, do not need to be accredited as TPD providers for the duration of the agreement. These institutions and organisations have a legal obligation to accredit the training programs they will deliver for teachers and educational workers.

According to the catalogue of programs accredited and approved for professional development of teachers and education leaders (second edition, 2017), there is a long list of TPD providers, such as: Kosovo Education Center – KEC, GIZ-CDBE, USAID, Faculty of Education in Prishtina, Kosovo Pedagogical Institute, Council of Europe, Institute of South East Europe for Advancement in Health and Nursery, ECONET, Finish Program, KulturKontakt Austria, SBASHK, Save the Children Internacional, SwissContact, Source Centers in Prishtina and Mitrovica, Swiss Caritas, Center for Advancement of Performance Education (QAPA), BIT Kosova, MEST, etc. There are also other non-governmental organizations, that have been allowed by MEST to offer training programs, in agreement with providers and training program developers, such as GIZ, USAID, etc.

Despite initiatives to define public institutions that would have the leading role for certain TPD programs, MEST was not successful in that and as a result the TPD mainly depends on international projects financed by donators, where different programs developed within the framework of different projects, have no address/institution, such as programs developed by IPA project 2009, twinning Project, etc. Same thing happened with the initiative to open the School (Academy) of Education Administration (2005).

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36 KEC was established in 2000, with a mission to fill in the gap in the field of professional development of teachers, that was so evident at the time. KEC developed around 70 different training programs, offered in different time periods. From 2004, the number of participants in these programs is more that 30,000, with every participant attending in average 30 training hours (Source: The interview with a representative from the KEC).
37 GIZ, with the "Capacity Development in the Basic Education Sector in Kosovo" project (known as CDBE), during 2010-2019 developed 10 programs for teacher professional development (4 in Maths, 3 in Natural Sciences, 1 in summative assessment, 1 in Professional Departments and one in energy efficiency). During 2010-2018, around 4,800 teachers were trained in GIZ/CDBE programs. Of them 1,692 are trained by GIZ programs, but financed by the MEST. (Source: Report on teacher professional development 2010-2018. Published by GIZ in March 2019).
38 USAID within Basic Education Program (2010-2016), developed 20 different courses and training programs for teachers, school administrators and school governing bodies, 15 of which are accredited by the MEST.
In fact, the MEST did not perform any comprehensive analysis about the need to engage public institutions in different fields of TPD, to institutionalize TPD, ensure sustainability and quality of TPD. Currently, MEST has taken the initiative to authorise the Faculty of Education in Prishtina, to lead in-service TPD. So far there is no written document for this initiative and there is no transparency on how this will be done, when and how the process is planned. Faculty of Education, can be one of in-service TPD providers, but not the only one. The more public organization involved, the more sustainable and qualitative the TPD offer becomes.\textsuperscript{40}

\textsuperscript{40} An interview with an education expert in teacher professional development, carried out on 4 March 2019.
8. Strategic framework on teacher professional development in Kosovo

Teacher Professional Development in Kosovo is specifically elaborated in the Kosovo Education Strategic Plan 2017-2021, a continuation of KESP 2011-2016, in the Strategic Framework on Teacher Development, approved by MEST in April 2017, as well as in the Framework for quality assurance of school performance.

Teacher professional development is part of the National Development Strategy 2016-2021 as well. The NDS aims to increase the quality of teaching in primary education by developing teacher capacities and accountability mechanisms; in doing so the level of preparation of teachers is interrelated to their results at work and salary they will receive. One of the specific activities of the measure “Enhanced quality of teaching in pre-university education,” is: Expedite the process of teachers’ professional development, with special focus on the segment of teachers in vocational schools and STEM areas (Science, Technology, Engineering and Mathematics).41

8.1. Kosovo Education Strategic Plan (KESP) 2017–2021

In KESP 2017-2021, teacher development is one of the fields of strategic planning, with the objective of enhancing teaching quality through an effective and sustainable system for preparation and professional development of teachers.42 The main focus in the area is to build a sustainable system for teacher professional development to implement school reform and have a direct impact in improving student results.

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Note: In the document National Development Strategy 2016-2021 (NDS), when describing causes impacting the low quality within the measure “Enhanced quality of teaching in pre-university education” there are some data that have no reference and consequently no argument is provided. Quote: Around half of teachers presently at service fail to meet the minimal qualifications or normative requirements to hold the office, because they have not completed the bachelor level studies.

In KESP 2017-2021, within the strategic objective of teacher development, there are four results expected:

- A sustainable teacher professional development system for the implementation of the education reform is built;
- Teacher performance assessment process is implemented;
- Teacher licensing system becomes fully functional;
- Quality preparation is ensured for pre-service teachers.

For each expected result, there are potential measures to be implemented within KESP implementation period. To this end, in the assessment report “Kosovo Education Strategic Plan implementation 2017,” prepared by “KEEN” project, implementation of activities for the objective of teacher professional development was evaluated and some of the main findings include:

- Although legal acts and policies regulating teacher professional development are approved, the process still lacks proper coordination and reliance on needs analysis. Training selection, to a great extent, depends on the perceptions of MEST and MED officials and the priorities of donators;
- During 2017, main focus was in training teachers to implement the new curriculum; a total of 9,300 teachers were involved. Meanwhile, no specific trainings were organized about the implementation of sectoral curriculum and VET profile frameworks.
- The process of teacher performance assessment has not started yet. Moreover, there is no clear action plan about the development of this process in the future, despite the fact that work was done in drafting the documents required and training of inspectors.

The assessment of annual implementation of the Kosovo Education Strategic Plan 2017-2021 and strategic objectives for the year 2017 and 2018, is carried out by MEST, with the support of GIZ. Both reports offer important data on trends related to teachers in Kosovo and comparisons with the OECD countries; some of the main findings are presented below:

- Number of teachers in Kosovo remained mainly the same. There are around 23,374 teachers in Kosovo in the school year 2017/2018. In the last years, there is a trend of female domination in teaching personnel;
- The average age of a teacher in Kosovo is 43 years old. Most of them have more than 10 years of experience in teaching. Number of experienced teachers with a limited experience is 8%. Number of teachers to be retired in the next five years is around 3,400 teachers or around 670 teachers per year. Students enrolled in the

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Faculties of Education in Public Universities are mainly female and this is expected to have a considerable effect in gender balance.

- Student/teacher ratio in 2018 was 15.5. In the last years there was a considerable decrease noticed in the number of students as a result of a decrease of natality in Kosovo. Kosovo has a similar teacher/student ratio to advanced OECD countries.

- Teachers in Kosovo are engaged for about 539 hours yearly or 110 hours less than the average of OECD countries.

- Bases on the database for teachers in the Ministry of Public Administration in Kosovo, there are still 2,000 teachers engaged with no university degree.44 Whereas, 1,600 only have a Master degree.

- The rate of teachers’ involvement in continuous professional development in 2018 was 23.2 % and is clearly lower than in 2015.

These data from the evaluation reports of KESP implementation are very important for planning related to teacher development. Some of them are not directly related to evaluation of accomplishment of activities defined in the KESP 2017-2021.

In addition, the study report “Early retirement due to ill health – the case of teachers,” prepared by “Kosovo Education and Employment Network – KEEN” offers very important data on planning related to teacher development. They are presented below:

- There are 28,121 persons employed in all levels or pre-university education in Kosovo, of them 23,281 teachers, 3,181 assisting staff and 1,659 administrative staff. Whereas at university level, in seven public universities, there are 2,330 employees engaged.

- The average age of employees in pre-university education is 45. The average age of education workers is for ten (10) years higher than the average age of the population of Kosovo, estimated to be 30.2.

- Distribution of teachers by age and gender shows that there are more female teachers under the age of 55 and there are more male teachers over the age of 55.

- The average years of working experience (not only in education) of all teachers is 16 years. From the total number of teachers, 40% of them have less than 11 years of experience.

- When considering the age and education background, it is revealed that teachers who have completed the normal high school are mainly teachers over the age of 60, teachers who have completed higher pedagogical

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44 These are mainly teachers from the last generations of teachers with a degree from Normal Schools/Pedagogical Academy. This group of teachers was allowed to exercise the profession by AI Normatives for teacher employment, because at the time of employment these teachers were qualified and now they are approaching retirement.
education are mainly teachers aged 57 and over. Teachers between the age of 25 and 55 are mainly the ones with Bachelor degree, whereas the ones with Master and PHD degree are spread in all age groups, with a slightly higher level at 30’s.

The average gross salary for teachers over the age of 55 is 532 Euros, while for teachers between the age of 25 and 35 the average gross salary is 452 Euros45.

Based on MEST reports on the evaluation of KESP implementation, a considerable progress was achieved in 2017 and 2018 in building a system for teacher development. To this end, important steps were taken to make the Licensing system and pre-service programs functional, and a significant progress was achieved in building a system for teacher development. The process of teacher assessment, although started and showed the progress in 2018 compared to 2017, still continued to lag behind time limits foreseen.46

It is worth mentioning that in both KESP evaluation reports (2017 and 2018) by MEST with the support of the GIZ, the progress achieved with the 4th objective is rated 4. Evaluation criteria include: (i) All laws, instructions and policies are approved; (ii) We have an advanced practice in legislation and instructions implementation; (iii) Laws are implemented consistently in the last four years; (iv) Institutional capacities are functional but there are financial shortfalls. In fact, yet there is no document approved on school-based professional development, teacher professional development when entering the profession; there is no TPD financial mechanism established; municipal teams of experts are engaged in some municipalities only; there is no evidence that laws have been implemented consistently in the last four years, having in mind that the TPD legal package was revised in 2017; in addition, there is no supervision system in place and assessment of implementation of TPD programs, etc.

Delays in approving documents regulating school-based professional development and the entry stage in teaching profession have a direct impact on the activities of the project supported by European Union Office in Kosovo “Improvement of capacity building for teacher professional development”, since one of the main activities of this project is to support a representative sample of 10 municipal education directories to offer school-based professional development for teachers within licensing system for teachers.47 Project activities started as planned with the project, although the document regulating school-based professional development in relation to licensing system for teacher is not final and formalized.

Annual evaluation report of the Kosovo Education Strategic Plan 2017-2021 for 2018, in the area of teacher development, in the matrix of activity implementation for the expected result associated to full functioning of licensing system for teachers, presents two activities that were fully implemented during 2017 and 2018, such as drafting the action plan for the implementation of the licensing process and informing teachers about the licensing system. Despite efforts, we could not find action plans for the licensing system for teachers and there

46 For more information, see annual reports (2017 and 2018) drafted by the Ministry of Education, Science and Technology (MEST) and GIZ – Annual evaluation report 2017 and Annual evaluation report 2018 of the Kosovo Education Strategic Plan 2017-2021.
47 Dr. Peter Gam dhe Dr. Johann Schusterede (May 2018): Improvement of capacity building for teacher professional development (Training of Pre-primary and primary education teachers). Initial report - Submitted to the European Union Office in Kosovo.
is no progress in regards to teacher licensing as foreseen by legal framework. In addition, licensing of pre-university teachers by private schools has not started yet and no progress is achieved. Their licensing is foreseen with the AI on the Licensing system for teachers.

Whereas, in regards to teachers information about the licensing system, it seems that the referral in the MEST evaluation report is based in the conference organized by the MEST in April 2017 on launching the documents for licensing system for teachers. There are no other reports in regards to informative sessions organized with teachers about licensing, despite the fact that organization of meetings was part of the SCTL and Division for TPD plan (2017 and 2018). Also responses of teachers involved in the study in the question regarding their information about the TPD requirements based on licensing system for teachers, do not indicate that the activity was fully implemented. Around 25% of teachers involved in the study, state that they don’t have or have only few information about TPD requirements as per licensing system for teachers, around 20% are informed about some of the requirements only, whereas around 55% show a high degree of knowledge about TPD requirements.

### 8.2. Strategic framework for teacher development in Kosovo

The MEST, attempting to reorganize the system of development of career teachers and interrelate it to teacher standards, drafted the document Strategic Framework on career teacher development, aiming to:

- Offer a coherent career plan for teacher development in Kosovo, including a range of unified performance standards/competences in five levels of teacher career/ licensing and prioritize a number of actions to be taken for the period 2017-2021;

- Energize discussion and action in different levels of education system (central, municipal and school level) to ensure that all students in Kosovo, in any class, are inspired to learn from devoted teachers, who are efficient and careful towards their students.

Strategic framework on career teacher development defines the standards of the profession, which are the main reference for teacher preparation, professional support and development, performance assessment and promotion of teachers. Standards of teacher’s profession are organized in four teaching areas.

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Table 3: Teaching areas and standards for teachers

<table>
<thead>
<tr>
<th>Teaching areas</th>
<th>Standards for teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional values, attitudes and behaviour</td>
<td>Recognizes and supports key values and criteria defined by the MEST/Responsibility towards work duties and obligations</td>
</tr>
<tr>
<td>Professional knowledge and understanding</td>
<td>Demonstrates positive and objective attitude and behaviour for the well-being of students and teaching</td>
</tr>
<tr>
<td></td>
<td>Demonstrates knowledge of curriculum/subject content and professional didactic methodology for the subject</td>
</tr>
<tr>
<td>Skills and professional practice</td>
<td>Plans effective implementation of teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Plans continuous assessment (assessment to learn), offers feedback and reports in regards to student learning</td>
</tr>
<tr>
<td>Professional learning and engagement</td>
<td>Engages in continuous professional development</td>
</tr>
<tr>
<td></td>
<td>Engages professionally with colleagues, parents and community</td>
</tr>
</tbody>
</table>

Standards of teacher’s profession defined in the Strategic Framework on career teacher development, reflect the interaction between teaching areas and performance indicators, divided in five different career stages that ensure and enable professional development of teachers during their career, starting from competences in the first stage of service/entry stage in profession and competences of teachers for licensing, relicensing and promotion.

Moreover, strategic framework on career teacher development defines general conditions and requirements for the professional development that should be achieved during each career stage, including programs/professional development areas for each career stage where teachers and training providers should focus and the number of hours for professional development.

Based in Strategic Framework on teacher development in Kosovo (2017), main programs/areas for TPD should be further developed, along with the new developments in the area of teacher development and licensing process. Despite the need for a performance assessment system for teachers, a process that started to be implemented in the school year 2018/2019, MEST has not yet done any assessment about the programs accredited prior to Strategic Framework approval and classify them by TPD needs covered for each stage of career development.
8.3. The guideline for career teacher development

As described above, the licensing system for teachers consists of three main interrelated components: (i) Licensing of teachers; (ii) Teacher professional development; (iii) Teacher performance evaluation. This system is presented as well in the guideline for career teacher development, prepared with the support of ESIP project, in cooperation with the MEST Division for TPD, Education Inspectorate and State Council for Teacher Licensing.

The guideline for career teacher development is one of the most important activities for the five year period 2017–2021. Planning specific activities for each component, their alignment, budgeting and monitoring of their implementation requires inter-sectoral cooperation at the MEST, MED and school level. The Guideline is integrated in the Strategic Framework on teacher development in Kosovo.49

Despite the fact that the Strategic Framework on career teacher development reflects a coherent plan for the development of teachers and has prioritized a number of actions that can be taken during 2017 – 2021, the initial process of implementation is characterized with numerous delays and challenges in executing measures to implement the licensing system for teachers, teacher professional development, in compliance with the guidance offered in the framework, specifically in defining existing training programs by career stages, development of entry stage in teaching profession and regulating school-based professional development.

Delays and challenges in accomplishing actions foreseen for the period 2017 – 2021 in teacher development area have been described in details in discussions organized with the representatives of the MEST Division for TPD and experts of professional development area. To a huge extent, they are related to the MEST not fulfilling the leading role it has in regards to TPD, delays in implementing activities related to the teacher development component in the ESIP project, internal MEST restructuring, but also with the lack of political will to fully implement licensing system for teachers.

Same situation applies in regards to actions related to teacher performance assessment, despite the fact that teacher performance assessment process started with a very small number of teachers all over Kosovo.

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49 For more information, see: https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf
8.4. Framework for quality assurance of school performance in Kosovo

With the Framework for quality assurance of school performance in Kosovo, the MEST defines main expectations from every school acting in Kosovo, defining quality criteria and school performance indicators. The Framework foresees five areas of school performance quality, serving as the main organisational pillars for school management, self-evaluation, planning and improvement intervention and continuous advancement of school services. Teacher professional development is one of five areas of school quality.50

Five quality criteria related to curriculum principles are defined for teacher professional development area and they lead the self-evaluation process in the area through performance indicators for each quality criteria and guide teacher professional development at school level. Quality criteria for school self-evaluation in the area of teacher professional development, interrelated to curriculum principles, are:

Table 4: Connection of quality criteria for teacher professional development area with curriculum principles

<table>
<thead>
<tr>
<th>Curriculum principles</th>
<th>Teacher professional development – quality criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
<td>□ In planning TPD, School management involves students, parents and teachers</td>
</tr>
<tr>
<td>Development of competences</td>
<td>□ Teacher professional development practices contributes to the development of student competences</td>
</tr>
<tr>
<td>Integrated teaching and learning</td>
<td>□ Teacher professional development practices contribute to integrated teaching</td>
</tr>
<tr>
<td>Autonomy and flexibility</td>
<td>□ School efficiently uses its resources for TPD activities</td>
</tr>
<tr>
<td>Responsibility and accountability</td>
<td>□ School monitors TPD impact in teaching quality improvement</td>
</tr>
</tbody>
</table>

With the expectations from schools, defined by the MEST in the Framework for quality assurance of school performance in the area of TPD, educational institutions are required to reflect constantly about the efficiency of their performance compared to expectations achievement defined in curricular documents and student performance. This is intended to be achieved, verified and guided using a developmental approach of school performance assessment system, school performance self-evaluation, but also through external assessment from the Education Inspectorate, that represents the MEST mechanism to assure quality in pre-university education.

9. Professional development programs and inclusion of teachers in trainings

As per the applicable legislation, MEST has the leading role in policies on teacher professional development, responsible to plan the funds needed, accredit training programs, draft standards to assure quality and create mechanisms to implement teacher professional development.

9.1 Teacher Professional Development programs accredited by MEST

Teacher Professional Development is a specific component of Teacher Licensing System. According to this system, all TPD program providers should have their programs accredited by MEST, so that they are recognized in the licensing system. Activities of professional development developed at school level, based on their needs, are the only exception; they are approved and recognized by school within the percentage defined for school-based TPD.

With the applicable AI No. 06/2017 on the criteria and procedures of programs approval for Teachers Professional Development and Educational Workers, instruments of application and evaluation of programs and training providers have been revised. The training program application form, apart from general data on organisation's managing staff and program, is divided in two main areas, and they include the requirements presented in Table 5.
Table 5: Application requirements for accreditation of training programs for teachers and educational workers

<table>
<thead>
<tr>
<th>Main areas</th>
<th>Application requirements for accreditation of training programs for teachers and educational workers</th>
</tr>
</thead>
</table>
| General data about the program | Training program title  
Type of program (basic or supplementary)  
Relation of the program with teacher licence type  
Target group  
Number of training program hours |
| Training program details    | Training program development details  
Program results/learning results/  
Program content and activities that would ensure the achievement of program results, and training materials  
Methodology to be used in delivering the training program  
Training program quality assurance  
Training program scope  
Training certificate  
List of trainers (qualification, years of experience in education, experience as trainers, organisation for certification of trainers, experience in other training programs) |

In general, recent changes in criteria and procedures for approval of programs for teacher professional development and educational workers may be considered a positive step towards a better TPD leadership, although this is not sufficient. One of the training providers believes that the MEST played no other role in TPD leadership except for accreditation of programs and providers.51

The requirement related to experience in developing training programs, includes also aspects of program development based on teachers’ needs. However, this does not ensure involvement of teachers in training programs that are based on their needs.

There is a consensus among interviewees and school directors involved in the focus group that there is a need for professional development in all areas, therefore all professional development programs are welcomed; and it is MEST responsibility to define which of the programs have priority and fund them. Also with respect to

51 An interview with a representative of training providers, carried out on 8 March 2019.
needs analysis for TPD, there is a consensus among interviewees that training providers perform needs assessment based on their projects, but there is no well-managed system in preparing training programs based on teachers’ needs assessment. There are analysis that indicate that selection of trainings largely depends on the perceptions of MEST and MED officials and the priorities of donators.\(^{52}\)

The situation is clearly confirmed by analysts of TPD who were interviewed and stated that TPD is offer-oriented and not demand-oriented and based on teachers’ needs. It should be teachers to decide what they need and not have somebody else decide about them.\(^{53}\)

The MEST is responsible to publish The catalogue of programs accredited and approved for teacher professional development and education leadership. In the end of 2017, the MEST prepared the second edition of the Catalogue of training programs, including accredited providers and accredited programs from 2010 to the publishing of second edition in 2017.

The catalogue provides a general description of training providers and programs. The description part of training programs includes the type of program (basic or supplementary), provider, duration, beneficiaries, expected results, content, methodology and certification process. Based on the catalogue, we have around 110 training programs, of them 40 are supplementary programs, and around 70 are basic programs.\(^{54}\) However, not all programs in the catalogue are available for teachers.

Despite the fact that the Catalogue of programs accredited/recognized by the MEST on teachers professional development and education leaders was prepared after the approval of the Strategic Framework on Teacher Development in Kosovo, which offers guidance on programs/areas of professional development for every stage of career where teachers and training providers should focus, yet there is no evaluation of training programs included in the catalogue and priorities defined for the programs to be provided for teachers with the support of the MEST and partners that support education development, and no evaluation of programs took place in regards to the extent the demand for professional development is covered per each stage of career development, respectively classification of training program by type of licence defined with the teacher licensing system.

The situation created challenges and issues in the beginning of teacher performance evaluation and consequently performance evaluation process started only with the teachers that meet requirements of professional development for Career teacher licence. In this direction, rapid actions have to be taken to evaluate and classify training programs by licence type. The second edition of the catalogue needs to be updated continuously to correspond to teacher needs and requirements for programs that enhance quality in teaching and learning. This is another action to be taken by the MEST having in mind that during 2018 new programs were approved

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\(^{52}\) Gam, P., Schusterede, J., & Katsanos, K. (2018). Initial report (pg:10) of the EU project: Improvement of capacity building for teacher professional development (training of preprimary and primary education teachers) in Kosovo. The project is implemented by Planet S.A. in consortium with SOFRECO and WUS Austria.

\(^{53}\) An interview with an education expert in teacher professional development that took place on 4 March 2019.

and some existing programs were reapproved to continue and all teacher licence requirements covering training programs were defined.

Publication of the second edition of the Catalogue of training programs by MEST was well-received by teachers and institutions related to TPD, but this was not fulfilled sufficiently the need to inform teachers for this components. Around 25% of teachers involved in the study are not informed or have received only few information about TPD requirements with respect to teacher licensing system, around 20% are informed about some of requirements only, whereas around 55% show a high degree of knowledge about TPD requirements.

Figure 1: Extent of information provided to teachers about general requirements for TPD as defined in teacher licensing system in Kosovo
In addition, the data from the survey with teachers indicate that a relatively huge number of teachers do not have information about the basic training programs to be followed for professional development for the teacher licensing system. This is confirmed by over 44% of teachers involved in the research.

Information lack even more when it comes to supplementary programs for teachers' professional development and recognition of training hours from basic and supplementary programs in licensing system. The following figure presents these differences in teachers' information about trainings.

**Figure 2: Informing of teachers about the basic and supplementary programs they may attend and recognition of training hours in teacher licensing system**

- Are you familiar with the basic training programs that teachers should complete on behalf of professional development for teacher licensing system?
  - Yes: 55.8%
  - No: 44.2%

- Are you familiar with supplementary training programs that teachers should complete on behalf of professional development for teacher licensing system?
  - Yes: 39.3%
  - No: 60.7%

- Are you familiar with the differences between training hours in licensing system - acknowledgment of training hours from supplementary training programs and basic training programs?
  - Yes: 38.4%
  - No: 61.6%
Lack of information about teacher professional development programs and teacher licensing system in general presents a risk of deviation from the purpose for which the system was established, especially risks attempts to build a sustainable TPD system. The data presented above clearly indicate that the MEST should improve data management system for teacher professional development. TPD information management is necessary in order to (i) inform teachers about teacher licensing system, (ii) track the teachers progress towards meeting licensing requirements, (iii) producing policy development information related to decisions on teacher training, and (iv) understand individual teacher profile and identify priority professional development needs.55

Although information management guidance is provided in the KESP 2011-2016, official information provided about TPD in the MEST website are insufficient, dispersed in other publications and links, some of them are outdated - from 2008-2009, dhe the least information are provided in the MEST website where the work of the Division for Teacher Professional Development is reflected.

### 9.2 Inclusion of teachers in continuous professional development

Teacher professional development database through years reflects only formal trainings for which a certificate is provided by MEST and training providers. Continuous teacher professional development represents formal and informal activities, it infers maintenance, improvement and enhancement of teacher knowledge and skills, through forms and different opportunities planned and organized within a system of activities, such as participation and certification in training programs, peer mentoring, participation in professional network, professional publication in special magazines and publications, participation in workshops, seminars and conferences, study visits, exchange of best practices within school and out of school and so on. These planned activities within continuous professional development are not evidenced in the reports on teacher development, therefore in the following part we will present only the data collected about formal trainings.

Entering data on teacher professional development in teacher licensing system database and generation of reports continuously is a challenge itself for the system of career teacher development. Given the sensitivity of data entering in the database during the stage of issuing career licenses, this responsibility needed to be carried out by education inspectors, but lack of clarity in defining their role, responsibilities and mandate created issues in the process that are present so far, but it is important to mention that the process did not stop by entering the data of the applicants for career licence. Currently, applications and other data about teacher licensing system, including TPD data, are managed by the MEST Division for TPD.

After career teacher licenses were issued, the database for teachers’ individual PD has not been updated and consequently there is no database with correct data on the number of training hours attended by teachers after they received the first career licence, although all certificates for teachers’ trainings have been signed by the MEST. Lacking a database for TPD, it was never possible to generate reports that would enable a better planning to guide inclusion of teachers in training programs and other analysis related to TPD.

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A part of the data is presented in reports from providers and donators that provided trainings for teachers. To this end, the final report of the Basic Education Program financed by the MEST and USAID states that the program has developed 20 different courses and training programs for teachers, school administrators and school governing bodies, 15 of which are accredited by the MEST. The program trained 26,000 teachers, of which 22,627 (86%) successfully completed the certification process. Unique number of persons certified by the program is 12,464 or 71% of teachers in primary schools and lower secondary schools. Around 91% of these teachers are certified in at least two program courses.\(^{56}\)

According to the report of the Division for Professional Development in the MEST, 9,300 teachers of pre-university level participated in trainings on KCF implementation during 2017. During 2017, GIZ supported MEST in training 600 teachers of natural sciences. There are other data related to trainings as well, but there is no integrated database showing for each teacher the number of training hours after they received their career license.

In the end of 2017, the ESIP project in cooperation with the MEST Division for teacher professional development and the MED provided data about the number of training hours for teachers in 30 municipalities in Kosovo.

Based on the report drafted in the beginning of 2018, within the ESIP project, in regards to training hours attended by teachers in Kosovo, from 2012 to the end of 2017, data were provided about the inclusion of 16,644 teachers in trainings, where it was reported that 230 teachers had no training at all, respectively they have (0) training hours, whereas 6,000 teachers for five years attended 50 training hours only. The data reported by number of training hours are presented in the figure below.

\(^{56}\) For more information, see: Final report of the USAID Basic Education Program, July 2016. Published by USAID Basic Education Program.
Number of mandatory training hours required to renew a career licence is 100 hours TPD, whereas for an advanced licence it is 300 hours TPD. A teacher qualifies or may apply to renew/advance their licence and undergo a performance assessment only when they collect and provide evidence that they meet the criteria of mandatory training hours. From the data provided, which are limited and do not cover all municipalities, it is noticed that only 733 teachers potentially meet the criteria of mandatory training hours to apply for an advanced licence. 

Statistical data presented above may be incorrect, because we assume that they were not reported correctly, anyhow they indicate that the planning system, supervision and reporting for teacher training and teacher professional development is not functioning. Data on teacher trainings are not reported by EMIS and lacking correct data it is difficult to have a decision-making that is based on demand and needs.

The report prepared by MEST on the evaluation of yearly accomplishment of Kosovo Education Strategic Plan 2017-2021, respectively the evaluation report for 2017, presents an analysis of involvement of teachers in professional development activities and a comparative analysis with PISA 2015 results.

**The report comes with the following conclusions:**

- there is a strong correlation between number of training hours attended by teachers for their professional development and students’ achievements;
- Kosovo education system is doing good in regards to number of teachers per student – teacher student ratio;
- quality of teachers, their qualification and continuous professional development remain the key factor in students’ achievements;
- countries attaining high ranking in PISA offer in average around 60 training hours and teacher professional development within a year;
- Kosovo in average offers less access to professional development compared to other Western Balkan countries;
- inclusion of teachers in professional development in Kosovo is around 39%.

The rate of inclusion of teachers in continuous professional development in the last years is decreasing, relative to the overall number of teachers. The rate of teachers’ inclusion in TPD is presented in the figure below, which does not include data on TPD beyond trainings by providers and data about the number of training hours attended by teachers. It presents only the participation of teachers in trainings by years (2012-2017). The percentage of inclusion was calculated from the overall number of teachers reported in EMIS in respective years.
Formal trainings continued also in 2018, mainly trainings on new curriculum implementation, where according to the report from the MEST Division for Professional Development 5,054 teachers of grades 1, 6 and 10 are included, and there are around 450 teachers trained by other providers, such as GIZ, IPK, KEC. According to officials from the Division for TPD, also during 2018, the focus of MEST was in training teachers about the new curriculum and education leadership program.

Based on KESP evaluation report for the year 2018, inclusion of teachers in professional development is around 23.3% of the overall number of teachers. The rate decreased for about 15% compared to 2017. In addition, the rate is clearly lower compared to countries with advanced education systems. Decrease in number of teachers
attending trainings it is believed to happen given the lower budget allocated for professional development and lack of a functional sustainable funding system\textsuperscript{58}

Based on PISA test result analysis, there is a strong correlation between the number of training hours attended by teachers for their professional development and students' achievements. Countries attaining a high ranking in PISA (2015) offer in average around 60 training hours and teacher professional development within a year.\textsuperscript{59}

Number of training hours and other activities of teacher professional development, based on the report published by GIZ/CDBE report impact teachers' performance as well. Higher number of training hours results in a better performance by them in the test and vice versa.\textsuperscript{60}

According to MEST Division for TPD and teachers involved in the study, the MEST, GIZ, KEC and USAID are the main training providers in 2015-2018. The following figure presents institutions and organisations providing trainings, number and percentage of teachers involved in the study who finished TPD training programs during 2015-2018 according to training providers.

\textsuperscript{59} Same report, pg.100.
\textsuperscript{60} A. Lenski (2017). A report on data analysis from teacher training and education monitoring. GIZ CDBE, pg.9.
Similarly, the survey with teachers unveils challenges and problems related to inclusion of teachers in trainings organized within in-service TPD. There is quite a significant percentage of teachers, around 38%, who are not satisfied with the process of inclusion in trainings, although there is a high level (around 84%) of motivation expressed to participate in trainings and other TPD forms. Teachers show a high level of distrust about their involvement in trainings organized by the MED and this is stated by more than 53% of teachers involved in the study. 43% show lack of trust in their involvement in trainings organized by MEST and around 40% do not believe that school directors respect criteria required for teacher inclusion in trainings. Data regarding the opinion of teachers about their involvement in training programs are presented in the figure below.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education (FE)</td>
<td>48</td>
<td>19.8</td>
</tr>
<tr>
<td>MEST</td>
<td>157</td>
<td>64.9</td>
</tr>
<tr>
<td>Kosovo Pedagogical Institute</td>
<td>51</td>
<td>21.1</td>
</tr>
<tr>
<td>Kosovo Education Center</td>
<td>98</td>
<td>40.5</td>
</tr>
<tr>
<td>GIZ</td>
<td>140</td>
<td>57.9</td>
</tr>
<tr>
<td>USAID</td>
<td>83</td>
<td>34.3</td>
</tr>
<tr>
<td>Save the Children</td>
<td>25</td>
<td>10.3</td>
</tr>
<tr>
<td>UNICEF</td>
<td>10</td>
<td>4.1</td>
</tr>
<tr>
<td>Council of Europe</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Other NGOs</td>
<td>62</td>
<td>25.6</td>
</tr>
</tbody>
</table>
In regards to teacher motivation to participate in trainings and their engagement in trainings, school directors, providers and experts interviewed, stated that in the last years they have noticed that a number of teachers attend trainings to receive a certificate only, because they need evidences to meet relicensing criteria and not performance improvement. Some of opinions expressed by training providers are presented below:

“There are teachers who join trainings to improve their performance, but there are also teachers who joint just to receive a certificate, because they were told that they will need it for relicensing purposes. However, I consider that majority of teachers want to improve, but they lack support in this direction. They are active in the training, but the question is how active they can be when they return to school, after the training. Is there a possibility to im-
pact their colleagues to change practices, or they have to integrate again in an environment that does not support changes, as it happens in many schools.\textsuperscript{61}

“In cases when there is a successful and effective leadership at school level, there is motivation by teachers to participate in trainings and to exchange training experiences with other colleagues at school level”.\textsuperscript{62}

“Teachers are interested to be part of trainings and other professional development activities, but they feel tired of trainings, especially trainings organized in weekends, Saturdays and Sundays”.\textsuperscript{63}

Inclusion of teachers in trainings and modality provision and different forms of TPD remain challenges to be addressed by MEST, MED and Schools.

\textbf{9.3 Teacher professional development funding}

Within the KESP 2017-2021 it is foreseen to have a teacher professional development system established so that education reform is implemented, by drafting an annual plan and MTEF for TPD funding among other things. The MEST performs the budget planning annually, but there is no specific plan for funding teacher professional development allocated to training providers and for priority programs defined by the MEST. The whole budget is planned for the budgetary item, respectively sub program “Training of teachers”, where the whole teacher licensing system is included;

Annual budget spent for training of teachers 2011-2017 is presented in KESP report for the year 2017. During 2017, the budget for training of teachers was doubled compared to previous year. The figure below presents yearly budget for training of teachers 2011-2019.\textsuperscript{64}

From the budget analysis it is noticed that there are considerable differences in the budget allocated by MEST from 2016 to 2018. To this end, there are no arguments reported about the increase in budget in 2017 compared to the budget of 2016, or about the decrease in the budget for 2018 compared to the one in 2017. We may assume that the increase in 2017 is related to the beginning of KESP 2017-2021 implementation, whereas the decrease for 2018 is assumed to be related to the fact that less trainings were planned for this year. According to the KESP evaluation report for 2018, in 2018, 23.2\% of teachers in pre-university education were part of different training programs, compared to 39\% in 2017. However, based on the same report, inclusion of teachers in trainings in 2016 and 2017 is 39\%, whereas differences in budget allocation and expenditures for trainings in these two years are relatively high.

\textsuperscript{61} An interview with a representative of training providers, carried out on 8 March 2019.
\textsuperscript{62} An interview with a representative of training providers, carried out on 8 March 2019.
\textsuperscript{63} From the discussion with school directors that took place on 5 March 2019.
\textsuperscript{64} The budget for 2019 refers to the Law on the Budget of the Republic of Kosovo for the year 2019, respectively budget planning for 2019 - Sub program: Training of teachers.
According to officials from the Division for TPD, the budget planned for TPD is also spent from other MEST sectors that provide trainings although they are not responsible to provide trainings. Also, according to officials from the Division for TPD, the budget planned for TPD is spent as well for activities that are not related to TPD. This is a challenge for budget management as per purpose of allocation. The practice of spending training budget for other purposes, if continued, may result in lower budget allocated in the following years, therefore a detailed budget planning is required and it has to be spent as per purpose of allocation.

From the analysis of the budget planned and spent by MEST for the sub program “Training of teachers”, for the last two years, there are differences noticed between budget planning and expenditures for trainings. Annual reports of the budget planned and spent show that in 2017 and 2018 the planned budget was not fully spent. Having in mind the fact that the budget is used also from other MEST sectors for activities that are not related to TPD, then it can be concluded that the budget for TPD is not properly planned and spent.

65 The budget for 2019 presents the planning for this year.
### Table 5: The amount of the MEST annual budget planning and expenditures for teacher training in 2017 and 2018

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual budget-amount planned</th>
<th>Annual amount of the budget spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>705,291.00€</td>
<td>662,889.13€</td>
</tr>
<tr>
<td>2018</td>
<td>381,090.56€</td>
<td>356,071.72€</td>
</tr>
<tr>
<td>2019</td>
<td>432,291€</td>
<td></td>
</tr>
</tbody>
</table>

The annual statistical report with education indicators 2017/2018, EMIS office in the MEST, presents also the public expenditures in pre-university education, but not the annual expenditures specific to teacher professional development. According to EMIS report published in December 2017, public expenditures in pre-university education per student are around EUR 610 for 2017. If we compare the budget spent for TPD in 2018 (EUR 356,071.72) to the number of teachers in the school year 2017/2018, it results that public expenditures for in-service TPD are around EUR 15.29 for 2018. If we compare it with the number of teachers included in trainings in 2018 (around 5,450 teachers or 23.3% of teachers that were included in trainings), it results that public expenditures for in-service TPD per teacher are around EUR 65.33 for 2018.

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10. Teacher Professional Development at local level

With the decentralization of responsibilities in education, municipalities are responsible to train teachers at municipal level, ensure the budget for teacher training and to coordinate trainings at municipal level, in coordination with the MEST and training program providers. The MEST with the support of development partners, including USAID, GIZ, European Union, etc., offers support to the Municipal Education Directories in drafting Teacher Professional Development Plans and managing trainings at municipal level. Concrete results were achieved and reported by the Basic Education Program (BEP) financed by MEST and USAID, establishing 25 CPD (Center for Professional Development) and in 22 municipalities partner of the BEP program to draft three-year plans for teacher professional development.

In the framework of municipal plans for TPD drafted with the support of the BEP program, it is noticed that a similar approach, with small differences in specifics of municipalities. Municipal plans for TPD contained the aim, expected results/objectives, measures by objectives, activities for each measure and action plan for the implementation of the main measures or activities. Municipal plans are focused mainly in professional development and include other activities beyond trainings. For example, in Teacher Professional Development Plan 2012-2015 in the Municipality of Suhareka, apart from different trainings, it was planned to create conditions for supervision and evaluation of implementation in practice of knowledge gained from trainings, establish school teams for professional development at school level, etc. But, this sense of professional development, as stated by municipal officials interviewed, could not be implemented in school practice.

Prior to supporting municipalities in drafting teacher professional development plans, a team of experts engaged by Basic Education program (BEP) assessed Municipal Education Directories’ needs to improve the coordination of teacher professional development. Results of this research indicate that municipalities do not have specific persons responsible for teacher professional development, there is a lack of information about the new responsibilities of municipality for teacher professional development and municipal education officials need support to build capacities to manage professional development at municipal level.

Based on results of the study mentioned above, support has been provided to municipalities to establish Professional Development Centers, have municipal coordinators for professional development and draft teacher professional development plans. From the support provided, 17 municipalities established the Centers for
Professional Development and drafted teacher professional development plans at municipal level. TPD plans drafted by municipalities mainly have three basic aims (i) identify the needs for professional development in the municipality; (ii) implement competencies at municipal level for professional development in education, and (iii) fulfil the final aim of each municipality to enhance quality of teaching and learning.

The process of drafting teacher professional development plans at municipal level started with needs assessment in regards to teacher professional development in the municipality. It was carried out through a questionnaire presented in schools aiming to assess needs for teacher professional development, which resulted in assessing topics by importance/benefit and assessing forms of professional development. Results derived from needs analysis were integrated in teacher professional development plan at municipal level. The majority of teacher professional development plans in municipalities lack financial costs part and mainly the plans remain to be implemented subject to the possibility of ensuring sustainable funds for teacher professional development. It means that the implementation of teacher professional development plans completely depends on donators’ support and the MEST.

After completion of Basic Education Program (BEP), teacher professional planning in municipalities and their implementation did not continue with the same approach, and many factors had an impact on that. Municipal positions of teacher professional coordinators are not functional, and in many municipalities education officials already overloaded with many tasks were charged also with this responsibility, which in many cases was not considered an important one. Another factor is the change in titles related to this process, from coordinator for TPD in coordinator for curriculum, currently to become coordinators for quality enhancement. The last position only is legally regulated by AI No. 24/2016 on quality assurance in pre-university education.

Despite legal definitions that the TPD is the responsibility of municipalities, and despite the fact that MEDs have been supported by IPA project 2009, Basic Education Program (BEP) till 2016, GIZ program, to build capacities in accomplishing their role in TPD, this was not achieved. Some of the persons interviewed underline some very important issues that describe this situation and require more attention to address them:

- MEDs have not established sustainable internal mechanisms for TPD;
- Human capacities/sources in the MEDs staff are not sufficient;
- MEDs mainly were active when they benefited from donators;
- The MEST continued to behave as a training provider;
- Lack of proper budget planning and financial dependency on MEST and donators;
- Political influences, especially at local level, etc.

Municipalities continue to be supported in taking their role in the education area. In the last two years (2017 and 2018), with the support from the European Union funded Project “Kosovo Education and Employment Network – KEEN”, regional municipalities (Prishtina, Mitrovica, Peja, Gjakova, Prizren, Ferizaj dhe Gjilan), and the Municipality of Dragash and Suhareka, were supported in drafting Education Development Plans.

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69 For more information, see: http://sq.bep-ks.org/menaxhimi-i-shkollave/
70 For more information, see Teacher Professional Development Plans in the municipalities supported by USAID Basic Education Program (BEP).
Teacher Professional Development is part of all municipal plans for education development, in some of them is presented as a thematic area, in some others as an integrated aspect with other thematic areas for education improvement. This development is a new approach from municipalities to take their role in teacher professional development area.

However, as mentioned by interviewed officials from the three MEDs, despite success achieved in drafting development plans, their operationalization in annual action plans, provision of the budget required to execute measures related to TPD, human capacities in the MED to manage TPD show signs of stagnation and challenge the accomplishment of objectives and role of MEDs in TPD. The Municipality of Prishtina is an exception in this direction, where the MED in 2018 established a professional team for teacher support and professional development. The team cooperates with educational institutions and organizes workshops with teachers to support the successful implementation of the new curriculum.

Initiatives to establish municipal teams to support curricular reform and teacher professional development continued in some other municipalities as well, such as Peja, Prizren, Shtime, Kamenica, etc. In the structure and responsibilities of these teams there are differences in the role defined, in the legal basis when established, in regulating positions, etc. Therefore, a direct support from the MEST to municipalities is required for the process of establishing and consolidating these teams, so that they are functional and accomplish their role in processes related to TPD.

Similar to MEST, also MEDs were not engaged sufficiently in informing schools and teachers about their role in TPD, especially in needs analysis for professional development, prioritization and provision of information to teachers about thematic areas and TPD programs supported by municipality. Lack of needs analysis about TPD, performed by the MED and the school itself, and lack of information provided about priorities of teacher professional development at municipal level, clearly indicate that municipalities are far from taking their legal role in TPD.

The study with teachers indicates that more than 78% of teachers involved in the study never participated in a needs analysis of their professional development, whereas over 80% are not informed about the priorities of municipality regarding teacher professional development at municipal level.
According to MED representatives, the fact that there is no needs analysis performed in regards to teacher professional development at municipal level and a sustainable engagement with clearly defined priorities for TPD, proves their role in TPD and their possibilities to accomplish this very important role to them with limited human and financial capacities. One of MED officials stated:

“The budget for trainings should have been allocated to municipalities years ago, but this is not happening and this is affecting implementation of school-based teacher professional development and municipal plans. Consequently, trainings are guided by MEST and often they do not correspond to real TPD needs and do not ensure inclusion. Mainly TPD in Kosovo is carried out with no structured planning, and is oriented mainly by different projects of different donators”.

In general the situation in municipalities is not satisfactory in regards to the database about inclusion of teachers in trainings recognized in licensing system for teachers. In our question addressed to education officials involved in the study, about the situation of the municipality with regards to inclusion of teachers in trainings

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71 An interview with a representative of MED, carried out on 1 March 2019.
and whether they think it is possible to include all teachers in trainings in order to meet the 100 training hours criteria from 2013, and what is the % of teachers who succeeded in completing 100 training hours TPD in these last five years, they answered that in 2013-2016 inclusion of teachers in trainings was higher, but they do not have the exact number of teachers who succeeded in completing at least 100 training hours of professional development in these last five years.

From the above, it can be understood that the MEDs are facing many difficulties in accomplishing their role in TPD, including needs analysis, TPD planning, defining priorities at municipal level, provision and allocation of budget for TPD, including the budget for schools, and managing the database for inclusion of teachers in trainings and other TPD activities.
11. School-based Teacher Professional Development in Kosovo

According to applicable legislation, all schools in Kosovo should draft a school development plan and school annual plan, where special attention in school planning should be paid to teacher professional development.\(^7\)

School-base professional development approach is relatively new to schools in Kosovo. This approach have been largely promoted by Basic Education Program (BEP) in 2012-2016, based on target eight of teacher professional development objective in Kosovo Education Strategic Plan 2011-2016. Based on this, it was foreseen to establish mechanisms for school-based professional development till the end of 2016 in order to ensure the sustainability of trainings within schools.

Based on this KESP 2011-2016 objective, USAID and KEC in cooperation with MEST developed the Framework for school-based teacher developed, based on the principle that teacher professional development system should be simple, easy to be implemented, less bureaucratic, efficient and sustainable.

Based on this framework, Basic Education Program (BEP) drafted a course for school facilitators, based on which 1,641 school facilitators were trained and who delivered BEP courses and training programs at school level. It is worth mentioning that school-based trainings largely reduced after the BEP program is finished, and they are delivered in a number of schools, where school facilitations managed to have an impact on their colleagues and where school management is committed to work in this area.

School-based professional development framework was piloted by BEP project in 12 schools and submitted to MEST for approval, but yet there is no formal approval provided. Finalization of this document is included as well in ESIP project, in order to have the document aligned with the Strategic Framework on Teacher Development (2017).

In 2014, BEP program and Kosovo Education center developed the course/program “Coordination of school-based professional development”, which is accredited by the MEST as a supplementary program. “Coordination of school-based professional development” program is designed to offer trainings to professional development coordinators in Professional Development Centers, to teacher professional development coordinators at school and other members of school team responsible for teacher professional development.\(^{73}\) BEP program provided initial support to establish school-based professional development coordinators. Despite the need to have the program extended in all schools, funding of the implementation of this program was not defined as a priority by the MEST and the MED, therefore the program is not in the list of programs supported by MEST and MED.

In the meantime, when curriculum piloting started, the MEST started with the appointment of Curriculum coordinators in schools, who were responsible to coordinate professional development as well. Later on, the MEST decided to rename the position to quality coordinators in schools. If the role of quality coordinators to ensure quality at school level is accomplished, progress can be achieved as well in putting school-based teacher professional development on track, which is one of the five areas of school performance quality and an indicator of school performance self-evaluation and school external evaluation. Performance evaluation in the field of teacher professional development will be focused in the following aspects:

- inquiry and evaluation of forms of professional development in order to identify and define their sustainability level, relevance and impact,
- development of student competencies, and
- improvement of school performance.

Two other important aspects of TPD activities evaluation in schools are the extent of support provided to teachers by school management and the level of professional development based on personal needs and individual teacher development plans. All these, within a coherent approach, harmonized with the school mission and developmental objectives.\(^{74}\)

The first school performance evaluation experiences show that schools are more willing to commit to school quality development, but when they refer to school-based teacher professional development, they describe types of trainings attended by teachers and number of training hours teachers attended rather than having a focus around a system of activities, usage of experiences and reflection to demonstrate the knowledge attained in trainings and other forms of professional development and to improve teaching and learning.\(^{75}\)

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\(^{75}\) For more information, refer to the report of the study by: Mehmeti, S., Boshtrakaj, L., Bytyqi, L., Zylfiu, H & Potera, I. (2018). First school performance evaluation experiences in Kosovo.
This is supported as well by attitudes of teachers involved in the study, in regards to their information received about school-based professional development and their inclusion in any of activities for school-based professional development. Around 53% of teachers stated that they are not informed about the opportunities the school offers for school-based professional development. Around 43% stated that they never participated in any activity of school-based professional development activity, 26% participated only once, around 12% participated in two activities, whereas around 17% of teachers involved in this study participated in three of more than three school-based professional development activities. Data regarding inclusion of teachers in any of teacher professional development activities are presented in the following figure.

Figura 8: Participation of teachers in school-based TPD activities
Low participation of teachers in school-based professional development activities is noticed as well in the attitude of teachers regarding their participation in needs analysis for teacher professional development, discussions about teacher training programs and drafting any teacher training program.

**Figure 9: Participation of teachers in TPD needs analysis**

- I have participated in drafting of a teachers training program:
  - Yes: 15.3%
  - No: 84.7%

- I have participated in the discussions on teacher training programs:
  - Yes: 31.4%
  - No: 68.6%

- I have participated in the needs analysis for teachers professional development:
  - Yes: 21.9%
  - No: 78.1%
According to school directors, part of focus group, the fact that schools have no budget allocated for school-based professional development limits their possibilities to exercise the leading role they have in the area. Moreover, they underline the challenges encountered with the organization of school-based professional development activities that are not accredited by the MEST, since teachers want their certificates to be recognised in their licensing system, whereas the MEST has no school-based certification model developed. This situation described by school directors clearly shows that teacher professional development in Kosovo is focused in trainings only and workshops associated to accredited programs that would provide teachers with certificates recognized by the MEST for the licensing system.

According to school directors, in general, teachers are interested to participate in trainings and other activities of professional development, but they are overloaded by trainings organized during weekends. According to them, a large part of teachers expressed their willingness to participate in trainings in days when they have to be present at school and no regular teaching process takes place, in days when students are in holidays, so that they pay more attention and dedication to training.

### 11.1 School based professional development – part of grants for school development

The Government of Kosovo received a loan from the World Bank to implement the Education System Improvement Project (ESIP). The project aims to support reforms in Kosovo education sector. The Grant for School Development (GSD) is a subcomponent of the ESIP project implemented by the Ministry of Education, Science and Technology (MEST) through Kosovo Education Center (KEC).

The aim of these grants is to strengthen school capacities to plan and manage funds, and to promote civic engagement through participation of teachers, parents and community in planning, implementing and monitoring school activities.76 The project aims to: (i) develop school development planning system; (ii) support selected school to prepare and implement school development plans (SDP) and offer trainings for management, planning and self-evaluation; and (iii) offer school development grants based on criteria for the schools selected and for schools competing.

In this project phase, 140 primary and lower secondary schools (grades 0-9) that did not receive support under the previous Institutional Development for Education Project were selected. They will be eligible to receive non-competitive grants under the selection-based method. School development grants would be linked, to the extent possible, with ongoing reforms, such as training of teachers to support teacher certification or student assessment process.77

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76 Education system improvement project. Call for school grants project proposals, 31.10.2017. [https://masht.rks-gov.net/banka-boter-ore-1](https://masht.rks-gov.net/banka-boter-ore-1)
77 According to the description in the Kosovo Education Center website, in the capacity of a partner selected by the MEST to implement the project. For more information, see: [http://www.kec-ks.org/projects/grantet-per-zhvillimin-e-shkollave](http://www.kec-ks.org/projects/grantet-per-zhvillimin-e-shkollave)
Implementation of school grants under the ESIP project, respectively the aspect related to teacher professional development has been challenged to a large extent due to following factors:

- Inability of schools to decide for training programs offered by KEC and GIZ, since they are the two implementing organizations within the framework of ESIP project. On the other hand, these two organization have the largest number of training programs and there is a high demand from schools for these two organizations;

- Some programs drafted by various partners as with the IPA 2009 project, Twinning project, etc. are no longer offered because their accreditation period expired and MEST did not offer the opportunity for these programs to be offered by other training providers;

- Lack of attention paid by schools when selecting programs, without contacting providers and assuring that the programs are active and can be offered under the project for school grants.

There is a consensus among school directors, part of focus group, that they have been in situations when they could not select quality training programs and providers for teacher professional development. Education system improvement project in Kosovo (ESIP) is a loan from the World Bank and the project title itself has a clear address; it is the responsibility of the MEST to create mechanisms that would enable schools to access quality programs and providers, support schools and define priority programs that would contribute to a better quality teaching and learning.

Limitation of schools by ESIP project, to select only the training that are part of the Catalogue of trainings accredited by the MEST for teacher professional development and education leadership, is another challenge for the development of school-based TPD culture and it is in contradiction with the legal provisions on TPD in the AI on Licensing system for teachers, based on which, till 2021, schools will cover 30% of TPD demand, whereas from 2021, schools will cover 50% of the TPD demand.
12. Quality assurance of training programs

12.1 Monitoring and evaluation of trainings and training programs

The Ministry of Education, Science and Technology is responsible for drafting standards for quality assurance and establishing mechanisms for the implementation of teacher professional development. The Application Form for Teacher and Educational Staff Training Programs, prepared by MEST, two requirements for training program providers have been determined which somewhat address the requirements for quality assurance of training programs: (i) Training Program Quality Assurance; and (ii) Scope of the Training Program. Within these requirements, providers are required to describe the mentoring, evaluation and certification methodology for participants and trainers, the methodology for monitoring and evaluating the training, the number of groups to be trained in the first phase, after the program approval and the number of the attendees in a group.

This has led to evaluations for the approval of training programs to be carried out based on these requirements. However, MEST has not prepared a good system of engaging experts and professional staff in training program evaluation. In recent years, the evaluation was mainly conducted by the commissions comprised of SCTL, while the approval was made by MEST, based on the recommendations of the commissions. Also, MEST has not followed practices for monitoring and evaluating the training programs offered by the providers. This was mainly done with ad-hoc visits from DTPD officials or educational inspectors.

With the legislation in force, the Education Inspectorate in Kosovo is a MEST quality assurance mechanism in pre-university education, including supervision of quality assurance for teacher professional development. One of the tasks of the Pedagogical Inspectorate is to recommend measures for improvement, including teacher training and changes in pedagogical approaches. So far, the Education Inspectorate has not prepared any specific report on the supervision of trainings, at certain stages, particularly during trainings on curriculum, supported MEST in organizing trainings and monitoring trainings on curriculum.

In addition to application forms and evaluation of applications for training programs, MEST has not developed standard monitoring, evaluation and reporting tools for training programs, which would facilitate the development of summary reports for this component. But, it requires from the providers to evaluate the train-

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78 For more details, see the form published on: https://masht.rks-gov.net/publikimet?page=2
ings and report on the training progress and results. Most of the reports are highly positive and are mostly based on attendees’ assessment. As one of the experts interviewed stated:

“At the end of each program, participants assess the quality of the training and usually the grades range between 4.5 and 5. This requires that training assessments go beyond the evaluations by the training participants only”.

Some of the training providers follow different practices of monitoring, evaluation and reporting of training programs and experiences. GIZ uses some instruments for training monitoring and evaluation, such as: (i) pre-test and post-test; (ii) assessment sheet for observation during the training; (iii) training assessment sheets by the participants; and (iv) attendance sheet at the class. GIZ in this process mainly engages external experts or partners who have experience in monitoring trainings.

Similar experiences are followed by other providers, with the exception of pre-tests and tests for training program attendees. The Tests for Certification of Participants for Trainers started being applied by MEST in the Curriculum Program.

In general, there is a lack of training program assessments, because these evaluations are costly, however MEST can do this either through the Kosovo Pedagogical Institute or by allocating funds for this purpose. In particular, there is a lack of assessments for the implementation of training experiences and lessons in teaching and learning practice.

In general, there is a consensus among the respondents involved in this study that the knowledge and skills gained from various training programs are not properly implemented in classroom practice or, after a certain period of time, the teacher turns back to old practices. This is estimated to be due to the lack of support that the system and in particular schools should provide, as this can not be expected from the training providers.

Kosovo Education Center has conducted two assessments of the RWCT program. Reports reveal that there is a significant difference in the performance between teachers who have been trained on these programs and teachers who have not been trained. In the external evaluation report, some conclusions have been drawn that indicate that the RWCT program has positively affected teaching and learning, and other training practices as well as in the development of other training programs where the methodology of work promoted through the RWCT program is used.

Despite the positive assessments for the RWCT program, in recent years, MEST did not prioritize the delivery of this program, and consequently a few groups of teachers have been trained, and even these were trained with few teachers and MED initiatives, despite continuous demands of teachers for inclusion in this training program.

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79 Interview with an expert of education and teacher professional development, conducted on 8 March 2019.
80 For more details, see GIZ report: Summary report on monitoring implementation activities of the training program in mathematics (1-5 and 6-9) [http://www.cdbbe.info/wp-content/uploads/2015/06/Raporti-p%C3%ABrmbledh%C3%ABs-p%C3%ABr-programin-e-Trajnimit-p%C3%ABr-Matematik%C3%AB-1-5-dhe-5-930.04.2013.pdf](http://www.cdbbe.info/wp-content/uploads/2015/06/Raporti-p%C3%ABrmbledh%C3%ABs-p%C3%ABr-programin-e-Trajnimit-p%C3%ABr-Matematik%C3%AB-1-5-dhe-5-930.04.2013.pdf)
81 Interview with an expert of education and teacher professional development, conducted on 8 March 2019.
82 For more details, see the final report drafted by Péter Radó (213): The Evaluation of the Reading and Writing for Critical Thinking Program in Kosovo.
In "School-Based Professional Development" paper (Guide to Schools, MEDs and MEST), details on monitoring the professional development in schools, by schools, providers and MEST mechanisms were provided, as well as other details on verifying PD and certifying attendees. There are also provided details of the evaluation of school based trainings and the trainings provided by training providers. The document has been piloted with the BEP project in 2016; subject to the review procedures following the approval of the Strategic Framework for Teacher Development (2017), however has not yet received formal approval from MEST and therefore has not been distributed to schools.

12.2 Monitoring, mentoring, evaluation and certification of attendees and trainers

MEST has not determined standard criteria that should be respected by all training program providers regarding the minimum requirements for attendance of training program participants, types of programs that must monitor and mentor participants, duration of mentoring depending on the programs, evaluation forms of attendees and trainers and evaluation criteria for certification, etc. This has led to differences in the mentoring, evaluation and certification practices of attendees and trainers in various training programs.

In this way, some training programs do not have the teacher mentoring component or the component has been removed due to budget constraints (as is the case with the training program on curriculum provided by MEST). Trainers and attendees in various training programs have been certified to meet the requirements for participation and fulfillment of the portfolio requirements set out by the provider. Trainers and attendees, in some other training programs, have been certified to meet the requirements for participation, by participating in tests and meeting the minimum test requirements, and meeting the minimum requirements for the portfolio set by the provider.

The assessment component of the test attendees is encountered in GIZ programs where, according to GIZ reports, each training is followed by a pre-test and post-test, in order to have an accurate assessment of the knowledge acquired during the training. GIZ engaged non-governmental organizations to manage tests with training program attendees, which are accredited by MEST.

The component of attendees and trainers assessment is also encountered in the curriculum program offered by MEST. The management of tests for participants and training candidates of curriculum training program was carried out by the Division for Teacher Professional Development within MEST. According to the officials of this division, the minimum number of questions in the tests organized for this program was determined by the coordinators of the curriculum areas in MEST, while tests were compiled by head training teachers, selected by the coordinators of curriculum areas in MEST. The results of the assessments that have been carried out by Division for TPD in MEST on curriculum attendees and trainers have been published on the MEST website.
and it reveals that the passing rate with points differs between curriculum areas because there is no standard of the number of requirements/questions for the evaluation of attendees and trainers in place.

According to school principals, some trainers/facilitators of various programs, including the curriculum program, despite having completed the program for trainer/facilitator, have failed to show good performance in encouraging and motivating teachers to develop teachers’ knowledge and skills in relevant programs and their implementation in classroom practices. This is also expressed by the teachers involved in this study, where 20% of them have a low assessment of the performance of trainers in the programs they have attended/completed, about 35% have an average rating, and about 45% have a higher rating for the trainers performance.

A good example of certification of attendees and trainers, most completed and positively assessed, is the program "Development of reading and writing for critical thinking" (RWCT). In the Standards and Certification Manual of this program, the requirements for certification of attendees and certification requirements for program trainers are described in detail and are public to stakeholders and experts involved in this field. Certification in this program, after successful completion of its seminars, is related to the evidence of practical work in the teaching and learning process, which should be placed in the portfolio.

MEST did not set the standards, conditions and criteria for trainers in teacher professional development programs related to the teacher licensing system. Professional Development Facilitation Standards have been developed by the Basic Education Program (BEP), integrated as part of the training program offered by KEC. Based on these standards all trainers of the programs offered by USAID and KEC were certified, and trainers of these programs were also engaged in other programs offered by MEST, GIZ and KPI. However, these standards have not been formalized by MEST, and consequently are not used by all providers for training and certification of trainers based on these standards and program specifications provided by different providers. MEST should set standards, conditions and criteria for trainers and should formalize standards of professional development facilitation in order to improve the quality of trainers.

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83 For more details, see the results published on https://masht.rks-gov.net/arsimi-parauniversitar
13. Conclusions

The conclusions and recommendations drawn from this study are based on findings from the analysis of educational policies for teacher professional development, analysis of strategic documents, studies and reports, statistical data, and critical thinking of teachers and subjects involved in this study, who play a role in the professional development of teachers.

From the findings of this study it is understood that teacher professional development in Kosovo occupies an important place in educational policies and strategic plans and has an important role in the pre-university education system in Kosovo, thus being a segment with special requirements and criteria for teacher licensing system. However, despite MEST efforts and commitment to build a sustainable teacher professional development system to carry out educational reform, the current situation proves that this system remains far from being functional for all pre-university teachers.

Moreover, teacher professional development still remains at the level of drafting documents and at the administrative level of implementation, and does not result in any substantial quality improvement of the services for TPD, or the change of teachers’ approach to their professional practice and development of their competencies regarding the implementation of the new curriculum.

Experts of curriculum and teacher professional development estimate that curricular reform is not implemented with short-term measures and teachers can not be required to undergo trainings on continuous and inconsistent changes. The aim should be for teachers to get prepares for the implementation of any curriculum, and not only a certain curriculum, avoiding the techno-rational approach to the profession. Teacher professional development should take a broader understanding, beyond formal training and approaches.

Below are presented the main conclusions by thematic areas elaborated in this study.

- **Pre-service teacher development** - With the legal framework, strategic planning, curriculum documents, and the Strategic Framework for Career Teacher Development MEST managed to ensure the link between pre-service teacher development and in-service teacher development. Implementation in practice of this link remains a challenge, mainly due to the non-implementation of the Law on regulated professions, the failure to fully implement the teacher licensing system, the frequent changes of teacher norms that determine the qualification of teachers for curriculum subjects/areas in pre-university education levels, but also due to the lack of professional standards for subject/curriculum areas for pre-service teacher development for the respective levels of education.
Legal framework for in-service teacher professional development - The legal framework for in-service teacher development has undergone frequent changes, since the beginning of regulation with legal acts and other education policies. The changes have occurred due to the lack of monitoring of its implementation in practice, as well as the lack of proper coordination. Despite the fact that drafting/review and approval of legal acts and policies that regulate teacher professional development is considered to be the most significant progress in this area, the legal package has not been able to be completed yet as planned. Certain documents have not managed being formalized, such as the document regulating the introduction phase to teaching, a document regulating school-based professional development, and the specific regulations and instructions for funding teacher professional development.

Implementation of teacher licensing system - Efforts to understand the licensing system have been long-lasting. Despite all the work that has been done since the launch of career licenses, in 2010, the teacher licensing system has not yet been fully implemented. All preparations have been done solely to issue career licenses, while for other segments no proper progress has been made, including the segment for teacher professional development - meeting the requirements for teacher professional development and the segment of teacher performance evaluation. Reports on teachers’ involvement in trainings reveal that despite the trainings provided in 2012 and later, around 6,000 teachers of primary education and gymnasiuims failed to attend, for five years, more than 50 hours of training. On the other hand, teachers’ performance evaluation started in the fall of 2018, despite the fact that this evaluation has been regulated by sub-legal acts since 2013.

Leading in-service teacher professional development - The effective legislation clearly defines the responsible institutions and their responsibilities regarding TPD. MEST has the main responsibility to build a functional TPD system. Despite this, MEST continued to behave as if it has the responsibility to provide trainings on TPD, although this is the responsibility of the municipal level. On the other hand, municipalities, after all these years, have not taken the leading role to coordinate teacher professional development at municipal level and support school-based professional development of school-based teachers. Trainings provided by organizations continued and all responsible parties for the unrealized role have been covered by this. Frequent changes in the positions of coordinators at the municipal and school level have greatly affected the loss of the leading role for professional development at the municipal and school level.

Teacher professional development in strategic plans - Teacher development has been one of the priorities of the education system in Kosovo. In all strategic plans teacher development has been and remains to be a thematic field addressed with an analysis of the situation, strategic objectives, expected results, measures and relevant activities for this area. Recent reports on the evaluation of the implementation of KESP 2017-2018 indicate significant progress in the field of teacher development, particularly in building a sustainable teacher development system. These reports also talk more about the progress in reviewing/drafting educational policies in this area rather than about their implementation in practice. In addition, teacher professional development is part of development plans at municipal and school level. The implementation in practice of these plans is constantly challenged in the absence of institutional support, budget allocation by MEST and lack of proper coordination to draft teacher professional development plans based on teachers’ needs.
Strategic framework for teacher career development - The strategic framework for teacher career development has coranate all MEST efforts to set the competencies for teachers. The framework defines teaching areas, general standards and performance indicators for the profession of teacher, which are key references to teacher training, support and professional development, performance evaluation and promotion of career teachers. Although the strategic career development framework defined the general conditions and requirements for professional development to be achieved throughout each career stage, including professional development programs/areas, it has not yet been possible to evaluate training programs for coverage of requirements for TPD according to the types of teacher licenses and priority areas for PDS have not been prioritized.

In-service teacher professional development programs and training providers - The legal preconditions for linking TPD programs to the strategic framework for the development of career teachers have been created and new tools for application and evaluation of training programs for TPD have also been developed. The main focus of MEST in the last three years is to provide trainings on curriculum and educational leadership, while very little they have been engaged in analyzing existing training programs, prioritizing and financing them to support teachers in meeting the TD requirements in the priority fields according to the types of licenses. In general, the reports prove that training providers carry out analysis of the needs for TPD but mainly based on their projects. This practice occurs in the absence of a well-managed system for the preparation of training programs based on teacher needs. In this way, TPD continues to be driven by the supply and not the demands that teachers need. Also, data from the research with teachers indicate that they lack information on basic/core training programs they should attend within teacher professional development for teacher licensing system. Even less are the information on supplementary programs and their recognition in the system of licensing training hours from basic programs and supplementary programs.

Inclusion of teachers in continuous professional development - Despite the fact that MEST has invested in the software for teacher licensing system, which includes data on the training hours of teachers, the maintenance and population of the database is unsustainable. Consequently, there are no reports on teacher involvement in trainings, types of training programs involving teachers, teachers’ needs, and etc. In the reports on the evaluation of the realization of the activities of KESP 2017-2021, it is concluded that the level of teacher involvement in continuous professional development in recent years is decreasing, in relation to the total number of teachers. Out of 39% of the teachers involved in the trainings organized in 2017, in 2018, about 24% of the total number of teachers in pre-university education in 2017/2018 was included in trainings. The degree of satisfaction and confidence of teachers for their involvement in training programs is relatively small.

Financing teacher professional development - MEST plans the budget on an annual basis and does not have a special plan for financing teacher professional development that is allocated to the training providers for the priority programs defined by MEST. The annual budget for teacher training from 2011-2016 has been reduced continuously. In 2017, the budget has increased significantly, while in 2018 and 2019, the budget has again decreased by about 40% compared to the 2017 budget. Public expenditures for in-service TPD, per teacher, is around 15.29 euros for 2018. Despite that the establishment of a sustainable financing
mechanism for TPD is foreseen with KESP 2017-2021, MEST has not yet managed to develop a platform on how to build this mechanism and how to ensure sustainable funding for TPD.

- **Teacher professional development at the local level** - In general, municipalities have not established sustainable internal mechanisms for TPD, have limited human and financial capacities, dependent on MEST and donors, and have political impacts that are reflected in the processes for TPD. In general, MEDs have not been engaged in informing schools and teachers of their role in TPD, and in particular in the analysis of the needs for professional development, prioritization and information of teachers on the thematic areas and TPD programs supported by municipalities. The lack of analysis on the needs for TPD at the municipal and school level as well as the lack of information on municipal priorities for professional development of teachers are clear indicators that municipalities are far from fulfilling the legal obligations for TPD.

- **School-based teacher professional development** – School-based teacher professional development is promoted in KESP 2017-2021, in AI for the teacher licensing system and the Strategic Framework for Teacher Career Development. Within the BEP program, concrete steps have been taken to promote school-based teacher professional development by drafting the Framework for school-based teacher professional development. Formal recognition of school-based TPD activities, professional publications, participation in professional seminars and conferences, participation in professional meetings related to the development of curricula or professional guides for teachers is not well regulated. In this regard, teacher professional development in Kosovo continues to be dominated by trainings and workshops related to accredited programs that result in certificates recognized by MEST for the licensing system. This has led to teachers being limited to school-based professional development, and only orient on meeting the needs and requirements for a license.

- **Monitoring and evaluation of trainings and training programs** - MEST has not developed standard instruments for monitoring, evaluation and reporting of training programs that would facilitate the development of summary reports for this component. This has made providers to follow different practices of monitoring, evaluation and reporting of training programs and experiences. Tens of providers develop and provide training programs, while very few are monitored by MEST mechanisms.

- **Mentoring, evaluation and certification of training program attendees** - Among training providers, there are differences in practices of mentorship, evaluation and certification of attendees and trainers in various training programs. Such differences are due to the fact that MEST does not have minimum requirements for attendees participation in the training programs, the type of programs that must monitor and mentor the participants, the duration of the mentoring depending on the programs, the evaluation forms of attendees and trainers and evaluation criteria.
14 Recommendations

Based on the findings of this study on teacher professional development in Kosovo, the following recommendations are provided:

- Despite the fact that pre-service TPD is not the focus of this study, a special study on university programs for the preparation of teachers in higher education institutions in Kosovo is recommended to be conducted in order to assess aspects of academic, pedagogical and practical training, in relation to the new curricula and teaching standards set out in the Strategic Framework for Teacher Development. This study could also be used to develop professional standards for subject/curriculum areas for pre-service teacher training for the respective levels of education (pre-school education, primary education, lower secondary education and upper secondary education).

- MEST should complete the legal package for in-service teacher development by adjusting the initial stage of getting into the teaching profession, school-based teacher professional development, and regulating mechanisms for sustainable funding of TPD. In a long term, it must be considered the possibility of drafting a special law for teacher career development so that the teacher development system becomes sustainable, thus preventing the frequent changes to sub-legal acts and promoting the independence of the institutions that have a role in TPD.

- Teacher licensing system, which has been long invested, has no alternative and should be implemented on the basis of determined principles. In this regard, MEST and MED must build internal capacities that enable the full implementation of this system.

- TPD quality assurance should be MEST’s priority, through a credible accreditation process and through the monitoring of the quality of training programs. For this, MEST needs to develop standard instruments for monitoring, evaluating and reporting training programs, as well as, at certain stages, to undertake measures to carry out evaluations of training programs. Also, MEST should set the standards, conditions and criteria for trainers in teacher professional development programs, set minimum requirements for attendance of the participants in the accredited training programs, the type of programs that need to monitor and mentor participants, evaluation forms and criteria of attendees and trainers.
Studies indicate that investment in teacher professional development has a positive impact on student outcomes. MEST needs to build a sustainable financing system for trainings, which can be a joint contribution from the state budget and the individual contribution of teachers aiming at career advancement. Teacher professional development should be continuous and sustainable, based on teachers' needs and educational changes/reforms.

All researches show that school-based TPD is more effective than the TPD that is organized based on individual teacher registration in different training programs. The school principal and the MED director should have a key role in organizing such trainings and ensure that professional actives are functional within schools where issues related to the teaching process can be discussed, which also affect TPD.

Teacher professional development does not only mean training but also providing other opportunities for continuous development of knowledge and skills such as peer mentoring, participation in professional networks, professional publications in magazines and special publications, participation in workshops, seminars and conferences, summer universities or summer schools, study visits, exchange of good practices inside and outside the school, etc. MEST should establish a system for recognizing and evaluating these TPD modalities in the teacher licensing system.

Maintenance and population of the, TPD database is a precondition for drafting reports on the involvement of teachers in TPD to identify the needs of teachers for professional development. In this regard, it is imperative that MEST, as a signatory of training certificates from accredited programs, before issuing certificates to teachers, records training hours in the database for each teacher, or create the possibility of this data inclusion in SMIA.

MEST should undertake concrete actions in improving transparency and accountability by establishing a sustainable information system on teacher licensing in general and in particular on teacher criteria, requirements and opportunities for inclusion in the continuous professional development activities and processes. Furthermore, information on training programs, plans and priorities for teacher professional development should be updated. A special link to the MEST website related to TPD would facilitate the access of teachers to this information.
Annex 1. Questionnaire for teachers

Dear teachers,

Kosovo Education Center (KEC), within KEEN project, is conducting a research study on the professional development of teachers in Kosovo and part of the study are also teacher training programs.

Teachers have an important role in successful implementation of the training programs, therefore you are invited to take part in this research, in order to contribute to the improved practices of teacher professional development in general and advanced teacher training programs in particular, which presents one of the main purposes of this research.

The questionnaire is anonymous and all data to be collected through this questionnaire will be used for the study’s purpose solely.
Section I – General information – data for teachers

1. Location of the school you work:
   a) City
   b) Village

2. You age:
   a) 21-25 years old
   b) 26-35 years old
   c) 36-45 years old
   d) 46-55 years old
   e) 56-65 years old

3. Gender:
   a) Female
   b) Male

4. What is your last qualification level?
   a) High pedagogical school
   b) Bachelor
   c) Four year studies faculty
   d) Master
   e) PhD

5. How many years of experience you have in teaching?
   a) 1-2 years
   b) 3-7 years
   c) 8 – 12 years
   d) 13-17 years
   e) Over 18 years

6. In which pre-university education level do you work?
   a) Pre-primary level/preparatory grade (5 – 6 years old)
   b) Elementary level (grade I-V)
   c) Lower secondary level (grade VI – IX)
   d) Higher secondary level (grade X – XII)

7. What is your current position in the school related to in-service teacher professional development?
   a) Coordinator for teacher professional development
   b) Coordinator for quality at the school level
   c) School based trainer/facilitator
   d) Trainer/facilitator of other training programs

8. In which institutions/organizations that provide trainings you have attended/been trained from on professional development in the last 3-4 years (2015-2018)? (if needed, circle or tick more than one organization)
   a) Faculty of education
   b) MEST
   c) Kosovo Pedagogical Institute
   d) Kosovo Education Center
   e) GIZ
   f) USAID
   g) Save the Children
   h) Europe Council
   i) Other NGO – please write down:
      __________________________________________
      __________________________________________
      __________________
Section II – Informing teachers on in-service teacher professional development

1. Are you informed about the requirements for teacher professional development set out in the teacher licensing system in Kosovo (number of classes and types of programs by license)?
   a) Fully/in details
   b) Majority
   c) Several
   d) Very few
   e) none

2. Are you informed about the basic training programs that teachers should attend within professional development for teacher licensing system?
   a) Yes
   b) No

3. Are you informed about supplementary training programs that teachers can attend within professional development for teacher licensing system?
   a) Yes
   b) No

4. Are you informed about the difference between the recognition of training hours in supplementary training programs and recognition of training hours in basic training programs by the licensing system?
   a) Yes
   b) No

5. Are you informed about the MEST priorities for in-service teacher professional development?
   a) Yes
   b) No

6. Are you informed about your municipality’s priorities for teacher professional development at the municipal level?
   a) Yes
   b) No

7. Are you informed about the opportunities of school based professional development?
   a) Yes
   b) No

8. Have you ever been part of any engagement in school based professional development?
   a) Never
   b) 1 time
   c) 2 times
   d) 3 times
   e) 4 times
   f) Over 5 times
Section III – Inclusion of teachers in training programs

Please, circle the number that corresponds to your answer.

1. I have participated in the analysis of the needs for in-service teacher professional development.

   I totally disagree 1 2 3 4 5 I fully agree

2. I have participated in the discussions or teacher development training programs.

   I totally disagree 1 2 3 4 5 I fully agree

3. I participated in the drafting of in-service teacher development training program.

   I totally disagree 1 2 3 4 5 I fully agree

4. I believe that the process of including teachers in trainings organized by MEST is fair and transparent.

   I totally disagree 1 2 3 4 5 I fully agree

5. I believe that the process of including teachers in trainings organized by MED is fair and transparent.

   I totally disagree 1 2 3 4 5 I fully agree

6. I believe that the school principal fulfills the criteria for inclusion of teachers in trainings.

   I totally disagree 1 2 3 4 5 I fully agree
7 I participated in trainings and other forms of professional development but self-initiated.

<table>
<thead>
<tr>
<th>I totally disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>I fully agree</th>
</tr>
</thead>
</table>

8 I am motivated to continuously attend trainings and other forms of professional development.

<table>
<thead>
<tr>
<th>I totally disagree</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>I fully agree</th>
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9 In general, I am satisfied with the process of including teachers in trainings organized within in-service teacher professional development.

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<tr>
<th>I totally disagree</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>I fully agree</th>
</tr>
</thead>
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10 In the last three-four years (2015-2018), I have completed:
   a) 1 training program
   b) 2 training programs
   c) 3 training programs
   d) 4 training programs
   e) More than 4 training programs
   f) I have not attended/completed any training program.
Section IV – Evaluation of teacher training programs

Please circle the number (evaluation level) that corresponds to your answer/assessment.

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<tbody>
<tr>
<td>1</td>
<td>What is your general assessment on the quality of training programs you have attended/completed in the last 3-4 years (2015-2018)?</td>
<td>Low quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>2</td>
<td>What is the level of benefits gained from the training programs you attended/completed?</td>
<td>Small benefits</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>3</td>
<td>How do you evaluate the content and the structure of the training programs you have attended/completed? (circle one of the assessment grades)</td>
<td>Low quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>4</td>
<td>How do you evaluate the quality of the expected outcomes/objectives set out in the training programs that you have attended/completed?</td>
<td>Low quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>5</td>
<td>How do you evaluate the quality of the material (guides, manuals) that have been used in the training programs that you have attended/completed?</td>
<td>Low quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
<td>How do you evaluate the quality of didactic apparatus (questions, tasks, expressions, vocabulary, illustrations, biographies, comments, instructions etc.) in the materials of the training programs you have attended/completed?</td>
<td>Low quality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>7</td>
<td>How do you evaluate the performance of trainers in the training programs that you have attended/completed?</td>
<td>Low performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>
Annex 2. Details of the surveyed teachers

<table>
<thead>
<tr>
<th>Location of the school you work:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) City</td>
<td>55</td>
</tr>
<tr>
<td>b) Village</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your age:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 21-25 years old</td>
<td>4,1</td>
</tr>
<tr>
<td>b) 26-35 years old</td>
<td>29,8</td>
</tr>
<tr>
<td>c) 36-45 years old</td>
<td>36,8</td>
</tr>
<tr>
<td>d) 46-55 years old</td>
<td>20,7</td>
</tr>
<tr>
<td>e) 56-65 years old</td>
<td>8,7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Female</td>
<td>52,1</td>
</tr>
<tr>
<td>b) Male</td>
<td>47,9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your last qualification level?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) High pedagogical school</td>
<td>0,8</td>
</tr>
<tr>
<td>b) Bachelor</td>
<td>20,7</td>
</tr>
</tbody>
</table>
### Four year studies faculty
- **c)** Four year studies faculty
  - **31.4%**

### Master
- **d)** Master
  - **45%**

### PhD
- **e)** PhD
  - **2.1%**

### How many years of experience you have in teaching? %

- **a)** 1 - 2 years
  - **9.5%**

- **b)** 3 - 7 years
  - **15.7%**

- **c)** 8 - 12 years
  - **19.8%**

- **d)** 13 - 17 years
  - **18.6%**

- **e)** Mbi 18 years
  - **36.4%**

### In which pre-university education level do you work? %

- **a)** Pre-primary level/preparatory grade (5 - 6 years old)
  - **4.5%**

- **b)** Elementary level (grade I-V)
  - **33.1%**

- **c)** Lower secondary level (grade VI – IX)
  - **41.7%**

- **d)** Higher secondary level (grade X – XII)
  - **20.7%**

### What is your current position in the school related to the teacher professional development? %

- **a)** Coordinator for teacher professional development
  - **2.5%**

- **b)** Quality coordinator at the school level
  - **4.5%**

- **c)** School based trainer/facilitator
  - **3.7%**

- **d)** Trainer/facilitator of other training programs
  - **12.4%**

- **e)** None of the above positions
  - **76.9%**