

ASSESSMENT OF THE IMPLEMENTATION OF THE EDUCATION STRATEGY (2022 – 2026)

FOR THE PERIOD 2022-2023

Prishtina

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1. Introduction

This report provides an assessment of the implementation of the five Strategic Objectives (SO) outlined in the Education Strategy (2022-2026) for the period 2022-2023. The Education Strategy (ES), was approved by the Government of the Republic of Kosovo in September 2022 and is a crucial document for the development of the education sector in Kosovo from 2022 to 2026. The Education Strategy is aligned with the Kosovo Government Program 2021-2025 and is based on an analysis of the current state of priority areas within the education sector.¹

The five strategic objectives of the Strategy aimed at addressing key issues in priority areas of the education sector in Kosovo are:

- 1. Strategic objective 1:** Increase inclusion and equal access to early childhood education
- 2. Strategic objective 2:** Improve the quality of pre-university education through the consolidation of quality assurance mechanisms and the provision of quality teaching
- 3. Strategic objective 3:** Harmonization of the vocational education and training with the dynamic developments in technology and the labour market, in function of lifelong learning
- 4. Strategic objective 4:** Improve the quality, integrity and competitiveness of higher education
- 5. Strategic objective 5:** The use of digital technology to improve services and quality in education, in line with digital transformation trends.

For each strategic objective outlined in the Education Strategy, an Action Plan of the Strategy (2022-2026)² has been developed, with the activities or actions planned to achieve each objective, along with the corresponding indicators, and costs. According to the Education Strategy Action Plan (2022-2026), the five strategic objectives are further broken down into a total of 28 specific objectives. These specific objectives include various activities or actions that are expected to be implemented (completed) by the end of 2026.

The assessment report on the implementation of the Strategy aims to highlight the level of implementation of activities outlined in the Action Plan for the Education Strategy (2022-2026) for the period 2022-2023. It also aims to identify challenges and propose recommendations for decision-making by relevant authorities. Additionally, the assessment of the Education Strategy aims to support evidence-based policy-making and extract key lessons from the programmatic interventions of the Strategy. These lessons will support the improvement of interventions during the covered period (2022-2026) and provide guidance for the development of the new cycle of the Strategy.

¹ In the Government of Kosovo Program 2021-2025, 5 key areas have been identified for intervention and development in the education sector: 1) Inclusive and digitized quality education, 2) Harmonization of education and vocational training with the demands of the labor market, 3) Effective management of the education system at all levels, 4) Higher education with quality and integrity, in line with international standards, and 5) Improvement of the environment for research and innovation.

² The action plan, budget of the Education Strategy, and indicators for each objective are outlined in the appendices of the Education Strategy (2022-2026).

2. Methodology

This report focuses on evaluating the implementation of the specific objectives outlined in the Education Strategy (2022-2026) for the period 2022-2023. The assessment of *implementation* criteria involves reviewing the extent to which the planned interventions or actions of the Strategy have been implemented.³

For evaluation purposes, an assessment matrix or table (see Appendix I) has been developed. This matrix is used to organize updates and assessments of implemented actions completed by responsible employees at both central and local levels of education providing a better understanding of the interventions implemented by the Strategy.

Among other things, the matrix or table used for evaluation includes qualitative and quantitative data on achievements, challenges, and relevant recommendations for each planned action in the five strategic objectives of the Education Strategy. Additionally, it categorizes the progress made towards implementing each activity according to the evaluation framework presented in the table below:

Table 1. Implementation assessment framework for actions foreseen in the Education Strategy

ASSESSMENT FRAMEWORK			
Assessment	Criteria	Level	%
Very little or no progress	<ul style="list-style-type: none"> There are no primary laws, guidelines, rules, strategies and policies in place. There is a lack of steps for implementing laws and policies. Resources have not been allocated for the necessary management, human and financial resources needed for the implementation of laws, rules, guidelines, strategies and policies. 	1	0-19%
Slight progress	<ul style="list-style-type: none"> There are primary laws, rules, guidelines, strategies and policies in place. There are only limited efforts to implement best practices. However, implementation is not a common occurrence. Financial resources have not been allocated or are insufficient 	2	20-39%
In progress (being implemented)	<ul style="list-style-type: none"> Laws and policies have been approved within the sector or objective. Best practices and legislation have begun to be implemented in the last two years. However, there are still delays in the implementing certain practices, in legislation and practice. Modest financial resources have been allocated for the implementation of certain aspects of the legislation and policies 	3	40-59%

³ Adapted from OECD: [Evaluation Criteria](#)

Substantial progress	<ul style="list-style-type: none"> • All laws, guidelines and policies have been approved • We have a well-developed practice in implementing legislation and guidelines. The laws have been consistently enforced over the past four years. • Institutional capacities are functioning well, however, with financial constraints 	4	60-79%
Fully implemented	<ul style="list-style-type: none"> • All laws and guidelines have been approved. • We have consistently implemented legislation over the last five years. • Implementation is the standard and obstacles are very rare or isolated. • Institutional capacities are fully functional and funding is adequate for the implementation of legislation and practices 	5	80-100%

The next chapter will analyze the overall success of implementing strategic objectives as a whole, based on the percentages provided above. Following that, Chapter 4 will explore specific achievements, challenges, and recommendations for each of the 5 strategic objectives.

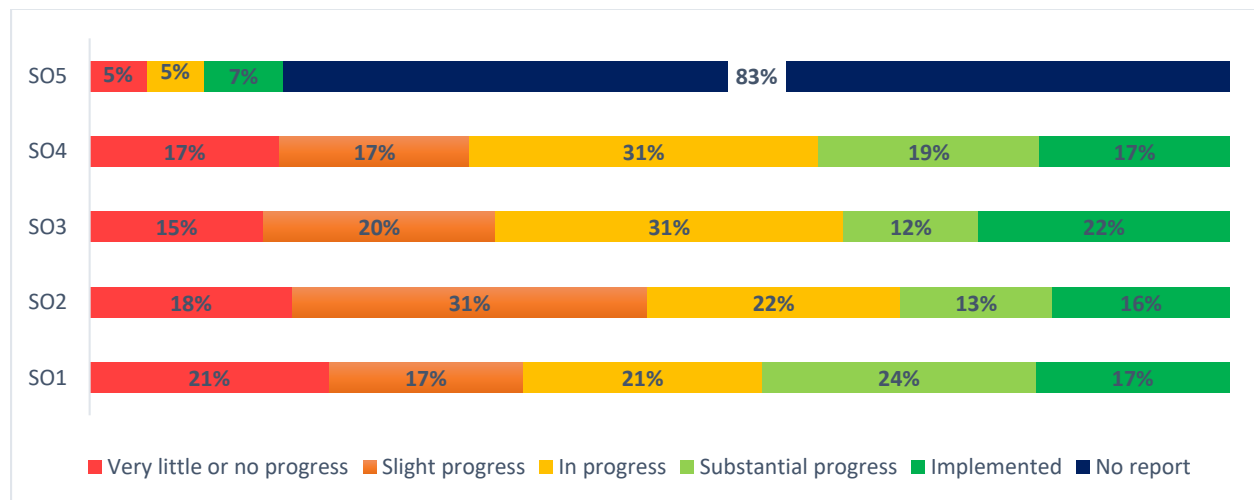
It is important to mention that progress on achieving certain planned actions according to the Action Plan has not been reported, primarily due to a lack of data regarding the level of implementation of the actions in question. Once the necessary data is obtained, the report will be updated to reflect the implementation of the remaining actions.

3. Summary of overall achievements in implementing the Education Strategy

This report provides a summary of the overall achievements made in implementing the Education Strategy, reflecting on the level of implementation of strategic objectives one through five. This chapter focuses on presenting the percentage of actions that are were deemed to have been successfully implemented during the years 2022-2023, pertaining to the five strategic objectives outlined in the Education Strategy.

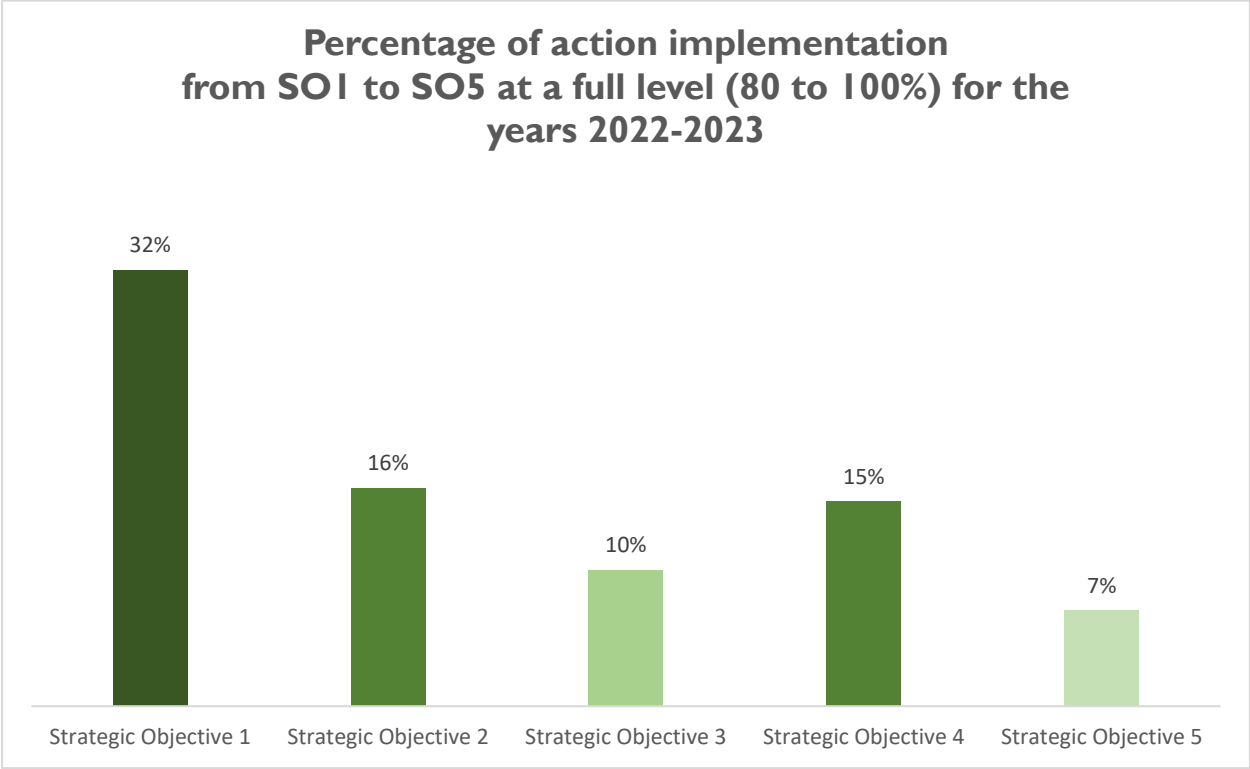
Overall, in terms of implementing strategic objectives, SO1 has shown the most significant progress, with 38% of actions being implemented with significant progress (60-79%) or fully implemented (80-100%). Following is SO3, with 35% of actions showing significant progress or being implemented, followed by SO4 with 34%, and SO2 with 49% of actions showing significant progress or being implemented during the reporting period. It should also be emphasized that while SO3 and SO4 have shown a higher level of progress during the reporting period (with one third, or 31% of actions in progress), SO2 has the highest level (31%) of actions that have made little progress. Strategic objective 5 has the lowest reported level of implementation, with only 7% of actions completed. In relation to this objective, there is a higher number of actions that do not have reports, with 83% of actions lacking reports on the level of implementation.

Graph 1. Summary of the implementation level of actions related to the Strategic Objectives of the Education Strategy (SO1 – SO5) for the years 2022-2023



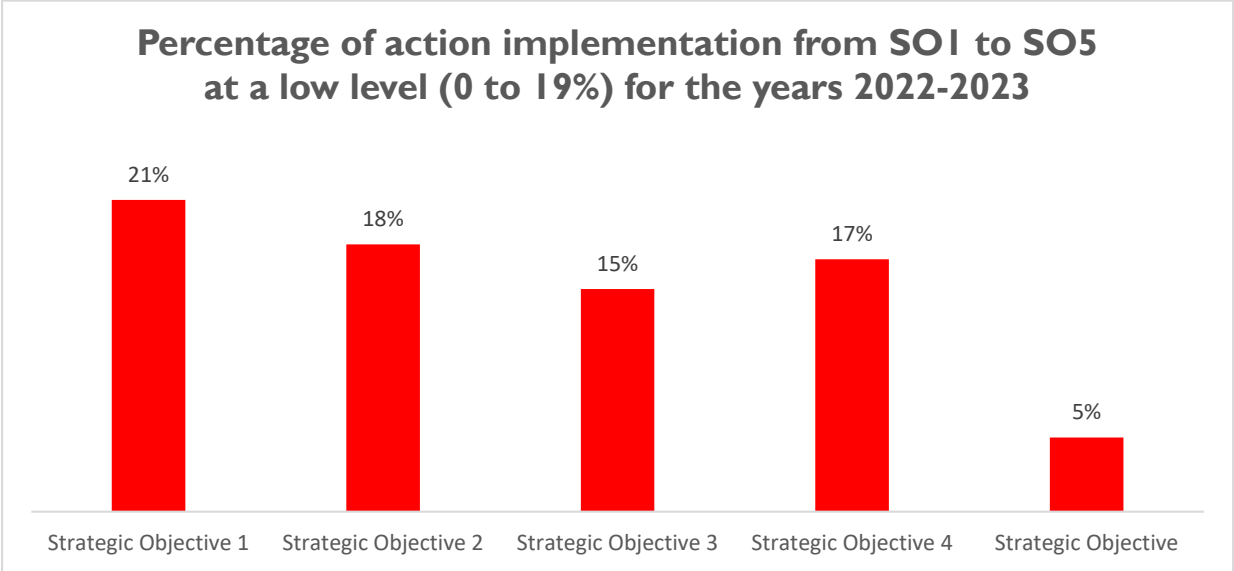
Upon further analysis of the data, it is evident that out of the 5 strategic objectives addressed, strategic objective 1 has achieved the highest level of implementation, with 22% of the actions being implemented at a level of 80-100%. Following that is SO2 with 18%, SO4 with 17%, and finally SO3 with 15%.

Graph 1a. Percentage of fully implemented actions for the four Strategic Objectives of the Education Strategy (SO1 – SO5) for the years 2022-2023



On the other hand, the graph below also presents the lowest level of action implementation for strategic objectives separately. According to this analysis, strategic objective 1 has the lowest implementation level, with 21% of actions showing little or no progress, corresponding to an implementation level of 0-19%. Following is SO2 with 18%, SO4 with 17%, and finally SO3 with 15%. Strategic objective 5 has 5% of actions that have not made any progress at all, but there is a very high level of unreported actions.

Graph 1b. Percentage of actions with slight or no progress for the four Strategic Objectives of the Education Strategy (SO1 – SO5) for the years 2022-2023



4. Implementation of the Five Strategic Objectives of the Strategy, Challenges, and Recommendations

This chapter provides a detailed explanation of the implementation of actions for each strategic objective, indicating the level of implementation of actions planned according to specific corresponding strategic objectives. It also highlights the main challenges associated with the implementation of these actions.

4.1. Strategic objective 1: Increase inclusion and equal access to early childhood education

Brief description of the Strategic Objective

Early Childhood Education (ECE) aims at the primary development of a child's social, emotional, cognitive and physical needs, in order to build a strong and broad foundation for lifelong learning and well-being, therefore, equal inclusion and participation for all children in qualitative early education cannot be accomplished without the establishment of adequate infrastructure.

In order to achieve this strategic objective, MESTI initially planned to conduct a thorough analysis of this level of education, in order to plan for overcoming the challenges facing ECE, such as: increasing the number of Preschool Institutions (PI) and organizing their adequate distribution; developing the legislative framework, curriculum for ECE and creating a qualitative education environment; establishing infrastructure suitable for the children; and fostering cross-sector support to provide high-quality services in ECE.

Strategic Objective 1 is expected to be achieved through the implementation of the following specific objectives:

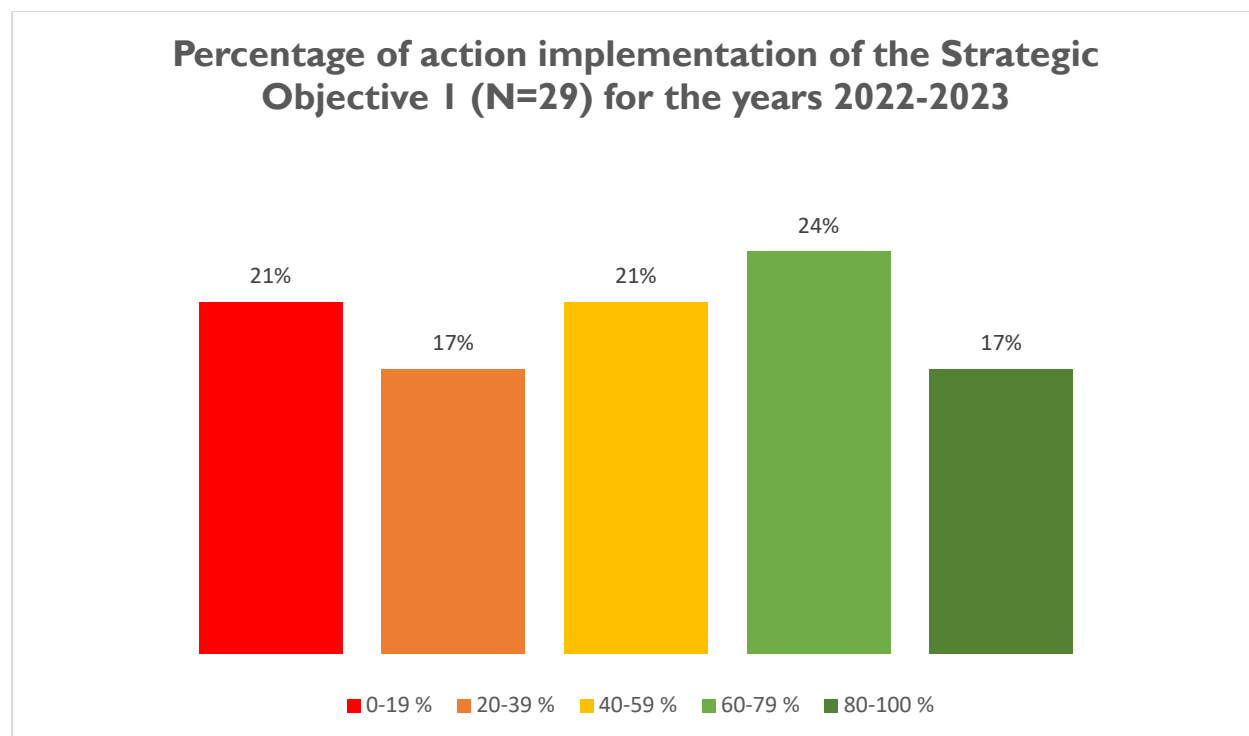
- Specific Objective 1.1.: Creation of healthy environments with adequate conditions for ECE and provision of human resources
- Specific Objective 1.2.: Improvement of the legal infrastructure and provision of quality services in ECE
- Specific Objective 1.3.: Provision of opportunities for the development and achievement of full potential of children, through integrated cross-sectorial services
- Specific Objective 1.4.: Raising social awareness for early childhood development

The level of implementation of the actions according to the assessment matrix

Out of the 29 actions of the first strategic objective, the level of implementation has been determined for all of them.

As shown in the Graph below, 17% or 5 out of the 29 actions related to this strategic objective have been fully implemented (implementation rate: 80-100%), 24% or 7 actions have made significant progress but are not fully implemented yet (implementation rate: 60-79%), 21% or 6 actions are currently in progress (40-59%), 17% have shown slight implementation (20-39%), while 21% have shown very little (slight) implementation or have not been implemented at all (0-19%).

Graph 2. Implementation of Strategic Objective 1 actions (as per the assessment framework)



Main actions implemented and corresponding challenges

Among of the main achievements implemented within Strategic Objective 1 during the years 2022-2023 include:

- Drafting of 2 analyses on the need for the construction of new kindergartens (one analysis developed by MESTI and the other by UNICEF).
- Regular monitoring of the implementation of norms and standards set for the spaces of ECE institutions.
- Drafting of an analysis for "Costing out the provision of public, private, and public-private modalities for preschool education in the Republic of Kosovo", developed by experts engaged by the World Bank in cooperation with the preschool education division. Additionally, with the engagement of an expert from UNICEF, the drafting of the document for standardizing the cost for the construction and adaptation of facilities providing ECE services has also been completed.
- Construction of 4 kindergartens in the years 2022-2023, with construction ongoing for 19 other contracted kindergartens.
- 3 schools have been adapted into kindergartens for children in 2023, with 7 schools still undergoing adaptation into contracted kindergartens.
- Approval of the new Law on Early Childhood Education and the Administrative Instruction for licensing private preschool institutions.

- In 2022, approximately 55 Private Preschool Educational Institutions (PPEIs) were licensed for the first time, accommodating around 2,495 children based on the specified m/2 spaces.
- In 2023, approximately 26 PPEIs were licensed for the first time, accommodating around 1,500 children based on the specified m/2 spaces.
- Three curriculum documents for early childhood education have been drafted and approved by the cabinet for piloting. Additionally, 11 trainers have been trained to educate educators on piloting the curriculum, along with other relevant staff. 50 educators from preschool institutions, 16 educators from preschool classes, 12 directors of preschool institutions, 13 professional staff (pedagogues, psychologists, logopedists/speech therapists, and assistants for children with disabilities), and 10 officials from MED have also been trained. This process will be extended to 10 municipalities, 12 preschool institutions and 20 preschool classes.
- 25 psychologists have been hired in educational institutions in Prishtina, 2 pedagogues in Podujevë, and 5 psychologists in city schools in Gjakovë.
- In collaboration with UNICEF, the capacities of 200 educators in Mitrovica and 16 in Dragash have been enhanced to provide meaningful and comprehensive education for children in marginalized groups. In Dragash, 10 female educators have received training on healthy nutrition.
- On the platform "Distance Education - Care and Development in ECE", 1,075 daily activities have been designed for children aged 0-6 years, including activities at the zero level according to ISCED 2011. These activities can easily be carried out at home. Additionally, 20 videos have been produced; 1,600 educators have been trained to use the platform, and 1,749 digital reports have been created by educators.
- The "Foleja" application was launched in collaboration with UNICEF, an application designed for parents to easily use to support the development of children aged 0-6 years in the areas of health, well-being and education. The Foleja application has been presented in over 20 informative sessions with around 200 participating parents, organized in 13 municipalities. By December 2023, over 15,400 users have registered.
- With the support of UNICEF, an event was organized to raise awareness of the importance of ECE. During the event, the Law on Early Childhood Education was presented. Approximately 100 participants attended, and a video was created to raise awareness and introduce the Law. The video was shown at the event and also will be shared with the general public. Additionally, in collaboration with UNICEF and the World Bank, a panel discussion on Early Childhood Education was held. The discussion focused on the funding and diversification of service models for Early Childhood Education, with the goal of increasing access and enhancing service quality.

Challenges and Recommendations

Action	Challenge	Recommendation
1.1.1.; 1.1.3.; 1.1.4.	Although these analyses have been conducted, there is a lack of reporting on the progress made in implementing or addressing the recommendations that have resulted from these analyses.	<ul style="list-style-type: none"> · Develop a plan to implement the recommendations resulting from these analyses, including the timeframe, relevant actors, responsibilities, budget, etc. · Implement a plan according to the planned timeframe
1.1.2.	Although MESTI confirms the regular	Develop regular reports (on an annual basis) on

	monitoring of ECE institutions, there is no data regarding the number of monitored institutions, the implementation of relevant policies or norms by these institutions, etc.	the monitoring conducted, listing the number and names of institutions monitored by municipalities, the implementation of relevant norms, violations found, recommendations for their improvement, etc.
1.1.5.	One challenge is securing locations with the necessary documentation, project designs, and obtaining construction permits (legalization documents), which can lead to delays in the construction or operation of kindergartens. Another challenge is the shortage of employees in some preschool institutions with a high number of registered children.	<ul style="list-style-type: none"> · Engage municipalities to secure locations and construction permits · Speed up the legalization process for the facility in Dragash · MEST should facilitate an increase in the number of employees, particularly in kindergartens with a high number of registered children (such as Xixëlonja in Pristina)
1.1.6.	The low number of completed adaptations, except in the Municipality of Deçan, is mainly due to the lack of initiatives from the municipalities. A challenge has been reported in ensuring that project designs and job descriptions include bills of quantities by the respective municipalities.	<ul style="list-style-type: none"> · Engage MEDs for the analysis and evaluation of spaces for the conversion of institutions into ECE facilities. · Engage municipalities to ensure project designs · Securing the budget for the implementation of conversions, i.e. support for inventory, etc.
1.1.7.	Lack detailed reporting on the measures taken by municipalities/schools to create safe and suitable environments for children with special needs; <i>or</i> Lack of initiatives by municipalities.	Provide relevant data regarding the investments made by municipalities in this area. Tracking activities at the municipal level related to planning, implementation, monitoring, reporting and evaluating of actions.
1.2.5.	Shortage of psychologists at all levels of pre-university education (according to the estimated number provided by the Administrative Instruction). The limited number of employees continues to be a major challenge for hiringsupport staff and professionals such as lecturers, psychologists, etc.	Enable employment through the administrative change of assistants for children with special needs, pedagogues, psychologists.
1.2.13., 1.2.14., 1.2.15	Lack of data regarding the achievement of these actions (apart from some data provided by the Municipality of Dragash)	Ensure that data is provided from other municipalities regarding the achievement of these actions through improved cooperative communication with them.
1.4.2.	Lack of organization of activities by the Municipalities to raise awareness about the importance of ECE (conferences, discussions, etc.)	Encourage municipalities to arrange activities that raise awareness about the importance of ECE.
/	Postponement of some actions for implementation in 2024	Analyze the situation that has led to the need for deadline extensions and reflect on identifying the obstacles that have caused delays in implementing this action, in order to ensure their implementation within the planned timeframe.

4.2. Strategic Objective 2: Improve the quality of pre-university education through the consolidation of quality assurance mechanisms and the provision of quality teaching

Brief description of the Strategic Objective

Strategic objective 2 aims to enhance the quality of pre-university education by strengthening quality assurance mechanisms and providing high-quality teaching. In order to improve the quality of pre-university education, the objective envisages the need for a system that promoted accountability at all levels of the education system. For this purpose, the objective envisages more effective and efficient management through the implementation and advancement of policies and the legal framework in the field of education, capacity building and strengthening of transparency and accountability. In addition, it anticipates the enhancement of mechanisms for implementing the quality assurance system, both internally and externally evaluating educational institutions with an emphasis on improving quality, increasing the credibility of national tests and utilizing the results for data-driven decision-making. Additionally, the improvement of the quality of pre-university education is expected to be achieved through the effective implementation of the curriculum, as well as the strengthening of the functional mechanism to guide and implement it. In order to enhance the students' results, in addition to other measures, quality textbooks will be prepared in accordance with the curriculum and alternative teaching aids, materials and resources will be provided.

Strategic Objective 2 is expected to be achieved through the implementation of the following specific objectives:

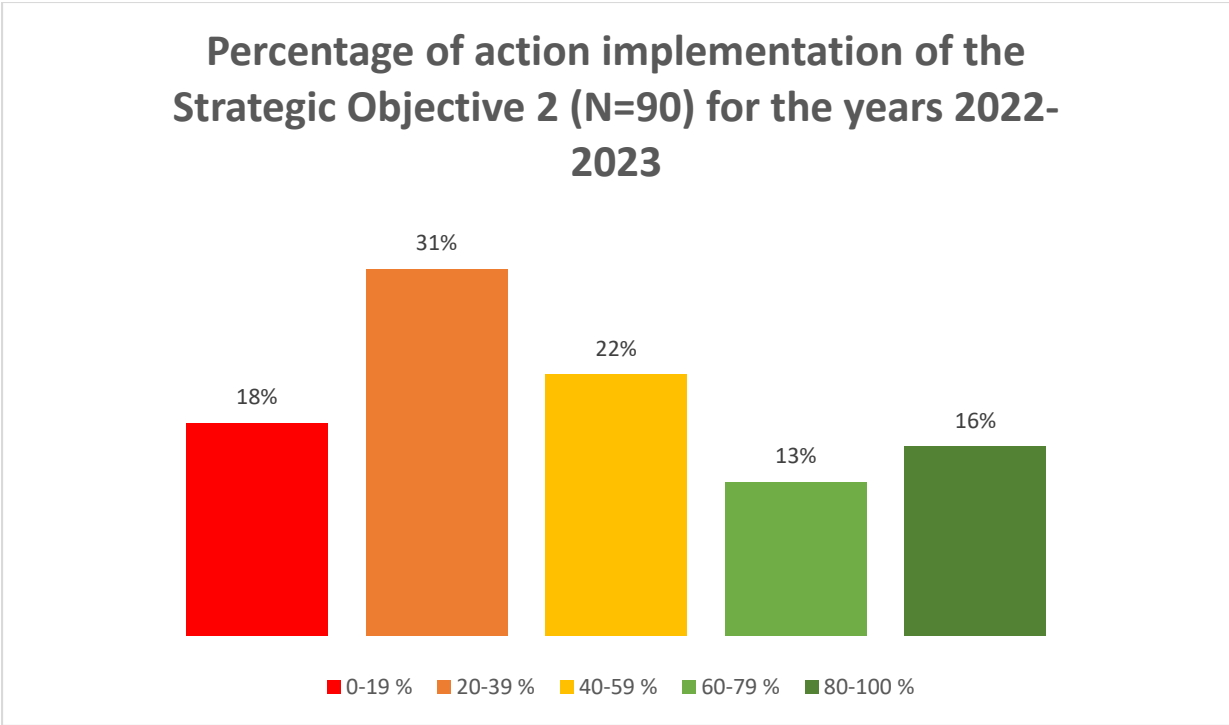
- Specific Objective 2.1.: Increase of efficiency and effectiveness in management by strengthening transparency and accountability.
- Specific Objective 2.2.: Strengthening of mechanisms and capacities for the implementation of the quality assurance system
- Specific Objective 2.3.: Increase the involvement and active participation of pupils from marginalized groups through the creation of a stimulating and supportive climate.
- Specific Objective 2.4.: Provision of healthy, safe and appropriate school environments according to norms and standards, which enable quality teaching and learning.
- Specific Objective 2.5.: Increase of the reliability of national test results and their use for policy making, in addition to international test results.
- Specific Objective 2.6.: Effective implementation of all elements of the pre-university education curriculum.
- Specific Objective 2.7.: Provision of quality textbooks, resources, tools and teaching materials in accordance with the relevant curriculum and standards.
- Specific Objective 2.8.: Full implementation of the teacher licensing system and increase of opportunities for teachers' professional development and advancement based on teaching standards.
- Specific Objective 2.9.: Qualitative preparation of pre-service teachers who competently adapt to curriculum requirements and practical needs of working with children/pupils.
- Specific Objective 2.10.: Promoting multiculturalism and diversity in pre-university education.

The level of implementation of the actions according to the assessment matrix

Out of the 92 actions in the second strategic objective, 90 (or 98%) of them were reported as implemented. However, due to a lack of relevant data or a decision to postpone their implementation to a later date, reporting on the achievements of 2 actions (or 2%) is currently missing. If relevant data is obtained for the unreported actions, the final evaluation report will be updated to reflect their implementation.

As shown in the graph below, 16% of the 90 reported actions under this strategic objective have been fully implemented (implementation rate: 80-100%), 13% have shown significant implementation but have not been fully implemented (implementation rate: 60-79%), 22% are in progress of implementation (40-59%), 31% have shown little implementation (20-39%), while 18% have shown very little implementation or have not been implemented at all (0-19%).

Graph 3. Implementation of Strategic Objective 2 actions (as per the assessment framework)



Main actions implemented and corresponding challenges

Among the main achievements implemented within Strategic Objective 2 during the years 2022-2023, include:

- A guideline for the supervisory role of Municipal Education Directors has been drafted, along with a special module for MEDs for monitoring and supervising the implementation of child protection policies (preventing violence, abandonment, and child labor). It is essential to enhance the capacities of municipalities to utilize support materials in order to effectively carry out their supervisory responsibilities.
- Regular monthly meetings have been held with the managerial level of the MESTI.

- Regulations have been developed for the selection and appointment procedures of teaching and management staff in schools. Municipal Education Directors are continuously encouraged to adhere to the Law on gender equality during staff employment procedures in educational and training institutions.
- 6 school leadership and management programs have been approved, and approximately 900 school staff members (principals, vice principals and teachers) have been trained.
- The completion of the preliminary and public discussion procedures for the Administrative Instruction for the internal restructuring of the school has been forwarded for further procedures in the Minister's Cabinet.
- A survey has been conducted in 4 municipalities with 31 schools regarding the needs for strengthening School Management Council (SMC) and KPs.
- The collegium for directors of kindergartens and vocational education schools has been established. Contacts and coordination are maintained with ETI directors with the aim of policy implementation.
- A draft of the Administrative Instruction for the implementation of the funding formula has been prepared and submitted to the Minister's Cabinet.
- An analysis has been conducted on the reorganization of the school network, identifying schools with a small number of students. Additionally, AI-10/2023 has been drafted to regulate the establishment and procedures for the suspension of ETI activities.
- Regular publication of education statistics in Kosovo.
- Engagement in the recruitment of 20 new inspectors. The competition was canceled after reviewing the submitted appeals.
- Training of 20 inspectors to enhance professional capacities and inclusive education.
- Performance assessment of 68 school principals and vice principals (54 principals and 14 vice principals) has been conducted. External performance evaluation of 28 schools (VJPSH) has also been carried out. In addition to the framework beyond SPA, IPA and EPA, MESTI has developed a special module for inspectors on monitoring child protection policies (preventing violence, abandonment, and child labor).
- Continuous monitoring of the performance of school management staff, quality coordinators, teachers, as well as the preparation and implementation of school management documents. Reflecting on the findings and providing recommendations for improving the performance of management staff, quality coordinators, and schools in general.
- Regular reports to the Minister's Cabinet, as well as organizing conferences on the results of international assessments, such as PISA, TIMSS, etc.

Challenges and Recommendations

Action	Challenge	Recommendation
2.1.2	The challenge is the low participation of representatives from MEDs in the Minister's Cabinet regular monthly meetings.	<ul style="list-style-type: none"> · Identify modalities to encourage the participation of MEDs in regular ministerial level meetings. · Synthesize regular meetings with other development commitments and report on education indicators at the Ministry level, to motivate MEDs for active participation.
2.1.4	There is a lack of advanced programs that need	<ul style="list-style-type: none"> · Find implementation methods for the compiled

	to be designed, and experts must be hired to create them.	<p>programs that can be easily carried out with the school's management staff.</p> <ul style="list-style-type: none"> · Identify experts who can be involved in improving the management capabilities of schools. · ENcourage participation of school management councils in the implementation progress of management programs for schools.
2.1.5	Challenge is the Law on Salaries and regulations for allowances that have defined the job positions in the public sector and have not anticipated the positions outlined in this Administrative Instruction.	Intensify efforts for necessary legal changes regarding salaries in the public sector
2.1.6	Absence of parental involvement in school meetings and activities in general is observed.	Appropriate support for KDSH and KO, in the process of drafting regulations and extracurricular activities, focusing on the development and monitoring of the implementation of the SDP (School Development Plan), school financial management, etc. and supporting them to understand how their decisions (KDSH, PC, AKTIVEVE) impact student performance and results.
2.1.7	Difficulty in coordinating MEDs to establish collegiums in primary and secondary schools.	Strengthen and advance the networking of MEDs operating in similar environments and contexts, related to sharing experiences and supporting the establishment of collegiums.
2.1.11	Challenge remains the implementation of the provisions of Administrative Instruction 10/2023 on the Criteria and Procedures for the Establishment and Termination of the Activity of Pre-University Education Institutions. There is a reluctance from the MEDs to initiate procedures for terminating activities.	<ul style="list-style-type: none"> · Encourage MEDs to provide accurate and correct reports on the implementation of AI 10/2023. · Increase engagement with MED to implement the legal framework, addressing the risks and dilemmas that arise from the accurate reporting they are required to do.
2.1.12	Challenge remains the shortage of staff for maintaining and regularly updating the EMIS. Failure to report data in the system by Serbian-language schools.	<ul style="list-style-type: none"> · Assess the extent to which the Education Management Information System is being utilized, ensuring it meets the needs and requirements of users, policy makers and other data consumers. · Enhance and recruit technical and managerial capabilities to improve the updating and utilization of EMIS. · Promote the active use of EMIS among all relevant stakeholders.
2.2.2., 2.2.3	The challenge remains the limited number of inspectors and the necessity for capacity building of inspectors to enable them to effectively utilize support materials in carrying out their supervisory role in relation to child protection policies.	<ul style="list-style-type: none"> · Proper planning and preparation for announcing vacancies for inspectors, in strict compliance with the legal framework, conducting needs analysis, and planning for the development of education in Kosovo. · Continuous support for the enhancement of the capacities of current inspectors in carrying out their job responsibilities.
2.2.8	The lack of software development for	Identify obstacles or delays in developing the

	distributing and utilizing the School Reporting Card.	software and create a plan for rapidly developing and implementing the necessary software.
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4.3. Strategic Objective 3: Harmonization of vocational education and training with dynamic developments in technology and labour market, in view of lifelong learning

Brief description of the Strategic Objective

The insufficient quality of education and vocational training offerings has led to low levels of employer satisfaction with the skills/competencies acquired by VETI graduates, as well as low levels of transition from school to work. Opportunities for lifelong learning and mobility are limited and do not keep pace with the need for continuous retraining of the workforce. Therefore, the main focus in achieving this objective is the revision of education and professional training offerings as well as the improvement of quality, to develop transferable skills, digital skills, entrepreneurial skills, and professional technical skills in line with the demands of the labor market and the trends of digital and green transformation.

Strategic Objective 3 is expected to be achieved through the implementation of the following specific objectives:

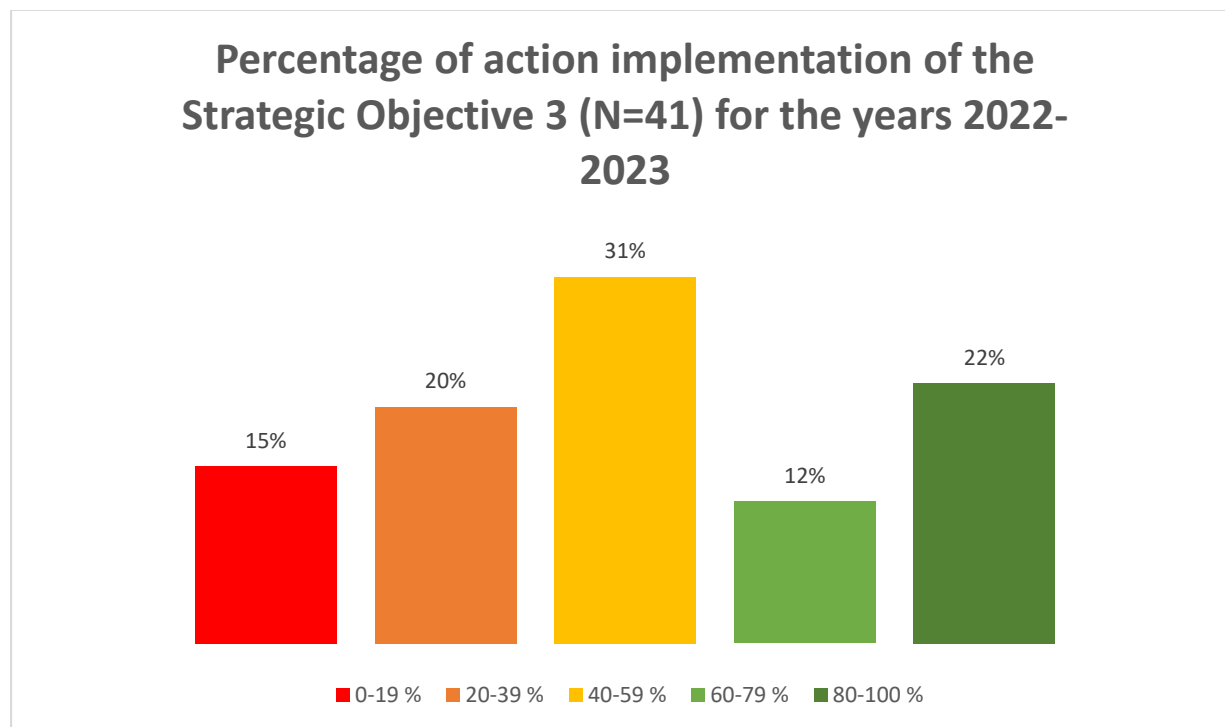
- Specific Objective 3.1.: Improvement of the governance, funding and information management system of vocational education and training and adult education.
- Specific Objective 3.2.: Consolidation of quality assurance mechanisms, at central, local and VETI level, to enable systemic access to quality management.
- Specific Objective 3.3.: Finalization of the curriculum package for qualifications offered by vocational education and training institutions, in accordance with the needs of the labour market and transformation trends.
- Specific Objective 3.4.: Provision of opportunities for the implementation of practical teaching and learning and the functionalization of career counselling services.
- Specific Objective 3.5. Improvement of supply and increase of participation in AE.

The level of implementation of the actions according to the assessment matrix

Out of the 43 actions in the third strategic objective, statistics on the implementation of 41 (or 95%) of them have been extracted. However, due to a lack of appropriate data or the decision to postpone their implementation to a later date, reporting on the achievements of 2 actions (or 5%) is currently missing. If relevant data is obtained for the unreported actions, the final evaluation report will be updated to reflect their implementation.

As shown in the graph below, 22% of the 41 reported actions under this strategic objective have been fully achieved (implementation rate: 80-100%), 12% have shown significant implementation but have not been fully implemented (implementation rate: 60-79%), 31% are in progress of implementation (40-59%), 20% have shown little implementation (20-39%), while 15% have shown very little implementation or have not been implemented at all (0 -19%).

Graph 4. Implementation of Strategic Objective 3 actions (as per the assessment framework)



Main actions implemented and corresponding challenges

Among of the main achievements implemented within Strategic Objective 1 during the years 2022-2023 include:

- The Fit for Jobs/GIZ project has partnered with MESTI to prepare a report assessing the state of the VET governance and management system in Kosovo. The report includes an analysis of the current institutional structure for VET governance and management, identifies limitations and recommends priority interventions for more effective implementation of VET policies. The contribution of the ALLED2 project in 2022 is expanded to include analyses and publications related to integrating skills development and competencies between educational institutions and the private sector.
- The "Fit for Jobs/GIZ" project has hired an expert to review the Law on Vocational Education and Training.
- Curricula have been developed for grades 11 and 12 for 12 profiles of dual education, covering various skill development areas. A review and standardization of 6 IT curricula that have been piloted since last year has been completed.
- NQA has drafted a draft Manual for the development of Professional Standards, qualifications and Professional Curricula. The Kosovo Registry of Qualifications (KRQ) has been established. The ALLED2 project, in collaboration with the National Qualifications Authority (NQA), has developed the KRQ by actively working on its content and software aspects, contributing to the development of the National Qualifications Framework (NQF) and supporting government efforts for digitization.

- A draft document has been prepared for the Administrative Instruction for Tracking Studies 'Updated and Functional Tracking Studies Information Platform/System' which is established at the state data center within AIS.
- Over 400 VETI staff members have been trained. A platform has been developed to measure customer satisfaction with the services provided by career counselors at VETI. Career counselors have been trained to use the platform and have it fully operational.
- The draft Administrative Instruction for VET Funding Parameters and Criteria has been prepared. ALLED2 collaborated with DVET/MESTI in the development of a new Funding Formula for VET.
- The National Qualifications Authority (NQA) has received assistance from the GIZ/Fit for Jobs project to develop the National Quality Assurance Framework and a comprehensive User Manual for the National Quality Assurance Framework (NQAF). This manual will serve as a reference point for both the NQA and other stakeholders within the Vocational Education and Training (VET) sector, aiming to advance VET through continuous improvement.
- 27 education inspectors (18 men and 9 women) have been trained for quality assurance in VETI, with a focus on external assessment of VETI performance and the role of the education inspectorate as part of the quality assurance system in VETI. MESTI has not yet trained education inspectors for external assessment of VETI.
- A model of the Regulation for internal quality assurance processes in VETIs has been prepared in collaboration with 20 VETI partners of ALLED2.
- The professional development program for quality assurance coordinators and VETI directors, including quality management, has been developed based on a needs assessment for professional development needs conducted in 20 VETIs. Following the implementation of the training and mentoring program, the entire program package has been finalized, and 16 trainers have been certified to deliver the program.
- The draft of the VET Basic Framework has been prepared. As part of the ongoing reform, the Fit for Jobs/GIZ Project has provided technical support for the development of the Basic Framework of the VET Curriculum in line with MESTI and the Education Strategy 2022-26.
- The IMS (Information Management System) training curriculum for VET teachers has been developed on an e-Learning platform, consisting of 30 learning units delivered through a combination of 70% online and 30% face-to-face training. The first one-day training session was attended by 205 (109 women/girls) teachers and professional practice teachers. The remaining training sessions took place online until June 2023. The ALLED2 project has developed the EON ARV (virtual reality) platform with 600 licenses. 62 professional practice teachers have been trained for the implementation of "dual learning". In 22 VETI schools, there is now at least 1 trained professional practice teacher, to implement "dual learning".
- A draft Qualification Standard for the VET teacher training program has been prepared. An Analysis of the legal basis for intervention in this sector has been conducted.
- GIZ has supported 11 schools in their application to the National and Regional "Challenge" Fund of KfW. As a result, 7 consortia composed of these VET schools and businesses were awarded a total of 2,900,000 EUR or an average of 415,000 EUR for each school. The grant covers various expenses such as equipment for VET schools, training and other work-based learning activities.
- The Career Centers Network in VETIs has been established. Currently, the Network consists of 19 Career Centers established by the EYE project and several others established by other donors, with around 50+ members. So far, 3 Network meetings have been held.

- An economic operator was contracted to develop norms and standards for the infrastructure of educational and professional training institutions facilities. A plan for investments in the infrastructure of educational and professional training institutions has been developed based on needs, but has been delayed due to procurement procedures.
- MESTI/DVET has allocated a budget for infrastructure and equipment for practical learning, as well as smart equipment every year, but the budget has not been spent due to procurement procedures.
- Based on the budget law, the Specific Grant for accidental insurance and improvement of professional practice (including student transportation and work-based learning) is allocated 3.5 every year. Guidelines for the operational implementation of Work-Based Learning (WBL) are currently under review. To ensure that WBL is implemented properly at the school level, numerous training initiatives have been carried out.
- Continuous training is provided for vocational teachers, such as Training for the development of the WBL curriculum; Training on operational guidance for WBL; Training for school business collaboration; Training for curriculum development - Dual Education; Curriculum Development Training – Dual Education; Training for the implementation of Dual Education; WBL curriculum development training; Training on operational guidance for WBL; Training for school business cooperation; Training for curriculum development - Dual Education; etc.
- Both administrative instructions have been approved. The Administrative Instructions for career counselors in pre-university education institutions along with the standards for the organization and functioning of career counselors in pre-university education for lower secondary, high schools and vocational education and training institutions (VETI) have been drafted and approved by the Minister.
- 30 career counselors have been trained and the Program for the qualification of career counselors has been approved.
- The network of career counseling and guidance has been established. Approximately 16,000 9th grade students have benefited from informative sessions and other activities organized by career centers in 18 VETIs. During this period, 5 new career centers have been established (bringing the total to 23 career centers).
- All VETIs organize informative sessions for 9th grade students. They are presented on school and career center websites. The campaign to promote Dual Education in the field of VET was launched in November 2023. The Fit for Jobs project supported the content preparation of the campaign and facilitated this process.
- The program has been developed to train teachers for Adult Education (AE). It supports the participation of socially vulnerable categories and underrepresented groups in AE. MESTI supports three categories of marginalized groups: social cases, war invalids, and children of martyrs. 20 VETI teachers have been trained for AE implementation. 90 practitioners have been trained to implement the Prior Learning Recognition. The AE (ALENK) network has been established. Membership in international organizations of AE, enhancing mobility and international experience. Approximately 20 teachers have benefited from internships and mobility programs.
- Two new programs/curricula have been developed by the VET Agency. With the support of DVV International, training is being developed in collaboration with the University of Pristina,

specifically the Faculty of Education, to prepare master trainers who will then train teachers in vocational schools offering adult education.

Challenges and Recommendations

Action	Challenge	Recommendation
3.1.5	Reorganization of the network of vocational and educational training institutions to align with the needs of the labor market. Failure to complete the action of 3.1.1 and 3.1.2 preceding this action.	<ul style="list-style-type: none"> · Identify labor market demands and create programs that align with labor market requirements. · Enhance engagement with key stakeholders, such as the private sector, to understand their demands and needs, and to develop programs that bridge the market demands and the skills development provided by vocational and education training institutions.
3.5.3	Subsidizing formal providers to offer programs for Adult Education.	Identify the needs of program providers for Adult Education and adequately plan human resources and resources for implementing measures addressing that issue.
3.1.3	Improving and enhancing human capacities in the vocational education and training system and adult education - employment shortage in NQA.	<ul style="list-style-type: none"> · Develop a new organizational chart that will take into account the necessary positions for functioning and improving performance. · Increase the number of officials in DVET to handle the growing workload and demands. · Review the definition of the role of the Agency for Vocational Education Training and Adult Education, increase capacities and assign new responsibilities to strengthen the capacities of service providers in VET and, especially, in public VETIs
3.1.8.	Capacity building for utilizing platforms at the central, local level, and institutional levels of educational and professional development institutions	<ul style="list-style-type: none"> · Training of trainers to enhance the capacities of other VETIs in using the platform for satisfaction measurement, including allocating financial resources for trainers and the cost of training. · Responsible officials at the central, local and VETI levels should be informed and extensively trained on the effective use of platforms and barometers developed for monitoring and evaluating performance in their respective fields.
3.1.9.	Development of the methodology for financing educational institutions and vocational training, as well as increasing capacities for implementation	<ul style="list-style-type: none"> · The Ministry of Finance should instruct MESTI to fully implement the new Financing Formula for the VET System, and provide support to MESTI in finalizing the administrative instruction. · Integration of the developed application "PlanVET" on the MESTI website or another institution's website, to allow access for VET schools, Municipal Education Directorates in Kosovo (MEDs), and students to practice budget calculations for VET schools, based on

		their needs.
3.2.2.	Establishing the procedure for the external evaluation of the performance of VETIs by the Inspectorate of Education (IA)	<ul style="list-style-type: none"> · Train education inspectors for the external evaluation of VETIs. · Intensify cooperation between relevant stakeholders, specifically during the drafting of the sub-legal act for the external evaluation of the performance of VETIs by the IA, the IA should collaborate with the DVET and NQA.
3.5.5.	Continuous professional development of VETI teachers for the implementation of AE and Recognition of Prior Learning (RPL).	Analysis of contributing factors to the involvement of the public VETI in the implementation of the RPL

4.4. Strategic Objective 4: Improve the quality, integrity and competitiveness of higher education

Brief description of the Strategic Objective

This objective is formulated in response to structural deficiencies in higher education and aims to improve the quality and integrity of higher education through the implementation of the accreditation process according to international quality standards, which will enable the reintegration of the Kosovo Accreditation Agency into ENQA and EQAR among other things. The reform of higher education aims to be achieved through advancing the legal framework, developing the capacities of quality assurance mechanisms, increasing participation in international programs, and improving academic and research infrastructure. MESTI will adjust the legal basis and review existing legislation related to the funding formula, as well as developing an advanced information management system in higher education.

Strategic Objective 4 is expected to be achieved through the implementation of the following specific objectives:

- Specific Objective 4.1.: Increase of the quality of higher education through the review of study programs, the advancement of academic infrastructure, the promotion of excellence in teaching and research, and the implementation of high standards of institutional evaluation and study programs.
- Specific Objective 4.2.: Improvement of the governance and funding of higher education through review of legislation, development of advanced information management system, increase of professional capacities, improvement of services for students and ensuring academic integrity, transparency and accountability in higher education.
- Specific Objective 4.3.: Better connection of higher education with the labour market through harmonization of study programs, increase of opportunities for practical work of students, cooperation with enterprises and increase of interdisciplinary programs and STEM programs.
- Specific Objective 4.4.: Internationalization of higher education through joint study programs, increase of participation in international programs of academic and scientific cooperation, as well as integration in the European Higher Education Area.

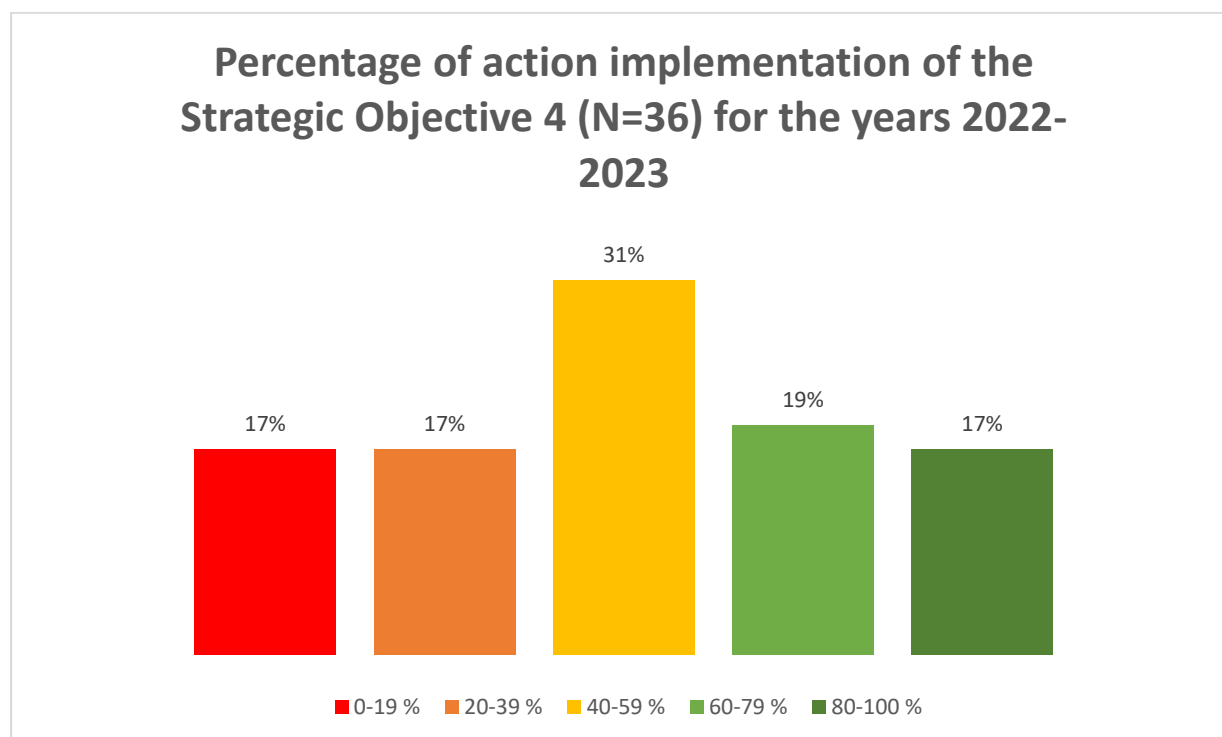
The level of implementation of the actions according to the assessment matrix

Out of the 37 actions in the fourth strategic objective, 36 (or 97%) of them were reported as implemented. However, due to a lack of relevant data or the decision to postpone their implementation

to a later date, reporting on the achievements of 1 action (or 3%) is currently missing. If relevant data is obtained for the unreported actions, the final evaluation report will be updated to reflect their implementation.

As shown in the graph below, 17% or 6 of reported actions under this strategic objective have been fully implemented (implementation rate: 80-100%), 19% have shown implementation but have not been fully implemented (implementation rate: 60-79%), 31% are in progress of implementation (40-59%), 17% have shown little implementation (20-39%), while 17% have shown very little implementation or have not been implemented at all (0-19%).

Graph 5. Implementation of Strategic Objective 4 actions (as per the assessment framework)



Main actions implemented and corresponding challenges

Among the main achievements implemented within Strategic Objective 4 during the years 2022-2023, include:

- The Kosovo Accreditation Agency team monitored the lecture and exercise schedules, as well as the attendance of academic staff, at 3 Higher Education Institutions (HEIs) in 2022, and at 11 HEIs in 2023. The KAA has also monitored and verified all publications and announcements of HEI study programs in accordance with the decisions of the State Quality Council (SQC) in both 2022 and 2023.
- The construction of the Faculty of Natural Sciences facility is currently underway (budget: 10 million Euros from IPA funds and 1 million from MESTI). With the support of the HERAS project, MEST, in co-funding with ADA in 2023, has supported 5 projects for laboratory infrastructure

worth 130,000 euros. Internal networks (WIFI/LAN) have been installed in public HEIs, all of which are connected to the KREN (Kosovar Research and Education Network) network. 17 academic staff members have been trained to use the MOODLE platform.

- MESTI has supported 68 scientific publications in 2022, and 57 scientific publications in 2023.
- The University of Pristina has introduced a new doctoral program in Educational Sciences, which is a joint program with the University of Ljubljana. The program offers a dual degree.
- The KRIS platform has been developed and launched, also including a special module for scientific researchers from the diaspora. The pilot phase has been completed and user registration has begun (with 174 users registered so far)
- The Assembly of Kosovo has adopted Law No. 08/L 110 on the Kosovo Accreditation Agency in June 2023.
- The Administrative Instruction No. 20/2023 on financial support for students has been signed by the Minister on 04.08.2023. The Administrative Instruction for the Accreditation of Higher Education Institutions in the Republic of Kosovo has been finalized and signed. The administrative instruction for the Registry of Innovative Scientific Institutions has completed the preliminary and public discussion phase and is now in the Legal Division for further proceedings.
- KAA is already a full member of the Global Academic Integrity Network (GAIN). Membership in this organization was a recommendation by ENQA.
- Various improvements to the SMIAL system were made during 2023 (e.g. providing student access for data verification, facilitating report generation, etc.)
- MESTI, through the STEM scholarship scheme, has encouraged the participation of girls and women in STEM program studies
- Out of 8 HEIs, 6 have approved their Institution's strategies or integrated the internationalization component into their basic strategies. The other two strategies have been developed and the drafts are in the process of approval.
- ERASMUS+ Program
- For the 2023 call, a total of 13 projects with 27 benefiting institutions from Kosovo have been selected for funding by the European Commission in the field of higher education, out of which 4 projects are coordinated by HEIs from Kosovo, including participation in the structural project on advancing values-based education through policy development and teaching reform practices in Kosovo.
- In 2023, 7 higher education institutions in Kosovo have been awarded the Erasmus Charter for Higher Education ECHÉ. The University of Prishtina has introduced a Master's program "Integrated Water Resources Management" that is interdisciplinary and taught in English. Additionally, the University of Pristina has launched a new doctoral program in Educational Sciences, which is a joint program with the University of Ljubljana. The program offers a dual degree. IBCM College has developed the Master's program in international management and leadership with Sapienza University. The University of Pristina has introduced a study program in English "Human Rights, International Criminal Law, Transitional Justice". The program is conducted in English and also welcomes international students.
- In 2023, a total of five study programs have been developed in English: one at the doctoral level and four at the master's level.
- 4 Universities have established centers for the development and coordination of projects established in all HEIs.

- In 2023, 1,266 students and staff have participated in mobility programs in the EU through the Erasmus+ program. Additionally, 113 mobilities were carried out with the CEEPUS academic exchange program.
- Throughout 2023, participants were trained in various programs: Approximately 100 participants attended webinars and informative sessions for the Erasmus + program, while around 130 participants have been trained for the Horizon Europe program. There were personalized meetings for the COST Association program (30 meetings with researchers) and regular information and communication via email with stakeholders. In the Horizon Europe program, a total of 20 project proposals have been implemented, with 5 projects benefiting from a total value of 605,831.25. Participation in COST 2023 program saw a significant increase in participation in 2023. Researchers from Kosovo have joined 70 actions (projects), increasing the total participation to 140 actions.

Challenges and Recommendations

Action	Challenge	Recommendation
4.1.1.	Staff shortage for program quality monitoring	<ul style="list-style-type: none"> · Establish a monitoring division with adequately trained staff for program quality monitoring · Identify the specific needs of KAA to effectively carry out tasks as defined by law. · Identify, recruit and train staff members for program quality monitoring. · Develop procedures and protocols of operation for program quality monitoring. · Increase efforts to monitor the implementation of quality standards.
4.1.4	Development of national indicators for higher education. There is no progress due to staff shortage.	<ul style="list-style-type: none"> · Identify the requirements and needs of KAA to effectively carry out tasks as defined by law. · Identify, recruit and train staff members for the development of indicators. · Develop procedures and standards of operation for the development of indicators.
4.1.6	There is no accurate data, but the vast majority of HEIs provide trainings for academic staff. The challenge lies in the lack of reporting by HEIs. (Professional development of academic staff at HEIs in teaching and scientific research.)	<ul style="list-style-type: none"> · Identify barriers that prevent HEI in reporting processes · Increase communication and coordination activities with HEIs · Establish a platform for collecting and reporting key indicators with adequate and comprehensive involvement of HEIs
4.1.10.	There is a lack of staff to administer the KRIS platform as well as a lack registrations on the platform.	<ul style="list-style-type: none"> · Recruit dedicated staff for the platform administration and maintenance/management · Encourage academic staff to register on the platform
4.2.3.	Revision of the Law on Regulated Professions	<ul style="list-style-type: none"> · Analyze the legal and administrative context and climate for the review of the legal framework · Identify the necessary human and technical resources for carrying out the action · Ensure adequate allocation of financial and

		time resources, as well as planning the roadmap for the review and approval of the Law on Regulated Professions
4.2.8.	In 2022, MESTI issued a decision authorizing KAA to verify plagiarism in doctoral theses. However, as of now, MESTI has not yet completed the purchase of the software necessary to carry out this process.	· Purchase of the software by MESTI
4.2.11.	Staff shortage at NARIC	· Collaborate and visit to ENIC/NARIC Centers in other countries to gain new experiences. · Fill positions with regular staff members · Digitize services. Reduce administrative barriers for verifying school documentation.
4.3.3.	There is a lack of data on the number of girls and women who have benefited from STEM programs	· Regular collection of data (through a database) is needed to reflect the number of women and girls in STEM studies
4.3.4.	There is a lack of reporting on the number and operation of career development centers in public HEIs, as well as on the improvement of their human and organizational capacities.	· Adequate information collection from HEIs - to investigate the number of active centers, number of beneficiaries, their effectiveness, etc.
4.4.3.	Limited budgets and limited human capacities for adequate operation of project development and coordination centers in HEIs (most centers established with only 1 official). There is a lack of staff training or capacity building programs.	· Increase the number of human capacities (experts, trainers, etc., particularly in project writing and research) · Provide training for the staff of these centers to enhance their capabilities
4.4.5.	This specific objective is related to objective 4.4.3. Challenges include limited support capacities for academic staff in project coordination. Out of the 12 projects funded under the Horizon Europe program, only 2 projects benefited the HEIs (University of Pristina).	· Invest in offices/centers for project development and coordination should be seen as a strategic investment by HEIs. Human resource recruitment should be planned. Additionally, the development /coordination of international projects, especially scientific projects should be evaluated in the performance of academic staff.

4.5. Strategic Objective 5: The use of digital technology to improve services and quality in education, in line with digital transformation trends

Brief description of the Strategic Objective

In order for Kosovo to move as quickly as possible towards digitalization of data, provision of digital services and automatization of processes in the field of education, as well as in order to increase the use of digital technology for educational needs in order to improve the quality of education, Kosovo, over the next five years, will work in five areas: (i) creating and functionalizing an inclusive and centralized digital platform for the field of education; (ii) preparing and producing multi-dimensional and qualitative digital teaching materials for different levels, grades, subjects and types; (iii) supplying ETIs (Educational and Training Institutions) and HEIs (Higher Education Institutions) with quality internet networks and necessary technological equipment; (iv) cultivating the digital competence in all parties involved in the field of education and in all educational institutions of all types and levels; and (v) establishing

institutional mechanisms that enable the implementation of digitalization and the use of technology in the field of education.

Strategic Objective 5 is expected to be achieved through the implementation of the following specific objectives:

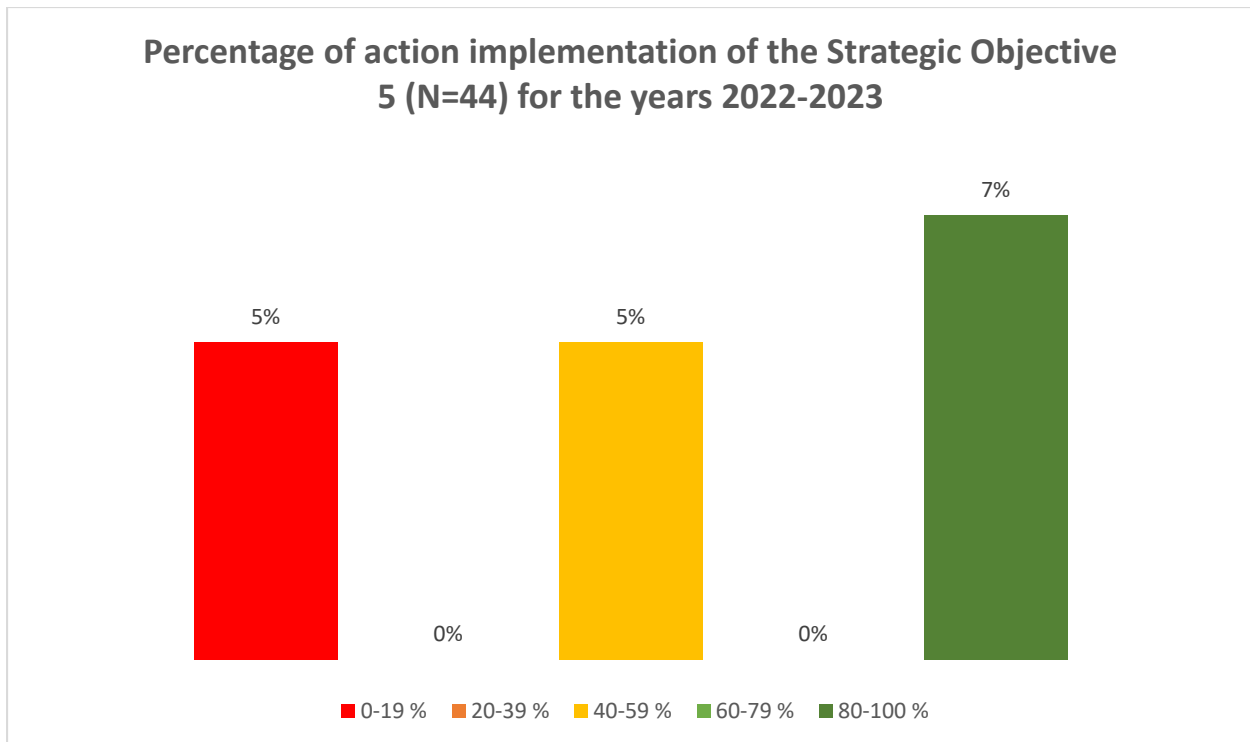
- Specific Objective 5.1.: Digitalization and integration of data and processes in view of improvement of the quality of services and increase of well-informed decision-making, transparency and accountability in the field of education
- Specific Objective 5.2.: Development and use of digital teaching materials in view of increasing the quality of teaching and learning
- Specific Objective 5.3.: Provision of opportunities for effective use of information and communication technology (ICT) in VETIs and HEIs
- Specific Objective 5.4.: Development of digital competence of all parties in view of the successful digital transformation of education and general social development

The level of implementation of the actions according to the assessment matrix

Due to the absence of a monitoring body for the implementation of the planned actions in this Strategic Objective, there is no reporting on its progress. This lack of oversight presents a significant challenge in itself as it is unclear to what extent the planned measures have been implemented or have started being implemented.

Out of a total of 44 actions outlined in the Action Plan for this strategic objective, only 7 of them have been reported as implemented during the period 2022-2023, making up only 16% of the reported actions. Of the reported actions, 2 actions (or 5%) have shown no progress at all, 2 others are in progress, and 3 actions (or 7%) have been completed (implemented).

Chart 6. Implementation of Strategic Objective 5 actions (as per the assessment framework)



At the descriptive level, the reported actions for this strategic objective are summarized as follows:

- Action 5.3.1.: 52 schools are connected to a dedicated network/internet (minimum 100mbps). Currently, 49 schools are in the process, with an additional 114 in the procurement process. The network is guaranteed for a period of 5 years.
- Action 5.3.8.: Support in establishing and making operational Media Clubs/Digital Clubs in 20 lower secondary schools/13 different municipalities (GIZ).
- Action 5.3.11.: A contract has been signed with Microsoft, and in response to the request from MESTI, 6119 computer school/user licenses (per year) have been provided for staff and educational officials (out of a total of 12000 planned, author's note).
- Action 5.3.12.: This activity has been completed, meaning that as part of this contract, free licenses for students have been provided, following a 1:40 ratio, where 1 license for teachers or administration at VETI results in 40 licenses for students.
- Action 5.4.3.: The GIZ/Fit for Jobs project supported the translation of three European frameworks for digital competence - DigiComp, DigiCompEdu and DigCompOrg - into Albanian. Additionally, practical guidelines have been developed for adapting and implementing these frameworks in the context of Kosovo. Furthermore, the European Framework for Digital Competences has been integrated into the National VET Curriculum framework. 20 lower secondary schools have been equipped with Smart Boards to facilitate digital learning (GIZ).
- Action 5.4.7.: With the assistance of an international expert, a training program has been developed for teachers in lower secondary schools, as well as a modified program for VET schools. A training session for trainers was successfully held in spring 2023, followed by teacher training sessions to be completed in November 2023 involving approximately 500 teachers. The training program is currently undergoing accreditation by the State Council for the Licensing of Teachers within MESTI.

- Action 5.4.8.: In May 2023, two local consultants have prepared a manual for Digital Competences of Educators. Teachers have acquired digital competencies through various measures, including capacity building training that will indirectly help students improve their digital skills through teaching. Approximately 2,000 students from lower secondary schools are being trained to enhance their digital competencies through school-based mechanisms, such as activities implemented with mentoring in digital and/or media clubs at school.

The recommendations section for this strategic objective has not been completed due to insufficient data in the data source (parent questionnaire) to provide recommendations for addressing the identified challenges.

APPENDIX I – PROGRESS REPORT MATRIX FOR THE YEARS 2022-2023

MONITORING THE IMPLEMENTATION OF SE 2022-2026: STRATEGIC OBJECTIVE 1

SO 1: INCREASE INCLUSION AND EQUAL ACCESS TO EARLY CHILDHOOD EDUCATION

1. Strategic objective	Indicator	Baseline	Temporary target 2024	Source				
Increased inclusion and equal access to early childhood education	Percentage of children included in ECE (age group 0 to <5), breakdown by gender	19.6 % (2021)	25%	Data from the EMIS/MESTI				
1.1. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				
Creation of healthy environments with adequate conditions for ECE and provision of human resources	Percentage of children included aged 0 to 4, breakdown by gender	7%	10%	Data from the EMIS/MESTI				
	Percentage of children included in the pre-primary school level, breakdown by gender	88%	100%	Data from the EMIS				
	Percentage of children included aged 3 to 5, breakdown by gender	36%	45%					
	Percentage of children included aged 0 to 2, breakdown by gender	4%	8%					
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Reference documents	Progress in implementation 2022-2023
		2022	2023					
1.1.1. Drafting a situation analysis for the adaptation of existing school spaces in kindergartens and construction of new facilities for ECE services, as well as drafting of a national plan for capital investments	Q3-Q4/2022	-	-	Donors	MESTI Donors	Situation analysis report on the adaptation of existing school premises and construction of new facilities for ECE services National plan for capital investments in ECE	Report approved and published on the official website of MESTI National investment plan approved and published on the official website of MESTI	80-100 % 2 needs analyzes have been conducted for the construction of kindergartens, one by MESTI and one by UNICEF. The analysis prepared by UNICEF "Situation Analysis of the Early Childhood Intervention in Kosovo", was published in September 2023.
1.1.2. Monitoring the implementation of policies defining the norms and standards of ECE institutions premises	Q3/2021-Q4/2026	-	-	/	MESTI Education Inspectorate	Number of institutions that implement norms and standards for ECE premises	Reporting from inspectors	40-59 % The drafting of project designs is monitored according to norms and standards, and the implementation content (progress) is continuously monitored through a supervision contract. This is an ongoing process.

1.1.3. Cost analysis of the current forms of ECE services in Kosovo (including public, private, CBC, MC, public-private partnership)	Q1/2022-Q1/2023	19,600	6,800	Kosovo Budget Donors	Donors	Costing document on the forms of current ECE services drafted	Cost analysis report of the current forms of ECE services approved and published on the official website of MESTI	80-100 % An analysis has been conducted to determine the costs of providing public, private, public-private partnership modalities for preschool education in the Republic of Kosovo". The analysis was carried out by experts hired by the World Bank in collaboration with the Division for Preschool Education.
1.1.4. Drafting the document for standardization of costing for construction and adaptation of facilities providing ECE services	Q4/2022-Q2/2023	7,500	-	Kosovo Budget Donors	MESTI MED	Costing document for construction specifications and adaptation of ECE facilities drafted	Cost analysis report of the current ECE services approved and published on the official website of MESTI	60-79 % The analysis prepared by UNICEF, titled "Situation Analysis of the Early Childhood Intervention in Kosovo", which was published in September 2023, also serves to standardize the cost associated with constructing and adapting facilities that provide ECE services.
1.1.5. Construction of new facilities for ECE services	Q3/2022-Q4/2026	12,952,460	2,487,632	Kosovo Budget Donors	MESTI MED	Number of new pre-school institutions built Number of employees Number of beneficiary children	MESTI annual reports on new constructions and number of employees according to EMIS	20-39 % 4 kindergartens have been built in 2022-2023 and construction is ongoing for another 19 kindergartens that have been contracted. The challenge lies in ensuring locations have the appropriate documentation, project designs, and obtaining construction permits. An increased commitment from the municipalities is needed and recommended to secure locations and construction permits. In Dragash, the licensing process for the first preschool institution facility is underway. Funds have been allocated for the renovation and adaptation of an existing building that does not have a construction permit and is in the process of legalization. In Podujevë, a new kindergarten was built in 2022 with 10 staff members and is currently educating around 65 children. In the Municipality of Pristina for the year 2022-2023, two preschool institutions are planned to be completed, but they have not yet been finalized. The Preschool Institution in the "Dardania" neighborhood and the reconstruction of the "Xixëlonja" kindergarten in Pejton with a larger capacity for accommodating children are still in progress. About 200 children will benefit from the construction of the two kindergartens, and it is planned to hire 14 educators for both kindergartens. In Shtime, the construction of a kindergarten in Godanc village is ongoing, but has not been completed yet, and the necessary documentation has been provided for the new kindergarten in Petrovë. In Vushtrri, the construction of the third kindergarten in the city has begun.

1.1.6. Adaptation of school premises for ECE services	Q1/2023-Q4/2026	22,500	843,109	Kosovo Budget Donors	MESTI MED	Number of adaptations in school premises for ECE services Number of employees Number of beneficiary children	MESTI annual reports on adaptations and number of employees according to EMIS	<p>20-39 % 3 schools have been adapted into kindergartens for children in 2023, with 7 schools still undergoing adaptation into contracted kindergartens. A challenge has been reported in ensuring that project designs and job descriptions include bills of quantities by the respective municipalities.</p> <p>In Podujevë, two facilities (an old school and an MFC) have been adapted into kindergartens for children. These institutions provide education for about 90 children, with 12 employees. Opportunities have also been identified in several schools to adapt school spaces to offer ECE services.</p> <p>In Prishtina, there have been no adaptations of spaces for ECE services due to a lack of initiatives. Meanwhile, in Shtime, no school space has been adapted for kindergartens, but a facility in Muzeqinë village, previously designated for the Civil Status Office, has been adapted. This facility is in its final stage and is expected to be inaugurated soon.</p>
1.1.7. Review and regulation of the private PI licensing process	Q3/2022-Q4/2026	-	-	Kosovo Budget	MESTI MED	Guideline for facilitating licensing of private PIs revised Number of new private PIs that have benefited from licensing and other forms of facilitation	Plan published Data from EMIS/ MESTI Guidelines published Data from EMIS/ MESTI	<p>60-79 % Following the approval of Law No. 08/L-153 on Early Childhood Education, in 2023, working groups were established to draft administrative instructions, with one of them being A.I. for licensing private preschool institutions.</p> <p>In 2022, around 55 PPEIs (Private Preschool Educational Institutions) were granted licenses for the first time, accommodating a total of approximately 2495 children based on the designated space in m/2. Whereas in 2023, about 26 PPEIs were granted licenses for the first time, with a total capacity of approximately 1500 based on the designated space in m/2.</p> <p>A challenge is the shortage of human resources in private sector offices, and their alignment with policy-making processes.</p>

1.1.9. Creating appropriate facilities and providing equipment for children with special needs	Q1/2023-Q4/2026			Kosovo Budget	MED Education Inspectorate	Number of institutions in which safe and suitable environments have been created for children with special needs	Number of institutions in which safe and suitable environments have been created for children with special needs	<p>60-79 %</p> <p>In Junik, ramps have been constructed for children with special needs. However, the main challenge lies in maintaining and managing these spaces effectively, as well as securing the budget for providing necessary work tools and for other needs.</p> <p>In Dragash, a resource classroom has been built at LSPS "Fetah Sylejmani" and equipped with appropriate technological devices for children with disabilities. Additionally, educational technology equipment has been sent to individuals with disabilities at LSPS "ilmi Bahtjari" in Blaç.</p> <p>In Podujevë, access to the entire space of the facilities has been provided for children with special needs, and the facilities have been equipped with appropriate toys. A challenge is the shortage of staff in Preschool Institutions, requiring the employment of assistants for children with special needs, as well as pedagogues, psychologists, administrators.</p> <p>In Pristina, ongoing investments there have been in all educational institutions to establish safe and appropriate conditions for children with special needs. Additionally, 10 ramps have been constructed in pre-university educational institutions. It is necessary to allocate spaces within school institutions for children with special needs.</p>
1.2. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Improvement of the legal infrastructure and provision of quality services in ECE	Amendment of legal infrastructure (Law on ECE, sub-legal acts, ECE Curriculum)	Ongoing revision		Primary and secondary legislation, as well as ECE Curriculum approved		MESTI official website		
	Indicator: Evaluation framework document, along with the supporting documentation drafted and approved	None		ECE evaluation system developed		Reporting from the Education Inspectorates		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Reference documents	Progress in implementation 2022-2023
		2022	2023					
1.2.1. Adoption of the Law on ECE and drafting of sub-legal acts deriving from the Law on ECE	Q3/2022-Q4/2023	2,900	45,200	Kosovo Budget Donors	MESTI	Government adopted the Law Number of AIs drafted Number of standards drafted		<p>40-59 %</p> <p>The Law No. 08/L-153 on Early Childhood Education was approved in 2023. Following the approval, a working group was established to draft the administrative instructions derived from this law and to coordinate work with donors and a close working group (including the relevant division and the legal division), who have worked towards consolidating the 15 administrative instructions into a smaller number. 3 workshops have been held, resulting in the consolidation (merging) by the group of 15 AIs deriving from the Law, into 5 AIs for drafting. Additionally, international experts have been hired, in collaboration with UNICEF, to assist the working group during this process.</p>

1.2.2. Drafting of the ECE Curriculum (for age 0-5 years)	Q3/2022-Q2/2023	53,260	27,300	Kosovo Budget Donors	MESTI	Document of ECE Curriculum adopted Document of the Core Curriculum reviewed Pedagogical documentation supplemented Number of guidelines prepared	Document drafted and published on the official website of MESTI Document published on the official website of MESTI Guidelines published on the official website of MESTI	80-100 % The curriculum document for early childhood education has been drafted. Throughout the drafting process of this document, the stakeholders such as educators, preschool institution directors, inspectors, representatives of civil society and NGOs, as well as officials from other departments in MESTI involved in early childhood education activities, were consulted. Following this, a public discussion was held with the stakeholders, and the working group incorporated the comments (feedback) from the public discussion, finalized the curriculum document, and prepared it for the pilot phase. 11 trainers have been selected and trained to train educators for the curriculum piloting. Educators, PI directors, PI psychologists, pedagogues, municipal officials and quality coordinators have been trained. This process will take place in 10 municipalities, 12 preschool institutions and 20 preschool classes. All forms of PI organization are included in the pilot. Additionally, all education inspectors have been trained for the new ECE curriculum approach. 3 documents have been developed: the basic curriculum document, the practical guidelines for implementing the curriculum, and the guidelines on theories of learning.
1.2.3. Development of standards for school books and educational materials, toys and equipment which are provided for children from birth to 6 years of age in the ECE, including review from gender perspective	Q2/2023	-	27,120	Kosovo Budget	MESTI AGE	Standards document approved	Standards document published on the official website of MESTI	0-19 % This activity has been postponed for implementation in 2024.
1.2.4. Equipping ECE facilities with furniture and other equipment	Q2/2022-Q4/2026	265,000	205,000	Kosovo Budget	MESTI MED	Number of facilities supplied with furniture and other equipment	MED reports published	20-39 % The contract with economic operators for the supply of new kindergartens has been signed and is now in the phase of selecting samples and supplying the PIs. Challenges include lengthy procedures for contracting and securing items through imports. In Dragash, all PIs have been equipped with the necessary furniture. In Podujevë, the three buildings constructed during this period have been furnished with new inventory, and the municipality of Pristina has consistently equipped institutions with inventory based on their requests. Eight (8) public preschool institutions have been provided with wooden tables, chairs, wardrobes, mattresses, mattress covers, furniture corners and other furniture for various areas in the rooms as well as improvised kitchens in the rooms and carpeting for all PIs. Kitchenware and uniforms have been supplied for all PIs staff. They are also continuously provided with hygiene and didactic material. Additionally, a kindergarten in Vushtrri has been furnished with inventory.

1.2.5. Increasing the number of professional associates (pedagogue, psychologist) for preschool education	Q1/2023-Q4/2026	-	56,949	Kosovo Budget	MED	Number of professional associates (lecturer and psychologist) employed at the municipal level	MED reports published EMIS/MESTI reports published	<p>20-39 %</p> <p>The review of the Administrative Instruction on the functionalization of pedagogical-psychological services in schools has commenced. A total of 520 positions are planned to be filled through specific grants and continuously by MED. Currently, 223 positions have been filled during the years 2022-2023, and 76 pedagogues/psychologists have been hired.</p> <p>In Pristina alone, 25 psychologists have been hired across all educational institutions. The limited number of employees continues to pose a significant challenge for hiring support and professional staff such as lecturers, psychologists, etc. Support is needed for municipalities experiencing population growth like Prishtina and Fushë Kosova, to increase the number of required educational staff positions, allowing for legal basis for employment of professional staff. However, cities with a small student population in schools face challenges due to the limited number of students, which hinders the growth of professional associates, based on financial formula.</p>
1.2.8. Training of trainers for piloting the new ECE Curriculum through the approved program, as well as piloting the curriculum in PIs and its evaluation	Q1/2023-Q2/2024	-	19,500	Kosovo Budget	MESTI	Number of trained and certified trainers Number of PIs piloting the new curriculum Reports on the evaluation of the piloting of the new curriculum	List of trainers published Reports from MESTI	<p>60-79 %</p> <p>11 trainers have completed training for the new early childhood education curriculum. They were selected based on a test administered by an international expert involved in the process. 12 preschool institutions are piloting the new curriculum for ECE along with 17 pre-primary classes. There is a challenge in organizing training sessions due to the trainers' primary work commitments during the weekdays. Additionally, the new curriculum and its approach in itself pose a challenge for educators. Preschool institutions require support with didactic materials for piloting and implementing the new curriculum for ECE.</p>
1.2.9. Training of educators for the implementation of the ECE Curriculum	Q2/2024-QM4/2026	-	-	Kosovo Budget	MESTI	Number of educators trained to implement the new curriculum	Reports from MESTI	<p>80-100 %</p> <p>12 preschool institutions and 20 pre-primary classes from urban and rural areas in 10 selected municipalities in Kosovo have been chosen to participate in the pilot program for the new Early Childhood Education Curriculum. A total of 133 educators from pre-school institutions and 16 educators from pre-primary classes, along with 12 directors of PIs, 13 professional staff (including pedagogues, psychologists, speech therapists, and assistants for children with SEN) have received training. Additionally, all national education inspectors have undergone a training to pilot the new ECE curriculum. In total, there were 184 participants. One challenge faced during this process is coordinating with municipalities to ensure smooth training of educators, including replacing educators on working days and delegating responsibilities from educators who may be in poor health conditions.</p>

1.2.12. Capacity building of educational personnel on different issues that point out child welfare	Q3/2022-Q2/2025	10,880	4,975	Kosovo Budget Donors	MESTI MED	Number of educational staff that has benefited from the comprehensive education training Number of information sessions Number of participants in information sessions Number of staff trained in healthy eating	Reports from MESTI, MED and PI	40-59 % In collaboration with UNICEF, the skills of 200 educators in the region of Mitrovica and 16 in the municipality of Dragash, have been improved to offer comprehensive and inclusive education for children in vulnerable groups. Healthy eating has been added to the new curriculum as an activity, which is set to be implemented in 2024 with the support of the new curriculum. One challenge that has arisen is the initiative in several municipalities to convert the pre-school institution kitchens into central kitchens, which may not align with the new curriculum and the educational process.
1.2.13. Supporting children with disabilities and training of educators and municipal assessment teams in ICF for the use of pedagogical evaluation	Q3/2022-Q4/2024	11,900	21,700	Donors	MESTI MED	Approved pedagogical evaluation instruments Number of children evaluated	Reports from evaluation teams	40-59 % The Commission for Pedagogical Evaluation Instruments has been established. Evaluation teams have been trained in several municipalities on the use of the international classification of functionality. For instance, a team has been established in Dragash and the same was trained by KDF funded by UNICEF. A challenge is parents' reluctance to acknowledge their children's issues and the difficulty in identifying them.
1.2.14. Implementation of the guideline for child protection according to obligations deriving from the Law on Child Protection	Q2/2022-Q4/2026	-	-	/	MESTI MED	Reports from MED and PI on the use and implementation of child protection guidelines	Reports from PI, MED, MESTI	40-59 % In certain municipalities, teams have been established to protect and advocate for children's rights, such as in Dragash, Junik, Vushtrri, Deçan, etc. In Pristina, the Directorate of Education has developed an action plan for school safety for the years 2023-2026, aiming to enhance the school environment and ensure safety to and from school.
1.2.15. Continuous provision of illustrated books with educational topics and didactic materials	Q2/2022-QM4/2026	15,000	10,000	Kosovo Budget Donors	MED	Number of copies – illustration books and educational topics - provided and in use by PIs	Reports from PIs and MEDs	0-19 % As per the decision from the Cabinet of the Ministry, the publication of didactic books/packages for preschool education has not been extended. As for the provision of books with illustrations, it will be implemented once the ECE curriculum is approved.
1.2.16. Drafting the statute and implementing the work plan for the Collegium of Principals	Q2/2023	-	7,380		MESTI	Statute of the Collegium of Principals drafted Work plan implementation ongoing	Publishing of Statute on the official website of MESTI	60-79 % The decision to establish the collegium of Principals of preschool institutions has been approved. However, the request to hold the meeting has not been approved yet.
1.2.17. Advancement of the Platform "Distance Education - Care and Development at ECE", to be used by educators, parents and legal guardians as a source for educational materials	QM2/2022-Q4/2026	35,000	25,000	Kosovo Budget Donors	MESTI	Number of "Online/Distance Education - Care and Development at ECE" platform users Number of downloads from the platform "Online/Distance Education - Care and Development at ECE"	Reports from MESTI	60-79 % The platform's content has been worked on, and monthly/weekly and daily themes have been developed. 1,075 daily activities for children 0-6 years old have been created, which can easily be carried out in the family settings, 20 videos addressing important issues in early childhood development have been produced, 1,600 educators have been trained to use the platform, and 1749 digital reports have been created by educators. The platform is accessible in Albanian, Turkish, Serbian and Roma languages. Since its launch, the platform has had 2724122 visitors.
1.3. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				

Provision of opportunities for the development and achievement of full potential of children, through integrated cross-sectorial services	Cross-sector mechanisms for ECE at central and local level are operational		None					
	Functionalization of reporting mechanisms in EMIS		None					
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Reference documents	Progress in implementation 2022-2023
		2022	2023					
1.3.1. Establishment of cross-sector groups for ECE at central and local level, and drafting and monitoring of the action plan (MEST, MoH, MFLT, CA)	Q2/2023-Q4/2026	-	6,280	Kosovo Budget Donors	MESTI MoH MFLT CA	Number of cross-sectoral groups for EFH established and functional Cross-sector action plan drafted Number of visits by MESTI related to monitoring and evaluation of inter-ministerial and municipal activities Reports from monitoring and evaluation visits	Reports from MEST and other sectors Plan published on the official website of MESTI	0-19 % The working group has begun working on drafting administrative instructions, part of which is the administrative instruction for cross-sectoral coordination. The drafting of the administrative instruction for cross-sectoral coordination for the development of ECE will regulate the cross-sectoral cooperation, with other planned activities to follow. However, the activity for this administrative instruction is scheduled for 2024.
1.3.3. Development and mutual recognition of training programs provided for by relevant Ministries	0	-	-	/	MESTI MoH MFLT	AI on recognition of trainings approved Number of training programs recognized by relevant ministries Number of participants in trainings organized by relevant ministries	Official website of MESTI Reports from MESTI, MoH, MFLT	0-19 % The working group has begun working on drafting administrative instructions, part of which is the administrative instruction for cross-sectoral coordination. The drafting of the administrative instruction for cross-sectoral coordination for the development of ECE will regulate the cross-sectoral cooperation, with other planned activities to follow. However, the activity for this administrative instruction is scheduled for 2024.
1.3.5. Strengthening and encouraging networks of educators, public and private institutions and other alternative forms of ECE, with the purpose of exchanging good experiences and practices	Q2/2023-Q4/2026	-	5,000	Kosovo Budget Donors	MESTI MED	Number of networks established and functional Number of joint activities organized Number of participants in joint activities		20-39 % There is a work done in drafting the cooperation agreement between Caritas Switzerland and MEST for the upcoming "TAKE" project, part of this agreement includes the networking of educators, activities that are expected to be carried out in 2024/25. However, the cooperation agreement between Swiss Caritas and MEST has not yet been signed.
1.4. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Raising social awareness for early childhood development	: Mechanism for stakeholder involvement in ECE awareness raising activities is functional	None		The mechanism for collecting reports on inter-ministerial and municipal cooperation is established		Reports from MEST		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Reference documents	Progress in implementation 2022-2023
		2022	2023					

1.4.1. Development and implementation of programs to raise the parents and community's awareness about the importance of early childhood and to encourage active participation (specifically including sessions and activities for fathers, training, brochures, media shows, etc ...)	Q3/2023-Q4/2026	-	85,000	Kosovo Budget	MESTI AGE Donors	Number of activities developed for parents Number of parents and community that have benefited through awareness-raising activities (to be segregated by: gender, ethnicity) Number of brochures distributed Number of media shows Number of information sessions organized for the community	Reports from MESTI	80-100% In collaboration with UNICEF, a mobile application for parents, called "Foleja", has been designed and implemented. This app aims to help parents easily support the development of children aged 0-6 years in the areas of health, well-being and education. The Foleja application was publicly presented by the President of Kosovo and was introduced in 2 five-day training sessions with healthcare personnel. The Foleja application has been presented in over 20 informative sessions with parents, organized in 13 municipalities, with over 200 parents participating. By December 2023, the Foleja application had reached 15.4K parents/legal guardians in 11 trainings, providing support to over 15,000 parents/legal guardians (22% male) through this application.
1.4.2. Organizing events at central and local level to raise awareness about the importance of ECE (conferences, discussions)	Q4/2022-Q4/2026	15,100	15,100	Kosovo Budget Donors	MESTI, MED Donors	Number of events / activities organized at central and local level	Reports from MESTI and MED	60-79% With the support of UNICEF, an event was organized to present the Law on Early Childhood Education. Approximately 100 participants attended the event, and a video was prepared with the aim of raising awareness and presenting the Law. The video was shown during the event and will also be shared with the general public. During this period, in collaboration with UNICEF and the World Bank, a roundtable discussion was held on the topic "Financing and alternative models to expand the availability of Early Childhood Education services for all children". The focus was on financing and diversifying service delivery models for ECE, with the goal of expanding access and improving the quality of services. The World Bank prepared and presented an analysis on the costing of alternative forms of ECE, and UNICEF prepared a study report on the diversification of service delivery models for Early Childhood Education.
1.4.3. Development of packages for child education in home environment and their distribution to families	Q1/2023-Q4/2025	-	80,000	Kosovo Budget Donors	MESTI	Designing and publication of packages for care, education and play of children / Number of packages distributed in households (segregated by rural, urban, ethnicity, social support status...)	Reports from MESTI and MED	0-19% This activity has been postponed and will be implemented in 2024 as part of the IPA-III project that has been applied for, as well as in the World Bank's Early Childhood Education loan project for human capital.
1.4.4. Organizing information sessions with Roma, Ashkali and Egyptian communities on the AI in force, which provides opportunities and facilities for the inclusion of children of these communities in ECE services	Q3/2023-Q4/2026	11,250	11,250	Kosovo Budget Donors	MED	Number of information sessions organized for the Roma, Ashkali, Egyptian communities / Number of children from Roma, Ashkali, Egyptian communities involved, and beneficiaries of ECE services, broken down by gender	Reports from MESTI and EMIS report	40-59% Informative sessions were held in 5 municipalities, which were organized as part of educational centers.
1.4.5. Development of national campaigns on ECE career importance, especially for the empowerment of male educators	Q3/2022-Q3/2026	2,825	2,825	Kosovo Budget	MESTI MED	Number of events organized in national campaigns / Number of male students in ECE departments / Number of male educators employed	Reports from MESTI, EMIS and University reports	0-19% This activity will be implemented in 2024, due to delays in the approval of the Law and the ECE Curriculum.

DRAFT

MONITORING THE IMPLEMENTATION OF SE 2022-2026: STRATEGIC OBJECTIVE 2

SO 2: IMPROVE THE QUALITY OF PRE-UNIVERSITY EDUCATION THROUGH THE CONSOLIDATION OF QUALITY ASSURANCE MECHANISMS AND PROVISION OF QUALITY TEACHING

2. Strategic objective	Indicator	Baseline	Temporary target 2024	Source
Improve the quality of pre-university education through the consolidation of quality assurance mechanisms and provision of quality teaching	Public spending on pre-university education as a percentage of GDP (%)	3.50%	3.60%	Statistical reports from KAS Statistical data from MESTI
	Percentage of Educational Institutions (ETIs, MED, EI, MESTI) that fulfil their role in quality assurance	NA	40%	Reports from the Education Inspectorate Statistical data from MESTI
	Students/pupils outcomes in literacy, mathematics and science in international tests (PISA), broken down by gender	PISA 2018 Literacy: 353,1 Mathematics: 365,9 Science: 364,9	2% Literacy: 361 Mathematics: 373 Science: 372	Reports and analysis from national and international tests (PISA)
2.1. Specific Objective	Indicator	Baseline	Temporary target 2024	Source
Increase of efficiency and effectiveness in management by strengthening transparency and accountability	Development, review and implementation of primary and secondary legislation	Ongoing development, review and implementation	Primary and secondary legislation is developed and reviewed according to the MESTI plan	Official Gazette and official website of MESTI, as well as publications
	Percentage of implementation of the school network reorganization plan	NA	40%	Monitoring reports/annual reports of MEDs. Statistical data from MESTI

		Percentage of managers in educational institutions that are selected and perform based on professional standards...		NA	40%	Monitoring reports/annual reports of MEDs		
		Percentage of schools that have a budget code and manage their budget		NA	40%	Monitoring reports/annual reports of MEDs Statistical data from MESTI		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.1.1 Capacity building of MEDs to fulfil their supervisory role	Q1/2023-Q4/2024	-	960	Kosovo Budget	MESTI MED	Guidelines on MEDs supervisory role prepared Number of MEDs with staff trained to fulfil their supervisory role	AI published on the official website of MESTI The list of trained MED officials obtained from the relevant database	20-39% A guideline has been created for the supervisory role of MEDs, along with a special module for MEDs has been developed on how to monitor and supervise the implementation of child protection policies (preventing violence, abandonment, and child labor). It is important to enhance capacities of municipalities to utilize support materials in order to effectively carry out their supervisory roles.
2.1.2 Development and strengthening of mechanisms for effective communication and coordination between stakeholders of different levels in the system through reporting and coordination processes	Q1/2022-Q4/2026	-	-	/	MESTO MED	Registered communication and coordination reports between stakeholders of different levels in the system	Reports from meetings	40-59% Regular monthly meetings are held with the MEDs and the Minister's Cabinet. Minutes of these meetings are taken by the Minister's Cabinet staff. The purpose of these meetings is to provide information about new policies and their implementation in municipalities and schools. A challenge is the low participation of representatives from the MEDs.
2.1.3 Recruitment of teaching and management staff in educational institutions based on professional standards and the Law on Gender Equality	Q3/2022-Q4/2024	4,920	9,120	Kosovo Budget Donors	MESTI MED	Review of the AI on professional standards for school Principals/Vice Principals Recruitment commission members trained Number of women and members of communities in leadership positions in educational institutions	AI published on the official website of MESTI Reports and list of participants Statistical data from MESTI	40-59% The Regulation for the selection and appointment procedures of principals, vice principals, teachers, professional associates, assistants, instructors and staff of common services in public educational and pre-university educational training institutions has been drafted and is in the process of finalization. In support of the current legislation regarding recruitment, the MESTI has sent a letter of recommendation to the MEDs to ensure compliance with the Law on Gender Equality in the employment procedures of staff in educational institutions.
2.1.4. Strengthening managerial capacities of schools through the development of advanced training programs for school principals / vice principals	Q3/2022-Q4/2026	7,920	36,240	Donors	MESTI	Advanced training programs for school Principals/Vice Principals have been developed, approved and implemented	Catalogue of approved programs for education leaders. List of trained Directors / deputy Directors from the respective database.	20-39% 6 programs for school leadership and management have been approved and approximately 900 school staff (principal, vice principals and teachers) have been trained. There is a lack of advanced programs that need to be developed and experts must be hired to assist in the developing advanced programs.

2.1.5. Drafting of Administrative Instruction for the school internal restructuring	Q3/2022	-	-	/	MESTI	Administrative Instruction for school internal restructuring drafted and implemented	AI published on the official website of MESTI	20-39% The initial and public discussion procedures for the Administrative Instruction on internal restructuring of the school have been conducted, and it has been forwarded to the Minister's Cabinet for further procedures. The issue at hand is the law on salaries and regulations for allowances, which have outlined job positions in the public sector but have not accounted for the positions that are in this Administrative Instruction.
2.1.6. Strengthening middle management (professional departments, Steering Councils, Parents' Councils, etc.)	Q1/2023-Q4/2026	-	6,600	Kosovo Budget	MESTI MED	Reports from the evaluation of functioning of school governing boards and parent councils at all levels	Evaluation reports	20-39% A survey has been conducted in 4 municipalities involving 31 schools to assess the need for strengthening KDSH and PCs. The survey revealed a lack of parental participation in school meetings and activities in general. It is crucial to provide support to KDSH and KOs in the process of drafting regulations and extracurricular activities, and focusing on the development and monitoring of the implementation of the SDP (School Development Plan), financial management of the school, etc. and to help them understand how their decisions (KDSH, PC, ACTIVEVE) impact the performance and results of students.
2.1.7. Establishment of collegiums of school principals in municipalities	Q3/2022-Q4/2023	3,000	2,792	Kosovo Budget	MESTI MED	Guidelines for the functioning of the collegium of principals drafted and approved Trainings with municipalities representatives on functioning of the collegium	Guidelines published List of participants in the training	20-39% A collegium has been established for principals of kindergartens and vocational schools. Contacts and coordination are maintained with ETI directors in order to implement policies. However, there are challenges in coordinating MEDs for the establishment of collegiums for primary and secondary schools. Nevertheless, some municipalities have successfully created these collegiums.
2.1.8. Increase and managing school networks (Learning communities)	Q3/2022-Q4/2026	-	-	/	MESTI MED	Number of school network	Annual Reports of MEDs	20-39% Schools organize several extracurricular activities together, such as competitions.
2.1.9. Drafting an AI for the implementation of the financing formula	Q1-Q4/ 2023	-	8,740	Kosovo Budget	MESTI	Administrative Instruction for the implementation of the financing formula drafted and implemented Percentage of schools that have a budget code and manage their budget	AI published on the official website of MESTI Decision on budget code Reports from MEDs	20-39% A draft Administrative Instruction on the implementation of the funding formula has been prepared and sent to the Minister's Cabinet.
2.1.10. Capacity building of the schools and MEDs for financial management	Q1-Q4/ 2023	-	3,840	Kosovo Budget	MESTI MED	Number of MEDs and schools with staff trained in financial management	List of trained MED and school officials obtained from the respective database	0-19% It is connected to the previous activity, so there will be no progress until the Administrative Instruction on the implementation of the funding formula is approved.

2.1.11. Reorganization of school network	Q1-Q4/ 2023	-	18,320	Kosovo Budget Donors	MESTI MED	Drafting of AI for the reorganization of schools Number of municipalities with reorganized network of schools	AI published on the official website of MESTI Reports from MEDs	40-59 % The analysis of the situation has been prepared, schools with a low student population have been identified, priorities 1, 2 and 3 for treatment have been outlined, questionnaires have been completed by the municipalities, meetings have been held with the MED. Furthermore, Administrative Instruction-10/2023 has been drafted to regulate the establishment and termination procedures for Pre-University Education Institutions activities. Challenge remains the implementation of the provisions of Administrative Instruction 10/2023 on the Criteria and Procedures for the Establishment and Termination of the Activity of Pre-University Education Institutions. There is a reluctance from the MEDs to initiate procedures for terminating activities.
2.1.12. Drafting of reports by the EMIS in function of the education system and international reporting (ISCED 11 and ISCED 13-F) and their distribution and use by relevant sectors for policy making and decision making (debates, seminars, various conferences)	Q1/2022-Q4/2026	15,000	3,900	Kosovo Budget Donors	MESTI MED	Number of EMIS reports and number of debates, seminars and conferences held to discuss reports Reports from the assessment and empowerment of the data system for children with disabilities, focused on the EMIS	Annual Reports from EMIS/MESTI Reports from the organized debates, seminars and conferences	80-100 % The Division for data collection and analysis at MESTI has prepared, published and released several reports, including "Education Statistics in Kosovo 2021-2022", "Education Statistics in Kosovo 2022-2023", "Annual statistical report on education indicators 2021-2022 " "Annual statistical report on education indicators 2022-2023", "Statistical notes 2021-2022" and "Statistical notes 2022-2023". Additionally, various statistical data and reports have been prepared for different documents at the MESTI level, government level, and for local and international organizations. One challenge is the lack of staff (current staff is also engaged in work and tasks of other divisions). Another issue is schools not reporting data into the system, especially those in Serbian language. The Education Management Information System was developed in 2010 and needs advancement and redesign.
2.2. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Strengthening mechanisms and capacities for the implementation of the quality assurance system	Number of recruited and trained new inspectors, broken down by gender	33		70		Reports from the Education Inspectorate Statistical data from MESTI		
	Number of Principals/ vice principals evaluated, broken down by gender	7%		40%		Reports from the Education Inspectorate Statistical data from MESTI		
	Number of schools that undergo IA and EA	7%		40%		Reports from the Education Inspectorate Statistical data from MESTI		
	Number of municipalities that have drafted and integrated municipal development plans	13		23		Monitoring reports/Annual MEDs reports Statistical data from MESTI		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					

2.2.1. Increasing the number of education inspectors, including women inspectors and from non-majority communities	Q3/2022-Q4/2024	55,465	275,723	Kosovo Budget	MESTI Education Inspectorate	Number of inspectors recruited including from non-majority communities Number of recruited women inspectors	Staff recruitment decisions	0-19 % The competition to recruit 20 new inspectors for 7 regions has been announced. The evaluation of candidates was conducted by the joint commission of MESTI - MIA, and the results have been published on the website. However, during the review phase of complaints, the competition was cancelled.
2.2.2. Continuous professional development of education inspectors	Q1/2023-Q4/2025	-	5,280	Kosovo Budget Donors	MESTI Education Inspectorate	Number of trained inspectors, including from non-majority communities	Record of trained inspectors	20-39 % Training of 20 inspectors in the project "Building the capacity for Inclusive Education - INCLUDE" (year 2022). The lack of a sufficient number of inspectors has hindered the inclusion of all individuals in performance evaluation processes. It is essential to provide ongoing training of education inspectors, with a focus on school performance assessment, principals, vice principals and teachers.
2.2.3. Establishment and training of professional teams for assessment (IA and EA) and support of schools, teachers and principals / vice principals (at municipal and central level)	Q3/2022-Q4/2024	4,920	4,800	Kosovo Budget Donors	MESTI Education Inspectorate KPI	Review of the SPA Framework, guidelines and instruments for IPA and EPA Number of municipalities that have established professional teams to provide support to schools, teachers and Principals/Vice Principals (at municipal and central level)	Instruments published on the official website of MESTI Reports from MEDs on professional teams established Training reports Lists of participation in trainings / evaluation of trainings	20-39 % Performance assessment of 68 school principals and vice principals (54 principals and 14 vice principals) has been conducted. External performance evaluation of 28 schools (VJPSH) has also been carried out. In addition to the framework beyond SPA, IPA and EPA, MESTI has developed a special module for inspectors on monitoring child protection policies (preventing violence, abandonment, and child labor). The challenge remains the limited number of inspectors and the necessity for capacity building of inspectors to enable them to effectively utilize support materials in carrying out their supervisory role in relation to child protection policies.
2.2.4. Carrying out school internal and external performance assessment	Q1/2023-Q4/2026	-	40,000	Kosovo Budget	MESTI	Number of schools subjected to performance IA and EA of schools and reports from the assessments	Reports from the Inspectorate on IA and EA List of schools evaluated with IA and EPA	40-59 % The external evaluation of the performance of 28 schools has been completed, along with the evaluation of the performance of 143 school principals and vice-principals of. One challenge that remains is the limited number of schools (principals, coordinators, etc.) that are trained for the internal evaluation process, as well as the small number of inspectors in general, particularly those trained for the external evaluation process.
2.2.5. Drafting development plans by schools and municipalities in accordance with applicable law	Q3/2022-Q4/2026	-	-		MESTI Education Inspectorate MED	Municipalities and schools' draft education development plans that are in accordance with the legislation in force (according to quality and harmonized areas) Number of municipalities that regularly monitor school development plans and provide support for their implementation	Reports from MEDs on monitoring	20-39 % The development plans of schools have been reviewed during the external assessment of the performance of 28 schools, as well as during the evaluation of 143 school principals and vice principals. The structure of schools development plans has been in line with current legislation, however, there have been cases where their drafting is not based on findings from the IA, i.e in the respective areas of quality.

2.2.6. Strengthening the role of quality coordinators (QC) in schools, municipalities and MESTI that are functional in fulfilling their role	Q3/2022-Q4/2026	3,000	14,640	Kosovo Budget Donors	MESTI Education Inspectorate KPI MED	Analysis of the functioning of QC in schools that will attend with trainings Number of municipalities and schools that have QC that are functional in fulfilling their role QC is appointed by MESTI	Report from analysis of Training reports Lists of participation in trainings /evaluation of trainings Decision on appointment	40-59 % The functioning of Quality Coordinators has been assessed in 28 schools that have undergone external performance evaluation process, involving evaluation of 143 school principals and deputy principals, as well as in 21 municipalities where these evaluations evaluations have taken place. Challenges arise when QCs lack support from the school and/or the relevant MED, as well as when they lack knowledge of their duties and responsibilities. Therefore, it is necessary to provide proper training for QCs and hold informative meetings with MEDs and schools to enhance the role of QCs in the quality assurance process.
2.2.7. Informing professionals, policy makers, parents and the public about the quality assurance in pre-university education (debates, seminars, conferences, etc.)	Q3/2022-Q4/2026	3,000	3,000	Donors	MESTI Education Inspectorate KPI MED	Professionals, policy makers and the public use a variety of information sources for quality assurance in pre-university education Education monitoring data are reported to schools and municipalities	Reports from the organization of various quality assurance events Reports from meetings with schools and municipalities.	60-79 % Regular reports have been made by the Minister on achievements related to quality assurance in pre-university education. A conference has been held on the results of international assessments, such as PISA, TIMSS, etc. PISA, TIMSS, etc. reports have been distributed.
2.2.8. Dissemination and use of the School Report Card that enables higher quality data and monitoring of more transparent and effective progress in all schools	Q3-Q4/ 2023	-	6,000	Kosovo Budget Donors	MESTI MED	Module developed for SRC The School Report Card is used by all schools	Reports on the distribution and use of SRC	0-19 % This activity has not been completed because there was no software development during the World Bank project, and it has not been done yet.

2.3. Specific Objective	Indicator	Baseline	Temporary target 2024	Source
Increase the involvement and active participation of pupils from marginalized groups through the creation of a stimulating and supportive climate	Dropout rate in compulsory and upper secondary education	Compulsory education: 0.1% Upper Secondary Education: 1.2%	Compulsory Education: shall remain under 0.1% Upper Secondary Education: 1%	Periodic statistical data from KAS and MESTI, broken down by gender, ethnicity, age, geographical position or any other grounds
	Inclusion of children with special needs in compulsory and upper secondary education	Compulsory education: 44% Upper Secondary Education: 25%	Compulsory education: 55% Upper Secondary Education: 30%	Periodic statistical data from KAS and MESTI, broken down by gender, ethnicity, age, geographical position or any other grounds
	Inclusion of Roma, Ashkali and Egyptian children in compulsory and upper secondary education	Compulsory education: 75% Upper Secondary Education: 31%	Compulsory education: 80% Upper Secondary Education: 40%	Periodic statistical data from KAS and MESTI, broken down by gender, ethnicity, age, geographical position or any other grounds
	Number of children with special talents identified within the system	284/year	300/year	Reports from MESTI/Support organizations

Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.3.1. Capacity building and functionalization of pedagogical-psychological services in educational institutions of all levels	Q3/2022-Q4/2026	141,757	695,432	Kosovo Budget Donors	MESTI MED	Percentage of schools that have pedagogical-psychological services	Decisions of the recruited staff Reports from MEDs	60-79 % Based on the data we have in the EMIS system, 223 positions have been filled during the years 2022-2023, and 76 pedagogues and psychologists have been hired in pre-university educational institutions. Additionally, a working group has been established to review AI No. 34/2014 on the functioning of pedagogical-psychological services in schools. A total of 520 positions are planned to be filled through specific grants and continuously by MED. The challenge that remains is their recruitment in institutions by municipalities.
2.3.2. Professional development of educational staff for inclusive education	Q3/2022-Q4/2024	19,365	30,665	Donors	MESTI	Number of educational staff trained for inclusive education	List of trained teachers from the respective database. Training reports	60-79 % 450 teachers have been trained in inclusive education. The challenge that remains is the implementation of the lessons learned from the inclusive education trainings in schools.
2.3.3. Functionalization of pedagogical assessment teams for pupils with disabilities	Q1/2022-Q4/2024	16,390	7,690	Donors	MESTI	AI for pedagogical assessment revised Training of assessment teams on the use of assessment instruments	Training reports Lists of participation in trainings / evaluation of trainings	60-79 % Assessment teams in several municipalities have been trained on using the international classification of functionality. However, the challenge that remains is to ensure the sustainability of these assessment teams.
2.3.4. Increasing the number of employed assistants and training them to support students with disabilities in resource centers and inclusive education	Q3/2022-Q4/2026	134,562	1,076,494	Kosovo Budget Donors	MESTI MED	Number of assistants recruited to support pupils with disabilities	Decisions of the recruited staff	40-59 % The recruitment process for new assistants who will work with children with special needs is currently in progress. According to the data we have in the EMIS system, during the years 2022-2023 a total of 190 assistants have been hired to work with children with special needs.
2.3.5. Pedagogical support to pupils who have not achieved learning outcomes in the fields of language, science and mathematics	Q3/2022-Q4/2026	-	-	/	MESTI MED	Number of pupils who have achieved learning outcomes in the field of language, science and mathematics (supplementary and additional education and through new teachers)	Reports from MEDs	20-39 % Schools provide pedagogical support, however, there is a lack of data on the number of schools that offer support and how it is provided.

2.3.6. Effective prevention and response to child abandonment and forced and dangerous labour	Q3/2022-Q4/2026	11,250	15,500	DOnors	MESTI MED	<p>Reports from school PRTAN teams and municipalities.</p> <p>The drop-out rate in primary and lower secondary education remains below 0.1% or 1%?</p> <p>The percentage of girls who drop out of school decreased</p> <p>The percentage of children involved in forced and hazardous labour reduced</p>	Reports from PRTAN and schools in EMIS	<p>60-79 %</p> <p>Teams have been established in Upper Secondary Schools and 15 municipalities have been supported in developing municipal action plans. Two indicators (travel distance and work engagement) have been completed in the early warning module in the EMIS. Reviews have been conducted on the functioning of school and municipal teams, with sessions held in 20 municipalities on how teams operate and implement dropout prevention policies. Informative sessions have been conducted in primary and lower secondary schools, and there is ongoing coordination with municipalities for the development and finalization of action plans to prevent and respond to dropouts.</p> <p>As part of the thematic modules on child protection, a module on preventing early marriages has been created, along with modules on preventing discrimination and hate speech, which have an impact on the favoring of vulnerable groups (such as the Roma, Ashkali and Egyptian communities). Furthermore, the Law on Child Protection has been prepared in a user-friendly version in 4 languages: Albanian, Serbian, Turkish and Roma.</p> <p>It has been approved and the thematic modules package has been launched, which includes the module for preventing early marriages and preventing hazardous work. Additionally, a discussion session was held with parents of students from the Roma, Ashkali and Egyptian communities regarding the prevention of early marriages.</p> <p>Many social and family issues make it difficult for students to continue their education regularly, which challenge the functioning of school teams. According to reports from EMIS, in the year 2022/23, there were 191 (0.09%) dropouts in grades 1-9, with 102 boys and 89 girls. Additionally, there were 1005 (2.33%) dropouts in grades 10-12, with 792 boys and 213 girls. In the first semester of the year 2023/24, there were a total of 723 dropouts (with 108 in Grades 1-9 and 615 in Grades 10-12)</p>
2.3.7. Supporting children with low socio-economic status in compulsory education	Q3/2022-Q4/2026	-	-	/	MESTI MED	<p>The number of children with low socio-economic status in compulsory education increased through various forms of support (scholarships, transport, etc.)</p> <p>Number of children benefiting from alternative forms of learning, broken down by gender</p>	Reports from MEDs	<p>40-59 %</p> <p>Textbooks and teaching materials have been provided for free by the MESTI. A budget has been allocated for MEDs to provide transportation for students in accordance with the current legislation. The organization of adult education has been conducted to raise the level of compulsory education, benefiting vulnerable groups who have not been disconnected from the education system for various reasons. Annual financial support has been given to NGOs that support children from Roma, Ashkali and Egyptian communities.</p>

<p>2.3.8. Registration and financial support of learning centres (support of organizations / projects that run learning centres)</p>	<p>Q3/2022- Q4/2026</p>	<p>300,000</p>	<p>300,000</p>	<p>Kosovo Budget Donors</p>	<p>MESTI MED</p>	<p>Inclusion of Roma, Ashkali and Egyptian pupils in primary, lower and upper secondary education increased</p> <p>Number of learning centres registered and supported (support of organizations / projects that run learning centres)</p>	<p>The list published by MESTI for registered and supported learning centres Reports from MESTI for inclusion of</p>	<p>80-100 %</p> <p>The number of registered educational centers is 52. In 2022, 5 NGOs that manage educational (learning) centers benefited from a public call, with a planned and spent amount of 200,000.00 euros. In 2023, 7 NGOs benefited with a total of 21 educational centers, with a planned and spent amount of 200,000.00 euros.</p> <p>During 2023, within the joint project MESTI - CoE "INCLUDE", training sessions were organized for the staff of the educational centers, as well as workshops held to develop a general framework of the curricula for the educational centers. The framework has been developed and finalized. Prevention teams have been established and reformed in 15 municipalities as part of the UNICEF project (Kamenica, Gjilan, Podujeva, Mitrovica, Vushtrri, Shtime, Ferizaj, Dragash, Prizren, Gjakova, Peja, F. Kosova, Obiliq, Lipjan and Suhareka). Initial sessions were held with DPRTs (Dropout Prevention and Response Team) of high schools in these municipalities to discuss the functioning of the teams in accordance with Administrative Instruction 8/2018. A preliminary draft of the Municipal Action Plan has been prepared, which will be further supplemented based on the specific contexts and needs of the municipalities. The model of the Municipal Action Plan has been developed and distributed to all 15 municipalities for finalization according to their specific requirements. The dropout prevention and response teams, in collaboration with ECMI Kosovo are assisting the municipalities in finalizing their plans, which are approved in their respective municipal assemblies. Two workshops have already taken place to finalize the municipal action plans. The plans are expected to be approved in the respective municipal assemblies. During this period, the "Week Against Dropout" was also marked through the organization of awareness-raising activities in municipalities, including sessions with the Student Council and national level conferences, during which schools were also rewarded for quality reporting.</p>
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2.3.9. Providing financial support to Roma, Ashkali and Egyptian pupils at the upper secondary education level	Q3/2022-Q4/2024	150,000	150,000	Kosovo Budget	MESTI MED	<p>Number of scholarship beneficiaries for Roma, Ashkali and Egyptian pupils, broken down by gender</p> <p>Number of girls from the Roma, Ashkali and Egyptian communities who benefited scholarships under affirmative measures</p>	<p>Published calls</p> <p>The list of beneficiaries</p> <p>Annual reports</p>	<p>80-100 %</p> <p>MESTI, as with every school year, has allocated scholarships for high school students from Roma, Ashkali and Egyptian communities for the 2022/2023 academic year. MESTI has planned to award 500 scholarships – totaling 150,000 Euros. The number of scholarships for Roma, Ashkali and Egyptian students for the 2022/2023 school year is 498 as they met the criteria. The scholarship payment per the academic year is 300 Euros per student covering the period from September to June.</p> <p>The breakdown of scholarship beneficiaries by gender is as follows: For the 2022/2023 school year - 243 girls and 255 boys, and for the 2023/2024 school year - 244 girls and 223 boys. A competition has been announced for the 2023-2024 school year to award scholarships to high school students from the Roma, Ashkali and Egyptian communities. The commission has evaluated the applications and selected 467 students who meet the criteria (244 females and 223 males) to receive a total of 140,300 Euros in scholarships.</p>
2.3.10. Identification and support of pupils with exceptional abilities, gifted and special talents	Q3/2022-Q4/2026	200,000	200,000	Kosovo Budget	MESTI MED	<p>Number/percentage of pupils with exceptional abilities, talents and special talents identified and supported, broken down by gender</p>	<p>Reports from MESTI</p>	<p>80-100 %</p> <p>During the years 2022-2023, MESTI has allocated subsidies amounting to 170,000 Euros per year for NGOs to identify children with exceptional abilities, gifts and talents. According to data from the ATOMI institute, in 2022, 54 students were identified with exceptional IQ, talents and gifts (14 females and 40 males). For the year 2023-2024, the identification process is ongoing until June, and during this period, 15 atomists have been identified (7 females and 8 males).</p>
2.3.11. Organizing the support ways, women in different levels and fields, and rewarding students that win medals in national and international competitions	Q3/2022-Q4/2026	-	-	/	MESTI MED	<p>Competitions at different levels organized and prizes awarded to the winners</p>	<p>Reports from organization of competitions</p>	<p>80-100 %</p> <p>During the years 2022-2023, MESTI has allocated subsidies amounting to 170,000 Euros per year to NGOs for organizing and conducting national level competitions and participating in international competitions. Within these competitions, in 2022, 45 students were awarded, while in 2023, 88 students were awarded.</p>
2.3.12. Strengthening mechanisms for systematization of repatriated and foreign pupils	Q3/2022-Q4/2026	-	-	/	MESTI MED	<p>All repatriated and foreign pupils included in the education system</p> <p>Programs for accelerated learning of the Albanian language offered</p> <p>Reports on activities for repatriated and foreign pupils (learning activities (additional and supplementary)</p>	<p>Reports from MESTI/ MED on the inclusion of pupils</p> <p>Reports on the organized activities</p>	<p>80-100 %</p> <p>All repatriated students have been successfully integrated into the system, supplementary classes has been organized in 9 municipalities for 31 students, they have been provided with didactic material and textbooks specifically dedicated to repatriated students.</p>

2.3.13. Support the system for organization and progress of teaching in the diaspora	Q3/2022-Q4/2026	181,100	181,100	Kosovo Budget Donors	MESTI MED	Annual conference with teachers from the diaspora (Kosovo / Albania) 100x3 days /accommodation Reports on the organization and progress of teaching in the diaspora	Reports on the organized conferences Reports from MESTI on activities	40-59 % The textbooks have been prepared for students in supplementary education in the diaspora: Albanian language and culture for levels 1 and 2. The XVI nationwide seminar for teachers in supplementary education in the diaspora was organized (Vlora, Albania, in August 2023). The process of preparing the school textbook for supplementary education students in the diaspora continues for level 3. The challenge that remains is the lack of staff - the official responsible for the Diaspora.
2.4. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Provision of healthy, safe and appropriate school environments according to norms and standards, which enable quality teaching and learning	Number of schools constructed and renovated	NA		Constructed: 20 Renovated: 40		Statistical data from MESTI		
	Number of ETIs that meet the hygienic-health conditions	NA		50%		Reports from the sanitary inspectorate Statistical data from MESTI		
	Percentage of treated cases of violence, bullying and extremism identified in schools	NA		40%		Assessment and monitoring reports Statistical data from MESTI		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.4.1. Construction of new school buildings based on situation analysis reports	Q3/2022-Q4/2026	12,107,485	10,350,485	Kosovo Budget Donors	MESTI	Reports from the monitoring of projects for construction of school buildings according to norms and standards: - Providing locations - Project designing - Concluding contracts - Number of schools built	Annual reports on infrastructure / MEST	60-79 % In 2022, 4 new primary and lower secondary schools were built. In 2023, 6 new primary and lower secondary schools were built. Grants have been distributed to all municipalities. The challenge lies in obtaining project designs and construction permits from municipalities that submit requests, as well as analyzing the stability of existing buildings (reasons for replacement) in cases where the request is due to depreciation. Additionally, securing locations and obtaining all necessary documentation and construction permits from municipalities is crucial.
2.4.2. Renovation of existing school buildings based on situation analysis reports	Q3/2022-Q4/2026	1,020,000	5,700,000	Kosovo Budget Donors	MESTI	Reports on the number of schools assessed for renovation: - Project designing - Concluding contracts - Number of renovated schools	Annual reports on infrastructure / MESTI	60-79 % In 2022, the toilets in 20 schools were renovated. In 2023, the toilets in 3 more schools were also renovated. A challenge is to ensure that project-designs, job descriptions, and bills of quantities are provided by the municipalities that submit requests. Additionally, there are 14 slopes in schools that are currently under construction.
2.4.4. Building of school facilities for laboratory and cabinet work (equipping them with laboratory packages and teaching aids and materials), inventorying, rest areas, as well as equipment and enrichment of	Q1/2022-Q4/2026	1,615,000	2,170,000	Kosovo Budget	MESTI	Number of functionalized schools with cabinets, laboratories and laboratory packages, as well as with enriched library At least 10% of schools are provided with resting areas for pupils	The list of schools supplied with laboratory packages and teaching aids, resting areas and libraries	40-59 % Supplying laboratory equipment to 16 schools in 2022, 15 schools in 2023, and also providing equipment to 17 new schools and 11 existing schools with inventory, whereas 17 other schools with library inventory. The main challenge lies in the repetitive contracting procedures. Regarding resting areas, there is a shortage of budget, difficulties in contracting, and a lack of data on the number of schools with resting areas. It is

libraries								essential to conduct a needs analysis and increase the budget accordingly.
2.4.5. Creating suitable spaces for teaching staff (work corners, teaching materials/aids, work equipment, etc.)	Q1/2022-Q4/2026	400,000	950,000	Kosovo Budget	MESTI	Number of schools functionalized with suitable spaces for teaching staff (work corners, teaching materials/aids, work equipment, etc.).	Reports from the inspectorate	0-19 % Schools that have library spaces for teachers have been identified and are in the process of preparing for library supplies inventory and literature after the contract is signed by the CPA. The challenge is that the type of inventory in the CPA school supply contracts is not suitable for teachers. The use of this type of is more appropriate for administrative inventory supply.
2.4.6. Construction of physical education halls/ gyms for physical development and health of pupils, as well as equipping them with sports packages	Q1/2022-Q4/2026	2,273,000	730,000	Kosovo Budget	MESTI	Number of physical education halls/ gyms built and equipped with sports packages	Annual reports on infrastructure / MESTI	60-79 % In 2022, 4 sports halls were constructed in schools. In 2023, 3 sports halls were constructed in schools and the construction of 11 other sports halls is ongoing. 17 sports halls in schools have been equipped with sports packages. One challenge is obtaining project designs and construction permits from municipalities that have submitted requests.
2.4.7. Improvement of water quality and sanitation in schools	Q1/2022-Q4/2026	10,000	10,000	/	MESTI	Number of schools in which water quality and sanitation have been improved	Reports from the sanitary inspectorate	20-39 % The National Institute of Public Health of Kosovo (NIPHK) reports that the water center produces an annual report on the water quality of the central supply systems at the national level. This includes sampling points in schools that are connected to the central systems. However, no separate reports are prepared for schools. In 2020, the NIPHK conducted a study titled "Microclimatic Conditions in School Environments and Their Impact on Students' Health and the Quality of Drinking Water in the Municipality of Pristina, Fushë Kosova and Obiliq". In 2022, another study was conducted on "Water, Sanitation and Hygiene in Kosovo's schools". This study resulted in 8 recommendations. (https://niph-rks.org/wp-content/uploads/2021/03/Kushtet-mikro klimatike-ne-ambientet-shkollore-2.pdf)
2.4.9. Drafting and implementing a cross-sectoral action plan for schools to promote health	Q1-Q4/ 2023	-	6,320	/	MESTI MED	Cross-sector action plan for health promotion developed and implemented Established groups at municipal and school level for health promotion, and reports from meetings and activities held	Adopted plan Reports from meetings and activities held	40-59 % The action plan for healthy schools has been developed, and three workshops with multi-sectoral stakeholders have been conducted. One remaining challenge is the operationalization of multisectoral groups in the absence of a legal framework or administrative instructions for their implementation. Furthermore, finalizing the multisectoral plan and considering the development of administrative instructions for establishing coordination mechanisms at the municipal level.
2.4.10. Providing free meals for all pupils of grades 1-5	Q3/2022-Q4/2026	5,207,000	11,500,000	Kosovo Budget	MESTI MED	Reports from the organization of free meals for pupils in grades 1-5	Reports on the organization of meals	20-39 % The grant has been divided among municipalities, but only a few (2-3) of them actually implement it. The budget is insufficient to cover all the needs.

<p>2.4.11. Implementing the system for identification, prevention and reporting of violence, bullying and extremism</p>	<p>Q1/2022-Q4/2026</p>	<p>-</p>	<p>-</p>	<p>/</p>	<p>MESTI MED</p>	<p>Number of treated cases of violence, bullying and extremism identified in schools</p> <p>Monitoring the implementation of the system for identification and prevention of violence, bullying and extremism and the response to these in schools</p>	<p>Annual reports of educational institutions</p>	<p>60-79 %</p> <p>In an effort to increase commitment to implementing child protection policies and preventing violence in schools (protocols, didactic materials, reporting, etc.), infographics were developed for the implementation of protocol 21/2013 for the prevention and referral of violence in schools. Manuals were developed for MEDs and Inspectors, regarding the implementation of child protection policies. Anti-violence policies were presented in discussion forums at the municipal and school levels (6 roundtables in the municipalities: Klina, Prizren, Peja, Gjilan, Ferizaj and Pristina). A cooperation agreement was made with the Department of Psychology and the Institute of Psychology at UP to help strengthen support services and activities that make schools safer and more conducive to well-being.</p> <p>A thematic module package for child protection has been developed and finalized, based on the role of the education sector in implementing the Law on Child Protection. Informative materials for schools (aimed at preventing trafficking and implementing the Istanbul Convention) have been completed. Additionally, awareness-raising and supportive activities for municipalities and schools have been conducted. 9 sessions were held with quality coordinators in municipalities to emphasize the importance of preventing violence through quality education and additional activities within our pre-university institutions. The National Advisory and Mobilization Forum was established and operates to implement child protection policies, which include monitoring safety situation, preventing violence, improving well-being, and promoting healthy development in pre-university educational and training institutions.</p> <p>Challenges are related to general circumstances, presence of economic and social problems, easy access to drugs, and lack of parental/family supervision, as well as institutional oversight, accountability and integrated services.</p> <p>In the incident module of EMIS, there were 39 cases reported in the 2021/22 school year and 45 cases reported in the 2022/23 school year.</p>
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<p>2.4.12. Awareness raising of all stakeholders for prevention and referral of all types of violence and school-identified negative phenomena</p>	<p>Q1/2023-Q4/2026</p>	<p>-</p>	<p>20,000</p>	<p>Donors</p>	<p>MESTI MED</p>	<p>Organizing promotional and informational events for the implementation of child protection, human rights and gender equality policies</p>	<p>80-100 %</p> <p>MESTI developed and implemented a one-month campaign against violence in schools with the motto "Together for a Friendly School". During this campaign, a promotional video was launched, TV shows were produced, and 9 sessions were held with quality coordinators in municipalities to increase focus on preventing violence through quality education and additional activities within the context of our pre-university institutions. Lectures were also held by the University of Prishtina (Department of Psychology and Faculty of Education), discussion sessions with students from the MESTI staff, and coordination and interaction with the parent community were sought for the well-being of students and their educational achievements. MESTI conducted a campaign against human trafficking in 2022 and 2023, incorporating various school activities as suggested by MESTI. Additionally, information sessions were held in Pristina, Drenas, Fushë Kosova, Mitrovica, Gjakova, Deçan, Kamenica and Gjilan, along with activities during the 16 days of activism against domestic violence. In 2022, MESTI and MD organized activities in schools in Gjilan, Kamenica and Fushë Kosova.</p> <p>MESTI supported 15 municipalities in implementing dropout prevention and response policies. They are also developing a child protection policy document to be distributed to every school. A thematic module package for child protection has been developed and finalized, focusing on the role of the education sector in implementing the Law on Child Protection, and addressing gender aspects. Informative materials for the implementation of the Istanbul Convention have been finalized and the trilingual version is now posted on the website. Additionally, a handbook for preventing human trafficking has been developed and finalized. MESTI has developed, approved, and launched a thematic module package for child protection in accordance with the Law on Child Protection. The teaching guideline on preventing human trafficking has been finalized and promoted. Representatives from MESTI have actively participated in workshops organized by OPM-GGO regarding the implementation of the Convention on the Rights of the Child, and have continuously prepared detailed information as needed.</p> <p>During this period, workshops were organized to finalize the Child Protection Policy in pre-university education institutions. The policy was launched and translated into Serbian, Bosnian, Turkish and English. The Child Protection Policy document includes the institution's commitment and dedication to protecting children in line with the Convention on the Rights of the Child, the Constitution of the Republic of Kosovo and current legislation for child protection.</p> <p>The National Forum Conference for Friendly Schools was held, during which MESTI promoted all the developed documents in the field of children's rights and protection. We participated</p>
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													in meetings in various municipalities as part of the national campaign to promote the Law on Child Protection. 8 activities were conducted in schools in the following municipalities: Prishtina, Ferizaj, Peja, Mitrovica, Prizren, as part of the 16 days of activism against violence towards women and gender-based violence. Awareness session campaigns were held with students to combat human trafficking (in Prizren, Gjilan, and Ferizaj) and sessions to prevent early marriages. During these sessions, thematic module packages and modules for preventing early marriages were promoted.
2.5. Specific Objective	Indicator	Baseline		Temporary target 2024		Source							
Increase of the reliability of national test results and their use for policy making, in addition to international test results	Level of implementation of measures taken to ensure the reliability of national assessment outcomes (grades 9 and 12)	NA		60%		Assessment and monitoring reports							
	Results from the international PISA evaluation	PISA 2018 Literacy: 353,1 Mathematics: 365,9 Science: 364,9		2% Literacy: 361 Mathematics: 373 Science: 372		International Assessment Analysis Reports (PISA)							
	Percentage of test items in national competency-based evaluation	20%		50%		Reports from MESTI / Evaluation and Standards Division							
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023					
		2022	2023										
2.5.1. Establishment of the Evaluation and Standards Centre	Q1/2023-Q4/2026	-	29,972	/	MESTI	The Evaluation and Standards Centre established and operational Capacity building of the staff of the Evaluation and Standards Centre	Establishment decisions Decisions for the recruitment of staff	0-19 % The center has not been established yet. A new organizational chart has been prepared and is currently in the process of being approved. However, there are delays in the approval of MESTI's organizational chart.					

2.5.2. Development of guidelines for the administration of the Matura exam and the achievement test	Q1/2023-Q4/2026	-	-	/	MESTI	Monitoring reports from the administration of the Matura exam administration and achievement test	Reports from monitoring evaluations	40-59 % In 2023, the guidelines for administering the matura exam were reviewed and improved. Furthermore, the new State Matura Law has been finalized and submitted to the Government for approval.
2.5.3. Creating a bank of curriculum-based test items (questions and tasks)	Q1-Q4/ 2023	-	29,280	Kosovo Budget Donors	MESTI	Number of curriculum-based test items (questions and tasks) placed in the item bank	Test item bank	0-19 % Although the percentage of competency-based requirements has increased, there is a lack of a genuine test item bank. Furthermore, there is also a lack of an application.
2.5.4. Kosovo's participation in the international assessments of PISA (15-yearold children), TIMSS and PIRLS (grade IV), ICILS (grade VIII)	Q3/2022-Q4/2026	191,167	204,667	Kosovo Budget	MESTI	Reports from international assessments PISA, TIMSS, PIRLS and ICILS	Reports published by international assessments: PISA, TIMSS, PIRLS and ICILS	60-79 % The international ICILS test (in which 3800 students participated) and the international TIMMS test (in which 4500 students participated) have been conducted. We are currently in the phase of entering data into the International Association for the Evaluation of Educational Achievement (IEA). Data related to the ICILS test (which assesses of 8 th grade students for ICT use) and the TIMMS tests have been entered into the International Association for the Evaluation of Educational Achievement (IEA) database and are now in the process of coding the questions from these tests. The coding of questions for the ICILS and TIMMS tests has been completed, and we are now in the phase of verifying the data for students. Additionally, the results of the international PISA 2022 test have been published. The challenge that remains is to utilize the results to improve the quality of education and provide schools with computers, digital devices, and the Internet access.
2.5.5. Analysis of national and international test results with the aim of creating evidence for decision making (debates, workshops, conferences, etc.)	Q3/2023-Q4/2026	-	18,770	Kosovo Budget Donors	MESTI	Reports and analyses from national and international tests considered for decision making (workshops, conferences where results are discussed and recommendations are given)	Reports from the organization of events	40-59 % Meetings and workshops have been conducted with stakeholders for the PISA test. Reports have also been prepared for the PIRLS and PISA assessments. Awareness among relevant stakeholders regarding international assessments has increased. It is recommended to organize meetings with school principals and teachers, to discuss factors that influence the results of these tests.
2.6. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Effective implementation of all elements of the pre-university education curriculum	Percentage of municipalities that have recruited 3-4 teachers in positions for curriculum officers/ advisors	NA		40%		List of curriculum officers / pedagogical advisors in MED from the respective database		
	Percentage of subject curricula for grades revised based on revision decisions	NA		50%		Curriculum review decisions. Reports from MESTI / Curriculum Division		

	Number of teachers and school principals, municipal education officials and MESTI, involved in additional training and other forms of support for the implementation of curriculum reform			NA	Attending additional training and other forms of support for the implementation of curriculum reform: Teachers / managers of PA - 40% Principals / vice principals of schools -50% Education officials in MED - 50% Educational officials in MESTI - 80%	Data from MESTI / Curriculum Division, TPO Division and Municipal Directorates of Education		
	Curriculum implementation monitoring reports reflect a positive trend of implementation of all competency-based curriculum elements			NA	50%	Annual reports of MESTI and MEDs for monitoring the implementation of the curriculum		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.6.1. Reviewing and supplementing the legal infrastructure to enable the effective implementation of the curriculum	Q3-Q4/2022 Q1-Q2/2023	1,920	2,320	Kosovo Budget	MESTI	There are AIs, decisions to enable the effective implementation of the curriculum	AI and decisions published on the official website of MESTI	20-39 % The Administrative Instruction for elective teaching has been drafted and approved. According to the Pre-University Education Law of 2011, the Division for Curriculum and Textbooks should be transformed into the Curriculum, Standards and Assessment Agency; however, this transformation has not yet taken place.
2.6.2. Strengthening human capacity at the level of MEDs to support schools and teachers in the implementation of curriculum, and officers/ pedagogical advisors in priority subjects - Languages and communication, mathematics, science, by number of pupils	Q3/2022-Q1/2023 Q3/ 2023 - Q4 2026	5,920	42,160	Kosovo Budget	MESTI MED	80% of municipalities have recruited 3-4 curriculum officers / pedagogical advisors in MEDs from the teaching staff	The list of curriculum officers in MED from the relevant database	20-39 % Several working group meetings have been held to draft documents for capacity building in municipalities. A challenge is the lack of a legal basis for formalizing such a position. In some municipalities, education officials have been engaged as coordinators for the implementation of the new curriculum.

2.6.3. Curriculum review based on the situational analysis on their implementation and development trends in relevant areas (such as rapid developments in the curricular area Life and work, respectively the subject curriculum of ICT)	Q1 2023 - Q4 2026	-	40,880	Kosovo Budget	MESTI	Curricula / subject syllabi for grades reviewed and approved by MESTI, based on the situational analysis on their implementation and decisions for review	Curricula / subject syllabi published by MESTI	0-19 % Textbooks for grades 1-9 have been reviewed by KOSED, with experts from the Pedagogical Institute of Kosovo involved, in the fields: language and communication, mathematics and natural sciences. Questionnaires have been distributed to gather recommendations from teachers for all textbooks for grades 1-12. The exclusion of the Division of School Curriculum and Textbooks from the review process by NGOs and the Council of Europe poses a challenge. Responsibility for reviewing textbooks should be transferred to the relevant division. Ideas and suggestions have been gathered from schools for the review of the curriculum in the "Life and work" field, and we are currently in the processing phase. The data collected from schools has been processed for the review in the "Life and work" field. We are now awaiting a decision to secure payment for external experts to be engaged in the development of this program (university professors and teachers). Unfortunately, this has not been implemented due to the lack of a legal framework for hiring paid external experts.
2.6.4. Organizing conferences, festivals with teachers on issues of education, reform and curriculum implementation	Q3/ 2022 - Q4 Q4 2026	30,000	40,000	Kosovo Budget	MESTI	At least five meetings were organized with teachers on issues of education, reform and curriculum implementation	Reports from the organization of roundtables, conferences	40-59 % Debates and a conference have been organized regarding the report on text reviews. However, it has not been implemented due to the lack of legal basis for hiring paid external experts.
2.6.5. Ongoing support for teachers and school principals for curriculum implementation (with emphasis on aspects of advanced teaching and curricular areas: Languages and communication, Mathematics, Science and cross-curricular and subject issues)	Q2/ 2023 - Q2/ 2026	-	40,000	Kosovo Budget Donors	MESTI MED KPI	There are revised / developed practical guidelines for curriculum implementation, for each PUE level, accessible to teachers and school principals There is training, mentoring and other forms of support programs for teachers and school principals, developed, approved and provided on an ongoing basis. Number of teachers and school principals involved in training and forms of support for curriculum implementation.	Published guidelines, Catalogue of training programs, Annual reports on training and other forms of support for curriculum implementation.	40-59 % 600 new teachers have been trained on the curriculum by trainers at MED. In 2024, the call for training programs was delayed until December, resulting in a low number of accredited field trainings.
2.6.6. Continuous monitoring of the implementation of the curriculum, at the level of the educational institution, at the local and central level, as well as the conducting of an international study in order to evaluate the implementation of all elements of the curriculum	Q3/2022 - Q4/ 2026 International study in 2023	-	-	Kosovo Budget	MESTI Education Inspectorate MED	There are annual monitoring reports on curriculum implementation - at the level of the educational institutions, at the local and central level. There is a report from the international study.	Annual reports for monitoring the implementation of the curriculum published on the official websites of municipalities / MEDs	40-59 % Reports have been prepared for the external evaluation of the performance of 28 schools, as well as for the evaluation of 143 school principals and vice-principals. These reports have been sent to the respective schools and Municipal Education Directorates. A remaining challenge is the lack of adequate training for teachers to implement the curriculum for teachers engaged in the teaching process from 2020 onwards, as well as the insufficient knowledge of the curriculum among marginalized groups of teachers.

2.6.7. Defining the assessment of competencies for curricular level	Q1-Q2/2023	-	11,994	Kosovo Budget	MESTI	Approved document for the evaluation of competencies for curricular level	Approved document for the evaluation of competencies for curricular level published on the official web page of MESTI	0-19 % There has been no progress due to the lack of a legal framework for hiring paid experts.
2.6.8. Training teachers to evaluate students based on competencies and use results in pupil support activities	Q1 - Q3 2023 Q3 - 2023 until Q4 - 2026	-	36,000	Kosovo Budget Donors	MESTI	Training program and teacher guidelines on pupils' evaluation based on competencies and use of outcomes in student support activities. About 2,000 teachers are involved in training and other forms of support to improve pupils' assessment methods	Catalogue of approved programs for TPD and education leaders. List of trained teachers from the respective database	20-39 % 6 programs have been accredited for student assessment and 140 teachers have been trained. There is an old GIZ guideline, but no review has been conducted yet. The requests and decisions on hiring experts have not been approved. MESTI has approved the student assessment training program, but the training for teacher empowerment in student assessment has not been implemented, based on subject competencies and results due to the lack of funding (supporting projects).
2.6.9. Development and provision of additional training programs and additional support forms for pupils that have not achieved the learning outcomes (with special emphasis on: Albanian language/ mother tongue, Mathematics, Science)	Q3 2022 - TM4 Q26	7,650	48,600	Kosovo Budget	MESTI	Training program and guidelines for schools regarding support of pupils in order to compensate the learning losses caused by the pandemic. Around 800 teachers have been involved in training to support pupils in order to compensate the learning losses caused by the pandemic.	Catalogue of approved programs for TPD and education leaders. List of teachers trained	0-19 % It has not been implemented due to the lack of a legal framework for hiring paid external experts
2.6.10. Development and provision of special mandatory programs to improve students' skills in literacy	Q/3-Q4/ - 2022	6,500	30,000	Kosovo Budget	MESTI	There is a supportive guideline for schools regarding the provision of school-based programs to improve pupils' literacy	Guideline published on the official website of MESTI.	0-19 % It has not been implemented due to the lack of a legal framework for hiring paid external experts
2.6.11. Development and provision of guidance and support programs for parents in fulfilling their role of supporting children in achieving learning outcomes	Q1 - Q2 2023 Q1 2022 - Q4 2026	-	18,760	Kosovo Budget	MESTI	There are guidelines and support programs for parents regarding child learning support At least two online meetings with parents were held in each regional municipality, for the purpose of sharing guidance on child support in school.	Guidelines and information materials for parents published on the official website of MESTI. Reports from online meetings with parents	20-39 % A training program has been approved for collaboration with parents.
2.6.12. Supporting implementation of good practices for career education, counselling and guidance	Q1 -Q2/ 2023 Q2 - 2023 - Q4 2026	-	19,220	Donors	MESTI	There are guidelines for counselling and career guidance 1,200 schoolteachers trained in counselling and career guidance.	Guidelines published on the official website of MESTI. List of teachers trained	80-100 % The Administrative Instruction for career counselors has been drafted. A total of 59 positions have been designated in the specific grant for career counselors at the lower secondary education level. Activities for career orientation for 9th grade students have been organized and carried out (Open Doors Week). This activity was carried out in collaboration with the MED in all lower secondary schools. The "Career Orientation Week in High Schools" was conducted - the week was held in all high schools across the Republic of Kosovo. MESTI has created posters and distributed them in schools to inform students about the available opportunities for higher education orientation.

2.7. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				
Provision of quality textbooks, resources, tools and teaching and learning materials in accordance with the relevant curriculum and standards	Drafting and implementing of documents planned for legal regulation based on the new Law on publishing textbooks, resources, teaching and learning materials and tools	Primary legislation undergoing reweaving process	Secondary legislation approved and all documents planned for legal regulation according to the new Law on publishing textbooks, educational resources, teaching and learning materials and tools	Data from the official website MESTI/Documents and publications / Periodic reports				
	Textbooks and teaching materials developed, revised or adapted under the new legislation are in line with the curriculum and are reviewed to eliminate gender stereotypes	NA	70%	Periodic reports on the quality of textbooks and teaching materials according to PUE levels.				
	Percentage of needs fulfilment with textbooks and assistive teaching materials for different categories of pupils with special needs and for foreign language subjects fulfilled.	NA	50%	Catalogue of textbooks and teaching and learning materials published - by school years.				
	Over 60% of schools are equipped with a package of teaching aids and materials by curricular fields	NA	30%	Annual reports on equipping schools with a package of teaching aids and materials according to curricular fields. List of beneficiary schools.				
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.7.1. Completion of the institutional and legal framework for publishing textbooks, resources, teaching and learning materials and tools.	Q3-Q4/2022 Q1-QM4/2023	11,320	11,320	Kosovo Budget	MESTI	Institutional and legal framework completed according to the provisions of the Law on publishing textbooks, resources, teaching and learning materials and tools	AI and decisions approved and published on the official website of MESTI	20-39 % The Law on textbooks has been drafted and is currently awaiting approval in the Government.
2.7.2. Drafting and revision of textbooks, production of teaching materials (hard copy and digital), in accordance with the requirements of the curriculum and relevant standards, including from the gender perspective	Q3/ 2022 - Q4 2026	70,000	70,000	Kosovo Budget Donors	MESTI	Open calls prepared according to the dynamic plan for drafting / reviewing textbooks published on the official website of MESTI. There are textbooks and teaching materials for all classes and subject curricula, in accordance with the requirements of the curriculum and relevant standards	Open calls published on the official website of MESTI. Catalogue for text - books and teaching materials approved according to school years. List of textbooks published	40-59 % Textbooks for grades 1-9 have been reviewed by KOSED, with experts from the Pedagogical Institute of Kosovo involved, in the fields: language and communication, mathematics and natural sciences. Questionnaires have been distributed to gather recommendations from teachers for all textbooks for grades 1-12. The exclusion of the Division of School Curriculum and Textbooks from the review process by NGOs and the Council of Europe poses a challenge. Responsibility for reviewing textbooks should be transferred to the relevant division.

2.7.3. Drafting, reviewing, translating, adapting textbooks, as well as producing teaching materials (hard copy and digital) for different categories of pupils with special needs, diaspora pupils and foreign language subjects (in accordance with the requirements of the curriculum and relevant standards).	Q3/ 2022 - Q4 2026	20,000	20,000	Kosovo Budget Donors	MESTI	Open calls prepared according to the dynamic plan of MESTI. There are textbooks and teaching materials for different categories of pupils with special needs and for foreign language subjects	Open calls published on the official web - site of MESTI. Catalogue for text - books and teaching materials approved according to school years.	40-59 % All new textbooks for grades 1-9 have been distributed free of charge to schools. The commission, appointed by the minister's decision, has evaluated the suitability of English language texts for grades 1-12 and as alternative texts for pre-primary pupils. Texts focusing on the Albanian language and culture for the first level have been published and distributed to Diaspora pupils. There was no competition for students with special needs.
2.7.4. Providing professional and didactic materials for teachers, including materials for foreign language teachers working with students with special needs and diaspora students, training teachers on the use and development of teaching materials (physical and digital)	Q1 -Q3/ 2023 Q3 - 2023 - Q4 2026	10,000	35,120	Kosovo Budget Donors	MESTI	There are professional and didactic materials for teachers according to levels of education, pupils with special needs and foreign languages, developed under the coordination of the Curriculum Division at MESTI. Around 900 teachers from different schools have been trained in the development and use of teaching and learning materials	Professional and didactic materials for teachers published on the official website of MESTI. List of teachers trained	0-19 % Due to the lack of a legal basis for payment of external experts, the activity could not proceed.
2.7.5. Organizing debates at a broad social and academic level on the type of textbooks and teaching materials in the spirit of a competency-based curriculum	Q3/ 2022 - Q3/2023	3,000	6,000	Kosovo Budget	MESTI	At least two or three roundtables, debates, symposiums have been organized with the participation of the educational and academic community for the type of textbooks and teaching materials	Reports from the organization of various events for the type of textbooks and teaching materials.	20-39 % Meetings and a conference have been organized for the study on the teaching materials review.
2.7.6. Promotion of events with national and international character, with producers of hard copy and digital teaching and learning materials and ensuring the budget for the purchase of products and training of teachers on their use.	Q 1/2023 - Q4/2026	1,500	1,500	Kosovo Budget Donors	MESTI	There are promotional / informational materials for national and international events, with producers of hard copy and digital teaching and learning materials. Around 10% of schools benefit from teaching materials (products) and teacher training from event promotion activities with producers of physical and digital teaching and learning materials.	Promotional / informational materials published on the official website of MESTI. List of beneficiary schools.	N/A There are initiatives in place to enhance collaboration with other education faculties in the region and around the world, whereas the lack of financial support and English language skills have been identified.
2.7.7. Determining the minimum content of the package with teaching aids and materials for the implementation of the curriculum	Q1-Q3/2023	7,650	-	Kosovo Budget Donors	MESTI	Standard package content with teaching aids and materials according to curricular areas approved in the form of AI.	AI published on the official website of MESTI	0-19 % There are guidelines for 7 curriculum areas, but they are not sufficient.

2.7.8. Equipping schools with packages of teaching aids and materials for curriculum implementation, guides and training on their use.	Q/2-3 /2023 - Q2-3/ 2026	30,000	30,000	Kosovo Budget Donors	MESTI MED	Over 60% of schools that are equipped with a package of teaching aids and materials according to curricular areas, are supported with guidelines and training on their use	List of schools equipped with a package of teaching aids and materials according to curricular areas.	20-39 % MESTI has allocated a budget for providing free teaching materials to students in grades 6-9 (30 euros per student).
2.8. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Full implementation of the teacher licensing system and increase of opportunities for teachers' professional development and advancement based on teaching standards	The sublegal framework for the licensing system reviewed and advanced.	There is a legal framework, but there are some components are not being implemented		The sub-legal framework of the licensing system has been completed and the implementation of all its components has started.		Data from the official website of MESTI / Documents and publications on the teacher licensing system		
	Percentage of teachers participating each year in professional development programs, broken down by gender	25 % (2019/2020)		35%		Periodic Reports and Statistics on TPD by MESTI and Municipalities - Reports from TPD Database		
	Number of teachers who have undergone external performance assessment	755 teachers		1755 teachers		Periodic reports and statistics for TPA by MESTI / EI		
	Percentage of teachers evaluated who have met high standards / competencies for teachers and have progressed at career advancement levels.	NA		20%		Reports from the licensing system database		
	Percentage of beginner teachers offered mentoring by the induction program in the profession, broken down by gender	NA		40%		Reports from the induction program database for beginner teachers		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.8.1. Conducting of a rapid study on the implementation of the licensing system and the concept paper for its future related to the component of teacher performance assessment	Q3-Q4/2022	3,600	-	Kosovo Budget Donors	MESTI	Study conducted regarding implementation of the licensing system and trends of system development. Concept Document prepared for the implementation of the licensing system related to the TPA component.	Study report. Concept Document prepared and approved.	20-39 % The Administrative Instruction for teacher licensing and career advancement to an advanced license has been prepared and approved (No. 14/2023, June 2023). The challenge now is securing the budget for implementing the advanced license, as well as establishing procedures for advancement – grading (promotion). It is expected that 1000 teachers in Kosovo will be promoted through the procedures outlined in the Administrative Instruction. Additionally, experts have not been hired yet, and work on the study and concept document has not begun.

2.8.2. Reviewing of sub-legal acts of the licensing system and strategic framework for teacher development	Q3/ 2022 - Q2/2023	3,600	16,300	Kosovo Budget Donors	MESTI	Three AIs for the licens - ing system reviewed and approved. The strategic framework for TPD updated and adopted.	Official Gazette Strategic framework for TPD published on the official website of MESTI	80-100 % The Minister has finalized and signed the Administrative Instructions for the Strategic Framework of Learning Subjects, the Approval of Training Programs, and the Licensing System. A review of the Strategic Framework is required. Greater support and cooperation with the Directorate of Counseling and Accreditation and with line ministers is needed.
2.8.3. Drafting a sub-legal act for the financing of TPD and capacity building for the implementation of TPD financing by munic - ipalities.	Q3-Q4/2022 Q1-Q3/2023	4,400	5,132	Kosovo Budget	MESTI MFLT	There is an AI for financing TPD. 40 MED officials trained in the implementation of TPD financing.	Official Gazette Records on training of MED officials	20-39 % Administrative Instructions have been developed and approved for the professional development of teachers. These Administrative Instructions also include funding for teacher professional development. However, the drafting of sub-legal acts or regulations for financing research, experiences, and basic materials development in all schools is still missing. The work has started but has stalled. The challenges that remain are the complicated procedures for making payments.
2.8.4. Drafting of sub-legal act to link the teacher grading system with the payroll system.	Q1-Q2/2023	-	4,160	Kosovo Budget	MESTI MFLT	There is an AI that regulates linking of the teacher grading system with the payroll system. Teacher licensing is linked to the payroll system..	Official Gazette Teachers' payroll reports.	60-79 % The Administrative Instruction for teacher licensing and career advancement to an advanced license has been prepared and approved (No. 14/2023, June 2023), which also regulates the grading of teachers. A challenge that remains is ensuring financial support for the full implementation of the Administrative Instruction.
2.8.5. Development and provision of training programs and guidelines for teachers based on priority programs for TPD (such as individu - alized teaching programs, differentiated approach; pro - grams for the development of students' soft skills, work with children with disabilities, etc.), standards for teachers and in line with the competency-based curriculum philosophy.	Q1/ 2023 - Q2/2026 Q2 - 2023 until Q4 - 2026	60,500	222,800	Kosovo Budget Donors	MESTI TPD programs provider partners	At least 10 priority TPD programs developed, approved and provided to teachers. Over 8000 teachers trained in priority programs for TDP.	Decisions / approvals of the SCTL for training programs. Training catalogue published. Reports on teacher involvement in training, on an annual basis and by level of education, including VET.	80-100 % During the years 2022-2023, 20 training programs were approved by SCTL. Each year, the training program catalog for TPD is updated and published on the MESTI website. Over 5000 teachers have been trained during this time period. During this six-month period, 3 municipalities have begun implementing school-based trainings: Drenas, Vitia and Istog, with approximately 100 teachers participating in these trainings. Additionally, during this time, 189 teachers have been trained in the program for school-based professional development implementation. In this phase, around 200 teachers are participating in the training program for school-based professional development implementation. Challenges persist due to bidders not offering priority programs and delays in bid opening. The priority training programs are developed by MESTI in collaboration with bidders and donors.

2.8.6. Implementation of internal and external procedures for the school-based teacher professional development and support schools to participate in Erasmus + projects related to in-service teacher training	Q 3/2022 - Q4/2026	7,880	164,840	Kosovo Budget Donors	ETI MED MESTI	School-based TPD is continuously supported by MEDs. Over 700 teachers are involved in the school-based TPD implementation training program	School-based TPD monitoring reports. Record of schoolbased teacher professional development TPD	80-100 % 1200 school-based teachers have been trained. During this six-month period, 3 municipalities have begun implementing school-based trainings: Drenas, Vitia and Istog, with approximately 100 teachers participating in these trainings. During this time period, 189 teachers have been trained (Rahovec - 59 teachers, Vitia - 50 teachers, Prishtina - 45 teachers, Istog - 35 teachers) in the training program for the school-based professional development implementation. In this phase, around 200 teachers are participating in the training program for school-based professional development implementation.
2.8.7. Establishment and support of professional networks of teachers and centers for professional development at the municipal level (Learning Communities), as well as encouraging teachers to establish teachers' associations for various subject areas	Q1/Q2/ 2023 Q3/2023- Q4 2026	-	42,404	Kosovo Budget Donors	MED MESTI	At least one TPD center is operational in each municipality and at least 2-3 learning communities operate in each municipality. Regulation on the establishment of professional teacher associations. At least 28 grants / small support projects have been awarded to professional teacher associations.	Annual reports of MEDs for TPD. List of functioning learning communities. Regulation approved and published on the official website of MESTI. List published by MESTI for professional teachers' associations	20-39 % During the year 2023, 10 municipalities received support from the Municipal Education Directorate to meet requirements. This support will continue in 2024, with an additional 10 schools or teacher training centers. The challenge remains the lack of adequate spaces in schools to establish these centers.
2.8.8. Promotion of teacher career development	Q 2/2023 - Q4/2026	-	2,900	Kosovo Budget Donors	MESTI	Organizing promotional and informative events for the development of career teachers	Promotional and informational materials and evidence from organized events	20-39 % During the years 2022-2023, no such event was organized, but there were continuous updates from MESTI. In 2024, the advanced field license will be promoted.
2.8.10. Organizing the state exam for teachers before employment according to the law on regulated professions	From the beginning of the implementation of the law	-	-		MESTI	Platform for organizing the state exam for teachers prior to employment developed and implemented.	Reports on the of the organization of the state exam for teachers prior to employment.	0-19 % The state exam has not been organized.
2.8.11. Institutional development and organization of the induction program for beginner teachers.	QTM3 - 2023 to Q4 - 2026	-	19,080	Kosovo Budget Donors	MESTI MED	Induction program for beginner teachers in place. Around 320 teachers have been trained as mentors in the induction program for beginner teachers.	Induction program documents published on the official website of MESTI. Evidence of teacher training for mentors	0-19 % There have been no initiatives from MESTI to implement the initiatives after the MOU was signed in 2023. The lack of funds has been a challenge.
2.8.12. Development of basic criteria and guidelines for capacity building of teacher performance assessors (TPAs) (inspectors, school principals and teachers)	Q3 - Q4 2022	11,655	-	Kosovo Budget	MESTI /EI	Document with basic qualification requirements and capacities for TPA appraisers, developed and approved in the format of an appraiser's guide.	Guide for TPA appraisers, published on the official website of MESTI.	0-19 % There has been no progress. Although the Administrative Instruction for the evaluation of teachers was approved in 2023, the guideline containing the basic criteria has not been completed yet.

2.8.13. Implementation of a system for evaluating teachers' performance based on standards for teachers, and updating the TDP database and teacher licensing system	QM1/ 2023 - Q4/ 2026	-	67,600	Kosovo Budget	MESTI/EI MED	Key staff trained for TPA, about 800 assessors (EI, engaged appraisers, school principals) Starting in 2023, at least 400 teachers a year are subject to the TPA system.	Evidence of key personnel training. Evidence and reports of TPA.	0-19 % In anticipation of the review and approval of the Administrative Instruction and guidelines for teacher performance evaluation.
2.8.14. Preparation and participation in the teaching and learning international survey - TALIS	Q2/ 2023 - Q2/ 2024	-	5,000	Kosovo Budget	MESTI	Report from the pilot of the teaching and learning international survey - TALIS	Report published by the teaching and learning international survey - TALIS	80-100 % The TALIS study is currently ongoing. Meetings have been held with school quality coordinators and meetings with teachers and principals are planned for February to inform them about TALIS. The survey is scheduled to be conducted from March 15 to April 15, 2024, involving approximately 3,700 teachers from 224 schools selected by the OECD, while the final report is expected to be published in 2025.
2.9. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Qualitative preparation of pre-service teachers who competently adapt to curriculum requirements and practical needs of working with children/pupils	Percentage of new/credited pre-service teacher training programs that are in line with teacher standards and curriculum philosophy offered at relevant PUE levels.	N/A (At this stage there is no special survey / analysis)		60%		Data provided by KAA, reports from the analysis and analysis of teacher training programs		
	Percentage of graduates in teacher education programs who demonstrate professional competence in the assessments of teaching profession induction phase	NA		50%		Data provided by MESTI, reports of teacher evaluation mechanisms at the stage of entering the profession		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.9.1. Coordination of MESTI with HEI to improve the quality of policies and programs for teacher preparation and development.	Q2/2023 - Q4/2026	1,150	2,275	Kosovo Budget	MESTI HEI	Memoranda of Understanding and documents developed with HEIs / Public Faculties that prepare teachers.	Agreements and developed documents published on the official website of MESTI and HEI that prepare prospective teachers.	
2.9.3. Advancing the practical part of the study to make the teaching profession more relevant and preparing for entering in the profession.	Q1 - Q3 2023	-	11,920	Kosovo Budget	HEI MESTI	There is a framework document for the practical part of the studies in the teacher programs and four guides for the practical part of the studies, according to the levels of education for which the prospective teachers are prepared.	KAA reports. Framework document and guidelines for the practical part of the published study. Reports of relevant Faculties for mentoring e teachers	20-39 % The internship (practical work) handbook has been revised to clearly outline expectations for each stage of the school internship. Teacher training for the primary cycle is currently in progress, with plans to expand to other levels in the future.
2.9.4. Establishment of practical laboratories in FE to strengthen the development of practical competencies of pre-service teachers.	Q2 2023 - Q4 2026	-	75,000	Kosovo Budget Donors	HEI MESTI	Number of pre-service students / teachers who benefit from the establishment of practical laboratories in FE.	Reports and records of students / pre-service teachers conducting practical teaching exercises in FE laboratories.	20-39 % There have been advancements in the laboratory sector, particularly in the field of STEAM.

2.9.5. Promoting student / pre-service teacher mobility through participation in Erasmus + and other teacher programs.	Q2/2023 - Q4/2026	-	8,200	Kosovo Budget Donors	HEI MESTII	Four events organized to inform about the possibilities of inclusion in mobility programs for students /prospective teachers. Eight grants allocated for student/pre-service teacher mobility	Organized event reports. Event attendance lists. List of students/ pre-service teachers and academic staff involved in teacher program mobility	N/A
2.9.6. Relation of scientific work with the education system - pre-university education.	Q1 2023 - Q4 2026	-	8,000	Kosovo Budget	HEI MESTI	Eight small research projects carried out in the fields of PUE. Organizing two scientific conferences related to PUE.	Published research reports. Published conference reports. Conference attendance lists	20-39 % Two institutional researche projects are being conducted with funding from UP for the operation of the PUE system (Implementation of curriculum reform & Integration of technology for special needs education).
2.9.7. Continuous quality assurance in the faculty for teacher preparation	Q 3/2022 - Q4/2026	-	-		HEI KAA	In each HEI institution that prepares prospective teachers, internal and external quality assurance procedures are developed.	KAA reports. Faculty reports that prepare prospective teachers for quality assurance.	40-59 % Internal instruments have been developed and have been partially implemented. This package includes the evaluation of the quality of student services, review of scientific work, assessment of programs, evaluation of practical work in schools, etc.
2.10. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Promoting multiculturalism and diversity in pre-university education	Percentage of schools that have benefited from programs and other forms of support for the promotion of multiculturalism and diversity	NA		40%		Monitoring and evaluation reports MESTI statistical data		
	Number of programs/modules, textbooks and teaching materials (printed and digital) developed, revised and adapted for teaching in the languages of non-majority communities	NA		40%		Catalog of textbooks and teaching materials published - by school years.		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
2.10.1. Drafting of specific program contents and/or modules for communities, which include programs from national subjects.	Q1-Q4/ 2023	0	18,320	Kosovo Budget Donors	MESTI	List of programs and modules designed for communities	Program analysis reports published.	80-100 % All school programs are available in the language of the communities. It is recommended that, in response to demands and changes, the provision of all materials for communities should be ongoing. Modules should be developed for the history and culture of all communities living in Kosovo. After their creation, training sessions should be organized for teachers on how to use and convey information to students about the history and culture of all communities.

2.10.2. Providing the opportunity for learning in the Roma language through supplementary teaching and other alternative forms	Q3/2022-Q4/2026	-	-	/	MESTI	Number of schools where teaching is organized in Roma language	Reports from MEDs on the organization of teaching in the Roma language	40-59 % The Roma language is offered as an additional subject in four schools in the municipality of Prizren. The main challenge lies in the lack of interest and demand from communities to learn the Roma language. It is recommended to introduce the Roma language in other municipalities where there is interest from the community.
2.10.3. Providing the opportunity for learning the Albanian language for minority communities	Q3/2022-Q4/2026	-	-	/	MESTI	Drafting of relevant teaching materials Number of schools where teaching is organized in the Albanian language for minority communities	Reports from MEDs / List of schools	40-59 % The Albanian language for non-Albanian communities is taught in all schools where teaching is done in Turkish and Bosnian languages. One challenge that persists in the absence of Albanian language textbooks these communities. In 2022, a competition was launched for Albanian language textbooks for non-Albanian communities, but unfortunately, no applications were received.
2.10.4. Creating opportunities for socialization between students from different communities in multiethnic schools (through clubs, learning the language of the local region/area etc.).	Q3-QM4/ 2022 - 2026	10,000	14,000	Kosovo Budget Donors	MESTI	Number of student clubs in multiethnic schools Percentage of multilingual schools that organize activities with students learning in different languages.	Reports from MEDs / List of schools	20-39 % MESTI, in collaboration with OSCE, has drafted a handbook on the theme of "Interculturalism in Education", but there is not enough commitment to organize language clubs in schools. MESTI plans to work with MEDs and other stakeholders to organize language clubs in several schools, starting with a few pilot schools
2.10.5. Drafting, revision, translation, adaptation of textbooks as well as preparation of teaching materials (printed and digital) in the languages of non-majority communities	Q3/2022-Q4/2026	-	-	/	MESTI	Calls prepared according to the dynamic plan of MESTI. There are textbooks and teaching materials for the languages of the majority communities	Calls published on the official website of MESTI. Catalog of textbooks and teaching materials approved according to school years. List of published textbooks for the languages of the majority communities.	60-79 % During the years 2022 and 2023, textbooks for the Turkish and Bosnian communities were drafted, translated and published. However, the textbooks for national subjects are still missing. They either do not meet the competition requirements or have received negative evaluations from reviewers. A call should be opened for textbooks on national subjects in Turkish and Bosnian languages that are currently missing. Additionally, all textbooks for general subjects that had errors in Turkish and Bosnian languages have been corrected.
2.10.6. Subsidizing textbooks in the languages of minority communities.	Q3/2022-Q4/2026	-	-	/	MESTI	Plan for subsidizing textbooks in the languages of minority communities. Budget report on subsidies	Approved Plan Financial report	80-100 % For the school year 2022, MESTI provided free textbooks. Additionally, for the year 2023, all communities have been reimbursed for the purchase of textbooks and teaching materials. It is recommended to continue offering free textbooks for compulsory education.

MONITORING THE IMPLEMENTATION OF SE 2022-2026: STRATEGIC OBJECTIVE 3

SO 3: HARMONIZATION OF VOCATIONAL EDUCATION AND TRAINING WITH DYNAMIC DEVELOPMENTS IN TECHNOLOGY AND LABOUR MARKET, IN VIEW OF LIFELONG LEARNING

3. Strategic objective	Indicator	Baseline	Temporary target 2024	Source
Harmonization of vocational education and training with dynamic developments in technology and labour market, in view of lifelong learning	Percentage of formal and informal qualifications provided by VETIs, registered in the register of NQF qualifications	/	10%	Register of NQF qualifications
	Percentage of participation in undersupplied majors, broken down by gender	/	20%	EMIS
	Percentage of placement of VETI graduates, in relevant professions and in higher education, broken down by gender	/	40%	Graduate tracking system
3.1. Specific Objective	Indicator	Baseline	Temporary target 2024	Source
Improvement of the governance, funding and information management system of vocational education, training and adult education	The VET and AE governance and management system has been reorganized	/	The legal framework for vocational education and training regulates all forms of vocational education and training and all functions of the VET and AE system.	Official gazette Organizational charts and MESTI
	The level of funding of VETIs meet their needs	/	The new funding formula is functional	Specific Education Grant
	The network of vocational education and training institutions has been reorganized in accordance with the needs of the labor market	/	Roadmap for reorganizing the network of vocational education and training institutions drafted. Network of re-organized vocational education and training institutions in the seven main regions of Kosovo	The official website of MESTI
	Data integrated in the EMIS, Kosovo Labor Market Barometer and Graduate Tracking is relevant and up to date	/	EMIS updated/advanced with relevant modules for data collection and processing according to ISCED, ISCED Foet, KPK and NQF, as well as for graduate tracking.	EMIS

Action	Implementation period	Action		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
3.1.1. Conduct an analytical study to evaluate the governance and management of the vocational education and training system.	Q3-Q4/2022	24,910	-	Donors	MESTI	Study with concrete recommendations for reforming the system of governance and management of vocational education and training and adult education.	Study with concrete recommendations for reforming the system of governance and management of vocational education and training and adult education.	<p>60-79 %</p> <p>The Fit for Jobs/GIZ project has collaborated with MESTI to prepare a report assessing the state of the VET governance and management system in Kosovo and suggesting improvements. The report includes an analysis of the current institutional structure for VET governance and management, identifies limitations, and recommends priority interventions for more effective implementation of VET policies.</p> <p>The ALLED2 project contributions in 2022 include: "VET Barometer in Kosovo 2021-2022"; 'TOWARDS INDUSTRY 4.0 IN KOSOVO', and 'Skills Barometer in Kosovo 1.0'. Meanwhile, in 2023: "Policy Proposal for Self-Financing Activities in Public VETIs"; "Incentive Scheme for Businesses to collaborate with VET"; 'VET - Structured Collaboration in the Private Sector' and 'September 2023 VET Barometer in Kosovo 2022-2023'.</p> <p>The document "Policy Proposal for Self-Financing Activities in Public VETIs" has been approved, and the drafting of an Administrative Instruction for "Self-Financing Activities in Public VETIs" is underway.</p>
3.1.2. Review/draft the legal basis of vocational education and training and adult education	Q1/2023-Q2/2024	-	43,880	Donors	MESTI	Study with concrete recommendations for reforming the system of governance and management of vocational education and training and adult education.	Study with concrete recommendations for reforming the system of governance and management of vocational education and training and adult education.	<p>40-59 %</p> <p>The project "Fit for Jobs/GIZ" has engaged the services of a range of experts (local, international and local legal expertise) with experience to provide expertise to review the Law on Vocational Education and Training. The consultant has prepared a comparative analysis of VET legislation approaches. A local consultant has been contracted to assist MESTI in preparing the concept document for the review of the VET Law. Additionally, a legal consultant is supporting MESTI in preparing for the VET Law review. MESTI has established two working groups: (1) working group for preparing the concept document for the VET Law review; and (2) working group for drafting the VET Law. Fit for Jobs/GIZ has assisted MESTI in organizing the necessary meetings and workshops for development of the VET Law Concept. The concept is expected to be finalized by the end of February 2024.</p> <p>The development of internal regulations for the VET Department and School Quality Assurance is still pending.</p>

3.1.3. Building and complementing human capacities in the system of Vocational Education and Training and Adult Education	Q3/2022-Q4/2026	8,693	57,545	Kosovo Budget	MESTI National Qualifications Authority Agency for Vocational Education and Training and Adult Education	Number of new staff employed in MESTI- Department of Vocational Education and Training. Number of new staff employed in the National Qualifications Authority. Number of new staff employed in the Agency for Vocational Education and Training	Number of new staff employed in MESTI- Department of Vocational Education and Training. Number of new staff employed in the National Qualifications Authority. Number of new staff employed in the Agency for Vocational Education and Training	20-39 % The NQA has not hired any new officials due to uncertainties and legal obstacles. The NQA has opened a call for 3 new positions, with 2 legal officers currently in the selection process; and for 1 official, the recruitment process needs to be repeated. For the Ministry of Education, Science, Technology and Innovation - Vocational Education and Training Department, the lack of a new organizational chart and the failure to fill existing positions is a challenge. It is necessary to increase the number of officials in the VET Department to cope with the increase in workload and demands. It is recommended to redefine the role of the Agency for Vocational Education and Training and Adult Education, increase capacities, and assign new responsibilities to strengthen the capacities of service providers in VET, especially, in public VET institutions, as it would help MESTI/DVET to focus solely on policy making.
3.1.4. Determining the types and levels of qualifications provided by vocational education and training institutions, in cooperation with the social partners	Q3/2022-Q3/2023	5,460	9,940	Donors	MESTI National Qualifications Authority	Sub-legal act for determining the types and levels of qualifications offered by the VETI.	Sub-legal act for determining the types and levels of qualifications offered by the VETI.	40-59 % Curricula have been developed for grades 11 and 12 for 12 profiles of dual education: mason, hairdresser, hotel assistant, cook, electrician, metal worker, HVAC technician, carpenter, tailor, auto mechanic and retail and wholesale trade. A review and standardization of 6 IT curricula that have been piloted since last year has been completed: graphic design technician, electronics technician, business informatics technician, technology and information systems technician, interactive media design technician, and application developer. Additionally, a standard for Electrical Engineering-Smart Building, level V of the National Qualifications Framework (NQF) has been drafted. NQA has drafted a draft Manual for the development of Professional Standards, qualifications and Professional Curricula. The Kosovo Registry of Qualifications (KRQ) has been established. The ALLED2 project, in collaboration with the National Qualifications Authority (NQA), has developed the KRQ by actively working on its content and software aspects, contributing to the development of the National Qualifications Framework (NQF) and supporting government efforts for digitization.
3.1.5. Reorganization of the network of vocational education and training institutions in accordance with the needs of the labor market.	Q1-Q4/2023	-	14,800	Donors	MESTI	Roadmap for reorganizing the network of vocational education and training institutions. Network of re-organized vocational education and training institutions in seven regions	Roadmap for reorganizing the network of vocational education and training institutions. Network of re-organized vocational education and training institutions in seven regions	0-19 % Failure to complete the action of 3.1.1 and 3.1.2 that precedes this action.

3.1.6. Categorization and standardization of the organizational structure of vocational education and training institutions.	Q4/2022-Q1/2023	4,160	3,540	Donors	MESTI	<p>Sub-legal act for categorization and standardization of the organizational structure of vocational education and training institutions.</p> <p>Number of VETIs that have established new professional bodies according to the sub-legal act.</p>	<p>Sub-legal act for categorization and standardization of the organizational structure of vocational education and training institutions.</p> <p>Number of VETIs that have established new professional bodies according to the sub-legal act.</p>	<p>0-19 % Failure to complete the action of 3.1.1 and 3.1.2 that precedes this action.</p>
3.1.7. Development and improvement of the information management system related to vocational education and training and adult education.	QM1-Q4/2023	-	171,440	Donors	MESTI Employment Agency of the Republic of Kosovo	<p>Module for data collection and processing according to ISCED, ISCED Foet, KPC and NQF, updated / advanced in EMIS.</p> <p>EMIS sub-legal act revised, in order to liaise with the Kosovo Labor Market Barometer.</p> <p>Kosovo Labor Market Barometer Platform, updated and functional.</p> <p>Sub-legal act on Tracking of Graduates.</p> <p>Updated and functional Tracking Studies Information Platform / System.</p> <p>Guideline for data collection and use of the Kosovo Labor Market Barometer.</p> <p>Guideline for data collection and using them for Graduate Tracking</p>	<p>Module for data collection and processing according to ISCED, ISCED Foet, KPC and NQF, updated / advanced in EMIS.</p> <p>EMIS sub-legal act revised, in order to liaise with the Kosovo Labor Market Barometer.</p> <p>Kosovo Labor Market Barometer Platform, updated and functional. Sub-legal act on Tracking of Graduates.</p> <p>Updated and functional Tracking Studies Information Platform / System.</p> <p>Guideline for data collection and use of the Kosovo Labor Market Barometer.</p> <p>Guideline for data collection and using them for Graduate Tracking</p>	<p>40-59 % A draft document has been prepared for the Administrative Instruction for Tracking Studies 'Updated and Functional Tracking Studies Information Platform/System' which is established at the state data center within AIS. The drafting of the Regulation for Tracking Studies has been finalized.</p> <p>The ALLED2 project has led to the development of the Kosovo VET Barometer, the Kosovo Labor Market Barometer, and the Kosovo Skills Barometer. These tools promote evidence-based policy-making and facilitate effective collaboration with key stakeholders. 1. The Labor Market Barometer in Kosovo - Sources of information are gathered from 12 national databases, including the Employment Agency of the Republic of Kosovo, Kosovo Agency of Statistics, Tax Administration of Kosovo, Civil Registration Agency, Ministry of Education (MESTI), Ministry of Labor and Social Welfare (MFLT), Ministry of Internal Affairs, Business Registration Agency, Agency for Vocational Education and Training and Adult Education, University of Pristina, Kosovo Accreditation Agency and National Qualifications Authority. This system is owned by the Government of Kosovo and managed by the Employment Agency of the Republic of Kosovo. The second barometer is the VET Barometer in Kosovo. It is an instrument that collects detailed data (with over 200 variables) on the current state of 30% of vocational schools in Kosovo (supported by the ALLED2 Project). It reflects the offerings, needs, shortcomings, challenges, capacity, and potential of these schools and can serve as a model for all vocational schools in Kosovo.</p> <p>The third barometer is the Kosovo Skills Barometer: This barometer promotes structured cooperation between the private sector and vocational education, predicting the skills and competencies that will be needed in the labor market in Kosovo for the next three to five years. This barometer has been developed in collaboration with the Chamber of Commerce of Kosovo and is managed by the Chamber, as part of their strategic response to the structured Business - VET cooperation.</p>

3.1.8. Development and improvement of the information management system related to vocational education and training and adult education.	Q4/2023-Q2/2024	-	2,550	Donors	MESTI Employment Agency of the Republic of Kosovo	Number of responsible officials at central, local level and at the level of VETIs trained to use the platforms.	Number of responsible officials at central, local level and at the level of VETIs trained to use the platforms.	40-59 % Over 400 VETI staff members have received training. A platform has been developed on AppSheet to measure customer satisfaction with the services provided by career counselors at VETI. This platform is free for individual accounts and does not have any financial implications. 12 VETIs, respectively 12 Career Counselors, have been trained to use the platform and have it fully operational. It is recommended that the MESTI develop replicable trainers for capacity building in other VETIs to utilize this platform. Additionally, allocating financial resources for the trainers and the training cost. Furthermore, is recommended that officials responsible at the central, local and VETI levels should be informed and extensively trained for the effective utilization of platforms and barometers created for monitoring and evaluating performance within their specific fields.
3.1.9. Development and improvement of the information management system related to vocational education and training and adult education.	Q3/2022-Q3/2023	12,900	16,900	Donors	MESTI Ministry of Finance, Labor and Transfers	Sub-legal act on the methodology of financing vocational education and training institutions. Platform for the implementation of the financing methodology of vocational education and training institutions, developed. Guideline on the financing methodology of vocational education and training institutions. Number of responsible officials at central, local level and at the level of VETIs trained	Sub-legal act on the methodology of financing vocational education and training institutions. Platform for the implementation of the financing methodology of vocational education and training institutions, developed. Guideline on the financing methodology of vocational education and training institutions. Number of responsible officials at central, local level and at the level of VETIs trained	40-59 % The draft Administrative Instruction for VET Funding Parameters and Criteria has been completed. ALLED2 collaborated with DVET/MESTI in developing a new VET Funding Formula, "Financial Planning for the VET System in Kosovo - Proposal for Improvement" and introduced the digital application "PlanVET". ALLED2: It is recommended that the Ministry of Finance advise the Ministry of Education to fully implement the new VET System Funding Formula, and support MESTI in finalizing the Administrative Instruction. Furthermore, it is crucial that the digital application "PlanVET", created by ALLED2, be integrated into the MESTI website or another relevant institution's website. This will enable VET schools, Education Directorates in Kosovo Municipalities (MED), and students to practice budget calculation for VET schools according to their specific requirements.
3.2. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Consolidation of quality assurance mechanisms, at central, local and VETI level, to enable systemic access to quality management	Quality assurance mechanisms are operational at all levels.	/		1 Published report on VET quality at system level 1 VET quality improvement plan, based on factual data of the report on VET quality at the system level		Recent periodic reports on the VET quality at system level		
	Percentage of VETIs that have recorded a positive trend of performance improvement.	/		40%		Summary report of quality trend in VETI		
Action	According to the Action Plan and Work Plan, implementation implies:	Buxheti		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					

3.2.1. Defining indicators and procedures for VET quality assessment at the system level, in cooperation with the social partners.	Q3-Q4/2023	-	14,800	Donors	MESTI National Qualifications Authority Education Inspectorate	Sub-legal act on indicators and procedures for assessment of VET quality. Number of published reports on VET quality at the system level. Number of quality improvement plans in VET, based on factual data from periodic reports on VET quality at the system level.	Sub-legal act on indicators and procedures for assessment of VET quality. Number of published reports on VET quality at the system level. Number of quality improvement plans in VET, based on factual data from periodic reports on VET quality at the system level.	60-79 % The National Qualifications Authority (NQA) has received assistance from the GIZ/Fit for Jobs project to develop the National Quality Assurance Framework and a comprehensive User Manual for the National Quality Assurance Framework (NQAF). This manual will serve as a reference point for both the NQA and other stakeholders within the Vocational Education and Training (VET) sector, aiming to advance VET through continuous improvement. Furthermore, the manual will be included in the self-assessment report of the online platform to serve as a guideline for VET institutions. A model of the Regulation for internal quality assurance processes in VETIs has been prepared in collaboration with 20 VETI partners of ALLED2. The sub-legal act on indicators and procedures for assessment of VET quality has not yet been drafted. After the drafting and approval of this sub-legal act, as well as the relevant appendices and manuals, the Education Inspectorate will begin with the quality assessment (school performance) of VETIs.
3.2.2. Determining the procedure for external evaluation of the performance of VETIs by the Education Inspectorate (EI)	Q4/2022-Q2/2023	1,860	5,100	Donors	MESTI National Qualifications Authority Education Inspectorate	Sub-legal act on external evaluation of VETI performance by EI.	Sub-legal act on external evaluation of VETI performance by EI.	20-39 % MESTI has not yet trained education inspectors for external evaluation of VETIs. Administrative Instruction 24/2016 on Quality Assurance in Pre-University Education, which regulates the role and responsibilities of the quality assurance system, including Administrative Instruction, excludes VETIs from its scope. Therefore, it is recommended that the Education Inspectorate cooperates with VET Directorate and NQA during the drafting of the administrative instruction. The Education Inspectorate should be involved in drafting the Administrative Instruction together with DVET and NQA.
3.2.3. Capacity Building of EIs to externally evaluate the performance of VETIs	Q4/2023	-	8,100	Donors	MESTI Education Inspectorate	Number of education inspectors trained in external evaluation of VETI performance. Number of VETIs that have undergone external performance appraisal by the EI.	Number of education inspectors trained in external evaluation of VETI performance. Number of VETIs that have undergone external performance appraisal by the EI.	40-59 % 27 education inspectors (18 men and 9 women) have been trained for quality assurance in VETI, with a focus on external assessment of VETI performance and the role of the education inspectorate as part of the quality assurance system in VETI. MESTI has not yet trained education inspectors for external assessment of VETI.

3.2.4. Consolidation of mechanisms for internal quality assurance processes.	Q3-Q4/2022	-	-	/	MESTI MED	<p>Model Regulation for internal quality assurance processes.</p> <p>Number of VETIs that have approved the Regulation on internal quality assurance processes.</p> <p>Number of VETIs that have operationalized internal quality assurance systems.</p> <p>Number of VETIs that have prepared self-assessment reports in the last three years.</p>	<p>Model Regulation for internal quality assurance processes.</p> <p>Number of VETIs that have approved the Regulation on internal quality assurance processes.</p> <p>Number of VETIs that have operationalized internal quality assurance systems.</p> <p>Number of VETIs that have prepared self-assessment reports in the last three years.</p>	<p>N/A</p> <p>A model of the Regulation for internal quality assurance processes in VETIs has been prepared in collaboration with 20 VETI partners of ALLED2. 19 VETIs have approved the Regulation on internal quality assurance processes, which developed with the support of ALLED2.</p> <p>These VETIs have operationalized internal quality assurance systems, with the help of ALLED2. A model for organizing (Self-Assessment Teams (SATS)) has been created and piloted, leading to successful differentiation of data and findings related to the various VET profiles offered in the VETIs.</p> <p>Additionally, 19 VETIs, who are partners of ALLED2, have prepared annual self-assessment reports. The quality of the self-assessment process in these schools has significantly improved, focusing on increasing the involvement of teaching staff, students, and employers in the process.</p>
3.2.5. Capacity building of vocational education and training institutions for the implementation of the quality cycle	Q2/2022-Q3/2023	-	13,100	Donors	MESTI MED	<p>Guideline on quality management for vocational education and training institutions.</p> <p>Training program for quality assurance coordinators at VETI.</p> <p>Number of quality assurance coordinators of VETIs, trained in quality cycle implementation.</p> <p>Quality management training program at the level of VETIs.</p> <p>Number of VETIs, whose leaders are trained in quality cycle management.</p>	<p>Guideline on quality management for vocational education and training institutions.</p> <p>Training program for quality assurance coordinators at VETI.</p> <p>Number of quality assurance coordinators of VETIs, trained in quality cycle implementation.</p> <p>Quality management training program at the level of VETIs.</p> <p>Number of VETIs, whose leaders are trained in quality cycle management.</p>	<p>N/A</p> <p>The professional development program for quality assurance coordinators and directors of VETIs, focusing on quality management, was developed based on a needs assessment conducted in 20 VETIs. Following the implementation of the training and mentoring program, the entire program package has been finalized, and 16 trainers to deliver the program have been certified. Directors and Quality Assurance Coordinators (QACs) from 20 VETIs partner ALLED2 have been trained in implementing the quality cycle. Among them, 18 directors, 19 QACs and 4 teachers (members of SATs) have been certified for successfully completing the training and mentoring program (162 teaching hours). Indirect beneficiaries include over 600 teachers (members of SATs) who have benefited from the support provided to improve self-assessment processes and create improvement plans.</p> <p>The challenge that remains is the decision-making process for implementing it in VET schools and establishing an effective monitoring system. Priority should be given to expanding the strategy throughout the education system, including all VET schools in Kosovo, as currently it has only been piloted in 30% of them. Trainers are prepared to lead the process of replicating the system in all VET schools.</p>
3.3. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				
Finalization of the curriculum package for qualifications offered by vocational education and training institutions, in accordance with the needs of the labor market and	Percentage of qualifications provided by VETIs for which the new curriculum package has been approved and started to be implemented.	/	80%	Official webpage of MESTI				

transformation trends	Percentage of VETI teachers who have participated in continuous professional development programs.		/	60%				
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Reference documents	Progress in implementation 2022-2023
		2022	2023					
3.3.1. Finalization of the Curriculum Framework for Vocational Education and Training, in cooperation with the social partners.	Q2/2022-Q4/2022	12,080	-	Donors	MESTI	Vocational Education and Training Curriculum Framework.		80-100 % The draft of the Basic Framework of the Vocational Education and Training (VET) has been prepared. As part of the ongoing reform, the Fit for Jobs/GIZ Project has provided technical support for developing the VET Curriculum Basic Framework in line with MESTI and the Education Strategy 2022-26. Additionally, digital competences at the VET level (aligned with the European Framework for Digital Competences) have been incorporated into the VET Curriculum Framework with the assistance of GIZ. The working group is incorporating dual education component as well as digital, entrepreneurial, and green competences into the draft of the Curriculum Framework in alignment with the European Framework. The working group is in the process of evaluating the digicom, the Green Agenda and the intercom components, so that they can be integrated into the draft of the Vocational Education and Training Framework.
3.3.2. Development and verification of occupational standards	Q4/2022-Q4/2026	4,440	4,440	Kosovo Budget Donors	MESTI Council for Vocational Education and Training Agency for Vocational Education and Training and Adult Education National Qualifications Authority Social Partners	Sub-legal act for drafting, verifying and approving the occupational standards. Occupational standards for all qualifications envisaged to be provided through VETIs.		0-19 % The group has begun working on drafting the administrative instructions. Their work has been interrupted due to the upcoming changes in the Law on VET. The group will resume their work after the new VET Law is approved. The working group has not been able to continue their work due to the unrealized actions of 3.1.1 and 3.1.2.

3.3.3. Design of the qualification package for all qualifications provided in vocational education and training institutions, including qualifications provided through dual learning if business opportunities and interest exist.	Q1/2023-Q4/2026	-	52,350	Kosovo Budget Donors	MESTI Council for Vocational Education and Training Agency for Vocational Education and Training and Adult Education National Qualifications Authority	Number of the qualifications for which the entire qualification package has been prepared, including: occupational standards, core curricula, teaching materials and relevant guidelines. Number of dual learning qualifications, for which the entire qualification package has been prepared.	80-100 % 12 dual education curricula have been developed for grades 10, 11, and 12, along with teaching materials. Teachers have been trained to implement dual education, as well as instructors in enterprises. Additionally, a package of documentation for the implementation of dual education has been created (contract, CV, company assessment form, student diary, etc.) Once the basic curriculum is approved, the development of curricula for specific profiles and teaching packages begins.
3.3.4. Review of administrative and pedagogical documentation for VETI.	Q1-Q3/2023	-	4,605	Donors	MESTI	Sub-legal act on administrative and pedagogical documentation for VETI.	0-19 % Failure to complete the action of 3.1.1 and 3.1.2 that precedes this action. Pre-university pedagogical documentation including the VET has been reviewed, such as: registry book, class diary, certificates, and diplomas.
3.3.5. Development of digital teaching materials for VET.	Q2/2023-Q4/2026	-	500,000	Kosovo Budget Donors	MESTI	Number of qualifications for which digital teaching materials have been developed.	20-39 % The IMS (Information Management System) training curriculum for VET teachers has been developed on an e-Learning platform, consisting of 30 learning units delivered through a combination of 70% online and 30% face-to-face training. The first one-day training session was attended by 205 (109 women/girls) teachers and professional practice teachers. The remaining training sessions took place online until June 2023. The ALLED2 project has developed the EON ARV (virtual reality) platform with 600 licenses. This innovative platform will assist in the development and implementation of curricula in important fields such as 1. Mechanical Engineering, 2. Agriculture and 3. Energy sector.
3.3.6. Continuous professional development of VETI teachers.	Q4/2022-Q4/2026	4,920	16,040	Donors	MESTI MED	Guideline for School-based Professional Development of Teachers. Number of VETIs that have prepared plans for teacher professional development based on the individual needs of teachers. Number of VETIs and teachers who have been trained in school-based professional development. Number of VETIs which have at least one mentor teacher trained in the planning and implementation of the new curriculum. Number of VETIs which have at least one mentor teacher trained in the design of teaching materials. Number of VETIs that have at least one mentor teacher trained	40-59 % 62 professional practice teachers have been trained for the implementation of "dual learning". In 22 VETI schools, there is now at least 1 trained professional practice teacher, to implement "dual learning". 86 teachers have received training in workplace quality assurance by OEAD. Approximately 300 teachers from 24 educational and vocational training institutions have been trained in dual education profiles. CISCO has offered non-formal courses through which 17 instructors have been certified so far (16 from VETIs and CCs, and 1 from VTCs) for the IT Essentials course. In total, 241 candidates have been certified, including 21 jobseekers at the Employment Agency, and 220 students in grades 11 and 12. A total of eight (8) institutions have been licensed to offer CISCO courses: VETI "Gjin Gazulli" in Prishtina; VETI "Pjeter Bogdani" in Ferizaj; VETI "Mehmet Isai" in Gjilan; CC "11 Marsi" in Prizren; VETI "Skender Luarasi" in Suhareka; VETI "Sinani Architect" in Mitrovica; VETI "Lutfi Musiq" in Vushtrri; VETI "Rifat Gjota" in Peja; and VTC in Mitrovica.

						<p>to implement dual learning, if the VETI provides dual learning.</p> <p>Number of VETIs which have at least one mentor teacher trained in the application of digital teaching materials.</p> <p>Number of VETIs which have at least one mentor teacher trained for the implementation of practical learning.</p> <p>Number of VETIs which have at least one mentor teacher trained</p>	
3.3.7. Design of the regulatory framework for the pre-service preparation of VET teachers	Q3/2022-Q2/2023	5,420	2,800	Donors	MESTI MED	<p>Regulatory framework for VET teacher qualification criteria.</p> <p>VET teachers' professional development framework.</p>	<p>80-100 %</p> <p>The regulatory framework for the qualification criteria of VET teachers is currently being developed (MESTI/UP F. of Education and ALLED2).</p>
3.3.8. Development and provision of master program for VET teachers.	Q4/2022-Q4/2023	5,600	9,840	Donors	MESTI Faculties of Education	Master program for VET teachers.	<p>80-100 %</p> <p>A draft Qualification Standard for the VET teachers program has been prepared. An analysis of the legal basis for intervention in this sector has been conducted.</p>
3.3.9. Capacity building of the heads of the vocational education and training institutions for international cooperation.	Q4/2023-Q4/2024	-	2,700	Donors	MESTI Agency for Vocational Education and Training and Adult Education Municipal Education Directorates	<p>Number of VETIs participating in international cooperation and mobility programs for VET.</p> <p>Number of VETI students who have participated in international mobility programs.</p>	<p>60-79 %</p> <p>The Bridge project from Erasmus+ for VETIs, where the beneficiaries are MESTI/DVET (exercise firms), is in the process of implementation.</p> <p>GIZ has supported 11 schools in their application to the National and Regional "Challenge" Fund of KfW. As a result, 7 consortia composed of these VET schools and businesses were awarded a total of 2,900,000 EUR or an average of 415,000 EUR for each school. The grant covers various expenses such as equipment for VET schools, training and other work-based learning activities.</p>

3.3.10. Creation of networks of the heads of VETI for the exchange of information and experiences (Learning Communities).	Q1-Q4/2023	-	4,650	Donors	MESTI MED	<p>Regulation for networks of the heads of VETIs.</p> <p>Online platform of cooperation and exchange between the heads of functional VETIs.</p> <p>Functional network of cooperation and exchange between heads of VETIs.</p>		<p>40-59 %</p> <p>A managerial work group was established by the project to oversee the implementation of the project. This group consists of principals from the 11 partner schools and project staff, who regularly meet as part of the School Leadership Academy to exchange information, make decisions about implementation activities, and provide feedback based on project progress. The number of schools supported by the project has increased from 11 to 24 schools with support for the implementation of Dual Learning.</p> <p>As a result of the implementation of the ALLED2 Project, the project's website features a Community of Practice (CoP) forum. On the website (https://alled.eu/edu-net/), 20 known as EduNet, supported by the project share their experiences, develop materials for F159, and exchange their best practices. Furthermore, out of the 6 VET schools that have been equipped with modern EON ARV tools, 3 pairs of Community of Practice have been established:</p> <ol style="list-style-type: none"> 1. Agriculture and Food Processing at Zenel Hajdini, Ferizaj, and Fehmi Agani, Klina; 2. Mechanical Engineering: Skender Luarasi, Suhareka and Andrea Durrsaku, Kamenica 3. Energy: Nexhmedin Nixha, Gjakova and 11 Marsi, Prizren <p>These Community of Practice pairs will serve as platforms for collaborative learning, innovation and the effective use of EON ARV (virtual reality) tools to enhance vocational education and prepare students for successful careers in their respective economic sectors.</p>
3.3.11. Creation of networks of professional bodies of VETIs for exchange of experiences	Q1-Q4/2023	-	4,650	Donors	MESTI MED	<p>Regulation for networks of professional bodies and services.</p> <p>Number of online collaboration platforms that are functional.</p> <p>Number of functional networks of professional bodies and services of VETIs for exchange of experiences.</p>		<p>40-59 %</p> <p>The Career Centers Network in VETIs has been established. Currently, the Network consists of 19 Career Centers established by the EYE project and several others established by other donors, with around 50+ members. So far, 3 Network meetings have been held.</p>
3.4. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				
Provision of opportunities for the implementation of practical teaching and learning and the functionalization of career counselling services	Percentage of qualifications offered by VETIs for which opportunities for practical teaching and learning are provided	/	60%	MESTI-DVET				
	Percentage of VETIs providing career counselling and guidance services.	/	50%	MESTI-DVET				
	Percentage of VETIs that apply the VET entrepreneurial school model.	/	40%	MESTI-DVET				

Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
3.4.1. Investments in expansion and improvement of the infrastructure of vocational education and training institutions for the implementation of practical teaching and learning.	Q1/2023-Q4/2026	-	3,608,640	Kosovo Budget Donors	MESTI MED	<p>Norms and standards for infrastructure of facilities of vocational education and training institutions by fields.</p> <p>Plan for need-based investment in the infrastructure of vocational education and training institutions.</p> <p>Grants for supply of VETIs with consumables for the implementation of practical teaching and learning in the respective workshops and Career Centres.</p> <p>Grants for supply of VETIs with new equipment for the implementation of practical teaching and learning and upgrading of infrastructure.</p> <p>Grants for supply of VETIs with smart technological devices and support devices</p>		<p>40-59 %</p> <p>An economic operator was contracted to develop norms and standards for the infrastructure of educational and professional training institutions facilities. A plan for investments in the infrastructure of educational and professional training institutions has been developed based on needs, but has been delayed due to procurement procedures.</p> <p>MESTI/DVET has allocated a budget for infrastructure and equipment for practical learning, as well as smart equipment every year, but the budget has not been spent due to procurement procedures.</p> <p>The ALLED2 project has finished providing schools with the EON AVR/VR online platform, licensed for the next three years. This allows 600 students and professors to use Meta Quest headsets to explore their new world. After supplying 6 VET Schools, from September 30, 2023 until the end of the year, training of teachers from 6 vocational schools from different municipalities of Kosovo has been implemented to prepare them to start teaching with the latest technology using AVR /VR (Virtual Reality), ADA/ALLED2 and MESTI in close cooperation with UBT.</p> <p>This innovative platform will assist in the development and implementation of curricula in key fields such as Mechanical Engineering, Agriculture and the Energy sector. The EON AVR/VR platform provides immersive and interactive learning experiences, enabling students to practice and enhance skills in a risk-free environment. The new teaching tools will establish a virtual learning environment with cutting-edge technology in six public vocational schools across Kosovo. These schools account for 10% of VET Schools equipped with the EON AVR/VR Platform. Technological advancements offer a unique experience that can be shared with other schools throughout Kosovo.</p>

3.4.3. Support to students of vocational education and training for the implementation of the work-based learning.	Q1/2023-Q4/2026	-	100,000	Kosovo Budget Donors	MESTI MED	Grant for accident insurance and transport of the students of VETIs during the implementation of work-based learning.		<p>80-100 % Based on the budget law, 3.5 million are allocated annually to the Specific Grant for accident insurance and improvement of professional practice (which includes student transportation and the implementation of Work-Based Learning). Guidelines for the operational implementation of Work-Based Learning (WBL) are currently being reviewed. Various training initiatives have been carried out to ensure that WBL is properly implemented at the school level.</p> <p>Training for professional practice teachers: Training for the development of the WBL curriculum: 158 (58 women/girls); Operational manual training for WBL: 167 participants (77 women/girls); Training for school business collaboration: 11 participants; Training for curriculum development - Dual Education - 48 teachers of 12 profiles; Curriculum Development Training - Dual Education - 48 teachers of 12 profiles; Training for the implementation of Dual Education – 50 teachers of 12 profiles from 22 VETIs.</p> <p>Assistants for business school collaboration: Training for the development of the WBL curriculum: 11 participants (9 women/girls); Operational manual training for WBL: 11 participants (9 women/girls); Training for school business collaboration: 11 participants (9 women/girls); Training for curriculum development - Dual Education - 48 teachers of 12 profiles; Training for Curriculum Development - Dual Education - 48 teachers of 12 profiles; Training for the implementation of Dual education – 50 teachers of 12 profiles from 22 VETI;</p> <p>School principals: Training for the development of the WBL curriculum: 11 participants (1 female); Operational manual training for WBL: 11 participants (1 female); Training for curriculum development - Dual Education - 20 directors; Training for the implementation of Dual Education – 20 directors;</p> <p>Companies: 9 workshops, Beginning of the meeting with businesses: 207 participants; 11 workshops, WBL implementation for companies: 74 participants; On-the-job instructor training: 18 (2 women/girls); Training for curriculum development – Dual Education – 12 human resources managers of 12 profiles; Curriculum Development Training – Dual Education – 12 HR managers of 12 profiles; Training on the Dual Education concept (wholesale and retail and Automechanics) – 10 managers.</p>
3.4.4. Design of the legal framework and quality standards for career counselling and guidance services, in cooperation with the social partners.	Q2/2022-Q1/2023	18,320	2,320	Donors	MESTI Social Partners	<p>Sub-legal act for standardization for career counselling and guidance services.</p> <p>Sub-legal act for organization, responsibilities and evaluation for career counselling and guidance services.</p>		<p>80-100 % Both administrative instructions have been approved. The Administrative Instructions for career counselors in pre-university education institutions along with the standards for the organization and functioning of career counselors in pre-university education for lower secondary, high schools and vocational education and training institutions (VETI) have been drafted and approved by the Minister.</p>

<p>3.4.5. Capacity building of vocational education and training institutions for career counselling and guidance services.</p> <p>PKZH: Increasing the number of career counselors in vocational education and training institutions</p> <p>PKZH: Training career counselors to provide services</p>	<p>Q4/2022-Q4/2026</p>	<p>18,750</p>	<p>15,840</p>	<p>Kosovo Budget Donors</p>	<p>MESTI</p>	<p>Guidelines on the provision of career services at VETI.</p> <p>30 career advisors hired in VETIs.</p> <p>Number of career counsellors at VETI, trained in career counselling and guidance services.</p> <p>Program for qualification of career counsellors (Level 4) approved</p>	<p>80-100 %</p> <p>30 career counselors have completed their training. The career counselor qualification program has been approved.</p> <p>In the initial reporting period of the project, a training and assessment course of soft skills was developed, with a total of 177 teachers taking part.</p> <p>The TIP activities in VET, including the 5-day school activities, have been implemented in 11 VET schools. At the beginning of the 2023/2024 school year, all 11 partner schools conducted knowledge assessments in mathematics and Albanian language for Dual Education students (200 students). Furthermore, soft skills training sessions were provided to Dual Education students and 10th Grade WBL students in 10 previous partner schools. Training has been offered in 10 previous partner schools, providing on-the-job support during the students' training. The training sessions for soft skills were later included in a two-week transition and integration phase for newly enrolled 10th grade students (up to 6,000 students). At the beginning of the 2022/2023 school year, 10th grade students underwent this phase to enhance their soft skills and identify students who may require additional instruction.</p> <p>44 Career Counselors have been qualified according to a level 5 qualification (individual and from different institutions). 20 of them are working in VETIs. 29 career counselors and 14 business coordinators have been hired in 19 career centers established by the EYE project. The qualification program for career counselors at level 5 has been validated and the Competence Center in Prizren has been accredited by NQA.</p>
<p>3.4.6. Capacity building through national and international cooperation.</p>	<p>Q4/2023-Q3/2024</p>	<p>-</p>	<p>-</p>	<p>/</p>	<p>MESTI</p>	<p>Establishment of the network of professionals for career counselling and guidance.</p> <p>Establishment of the national / inter-institutional forum for career counselling and guidance.</p>	<p>80-100 %</p> <p>The network of career counseling and guidance has been established. Approximately 16,000 9th grade students have benefited from informative sessions and other activities organized by career centers in 18 VETIs.</p> <p>During this period, 5 new career centers have been established (bringing the total to 23 career centers).</p>
<p>3.4.7. Organizing promotional events and campaigns on the importance and opportunities offered by vocational education and training.</p>	<p>Q4/2023-Q3/2024</p>	<p>-</p>	<p>20,000</p>	<p>Kosovo Budget Donors</p>	<p>MESTI</p>	<p>Number of VETIs that have organized information sessions for 9th grade students.</p> <p>Number of success stories on the cooperation of VETIs with businesses and VETI graduates, as well as the media coverage of such stories</p>	<p>80-100 %</p> <p>All VETIs organize informative sessions for 9th grade students. They are presented on school and career center websites. The campaign to promote Dual Education in the field of VET was launched in November 2023. The Fit for Jobs project supported the content preparation of the campaign and facilitated this process</p>

3.4.8. Support the participation of students from vulnerable social categories and underrepresented groups in certain fields / profiles of vocational education and training	Q3/2022-Q4/2026	73,000	65,000	Kosovo Budget	MESTI	<p>Number of scholarships awarded to students from vulnerable social categories and underrepresented groups.</p> <p>Number of scholarships awarded to students with disabilities</p> <p>Number of scholarships awarded to distinguished students.</p> <p>Number of scholarships awarded for enrolment in undersupplied majors.</p> <p>Number of scholarships awarded for technical majors for women.</p>		80-100 % The competition has been announced for applications for scholarships for the school year 2023-2024. These scholarships are available for enrollment in scarce profiles and technical profiles for girls. MESTI has awarded a total of 150 scholarships for grades 10, 11, and 12 in scarce and technical profiles. Specifically, 70 scholarships have been allocated for girls in technical profiles and 80 scholarships for scarce profiles.
3.5. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Improvement of supply and increase of participation in adult education	Number of new formal and informal AE educational programs.	NA		10		Qualifications developed, the decision to approve the qualifications		
	Number of VETIs that implement PLR.	6		15		Decision of the SC of the NQA for accreditation of the institution for PLR		
	Increase participation in AE, broken down by gender	1,869		20%		Register from EMIS, KAS and records by NQA		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
3.5.1. Training of teaching staff for AE.	Q1/2023-Q4/2026	-	10,420	Donors	MESTI	<p>Program developed and accredited for the preparation of teaching staff for AE.</p> <p>Number of teachers prepared through the teaching program for AE.</p>	<p>Decision on accreditation of the program for AE.</p> <p>Record of the number of teachers trained / qualified for AE</p>	80-100 % The program has been developed for training teachers for Adult Education.
3.5.2. Establishment of two Adult Education Centres at VETI	Q1/2023-Q4/2024	-	50,000	Donors	MESTI	Two functional adult education centres	Decision on the establishment of two centres for AE	80-100 % A Center for Adult Education has been established in Prizren.
3.5.3. Subsidy to formal providers for the provision of AE programs.	Q1/2023-Q4/2026	-	25,000	Kosovo Budget Donors	MESTI	Number of institutions that benefit from subsidies for the provision of AE programs	Contracts signed between the institutions providing AE and MESTI	0-19 % There is no progress
3.5.4. Support to participants from vulnerable social categories and underrepresented groups in AE.	Q1/2023-Q4/2026	-	6,000	Kosovo Budget Donors	MESTI	<p>Number of beneficiaries of scholarships and other incentives for AE, broken down by gender</p> <p>Number of affirmative measures implemented for beneficiaries of marginalized groups and girls</p>	List of scholarship recipients	60-79 % MESTI supports three categories of marginalized groups: social cases, war invalids, and children of martyrs.

3.5.5. Continuous professional development of VETI teachers on the implementation of AE and RPL.	Q1/2023-Q4/2024	-	5,820	Donors	MESTI	Number of the teachers of VETI trained to implement AE. Number of the teachers of VETI trained on PLR.	List of teachers trained to implement AE. List of teachers trained to implement PLR.	60-79 % 20 VETI teachers have been trained for AE implementation. 90 practitioners have been trained to implement the Prior Learning Recognition. A challenge remains the lack of interest from the public VETIs to implement the PLR due to the accreditation process
3.5.6. Design of programs / curricula for AE according to educational levels.	Q1/2023-Q4/2025	-	24,650	Donors	MESTI	Program / curricula for AE according to educational levels.	Curricula approved by MESTI	40-59 % Two new programs/curricula have been developed by the VET Agency. With the support of DVV International, training is being developed in collaboration with the University of Pristina, specifically the Faculty of Education, to prepare master trainers who will then train teachers in vocational schools offering adult education. The training of master trainers who will then train teachers in vocational schools offering adult education is still ongoing, while the training of teachers in these schools will begin in 2024.
3.5.7. Development and provision of modular qualifications, as well as non-formal AE courses in educational institutions.	Q1/2023-Q4/2025	-	20,360	Kosovo Budget Donors	MESTI	Number of programs designed for modular and non-formal qualifications. Number of educational institutions providing modular qualifications and non-formal adult courses. Number of modular qualifications and non-formal courses, accredited.	Record of modular qualification programs designed. List of institutions recorded in the register of AE providers. Decision of NQA for accreditation of courses / qualifications	20-39 % Two programs have been accredited for career counselors and assistants for children with special needs. There are 7 accredited institutions for the implementation of the PLR.
3.5.8. Creating a register of formal and non-formal AE programs and providers, which is available to citizens	Q1/2023-Q4/2023	-	13,000	Donors	MESTI	Register of formal and non-formal AE programs and providers, functional. Number of formal and non-formal programs and providers registered in the register of AE providers. Register of formal and non-formal providers promoted on the websites of central education and training institutions.	Register in function Number of persons registered in the register of AE providers. Record from promotions on the websites of education and training institutions.	40-59 % A platform has been created for registering programs, but it is not yet operational. With the support of DVV International, a registry has been established for adult education service providers. The population of this registry with data is expected soon (even though this activity was initially planned for the second semester of July-September). The possibility of integrating this platform into one of the existing platforms of MESTI is currently being reviewed.
3.5.9. Organizing awareness - raising campaigns about the benefits of AE and lifelong learning.	Q1/2023-Q4/2025	-	20,000	Donors	MESTI	Number of awareness-raising campaigns to increase the involvement in AE.	The number of participants and beneficiaries from the awareness-raising campaigns. The number of vulnerable cases (victims, dropouts), returned to education through AE	80-100 % The Adult Education Week has been organized. Open House for Adults and the Annual Joint Stakeholder Conference. The annual conference brought together all stakeholders in Adult Education, and the activities for 2024 have been agreed upon.

3.5.10. Increasing the cooperation of educational institutions with other institutions responsible for AE.	Q1/2023-Q4/2025	-	1,920	Donors	MESTI	<p>Establishment of the inter-institutional group of relevant actors for coordination and mutual cooperation in the planning, promotion and provision of AE.</p> <p>Number of meetings held and the impact of this mechanism on improving the quality and supply of AE.</p>	<p>Evidence of the establishment of the inter-institutional group.</p> <p>Evidence of meetings held, list of participants in meetings.</p>	<p>80-100 %</p> <p>The AE (ALENK) network has been established. A board composed of all stakeholders has been established. Four ALENK meetings have been held.</p>
3.5.11. Membership in international organizations for AE to promote mobility and international experience.	Q1/2023-Q4/2026	-	8,500	Donors	MESTI	<p>Number of educational institutions affiliated to international organizations of AE.</p> <p>Number of beneficiaries of internships for AE</p> <p>Number of AE teachers benefiting from mobility programs.</p> <p>Number of partnerships and projects of VETIs in international projects for AE.</p>	<p>Certificate of membership of EI in international organizations.</p> <p>List of internship beneficiaries.</p> <p>List of the number of teachers benefiting from mobility programs.</p> <p>Number of VETIs involved in international projects.</p>	<p>20-39 %</p> <p>Around 20 teachers have benefited from internships and mobility programs.</p>

DRAFT

MONITORING THE IMPLEMENTATION OF SE 2022-2026: STRATEGIC OBJECTIVE 4

SO 4: IMPROVE THE QUALITY, INTEGRITY AND COMPETITIVENESS OF HIGHER EDUCATION

4. Strategic objective	Indicator	Baseline	Temporary target 2024	Source				
Improve the quality, integrity and competitiveness of higher education	Academic staff - student ratio in public HEIs	over 1 to 40	1 to 35	Annual reports of HEIs Monitoring reports from NQA Statistical data from MEST				
	Implementation level of the HEI funding methodolog	0%	60%	Monitoring reports from MESTI Periodic statistical data / narrative reports				
	Number of joint international projects for higher education and scientific research	NA	At least 5 per year	Self-assessment reports NQA evaluation reports Accreditation decisions				
4.1. Specific Objective	Indicator	Baseline	Temporary target 2024	Source				
Increase of the quality of higher education through the review of study programs, the advancement of academic infrastructure, the promotion of excellence in teaching and research, and the implementation of high standards of institutional evaluation and study programs	Percentage of HEIs with advanced infrastructure and technology for teaching and research work	NA	60%	Reports of investment Inventory list Financial reports				
	Percentage of HEIs with fully functional quality assurance mechanisms	NA	100%	Self-assessment reports Monitoring reports / annual reports of HEIs				
	Percentage of HEIs with fully functional mechanisms for professional development of academic staff	NA	100%	Decisions for establishment of mechanisms Monitoring reports / annual reports of HEIs				
	Increased rate of the number of scientific publications in internationally indexed journals of the academic staff of HEIs	NA	20%	Annual reports of HEIs for scientific publications of the academic staff Statistical data from MESTI				
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					

4.1.1. Monitoring the quality standards implementation for study programs.	Q3/2022-Q4/2026	-	-	/	Kosovo Accreditation Agency	Percentage of monitored programs for the implementation of quality standards of study programs.	Monitoring reports	20-39 % The Kosovo Accreditation Agency team monitored the lecture and exercise schedules, as well as the attendance of academic staff, at 3 Higher Education Institutions (HEIs) in 2022. In 2023, they expanded their monitoring to include 11 HEIs, continuing to focus on lecture and exercise schedules, as well as the attendance of academic staff. During remote monitoring, the KAA has also monitored and verified all publications and announcements of HEI study programs in accordance with the decisions of the State Quality Council (SQC) in both 2022 and 2023. A challenge remains the lack of staff for quality monitor of programs.
4.1.2. Review of HEIs study programs in accordance with the quality standards of the programs.	Q1-Q4/2023	-	-	/	Higher Education Institutions Kosovo Accreditation Agency	Percentage of study programs of HEIs, revised according to new quality standards.	Self-assessment reports Reports of the NQA for the evaluation of programs	0-19 % KAA has finalized and approved the standards at the bachelor and master levels as well as the new standards for institutional accreditation. They will come into effect on October 1, 2024.
4.1.3. Investments in expansion and upgrading of academic infrastructure (facilities, ICT equipment, laboratories, libraries, etc.).	TM1/2022	5,560,000	10,465,000	Kosovo Budget	MESTI Higher Education Institutions	Academic infrastructure investment plans from all HEIs. Number of new laboratory equipment for teaching and research in HEIs. Number of members of the academic staff trained in the use of laboratory equipment. Number of subscriptions to international digital libraries.	Annual Investment Plans / Investment Reports List of inventory / Financial reports Training Reports Training participation list / Training evaluation List of academic staff subscribed to digital libraries	20-39 % The construction of the Faculty of Natural Sciences facility is currently underway, with a budget of 10 million Euros from IPA funds and 1 million from MESTI. With the support of the HERAS+ project (co-funding MEST-ADA in 2023), has supported 5 projects for laboratory infrastructure worth 130,000 euros. All HEIs are connected to a dedicated internet network. Internal networks (WIFI/LAN) have been installed in all public HEIs, all of which are connected to the KREN (Kosovar Research and Education Network) network. Through KREN, our universities are connected to the Pan-European network GEANT. HEIs also have access to the edu-ROA services. The academic staff (17 members) have been trained to use the MOODLE platform. The construction and operation of the new facility for KAA depends on the MIA. Based on the progress done so far, it is not expected that KAA will be relocated to the new facility before 2025.
4.1.4. Development of national indicators of higher education.	TM1-TM4/2023	-	45,120	Donors Kosovo Budget	MESTI Kosovo Accreditation Agency Higher Education Institutions	Sub-legal act on national indicators of higher education	Signed act	0-19 % There is not progress. Lack of staff.
4.1.5. Building human capacity of the offices for quality assurance and academic development in HEIs in order to meet the accreditation standards	Q1/2023-Q4/2026	-	16,520	Donors/ HEIs	Kosovo Accreditation Agency Higher Education Institutions	Number of quality assurance officers in HEIs trained on aspects related to quality assurance.	Training programs / agendas Training reports Training participation list / Training evaluation	80-100 % According to MESTI, all HEIs have Quality Assurance Offices.

4.1.6. Establishment and functionalization of Centres for Teaching Excellence at HEIs to provide training / mentoring programs in teaching and research for academic staff.	Q2/2023-Q4/2024	-	54,452	Kosovo Budget	Higher Education Institutions	Number of Centres for Excellence in Teaching established in HEIs.	Establishment decisions Staff engagement decisions	40-59 % There are no accurate data, but the vast majority of HEIs provide training sessions with the academic staff. A challenge is the non-reporting by HEIs.
4.1.7. Professional development of the HEIs academic staff in teaching and research.	Q3/2022-Q4/2026	23,240	23,240	Donors	Higher Education Institutions	Number of programs designed by HEIs for excellence in teaching methodology and scientific research. Number of members of the academic staff of HEIs who have attended various programs for excellence in teaching methodology and research.	Training programs / agendas Training participation list	40-59 % There are no accurate data, but the vast majority of HEIs provide training sessions with the academic staff. A challenge is the non-reporting by HEIs.
4.1.8. Funding of publications in international journals and participation in international conferences.	Q3/2022-Q4/2026	160,000	160,000	Kosovo Budget	MESTI - Department of Higher Education and Science	Grants for members of the academic staff of HEIs for publication of scientific work in international scientific journals. Grants for members of the academic staff of HEIs for participation in international conferences	List of grant recipients	20-39 % Grants for academic staff members of HEIs for publishing scientific work in international scientific journals in 2022. MESTI has supported 68 scientific publications in 2022, and 57 scientific publications in 2023. MESTI has allocated funds equal to 80 percent of the total amount published each year for academic staff members of HEIs to support the publication of scientific work in international scientific journals. Additionally, MESTI has allocated 70 euros per year for academic staff members of HEIs to participate in international conferences, as well as providing funding for research conducted by HEIs. In 2023, there were 40 beneficiaries for mobility, totaling 28,000 euros. The same applies for the year 2022.
4.1.9. Support of opening joint doctoral level programs with international Higher Education Institutions.	Q3/2023-Q3/2026	-	125,000	Kosovo Budget Donors	MESTI Kosovo Accreditation Agency Higher Education Institutions	Number of joint accredited doctoral level programs. Number of students in joint doctoral programs.	Decision of KAA Self-assessment reports List of admitted students	40-59 % The University of Pristina has introduced a new doctoral program in Educational Sciences, which is a joint program with the University of Ljubljana. The program offers a dual degree.
4.1.10. Designing the database with education experts from the diaspora and materialization of agreements for their engagement	Q1/2023-Q4/2026	-	39,680	Kosovo Budget Donors	MESTI	Developed and functional database. Number of experts among diaspora hired.	Database monitoring and evaluation reports List of engaged experts / Work reports	80-100 % The KRIS platform has been developed and launched, also including a special module for scientific researchers from the diaspora. The pilot phase has been completed and user registration has begun (with 174 users registered so far). KRIS has been operational and is currently in the process of registering the academic staff of HEIs in its database. The main challenge is the shortage of staff to manage this platform.

4.1.11. Continuous professional growth and development of KAA	Q3/2022-Q4/2023	30,426	96,503	Kosovo Budget	Kosovo Accreditation Agency	Number of new KAA administrative staff employed.	Employment decisions	40-59 % 32 positions have been approved. 17 have been filled so far. There is a delay in the approval of the KAA organizational chart.
4.1.12. Application for full membership of KAA in ENQA and EQAR	Q1-Q4/2023	-	34,070	Kosovo Budget Donors	Kosovo Accreditation Agency MESTI	Report on the evaluation of ENQA and EQAR recommendations	Evaluation report	60-79 % In the process of addressing the recommendations from ENQA and EQAR. Delays in approving the Law on Accreditation have caused delays in this process as well.
4.2. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Increase of the quality of higher education through the review of study programs, the advancement of academic infrastructure, the promotion of excellence in teaching and research, and the implementation of high standards of institutional evaluation and study programs	Percentage of HEIs with advanced infrastructure and technology for teaching and research work	NA		60%		Reports of investment Inventory list Financial reports		
	Percentage of HEIs with fully functional quality assurance mechanisms	NA		100%		Self-assessment reports Monitoring reports / annual reports of HEIs		
	Percentage of HEIs with fully functional mechanisms for professional development of academic staff	NA		100%		Decisions for establishment of mechanisms Monitoring reports / annual reports of HEIs		
	Increased rate of the number of scientific publications in internationally indexed journals of the academic staff of HEIs	NA		20%		Annual reports of HEIs for scientific publications of the academic staff Statistical data from MESTI		
	The implementation of the financing methodology of higher education institutions based on performance initiated by 2024.	NA		100%		Monitoring and evaluation reports of performance agreements MESTI statistical data		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					
4.2.1. Approval of the Law on the Kosovo Accreditation Agency	0	-	-	/	Kosovo Accreditation Agency MESTI	Law on the Kosovo Accreditation Agency	Official Gazette	80-100 % The Law No. 08/L-110 on Kosovo Accreditation Agency was adopted by the Assembly in June 2023.
4.2.2. Review of the Law on Higher Education	0	-	-	/	MESTI	Law on Higher Education	Official Gazette	60-79 % The Law on Higher Education has been approved by the Government and now requires two-thirds of the votes in the Assembly to be passed, however, due to not reaching the required number, it has not yet been approved in the Assembly.
4.2.3. Review of the Law on Regulated Professions	Q1-Q3/ 2023	-	12,640	Donors	MESTI	Law on Regulated Professions	Official Gazette	0-19 % It has been removed from the Legislative Plan for amending and supplementing. This removal was anticipated by the Minister's Cabinet.

4.2.4. Review and design of sub-legal acts in higher education	Q2/2023-Q4/2025	-	53,800	Donors	MESTI Higher Education Institutions	Number of sub-legal acts adopted in higher education	Signed acts	40-59 % The Minister has signed Administrative Instruction No. 20/2023 for financial support for students. The Administrative Instruction for the Accreditation of Higher Education Institutions in the Republic of Kosovo has been finalized and signed (although the review for 2022/2023 has not yet begun due to delays with the Law on Accreditation). The Administrative Instruction for the Registry of Innovative Scientific Institutions has completed the preliminary and public discussion stages and is now with the Legal Division for further processing. Administrative Instruction 17/2023 on amendment and supplementing Administrative Instruction 25/2012 on Licensing of Private Providers of Higher Education in Kosovo has not yet been initiated.
4.2.5. Development of regulations for the publication of relevant data and documents on websites (Open Data)	Q2-Q4/ 2023	-	11,040	Donors	MESTI Higher Education Institutions	Regulations for publication of relevant data and documents on approved websites in all HEIs	Regulations approval decision	0-19 % There are no regulations at the country level. Instead, it is regulated separately by HEIs.
4.2.7. Drafting the codes of ethics and academic integrity and functioning of Ethics Councils in all HEIs.	Q2-Q4/2023	-	11,320	Donors	MESTI Higher Education Institutions	Sub-legal act on general standards of ethics and academic integrity. Codes of ethics and academic integrity approved in all HEIs. Ethics Councils established in all HEIs. Number of members of the Ethics Councils of HEIs, trained in aspects related to ethics and academic integrity	Signed act Code approval decisions Decisions on establishing the EC Training reports Training attendance lists / training evaluation	60-79 % It is assumed that all HEIs have the necessary documents, but there is a lack of reporting from HEIs.
4.2.8. Providing access to anti-plagiarism programs for HEIs.	Q1/2023-Q4/2026	-	20,000	Kosovo Budget Donors	MESTI Higher Education Institutions	Long-term contracts of HEIs for equipment with and use of anti-plagiarism programs.	Signed contracts	20-39 % KAA is already a full member of the Global Academic Integrity Network (GAIN). Membership in this organization was a recommendation by ENQA. In 2022, MESTI issued a decision authorizing KAA to verify plagiarism in doctoral theses. However, as of now, MESTI has not yet completed the purchase of the software necessary to carry out this process

4.2.9. Development of the Higher Education Management Information System (HEMIS) and Register of Scientific Researchers	Q2/2022-Q4/2023	17,840	204,000	Kosovo Budget Donors	MESTI Higher Education Institutions	HEMIS software developed. Registry software developed.	Monitoring and evaluation reports	40-59 % In 2023, MESTI, with the company that developed the system, has enhanced the HEMIS system (providing student access for data verification, facilitating report generation, limiting transfers only within the allowed quota decided by KAA , etc.). Currently, the system is being managed by an incompetent division; lacking system maintenance. The advancement and redesign of the system; returning it under the management of the relevant Department. According to the internal regulations of 2018, it was transferred to the statistics division, leading to confusion and overlapping responsibilities between departments.
4.2.10. Capacity building at the central level and at the level of HEIs for the use of HEMIS and the Register of Scientific Researchers.	Q3/2023-Q4/2024	-	4,500	Donors	MESTI Higher Education Institutions	Drafted training guidelines for data collection and analysis. Number of officials responsible for HEMIS at the central level and at the level of HEIs trained for the use of HEMIS. Publication of periodic reports with information on higher education and researchers	Guidelines approval decisions Training reports Training attendance lists / training evaluation Published reports	40-59 % Reports are regularly prepared by HEMIS after the completion of each deadline for registration and transfer of students of all levels. As of the advancement of HEMIS, there has been no need for additional training, considering that this system was developed for the first time in 2017. However, the challenge is the fact that this system is under the management of incompetent division. Another challenge is the lack of system maintenance, advancement, and redesign. It is recommended to return the system under the management of the relevant Department. According to the internal regulations of 2018, it was transferred to the statistics division, leading to confusion and overlapping responsibilities between departments.
4.2.11. Human Capacity Building of Higher Education Department and the Academic Recognition and Information Centre (NARIC) at MESTI	Q3/2023-Q3/2026	-	7,280	Donors	MESTI NARIC	Number of trainings attended by the staff of DHES and NARIC Centre.	Training reports Training attendance lists / training evaluation	40-59 % 70% of NARIC staff are under procurement contracts. There is a lack of staff and no longterm solutions in place. Cooperation and visits to ENIC/NARIC Centers in other countries are aimed at gaining new experiences. This is completed with regular officials. Services are being digitized. Administrative barriers for verification of school documentation are reduced. The nostrification applications are not done online, but the rest of the procedures remain manual. Currently, support is being provided for the HE 25 project, which is funded by the ADA, primarily for the NARIC archive section.
4.2.12. Strengthening the Rectors' Conference.	Q3/2023-Q3/2026	-	4,890	Kosovo Budget	MESTI Rectors' Conference	Number of international meetings attended by members of the Rectors' Conference, organized by international associations of higher education. Number of policy documents, recommendations provided by members of the Rectors' Conference.	Agenda of international meetings / Reports from meetings Drafted documents / work reports	0-19 % MESTI is not a part of the conference and is not included in the reports. The challenge lies in avoiding MESTI in this process. It is recommended that MESTI be included in the rectors' conference, at least as an observer.

4.2.13. Development of HEI financing methodology and capacity building for implementation.	Q3/2023-Q4/2025	-	10,500	Donors	MESTI Higher Education Institutions Ministry of Finance, Labour and Transfers	Sub-legal act on higher education financing methodology (including gender sensitive performance indicators in higher education). Number of officials at the central level and at the level of HEIs trained in the methodology of financing HEIs	Signed act Training reports Training attendance lists / training evaluation	40-59 % The Administrative Instruction on Financing of Public Higher Education Institutions based on performance has been drafted and is currently in the preliminary discussion phase.
4.2.14. Development of a mechanism for the implementation of the new funding formula for higher education.	Q3/2023-Q4/2025	-	11,640	DOors	MESTI Higher Education Institutions Ministry of Finance, Labour and Transfers	Number of performance agreements between MEST and HEIs. Framework for monitoring and evaluating performance agreements.	Signed agreements Agreement monitoring and evaluation reports	80-100 % This activity is related to the previous one, meaning that it will take place after the approval of the Administrative Instruction on Financing of Public Higher Education Institutions based on performance. This activity is scheduled for 2024.
4.2.15. Supporting students by awarding scholarships	Q1/2022-Q4/2026	2,500,000	2,500,000	Kosovo Budget	MESTI Higher Education Institutions	Number of scholarships awarded to students from vulnerable social categories and underrepresented communities. Number of scholarships awarded to distinguished students. Number of scholarships awarded to students in doctoral studies. Number of scholarships awarded to students in STEM and undersupplied majors. Database of scholarship beneficiaries in various schemes for higher education.	Published calls Lists of participants Annual reports	80-100 % In 2022, nearly 43 thousand students benefited from tuition waivers. Additionally, over 1,968 scholarships were awarded to outstanding students for studies both within and outside the country (academic year 2022/2023). 22 scholarships were also awarded to students with special needs (academic year 2022/2023). Furthermore, 106 scholarships were awarded to encourage girls to pursue technical profiles and boys to pursue deficit profiles (each scholarship having a value of 500 euros per year). Around 2,000 scholarships were awarded in STEAM fields (academic year 2022/2023). In 2023, 1,667 students at the Bachelor's and Master's levels (including students with disabilities) received elite scholarships (1,000 Euros per student). Additionally, 55 students from the Roma, Ashkali and Egyptian communities were awarded scholarships (1000 Euros per student). In the financial support scheme for Kosovar students pursuing PhD studies at the top 500 universities in the world, 43 applicants were selected (8,500 Euros per person). In the financial support scheme for master's level students studying at the top 150 universities in the world according to the Shanghai list, 17 recipients were recommended. In 2023, a total of 116 candidates applied for PhD scholarships at 500 higher education institutions according to the Shanghai platform. The Science Council assessed that 43 doctoral students studying outside the Republic of Kosovo met the conditions and criteria, and each received 8,500 Euros. For Master scholarships at the top 150 higher education institutions outside the Republic of Kosovo, according to the Shanghai platform, 96 students applied and 13 Master's level students were awarded scholarships (the amount for each student was 7,000 Euros). The public announcement for elite scholarships, requiring an average grade of 9 to 10, has been released in compliance with Administrative Instruction 20/2023. A total of 2517 students

								<p>applied, with 1667 ultimately receiving scholarships. Additionally, 1882 female students responded to the public call for financial support in the fields of Science, Technology, Engineering and Mathematics (STEM), meeting all conditions and criteria (the scholarship amount was 1000 Euros per student). A public competition has been announced for the allocation of 100 scholarships from the REA community for the academic year 2023-2024. There were 55 students who met the conditions and criteria to receive the scholarship (1000 Euro per each student).</p> <p>There is a need for additional workload due to new schemes and minimal staff, as well as a lack of interaction between systems with SEEMS. Administrative instruction 20/2023 has been drafted and approved.</p> <p>In terms of financial support for students studying in STEM fields, 1882 students have benefited (the scholarship amount of the is 1000 Euros per each student).</p>
4.3. Specific Objective	Indicator	Baseline	Temporary target 2024		Source			
Better connection of higher education with the labour market through harmonization of study programs, increase of opportunities for practical work of students, cooperation with enterprises and increase of interdisciplinary study programs	Percentage of study programs that match the labour market demands	NA	80%		Research reports from HEIs Reports on self-evaluation of programs			
	Percentage of HEIs with fully functional mechanisms for career development	NA	100%		Statistical data of HEIs Annual reports of HEIs			
	Number of HEIs joint projects with businesses	NA	At least 2 per year		Statistical data of HEIs Annual reports of HEIs			
	The increase rate in the number of students attending study programs in the STEM fields	NA	15%		Statistical data of HEIs Annual reports of HEIs			
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	Progress in implementation 2022-2023
		2022	2023					

4.3.1. Development of new vocational programs of level 5 in public HEIs	Q1/2023-Q4/2026	-	80,000	Kosovo Budget Donors	MESTI Higher Education Institutions	Number of programs of level 5 offered in public HEIs. Number of students attending level 5 programs in public HEIs.	Decisions on program accreditation Evaluation reports Lists of admitted students	0-19 % There are no KAA-accredited level V programs offered by the Public HEIs.
4.3.2. Conducting continuous research by HEIs on the programs offered and the labour market needs, including those based on the needs of women and girls in the labour market	Q1/2023-Q4/2026	-	11,920	Donors	Higher Education Institutions	Number of researches by HEIs on the programs offered and the labour market needs	Research reports	20-39 % The KAA required all HEIs to provide analysis and statistics on the labor market needs for their planned programs. However, these statistics and analysis do not consider the gender-specific labor market needs. There is no centralized database at the government level to guarantee the accuracy and reliability of the data provided.
4.3.3. Review and drafting the study programs in accordance with the labour market demands, including the review and drafting of programs in accordance with the needs of women and girls, to stimulate an increase of participation in the labour market	Q1/2022-Q4/2026	-	-	/	Higher Education Institutions	Percentage of study programs of HEIs, which prove compliance with the labour market demands. Number of programs designed and implemented, based on the needs of women in the labour market	Analysis / monitoring and evaluation reports	20-39 % MESTI through the STEM scholarship scheme has stimulated the participation of girls and women in STEM programs. For more information, please refer to HEI and KAA. There is no centralized database at the government level to guarantee the accuracy and reliability of the data provided. This activity is scheduled for 2025.
4.3.4. Functionalization of career development centres in public HEIs and building their human and organizational capacities	Q1/2023-Q4/2024	-	52,452	Kosovo Budget	Higher Education Institutions MESTI	Number of new staff employed in Career Development Centres in HEIs broken down by gender Number of users of services provided by the Career Development Centres of HEIs broken down by gender	Employment decisions Work reports	60-79 % All higher education institutions have established career development centers.
4.3.5. Development and implementation of joint cooperation projects between HEIs and businesses	Q1/2023-Q4/2026	-	30,000	Kosovo Budget Donors	Higher Education Institutions MESTI	Number of grants provided to support joint projects of HEIs with enterprises.	Signed agreements Monitoring reports	40-59 % The EDU TASK project (GIZ / ITP) has funded 5 projects each worth 50,000, for academic-industry collaboration.
4.3.6. Development of interdisciplinary study programs	Q1/2023-Q4/2026	-	40,000	Kosovo Budget Donors	Higher Education Institutions MESTI	Number of interdisciplinary study programs offered in public HEIs. Number of students attending interdisciplinary study programs.	Decisions on program accreditation Evaluation reports Lists of admitted students	N/A
4.4. Specific Objective	Indicator	Baseline	Temporary target 2024		Source			
Internationalization of higher education through joint study programs, increase of participation in international programs of academic and scientific cooperation, as well as integration in the European Higher Education Area	Number of HEIs that offer joint study programs with international universities	Joint programs with international universities are lacking	At least 1		Self-assessment reports KAA evaluation reports / Accreditation decisions Monitoring reports			
	Percentage of HEIs with fully functional mechanisms for project development and coordination	NA	100%		Monitoring reports Annual reports of HEIs			
	Level of increase in the mobility of academic staff and students in higher education		20%		Statistical data of MESTI/ HEI Annual reports of HEIs			

Action	Implementation period	Level of increase in participation in international higher education programs and scientific research		Source of funding	Leading and supporting institution	Output	Statistical data of MESTI/ HEI Annual reports of HEIs	Progress in implementation 2022-2023
		20%						
		2022	2023					
4.4.1. Drafting of HEIs strategies for internationalization	Q1-Q4/2023	-	30,240	Donors	Higher Education Institutions MESTI	Strategies for internationalization approved in all HEIs	Decisions for approval	80-100 % Out of the 8 public institutions, 6 have approved their institutional strategies or have integrated the internationalization component into their basic strategies. The other two have been drafted and are in the process of approval. The strategies for internationalization of Higher Education Institutions were developed in partnership as part of the ERASMUS + QUADIC project / Quality Development of International Cooperation and Project Management. Additionally, the National Science Plan has been developed by the National Science Council and is now in the Assembly for approval (already approved by the Government). There are delays in the approval process in the Assembly.
4.4.2. Funding of international academic cooperation projects, including joint interdisciplinary study programs with international HEIs.	Q1/2023-Q4/2026	-	20,000	Donors	Higher Education Institutions MESTI	Number of joint disciplinary study programs with international HEIs conducted in English language.	Decisions on program accreditation Evaluation reports Lists of admitted students	60-79 % ERASMUS+ program: for the 2023 call, a total of 13 projects with 27 benefiting institutions from Kosovo have been selected for funding by the European Commission in the field of higher education, out of which 4 projects are coordinated by HEIs from Kosovo, including participation in the structural project on advancing values-based education through policy development and teaching reform practices in Kosovo. In 2023, 7 higher education institutions in Kosovo have been awarded the Erasmus Charter for Higher Education ECHE. The University of Prishtina has introduced a Master's program "Integrated Water Resources Management" that is interdisciplinary and taught in English. Additionally, the University of Prishtina has launched a new doctoral program in Educational Sciences, which is a joint program with the University of Ljubljana. The program offers a dual degree. IBCM College has developed the Master's program in international management and leadership with Sapienza University. The University of Prishtina has introduced a study program in English "Human Rights, International Criminal Law, Transitional Justice". The program is conducted in English and also welcomes international students. During 2023, a total of five study programs were taught in English: one at the doctoral level and 4 at the master's level. The Joint MA Program titled "Sustainable Food Production Systems" with partners: University of Sarajevo, University of Bihac, Agricultural University of Tirana and Haxhi Zeka University under the ERASMUS + "BUGI" project. Another Joint MA program "Urban Agriculture" with partners: Agricultural University of Tirana, University of Sarajevo, UP - Faculty of Agriculture and Veterinary Medicine, and Haxhi Zeka University under the ERASMUS + "STEPS" project. These

								<p>programs are offered in Bosnian and Albanian. The announcement of the project winners with Albania is in the final stages. Meanwhile, the call for a research-based teaching scheme is expected to be announced at the end of February 2024 (projects with donor HEY 25).</p> <p>Joint programs between universities face challenges due to differences in local and foreign legislation, accreditation processes, and deadlines that need to be coordinated among all project partners.</p> <p>Securing funding for study programs, including infrastructure, and a limited number of staff for teaching in English language, etc., are additional obstacles. It is recommended to increase support and funding for programs in English language as this is seen as an important indicator in strengthening internationalization. This could also help increase mobility from partner countries to Kosovo.</p> <p>Additionally, the Erasmus+ program should be strategically utilized, in the Design Measures component, for the purpose of designing programs, especially doctoral programs.</p> <p>The interviews for the Fulbright Masters program 2024-2025 have been completed, and a total of 9 candidates have been nominated, 5 as primary nominees and 4 as alternates. The evaluation of the applications for the Fulbright Specialist Program 2023 has also been completed. A total of 22 applications were received with 12 being supported. The review of applications for the Fulbright US Student Researchers scheme has been completed, with 4 applications being supported. Additionally, 9 applications have been supported for the English Teaching Assistant. Within the Fulbright Visiting Scholar Program Scheme 2023-2024, six researchers from Kosovo are currently pursuing postdoctoral studies in the USA. Meanwhile, the beneficiaries of this scheme for the year 2022-2023 have returned to Kosovo and are making significant contributions in their field of expertise. In the US Fulbright Scholar program, four researchers from the US will be coming to collaborate with academic staff in Kosovo. Additionally, 43 scholarships worth 8,500 Euros each have been awarded to students pursuing PhD at the top 500 universities in the world according to the Shanghai list.</p>
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4.4.3. Functionalization of centres for project development and coordination in HEIs and building their human and organizational capacities	Q1/2023-Q4/2024	-	52,452	Kosovo Budget	Higher Education Institutions MESTI	Centres for project development and coordination established in all HEIs. Number of academic staff members supported for the development of academic and research projects, as well as in building of international partnerships.	Establishment decisions Decisions on staff recruitment Lists of workshops / agenda Lists of participants in the workshop	<p>60-79 %</p> <p>4 Universities have established centers for the development and coordination of projects established across all HEIs</p> <p>University of Gjilan - Multidisciplinary Center, University of Prizren - Scientific Research Center, IBCM - Project Management Center, and University of Pristina – FRO (Foreign Relations Office), ORSP (Office of Research and Sponsored Projects). Two Universities provide these services through international cooperation offices, the University of Peja and the University of Gjakova. Two Universities have not yet established these centers and are in the process of making them functional, University of Mitrovica and University of Applied Sciences in Ferizaj. Joint programs between universities face challenges due to differences in local and foreign legislation, accreditation processes, and deadlines that need to be coordinated among all project partners. Securing funding for study programs, including infrastructure, and a limited number of staff for teaching in English language, etc., are additional obstacles. There is also a need to increase human capacity (experts, trainers, in the fields of project writing and research).</p> <p>It is recommended to increase support and funding for programs in English language as this is seen as an important indicator in strengthening internationalization. This could also help increase mobility from partner countries to Kosovo.</p> <p>Additionally, the Erasmus+ program should be strategically utilized, in the Design Measures component, for the purpose of designing programs, especially doctoral programs.</p>
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4.4.4. Increasing the mobility of students and academic staff through participation in international academic cooperation programs	Q1/2022-Q4/2026	60,000	60,000	Kosovo Budget	Higher Education Institutions MESTI	<p>Number of scholarships offered for the mobility of academic staff and students.</p> <p>Number of mobility months for the academic staff of HEIs.</p> <p>Number of mobility months for HEIs students.</p>	<p>Published calls</p> <p>Beneficiary lists</p> <p>Signed agreements</p> <p>Mobility reports</p>	<p>60-79 %</p> <p>Regarding mobility within the Erasmus+ program, there has been a noticeable increase in the mobility of staff and students from Kosovo to HEIs in the EU over the years. Since the establishment of Erasmus+ Office in Kosovo in 2015, there has been a consistent rise in mobility and projects with an annual growth rate of 20-30% (In 2023- a total of 1266 students and staff participated in Erasmus+, with 113 mobilities conducted through the CEEPUS academic exchange program.) Additionally, 2023 saw short-term mobilities of scientists through a scheme from the national science program. During 2023, the call for applications was open for almost the entire year, resulting in the support of 43 researchers/professors by the Scientific Council of MEST, while 13 applications were rejected. The social aspect is considered in the mobility schemes of the Erasmus + program. This year, a new network coordinated by Kosovo-the Faculty of Education has been established within the CEEPUS program. In this reporting period, a total of 113 mobilities have been approved within the CEEPUS program, including 52 professors and students from partner countries in Kosovo (Incoming total: 52), and professors and students from Kosovo going to partner countries. The financial support provided to students and academic staff enabled a total of 113 mobilities to be realized through the CEEPUS academic exchange program. Furthermore, there was an increase in mobility within the Erasmus + program. In this regard, a total of 913 academic staff mobilities were completed under the Erasmus + scheme for short-term exchanges in 2023, with 507 from Kosovo to EU countries and 406 from EU countries to Kosovo. Additionally, there were 1058 student exchanges, with 759 from Kosovo to EU countries and 299 from EU countries to Kosovo.</p>
4.4.5. Increasing participation of HEIs in European programs for higher education and scientific research.	Q1/2023-Q4/2026	-	5,750	Kosovo Budget Donors	MESTI Higher Education Institutions	<p>Number of members of the academic staff who have attended trainings on how to apply in European programs for higher education and research</p> <p>Number of grants to support project proposals for application in European programs for higher education and research (Horizon Europe).</p>	<p>Training reports Lists of participation in trainings / evaluation of trainings</p> <p>Decisions on awarding grants</p> <p>Monitoring reports</p>	<p>40-59 %</p> <p>Throughout 2023, participants were trained in various programs: Approximately 100 participants attended webinars and informative sessions for the Erasmus + program, while around 130 participants have been trained for the Horizon Europe program. There were personalized meetings for the COST Association program (30 meetings with researchers) and regular information and communication via email with stakeholders. In the Horizon Europe program, a total of 20 project proposals have been implemented, with 5 projects benefiting from a total value of 605,831.25. Participation in COST 2023 program saw a significant increase in participation in 2023. Researchers from Kosovo have joined 70 actions (projects), increasing the total participation to 140 actions. This specific objective is related to objective 4.4.3. Challenges include limited support capacities for academic staff in project coordination. Out of the 12 projects funded under the Horizon Europe program, only 2 projects benefited the HEIs (University of Pristina). However, in terms of Erasmus+ program, there have been positive developments as there is growing trend from year to year. This also highlights the importance of the sustainable development of support offices (the international cooperation office at HEIs has been established for some time and has created a</p>

							<p>tradition in their field of activity). Similarly, with the COST program, actions are taken individually, leading to an increase in participation by academic staff every day. Investing in offices/centers for project development and coordination is seen as a strategic investment by the HEIs. Human resource recruitment should be carefully planned. Additionally, the development/coordination of international projects, particularly scientific projects, should be recognized as valuable contributions to the performance of academic staff.</p> <p>Partnership with UP in the ERASMUS+ Structural project, TIKEDIT, focusing on digitization theme in education. The project was launched on 19 & 20 June 2023 and will span a period of 3 years. There has been a continuous increase in participation in the COST Program (Cooperation in Science and Technology). Since 2018, when we had two researchers affiliated with COST, we now have 110 participating researchers in 95 COST actions (data up to March 2023). At the central meeting held in Brussels for neighboring cooperation countries - NNC (Kosovo holds this status in the program), we presented it as a success story. Within the HORIZON Europe program, 50 researchers have completed the 2-week training sessions and have received certification. The training sessions were conducted as part of the "Policy Answers" project, implemented by the Riinvest Institute. Additionally, approximately 40 participants attended the 2-day training for the third component of the program, focusing on innovative enterprises and academic-industry collaboration. This training was conducted by the EduTask project at ICK. Training was also provided for approximately 20 participants for the "Widening Participation" component, which included personalized consultations for 6 teams and training on project budgeting (LumSUM). The training was conducted by the Heras + project in cooperation with NCP. In support of applications to the Horizon Europe program, a total of 5 grants were awarded (1500 euros per grant) as part of a joint activity with the HERAS + project. Informative and cooperation meetings were held within the application process for the Horizon project – the project Widening Participation and ERA. MEST has applied for funding to support researchers for the Horizon Europe program, and we have received notification that a grant of 80 thousand euros has been awarded (wideera.net project). This project is still in the process of signing the necessary documents, which is expected to be completed by the end of September or October 2023 according to the procedure. After that, the implementation of activities falling under the project will begin. An informative session was held at the University of Pristina on the Horizon Europe Marie Skłodowska Curie Actions component, specifically focusing on the "Doctoral Network". Participants in the session included the management of UP and deans, aiming to explore ways to enhance the quality of doctoral studies through the Horizon Europe program. Regarding the COST program up to the current reporting period, researchers from Kosovo have participated in 111 COST actions. In 2023, participants have received training in various</p>
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								<p>programs with around 100 individuals taking part in webinars and informative sessions for the Erasmus + program. Around 130 participants have received training for the Horizon Europe program. In addition, 30 personalized meetings with researchers have been held for the COST Association program.</p>
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MONITORING THE IMPLEMENTATION OF SE 2022-2026: STRATEGIC OBJECTIVE 5

SO 5: THE USE OF DIGITAL TECHNOLOGY TO IMPROVE SERVICES AND QUALITY IN EDUCATION, IN LINE WITH DIGITAL TRANSFORMATION TRENDS

5. Strategic objective	Indicator	Baseline	Temporary target 2024	Source
The use of digital technology to improve services and quality in education, in line with digital transformation trends	Availability of data, services and digital processes in the area of education offered in the comprehensive digital education platform	Digital education platform is lacking	Digital education platform is under construction	Comprehensive digital education platform for all levels and types of educational institutions.
	Number of teaching lessons for which digital teaching materials have been developed.	0	0	Data from the comprehensive digital education platform, where digital teaching and learning materials are published
	Number of new technological devices for educational purposes purchased for ETI and HEIs	NA	6,000 computers, 4,500 Smart TVs or projectors, 4,500 Electronic coding packages, 500 interactive / smart boards, 500 network printers / copy machines	List of supplies from MESTI and MEDs.
	Percentage of teachers, management and administrative staff of educational institutions and students who demonstrate basic digital competence in relevant fields related to their role, broken down by gender	NA	40% of teachers, 30% of management and administrative staff, 30% of students.	Records and evaluation reports, broken down by gender
	Number of employees at different levels and types of institutions that enable the realization of digitalization and use of technology in the education sector, in accordance with the Law on Gender Equality, broken down by gender.	0%	6 officials in MEST, 50 IT officers at the municipal level, 50 Coordinators for Technology and Digitalization at the municipal level.	List of employees in MESTI and MED, broken down by gender
5.1. Specific Objective	Indicator	Baseline	Temporary target 2024	Source
Digitalization and integration of data and processes in function of improvement of the quality of services and increase of well-informed decision-making, transparency and accountability in the field of education	Drafting and implementation of legislation on digitalization and documentation in digital format	No legal and sub-legal act regulating the digitalization and documentation in digital format in place	Legal and sub-legal act regulating the digitalization and documentation in digital format is in place and the legislation in force is applicable.	Law and administrative instructions governing digitalization and documentation in digital format
	Percentage of population of digital education platform with data for all levels and types of institutions.	0	0	Digital education platform populated 100% with digital data for all levels and types of educational institutions.

	Number of users of the digital education platform by categories (pupils/students, staff of ETIs / HEIs, citizens, officials, etc..).		0		0	Periodic reports and statistics on the use of the digital education platform according to different categories of users.		
	Number of key staff proving competence to contribute to digitalisation in the education area, in processes for which they have institutional responsibility		0		0	Training records		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	
		2022	2023					
5.1.1. Digital pedagogical documentation is included and regulated by the relevant law on textbooks and pedagogical documentation.	Digital pedagogical documentation is included and regulated by the relevant law on textbooks and pedagogical documentation.	Q3 2022	-	-	NA	MESTI	Official Gazette	N/A
5.1.2. Drafting of Administrative Instructions by MESTI that regulate all issues related to digitalization, process automatization, digital services, digital documentation, etc..	Issues related to digitalization, process automation, digital services, digital documentation are regulated by administrative instructions.	Q4 2022 - Q3 2023	2,000	11,000	Donors Kosovo Budget	MESTI	Approved AIs.	N/A
5.1.3. Situation analysis and drafting of the terms of reference for the digital platform in detail. Terms of reference should include a description and specification of each functionality for each module. This description should also include UX / Mockup for each function. Terms of Reference should also include the assessment of when to cut ("Zero Day") and the migration of preliminary data.	Situation analysis and terms of reference	Q1 - Q4 2023	-	102,000	Donors Kosovo Budget	MESTI AIS	Situation Analysis Document and Terms of Reference	N/A
5.1.4. Announcement of the international competition for the digital platform and selection of the implementing entity.	International competition for the digital education platform	Q4 2023	-	-	NA	MESTI	Open call / tender file.	N/A
5.2. Specific Objective	Indicator	Baseline	Temporary target 2024		Source			

Development and use of digital teaching materials in order to increase the quality of teaching and learning	Drafting and implementation of legislation and standards for digital teaching materials		No legal and sub-legal act regulating the digital teaching materials in place		Legal and sub-legal act regulating the digital teaching materials in place and the legislation in force is applicable.		Law and administrative instructions regulating the digital teaching and learning materials.	
	Classes, levels, categories, for which digital teaching materials have been produced and approved		0		0		Data from the comprehensive digital education platform, where digital teaching materials are published.	
	Number of pupils supplied with technological devices (laptops) by MESTI and MEDs within the year		0		0		Supply lists from MESTI and MEDs.	
	Number of teachers trained in the use of digital teaching and learning materials in the education process		0		0		Training records	
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	
		2022	2023					
5.2.1. Digital teaching materials are included and regulated by the law on textbooks.	Q3 2022	-	-	NA	MESTI	Draft law on textbooks supplemented, which includes digital teaching material	Official Gazette	N/A
5.2.2. MESTI drafts Administrative Instruction for standards, format and quality of digital teaching and learning materials.	Q4 2022 -QM2 2023	2,000	9,000	Donors Kosovo Budget	MESTI	Administrative Instruction on the standards, format and quality of digital teaching materials is in place.	AI approved by MESTI	N/A
5.2.3. Guidelines for the preparation of digital teaching and learning materials are drafted and published.	Q1 - Q3 2023	-	22,000	Donors Kosovo Budget	MESTI	Guidelines for the production of digital teaching materials have been developed for each level of education: the guidelines for preschool / age group 3-6; the guidelines for grades 1-5 and the guidelines for grades 6-9. Special guidelines have been drafted for VET and Gymnasiums (Secondary schools). The guidelines have been translated into official languages and community languages.	Published guidelines.	N/A
5.2.4. Models of digital teaching and learning materials for different levels / grades and different fields / subjects are prepared and published.	Q3 2023 - Q2 2024	-	100,000	Donors Kosovo Budget	MESTI	There are models of digital teaching materials for different levels and areas/ subjects prepared and published.	Published models of digital teaching materials.	N/A
5.3. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Provision of opportunities for effective use of information and communication technology (ICT) in ETIs and HEIs	Percentage of ETIs that have Broadband internet access and that have internet network connection in the classrooms.	NA		Temporary target 2024				
	Student-computer ratio in pre-university education	1 computer for about 35 students.		50%				

		Number of licenses paid per year for users / computers for educational purposes.		NA	1 computer for about 21 students.			
		Number of pupils and students who receive free licenses per year for computers for educational purposes.		NA	6000			
Action	Implementation period	Budget		Source of funding	240000	240000	Verification source	
		2022	2023					
5.3.1. Provide dedicated bandwidth and network internet access (at least 100 Mbps) to all ETIs.	Q1 2023 - Q4 2026	-	450,000	Kosovo Budget	MESTI MEDs	All ETIs have internet access with dedicated band.	Evidence from MEDs.	N/A 52 schools are connected to a dedicated network/internet (minimum 100mbps). Currently, 49 schools are in the process, with an additional 114 in the procurement process. The network is guaranteed for a period of 5 years. Two schools in the municipality of Junik now have access to the Internet network provided by Kosovo Telekom offering speeds of up to 100 Mbps. However, a significant challenge remains due to the lack of functional digital devices: Most of the existing devices in the IT labs of these schools are not working properly, which hampers the effective utilization of Internet access. The equipment/ devices is outdated. Although computer cabinets are available, the have devices inside are outdated and not functioning well. It is essential to invest in repairing or replacing the computing equipment to ensure that students and teachers have the necessary tools to make the most of from Internet access. Furthermore, it is necessary to develop a program for continuous technology updates in schools to maintain the devices in good working condition and enhance the teaching process. Despite having access to the Internet at a high speed, the effectiveness of utilizing this technology is limited by the outdated and insufficient IT infrastructure. This emphasizes the urgent need for investing in improving the digital infrastructure in these schools. Providing ongoing technical support and training for the teaching staff is crucial to maximize the benefits of the available technology. In Deçan, there are 7 schools equipped with internet through a MEF project. In Podujeva, approximately 50% of VETIs have internet access and in Vushtrri, out of 37 schools, only one does not have internet.
5.3.2. Installation of wired and or wireless LANs in the ETIs.	Q3 - Q4 2022 Q1 2023 - Q4 2026	6,000	750,000	Kosovo Budget	MESTI MEDs	All ETIs have internal networks.	Evidence from MEDs.	N/A 52 schools are connected to a dedicated network/internet (minimum 100mbps). Currently, 49 schools are in the process, with an additional 114 in the procurement process. The network is guaranteed for a period of 5 years. Several municipalities have reported a lack of progress in the installation of internal networks (LANs) for communication and resource sharing within higher education institutions. This lack of internal networks hinders the ability of institutions

								<p>to provide an integrated and effective digital environment for students and staff.</p> <p>It is recommended to secure funding and technical expertise to prioritize the installation of LAN networks in order to improve the educational infrastructure. Investing in internal networks (intranets) would be a crucial step in enhancing the quality of education and facilitating research and knowledge sharing within and beyond educational institutions."</p> <p>In Deçan, 4 schools have already been equipped with internal network with the assistance of the Italian KFOR. In Vushtrri, 5 schools have also been completed. The digitalization process is currently underway for an additional 5 schools by the MESTI and the Ministry of Economy.</p>
5.3.3. Adoption of the standard for the supply of ETIs with ICT devices.	Q3 - Q4 2022	14,000	-	Donors Kosovo Budget	MESTI	Approved standard in the form of AI.	Standards approved by MESTI.	N/A
5.3.4. Equipping the ETIs and HEIs with computers and accessories, interactive / Smart boards, Smart TVs, projectors, etc.	Q1 2023 -Q4 2026	-	4,170,000	Kosovo Budget	MESTI MEDs	<p>Every year during the 4-year period 2023-2026 - ETIs are to be equipped with:</p> <ul style="list-style-type: none"> - 3000 computers. - 2250 Smart TVs or projectors. - 2250 Electronic coding package. - 250 Interactive / smart boards. - 250 Network Printers / Copy machines. 	Records of supply from MESTI and MEDs.	<p>N/A/</p> <p>20 lower secondary schools have been equipped with Smart Boards to facilitate digital learning (GIZ).</p> <p>In Junik, the MED was only able to purchase 5 desktop computers in 2023, which are used by students but are not sufficient. The lack of key technological devices such as Smart TVs, projectors, electronic coding packages, interactive/smart boards and network printer/copy machines hinders the full implementation of technology in the educational process. The absence of these devices may directly impact students' ability to learn and develop digital skills, which are crucial for success in today's job market.</p> <p>There is a need for a more detailed assessment of the current and potential use of technology in schools to identify specific priorities and facilitate future purchases. In Deçan, at least 4 schools have been equipped with devices from donors and individuals. In Podujeva, schools have been equipped with 40 computers; 60 laptops; and 80 smart TVs, while in Vushtrri they have been equipped with 213 laptops and 72 computers.</p>
5.3.5. AI on the use of personal ICT devices in the ETIs by teachers and students is drafted.	Q1 - Q2 2023	-	4,000	Donors Kosovo Budget	MESTI	AI on the use of personal equipment in the ETI is approved.	AI approved by MESTI.	N/A
5.3.6. Creating a policy for crediting purchase of personal laptops for teachers and students.	Q1 - Q2 2023	-	6,000	Donors Kosovo Budget	MESTI Other Partners / Stakeholder Representatives	There is an agreement between the parties and a document that regulates crediting of the purchase of personal laptops.	Approved document	N/A
5.3.7. Drafting instructions for maintenance of ICT devices.	Q1 - Q2 2023	-	10,000	Donors Kosovo Budget	MESTI	Instructions drafted and approved by MESTI	Published instructions	N/A

5.3.8. Establishment of student clubs for basic maintenance of ICT devices across the ETIs.	Q3 2023 - Q4 2026	-	-	NA	VETIs MEDs	About 80% of schools establishes student clubs.	ETIs evidence.	N/A Support in establishing and making operational Media Clubs/Digital Clubs in 20 lower secondary schools/13 different municipalities (GIZ). In Junik, both higher education institutions have successfully managed to create student clubs for the basic maintenance of ICT devices, fulfilling an important part of the Action Plan objectives. Involving students in clubs not only helps with device maintenance but also enhances the development of practical and critical thinking skills. These clubs can serve as models for other schools in the municipality and promote the establishment of a culture of maintenance and responsibility towards technological resources. The potential for clubs to raise awareness about the importance of technology in education and provide assistance to schools in improving students' digital skills is crucial. In Podujeva, several schools have established Robotics clubs. In Pristina, students have the opportunity to engage in practical work through technology, going beyond theoretical learning.
5.3.9. Training of club members for basic maintenance of ICT devices.	Q3 2023 - Q4 2026	-	40,250	Donors Kosovo Budget	MEDs VETIs	About 3000 students are trained (750 students per year during the years 2023- 2026).	Training records	N/A In Junik, student clubs have been established in higher education institutions, and there is a strong interest from students to participate in training for basic maintenance of ICT devices. It is recommended to collaborate with ICT companies to provide used or refurbished devices that can be used for training purposes. A temporary theoretical training program should be developed until the devices are secured, to equip students with basic knowledge that will be useful in practice. A contingency plan is needed to address situations where there is high readiness for training, but lack of resources. In Podujeva, schools with robotics clubs have also conducted training for students, while in Pristina, approximately 150 students and 20 professors have received training through Eco-Clubs.
5.3.10. Establishment of technological devices maintenance units at the municipal level (for more see Specific Objective 5.5).	Q1 2023 - Q4 2026	-	-	NA	MEDs MESTI	There are technological devices maintenance units at the municipal level.	List of IT officers employed by MDEs.	N/A In Junik, an information technology officer has been hired to maintain the technological infrastructure in both schools. This is a positive step towards creating a more organized and sustainable structure for technological maintenance at the municipal level. In Podujeva, there is an IT office in the municipal administration. In Vushtrri, an IT maintenance worker has been hired for schools since 2012 and continues to carry out this task.

5.3.11. Purchase of school/user computer licenses for staff and education officials at affordable prices	Q1 2023 - Q4 2026	-	330,000	Kosovo Budget	AIS MESTI	12,000 licenses for school users / computers are purchased (in 2023 and 2024: 6,000 licenses, 9,000 licenses in 2025 and in 2026 12,000 licenses).	Annual records of AIS for paid licenses.	40-59% A contract has been signed with Microsoft, and in response to MESTI's request, 6119 licenses(per year) have been provided for school computers /users for staff and education officials.
5.3.12. Providing free licenses for pupils and students.	Q1 2023 - Q4 2026	-	-	NA	AIS MESTI	Free computer licenses are provided to all pupils and students.	Records of AIS and MESTI.	80-100% This activity has been completed, which means that free licenses for students have been provided within this contract. The ratio is 1:40, meaning that 1 license for VETI teachers and administration results in 40 licenses for students.
5.3.13 Promoting the use of open-source software.	0	-	10,000	Donors Kosovo Budget	MESTI MEDs/ VETIs HEIs	Guidelines and activities that promote the use of "opensource software" in place.	Records of campaigns and promotional activities.	N/A In Junik, the IT officer is participating in a training session on digitization on the "open source" Moodle platform, which is being facilitated by the KREN network. The training includes preparing for the creation of interactive lessons using technological tools. It is recommended to schedule regular follow-up and support sessions for teachers after the training to ensure they they feel comfortable and are effective in utilizing new technologies. Additionally, promoting an innovative and experimental culture in the use of technology for teaching can help encourage the adoption of "open source" solutions. In Pristina, several teachers are using "open source" software and has seen positive results in both teaching and learning.

5.4. Specific Objective	Indicator	Baseline	Temporary target 2024	Source
Development of digital competence in all parties in view of the successful digital transformation of education and general social development	Percentage of in-service teachers/educators and those in pre-university education who demonstrate a basic level of digital competence knowledge for teachers (based on DigCompEdu).	NA	40%	Records and evaluation reports.
	Number of academic staff in HEIs that is trained / advanced on the use of digital technology for teaching and research and for the cultivation of digital competence among students.	NA	600	Training records.
	Percentage of students who demonstrate a basic level of digital competence for citizens (based on DigComp) at the end of the ninth grade and an average level at the end of the twelfth grade.	NA	30%	Records and evaluation reports. Achievement Test and Graduation (Matura) Test Results.
	Percentage of educational institutions (ETI, HEI, MED, MESTI, Agencies, Institutes) that meet the basic requirements of digital competence for educational organizations (based	NA	30%	Records and evaluation reports.

Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	
		2022	2023					
		on the DigCompOrg framework).						
5.4.1. MESTI formalizes the acquisition/ adaptation of the three main EU documents on digital competence, namely the following three documents: - European Digital Competence Framework for Citizens (DigComp). European Digital Competence Framework for Educators (DigCompEdu). - European Framework of Digitally Competent Educational Organizations (DigCompOrg).	Q3 2022	-	-	NA	MESTI	Decision of the Ministry of Education whereby formalizing the acquisition / adoption by Kosovo of three European frameworks for digital competence.	MESTI decision	N/A
5.4.2. Translation and adaptation of three European frameworks for digital competence (DigComp, DigCompEdu and DigCompOrg) in Albanian and in the languages of the communities.	Q3 2022	9,000	-	Donors Kosovo Budget	MESTI	Three European digital competence frameworks (DigComp, DigCompEdu and DigCompOrg) translated into Albanian and communities' languages, in place.	European Frameworks for Digital Competence (DigComp, DigCompEdu and DigCompOrg) translated.	N/A
5.4.3. Drafting of practical guidelines for the implementation of the three European frameworks for digital competence (DigComp, DigCompEdu and DigCompOrg) based on the circumstances of Kosovo, including the categorization of different levels of having different competencies for each category.	Q3 - Q4 2022	18,000	-	Donors Kosovo Budget	MESTI	Practical guidelines for the three European frameworks digital competence (DigComp, DigCompEdu and DigCompOrg) on how to implement them in the Kosovo circumstances.	Practical guidelines for the three European frameworks for digital competence, published.	80-100% The GIZ/Fit for Jobs project supported the translation of three European frameworks for digital competence - DigiComp, DigiCompEdu and DigCompOrg - into Albanian. Additionally, practical guidelines have been developed for adapting and implementing these frameworks in the context of Kosovo. Furthermore, the European Framework for Digital Competences has been integrated into the National VET Curriculum framework.
5.4.4. Creation/adaptation of digital competence assessment instruments in different categories (pupils/students, teachers, institutions, etc.) in accordance with the three European frameworks for digital competence (DigComp, DigCompEdu and DigCompOrg).	Q3 - Q4 2022	18,000	-	Donors Kosovo Budget	MESTI	Instruments for assessing digital competence in different categories (pupils / students, teachers, educational staff, institutions, etc.) in accordance with the three European digital competence frameworks (DigComp, DigCompEdu and DigCompOrg), in place.	Instruments for assessing digital competence of different categories, published	0-19%
5.4.5. Determining basic digital competencies for in-service and pre-service teachers.	Q1 - Q2 2023	-	9,000	Donors Kosovo Budget	MESTI	Approved document for the basic digital competencies of in-service teachers in Kosovo, in place.	Document approved by MESTI.	N/A
5.4.6. Analysis of training programs in the field of digital technology and the needs of in-service teachers for the development of digital competence of teachers and the	Q1 - Q2 2023	-	11,000	Donors Kosovo Budget	MESTI	Report on the analysis of the training programs and the needs of the teachers for PD in the area of digital competencies is drafted.	Analysis report. Training program package.	N/A

development of training programs.						Training program in the area of digital competencies and approved training modules.		
5.4.7. Providing in-service teacher training programs in the areas of digital competence to teachers.	Q3 2023 - Q4 2026	-	930,000	Donors Kosovo Budget	MESTI	Around 24,000 teachers / educators are trained x 5 days of training (every year during the four-year period 2023-2026 from 6,000).	Training records.	80-100% With the assistance of an international expert, a training curriculum has been created for lower secondary school teachers and an adapted program for VET schools. A training session for trainers was successfully completed in spring 2023, followed by a teacher training session set to be completed in November 2023, with approximately 500 teachers participating. The training is currently undergoing the accreditation process by the State Council for Teacher Licensing at MESTI.
5.4.8. Providing teachers with support materials, practical guidelines to supporting students in acquiring digital competence.	Q3 - Q4 2023	-	32,000	Donors Kosovo Budget	MESTI	There are practical guide - lines for teachers.	Practical guidelines are published.	40-59% Two local consultants prepared a manual for Digital Competencies of Educators in May 2023. Teachers have acquired digital competencies through various measures, including capacity building training that indirectly helps students improve their digital skills through teaching. Approximately 2000 lower secondary school students are being trained to enhance their digital competencies through school-based mechanisms (activities implemented with mentoring in the school digital and/or media clubs). In Junik, a practical guideline has been created and is being used by the Pedagogical Institute of Kosovo to guide teachers on how to integrate digital competencies into the teaching process and textbooks. This fulfills an important part of the plan to support teachers in this field.
5.4.9. Determining the basic digital competencies for pre-service teachers	Q1 - Q2 2023	-	9,000	Donors Kosovo Budget	MESTI HEIs	Approved document for basic digital competencies of pre-service teachers in Kosovo, in place.	Document approved by MESTI	N/A The University of Gjilan is dedicated to incorporating Information technology into the study programs of the Faculty of Education.
5.4.10. Analysis of current programs for preparation of future teachers (PFT) regarding inclusion in the programs of the areas of basic digital competencies of teachers and methodological approaches in their development as future teacher.	Q1 - Q2 2023	-	20,000	Donors Kosovo Budget	MESTI HEIs	Report on the analysis of the inclusion of digital competencies of teachers in teacher training programs, harmonized with DigCompEdu, in place.	Analysis report	N/A
5.4.11. Inclusion of basic digital competencies for teachers in all PFT programs, as well as in the student mentoring program and manual in pedagogical practice.	Q3 - Q4 2023	-	11,000	Donors Kosovo Budget	MESTI HEIs	Teacher training programs and student mentoring manuals in pedagogical practice, reviewed and approved.	Programs for preparation of teachers and student mentoring manuals in the pedagogical practice are reviewed and approved.	N/A
5.4.14. Development and opening of a new Bachelor program in FE of UP for the preparation of ICT teachers.	Q2 2022 - Q3 2024 Q3 2024 - Q4 2026	-	-	NA	UP	New Bachelor program in UP FE is opened for the preparation of ICT teachers.	Accredited program file.	N/A

5.4.15. Assessing the needs of academic staff for professional development in the areas of digital competence for teaching and scientific research.	Q1 - Q4 2023	-	-	NA	HEIs	Report on the assessment of the needs of academic staff for PD in the areas of digital competence for teaching and scientific research.	Needs analysis report	N/A
5.4.16. Inclusion of digital competence for teaching and scientific research in the professional development plans of HEIs academic staff.	Q1 - Q4 2023	-	-	NA	HEIs	DP plans have been developed for academic staff from all HEIs, including the development of digital competence for teaching and scientific research.	Professional development plans for the academic staff of HEIs.	N/A At the University of Gjilan, the Professional Development Plan for Academic Staff has been created, and the Institute within the Faculty of Education has been into operation. Additionally, the Training Center has been established and the organization of training sessions for the development of digital competencies have been organized.
5.4.19. Digital competence of the academic staff is introduced as a new standard in the respective AI that regulates this issue.	Q1 - Q4 2023	-	-	NA	MESTI KAA	Digital competence for teaching and research exists as a criterion in the revised AI.	AI approved by MESTI	N/A
5.4.20. Analysis of the inclusion of digital competence for citizens in the subject curricula for grades at the levels of pre-university education, as a continuation of the curricular documents (CF and CC).	Q1 - Q2 2023	-	8,000	Donors Kosovo Budget	MESTI	There is a report on the analysis of the inclusion of areas of digital competence for citizens in the pre-university subject curricula, with a reference point DigComp.	Analysis report.	N/A
5.4.21. Reviewing of subject curricula based on the recommendations from the analysis of the inclusion of digital competence for citizens in the existing subject curricula, as well as the start / strengthening of new subjects / contents (such as: coding, programming, etc..).	Q3 2023 - Q2 2024	-	20,000	Donors Kosovo Budget	MESTI	Curriculum / subject curricula for reviewed grades and approved by MESTI include areas of digital competence specific to citizens, having as reference point DigComp.	Curriculum review reports.	N/A
5.4.23. Development of guidelines for the assessment of pupils' digital competence in the classroom and through national tests and for the assessment of students' digital competence, as well as the use of instruments for the assessment of pupils/students' digital competence.	QM1 - W3 2023 Q1 2024 - Q4 2026	-	19,000	Donors Kosovo Budget	MESTI	Guidelines for assessing the digital competence of pupils / students are drafted and published. Students'/pupils digital competence is assessed systematically	Published guidelines. Assessment reports and state test results.	N/A
5.4.25. Organizing events and projects for pupils and students that enable development and promotion of digital competence for citizens.	Q1 2023 - Q4 2026	-	100,000	Donors Kosovo Budget	MESTI	During the four-year period 2023-2026, events / projects aimed at developing and promoting digital competence for citizens (pupils / students) are organized on annual basis.	Reports of realized events / projects	N/A
5.4.26. Cultivation of digital competence in students is introduced as a request for accreditation for each study program in HEIs	Q1 - Q4 2023	-	-	NA	MESTI KAA	Digital competence for students exists as a criterion for accreditation of study programs in the revised AI	AI approved by MEST.	N/A
5.4.27. Defining the basic digital competencies of the leading, managerial, administrative and professional non-teaching staff	Q1 - Q4 2023	-	9,000	Donors Kosovo Budget	MESTI	Approved document for the basic digital competencies of the leading, managerial, administrative and professional	Document approved by MESTI.	N/A

of the institutions in the education area (ETI, HEI, MED, MESTI, Agencies, Institutes).						non-teaching staff of the institutions in the field of education (ETI, HEI, MED, MESTI, Agencies, Institutes) in Kosovo is in place.		
5.4.28. Assessment of staff needs in educational institutions for digital competence development and development of training program.	Q1 - Q4 2023	-	13,000	Donors Kosovo Budget	MESTI	Report on the needs assessment of the staff of educational institutions in the areas of digital competence. Training program prepared	Needs report.	N/A
5.5. Specific Objective	Indicator	Baseline		Temporary target 2024		Source		
Establishment of institutional mechanisms that enable effective and efficient realization of digitalization and the use of technology in the field of education	Number of Technology and Digitalization Officers in education employed in the Ministry	0		6		List of employees in MESTI.		
	Number of IT Officers employed by MEDs for network maintenance and technological equipment across ETI.	0		50		List of employees by MEDs.		
	Number of Technology and Digitalization Coordinators employed by MEDs to support schools in the use of technology and digitalization in education.	0		50		List of employees by MEDs.		
	Number of Technology and Digitalization Coordinators assigned / employed by HEIs, Agencies, Institutes, etc	0		30		Evidence of HEIs, Agencies and Institutes.		
Action	Implementation period	Budget		Source of funding	Leading and supporting institution	Output	Verification source	
		2022	2023					
5.5.1. Establishment of the Division for Technology and Digitalization in the Ministry of Education.	Q4 2022 QM1 2023 Q1 2024 Q1 2025	5,547	27,572	Kosovo Budget	MESTI	Division for Technology and Digitalization in MESTI, established. 7 officials for Technology and Digitalization are employed in MEST (2 in 2022, 2 in 2023, 2 in 2024 and 1 in 2025).	List of officials employed in MESTI.	N/A The Division for Technology and Digitization within MESTI has not been created yet, because the new organizational chart of MESTI has not been approved.
5.5.2. Establishment of network maintenance units and technological equipment across the ETI at the municipal level. Hiring IT Specialists.	Q1 2023 - Q4 2026	-	257,850	Kosovo Budget	MEDs MESTI	100 IT specialists are employed by MEDs (25 people every year during the four years 2023-2026). Approximately 1 IT specialist for about 230 computers / other technological equipment (counting only new supplies).	Lists of IT specialists employed by MEDs.	N/A

<p>5.5.3. Employment of Technology and Digitalization Coordinators at the municipal level to support ETIs in the use of technology and digitalization in education. The Terms of Reference for the coordinators are previously drafted.</p>	<p>QM3 2023 Q1 2024 - Q4 2026</p>	<p>-</p>	<p>2,000</p>	<p>Kosovo Budget</p>	<p>MEDs MESTI</p>	<p>100 Coordinators for Technology and Digitalization are employed by MEDs (50 people at the beginning of 2024 and 50 people at the beginning of 2025). Approximately 1 coordinator for about 230 teachers or 1 coordinator for about 11 ETI.</p>	<p>Lists of Coordinators employed by MEDs.</p>	<p>N/A In Junik, a Technology and Digitization Coordinator has been hired. Plans are being made to employ additional coordinators if necessary to ensure wider and more efficient coverage of all VETIs in the municipality. Additionally, in Podujeva, an IT expert has been hired at the MED, and selection procedures for an IT coordinator are currently underway in Deçan.</p>
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