



EU EDUCATION SWAp Project

**INSTRUMENT OF PRE-ACCESSION
KOSOVO (UNSCR 1244)-CENTRALISED PROGRAMME 2008**

**EU-SWAP FOR EDUCATION
SUPPORT TO THE IMPLEMENTATION OF THE EDUCATION SECTOR-WIDE
APPROACH IN KOSOVO**

**Fourth Interim Report
(January-March 2011)**

**EuropeAid/127858/D/SER/KOS
Contract No: 2009/217-665**


Revised version submitted 1 June 2011

www.eu.eduswap-ks.org



An EU funded project managed by the European Commission Liaison Office to Kosovo
and implemented by Cambridge Education, Kosova Education Center, Education 2000+ Consulting and Tribal Helm.



Project Title	EU-SWAP FOR EDUCATION SUPPORT TO THE IMPLEMENTATION OF THE EDUCATION SECTOR-WIDE APPROACH IN KOSOVO		
Project No	EuropeAid/127858/D/SER/KOS		
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Project Starting Date 20 October 2009
Project Duration 36 Months

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CONTENTS

ACRONYMS

SECTION 1 EXECUTIVE SUMMARY

SECTION 2 PROJECT SYNOPSIS

- 2.1 OVERALL OBJECTIVES
- 2.2 PROJECT PURPOSE
- 2.3 PLANNED RESULTS
- 2.4 BENEFICIARIES

SECTION 3 ACTIVITIES DURING THE REPORTING PERIOD

SECTION 4 MAINSTREAMING OF CROSS-CUTTING ISSUES

SECTION 5 SUMMARY OF INPUTS DEPLOYED IN CURRENT REPORTING PERIOD

SECTION 6 PROJECT PLANNING FOR THE NEXT REPORTING PERIOD

- 6.1 ACTIVITIES TO BE UNDERTAKEN AND OUTCOMES THAT WILL RESULT
- 6.2 SUMMARY OF INPUTS TO BE DEPLOYED
- 6.3 REQUESTS FOR APPROVAL

SECTION 7 ASSESSMENT OF ACHIEVEMENTS TOWARDS PLANNED RESULTS

SECTION 8 PROBLEMS AND OBSTACLES

SECTION 9 CONCLUSIONS

ANNEXES

A1 LOGICAL FRAMEWORK

A2 OVERALL PLAN OF OPERATIONS

A3 PLAN OF OPERATIONS FOR THE NEXT PERIOD

A4 RESOURCES UTILISATION REPORTS 1 AND 2

A5 RESOURCES UTILISATION SUMMARY

A6 OVERALL RESULTS PERFORMANCE PLAN

A7 RESULT PERFORMANCE REPORT



OTHER ANNEXES (SUPPLIED ON CD ROM)

CROSS-CUTTING ISSUES

CCI01

COMPONENT 1

C101

COMPONENT 2

C201

COMPONENT 3

C301

MEETINGS RECORDS

MM01

PROJECT STEERING COMMITTEE

PSC02





ACRONYMS

ACDEI	Agency for Coordination of Development and European Integration
AI	Administrative Instruction
AWPB	Annual Work Plan and Budget
BDMS	Budget Development Management System
CBERP	Capacity Building and Education Reform Project-SIDA
CDU	Curriculum Development Unit
CoE	Council of Europe
CPAE	Committee of Parents in Kosovar Education
CLO	Core Learning Outcome
CTT	Curriculum Technical Team of MEST (supported by UNICEF)
CTRW	Critical Thinking in Reading and Writing
CVT	Centres for Vocational Training
EC	European Commission
ECMI	European Centre for Minority Issues
EDC	Education for Democratic Citizenship
EFA	Education for All
EI	Education Institutions
EMIS	Education Management Information System
EPAP	European Partnership Action Plan
EQF	European Qualifications Framework
ETF	European Training Foundation
EU	European Union
FRIDOM	Functional Review of Institutional Design of Ministries
FSDEK	Finish Support for the Development of Education in Kosovo
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit(German Technical Cooperation)
IBE	International Bureau of Education
ICO	International Civilian Office
IDEP	Institutional Development in Education Project (World Bank)
INSETT	In-service Teacher Training
IPA	Instrument for Pre-Accession to European Union
ISTTP	In-Service Teacher Training Program
ICT	Information and Communications Technology
ITT	Initial Teacher Training
JAR	Joint Annual Review
KCB	Kosovo Consolidated Budget
KCF	Kosovo Curriculum Framework
KCSA	Kosovo Curriculum, Standards and Assessment Agency
KE	Key Expert
KEC	Kosovo Education Centre
KEDP	The Canadian Kosovo Educator Development Program
KESDP	Kosovo Education Sector Development Programme
KOSVET	Kosovo Vocational Education and Training Project-EU
KPI	Kosovo Pedagogic Institute





KQA	Kosovo Qualifications Authority
M&E	Monitoring and Evaluation
MCYS	Ministry of Culture, Youth, and Sports
MED	Municipal Education Department
MEF	Ministry of Economy and Finance
MEI	Ministry of European Integration
MESP	Ministry of Environment and Spatial Planning
MEST	Ministry of Education, Science and Technology
MH	Ministry of Health
MLG	Ministry of Local Government
MLSW	Ministry of Labour and Social Welfare
MPS	Ministry of Public Services
MTC	Ministry of Transport and Communication
MTEF	Medium Term Expenditure Framework
MTI	Ministry of Trade and Industry
KCF	National Curriculum Framework
NGO	Non-governmental Organisation
NK	Non-key
NQA	National Qualifications Authority
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
OSCE	Organisation for Security and Co-operation in Europe
PIP	Public Investment Programme
PISA	Programme for International Student Assessment
PRESETT	Pre-service Teacher Training
PSC	Project Steering Committee
PTL	Project Team Leader
PUE	Pre-University Education
QA	Quality Assurance
RAE	Roma, Ashkali and Egyptian
REO	Regional Education Office
RK	Republic of Kosovo
RWCT	Reading and Writing for Critical Thinking
SACG	Subject Area Curriculum Group
SCCTA	State Council for Curricula, Textbooks and Assessment
SCF	Save the Children Fund
SCKC	State Council for the Kosovo Curricula
SCTL	State Council for Teacher Licensing
SIDA	Swedish International Development Agency
SIPU	Swedish Institute for Public Administration
TA	Technical Assistance
TCP	Teacher Competency Profile
TLMD	Teaching and Learning Materials Development
TPD	Teacher Professional Development
ToR	Terms of Reference
TTRB	Teacher Training Review Board
TTU	Teacher Training Unit
UM	University of Mitrovice





UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education, Science, and Culture Organisation
UNICEF	United Nations Children's Fund
UNMIK	United Nations Interim Administration Mission in Kosovo
UP	University of Prishtina/University of Pristina
USAID	United States Agency for International Development
VET	Vocational Education and Training
WG	Working Groups
WB	The World Bank



SECTION 1 EXECUTIVE SUMMARY

Project milestones

This fourth Progress Report relates to the three month period January –March 2011.

The fourth Project Steering Committee meeting was held on 17 March 2011 (minutes are attached as ANNEX PSC04).

The Key Expert 2 (KE2) joined the project on 06 January 2011.

Component 1

A review of the need for a financial planning tool was conducted by the project, concluding that such a tool was both useful and necessary. After consultation with representatives of key stakeholders, including MEST and MEI, the European Commission decided to approve the design of the tool, and this has been underway during this reporting period. It will enable MEST to model various financial scenarios related to its planning activities to implement KESP, especially the annual KESP Implementation/Action plans. It will also aim to assist MEST to align its financial budgeting and reporting responsibilities more closely with MFE MTEF and other requirements.

The Project accepted an invitation from MEST to assist it in the completion of its first annual Implementation/Action Plan, for 2011, to specify the activities and deliverables required under the five year KESP (2011-2016). This Plan was completed by a team of senior MEST officers with the help of Project experts but had not been formally adopted by MEST by the end of the reporting period.

Following needs assessments for capacity building of MEST and MED officials and the use of Planning Tools, completed in the previous period, the project initiated a programme of capacity building. This included a workshop for representatives of the 22 MEDs to introduce them to the capacity building activities, the use of selected planning tools and instruments for monitoring and evaluation; arrangements for ongoing support including ‘buddying’ were also agreed.

The Project had a very successful exchange with representatives of other project donors and implementers based on the needs analyses, which in turn led to several working sessions for the various other relevant projects to cooperate and avoid duplication and confused messages.

With Project support, the Pooled Fund donor group developed further the concept of a Pooled Fund for the education sector, in support of KESP. A decision in principle was taken to work towards the establishment of a fund to support capacity building. Work on the design of the fund will be ongoing in the next reporting period, with the support of the KE1.

The Project conducted a Baseline survey of key MEST and MED officials, donor representatives and stakeholders about the level of awareness of the sector-wide approach (SWAp) and this will be submitted in the next reporting period.

As it nears the midway point of the project, it is striking that while good progress is now being made in several areas, out of some seventeen months, approximately eight have seen disruption and slowdown at central and local levels, due to municipal and national elections and related processes.

Component 2

In this reporting period, KE2 clarified that two parallel streams of activities would be supported within Component 2. The first stream was to develop a new Kosovo Core Curriculum including Core Learning Outcomes (CLO) for each Learning Area across The International Standard Classification of Education (ISCED) and Stage Level Learning Outcomes (LO) across Learning Areas along with Assessment Criteria for promotion protocols. Eventually this strategy will result in new course and subject area syllabi for approximately 200 courses from pre-school to grade 12. New text books and parallel teacher resource handbooks for all courses will be written once the course syllabi are completed.

The second stream - to evaluate existing text books and determine what aspects of these text books are aligned with the KCF and what portions are not - will provide an immediate response in the interim. Teachers will be supported to enable them to develop supplementary resources to align with child-centred competency-based teacher practice.

MEST will be supported to explore the possibility of creating 'Kosovo Editions' of exemplary text books accessible within the Balkan region. This will enable MEST to provide new text books that are aligned with the principles of the KCF immediately. Therefore teachers will be enabled to practice child centred, competency-based strategies immediately and ready themselves to implement the KCC when it is launched fully.

Activities have been carried out to support the goals of both streams and plans were made to mobilize substantial curriculum development resources in Q2 2011.

Component 3

In this reporting period, a Senior Expert in Teacher Development explored the context around the functioning of the State Council for Teacher Licensing (SCTL) regarding teacher licensing and standards and monitoring of the professional development training that is offered by providers accredited by the SCTL.

A local Expert worked closely with the Teacher Training Unit (TTU) and providers and developed a final draft of the Teacher Training Catalogue in Albanian language.

The KE2 worked closely with GIZ, Kosovo Accreditation Agency (KAA) and World Bank IDEP and developed a plan of action for the Rector of the University of Pristina (UP) to respond to the KAA's report on the Faculty of Education (FE).

An action plan on the status of the Teacher Training In-service Programme offered through the FE was developed for the University Rector. (ANNEX C301 & Annex C313)

KE2 developed, with the cooperation of the TTU, a draft of a Teacher Competency Profile and submitted it for validation and eventual approval and adoption by MEST and ECLC to guide the standards of the B Ed degree, the KAA Accreditation process and the FE Teacher In-Service Program.

The work of the Project on Component 3 continued to be hampered by a lack of regular communication with SCTL despite considerable efforts by the KE2. Unlike the solution found for

Component 2, there is no viable day-to-day link with the SCTL, as the STCL operates on an *ad hoc* basis with no permanent secretariat. As yet there has been no follow-up to course and provider evaluation.

SECTION 2 PROJECT SYNOPSIS

Project Title:	EU-SWAP FOR EDUCATION Support to the implementation of the education sector-wide approach in Kosovo
Project ID number:	EuropeAid/127858/D/SER/KOS
Contract number:	2009/217-665
Country:	Kosovo
Commissioning Body:	The European Commission Liaison Office in Pristina.
Contractor name:	Cambridge Education (Great Britain), Kosova Education Centre (Kosovo), Education 2000+ Consulting (Romania) and Tribal Helm (Republic of Ireland)
Beneficiary Names:	Ministry of Education, Science and Technology, Kosovo

2.1. Overall objective (ToR)

The overall objective of this project is ‘to support the Kosovo Government in improving the quality and efficiency of the provision of education and training services, notably pre-university education, in a lifelong learning and employability perspective, in line with the agreed upon sector-wide approach (SWAp) for education, and in accordance with EU standards.’

2.2 Project purposes (ToR)

‘To provide support to the Ministry of Education Science and Technology (MEST) through targeted technical assistance with the aim to:

Strengthen and build capacity within MEST to manage the education sector, with the coordinated support of donor partners, and to effectively forecast the financing of the education sector as well as to monitor the progress of implementation of the education sector strategies (Component 1).

Update and further elaborate an agreed upon draft National Curriculum Framework including capacity building and training of curriculum developers and other relevant stakeholders required for effective roll-out and implementation of the new curriculum. The support is to include measures to promote minority inclusion in education through curriculum development (Component 2).

Updating and further elaborating an agreed upon Teacher Competency Profile and updating the teacher training catalogue as well as strengthening capacities for teacher training policy

development and teacher training provision inside Kosovo in order to promote quality improvements in primary and secondary education in Kosovo (Component 3).'

2.3. Planned results (ToR)

The results for each component are detailed in the ToR (Section 2.3) and addressed in this report in Section 4 below. The specific project outputs/key deliverables by component are summarised as follows:

Component 1 Capacity Building

- a) The education strategies are translated into time bound actions (annual plans and mid-term action plans), milestones and monitoring arrangements including regular and systematic progress reporting.
- b) A financial planning software tool for use by MEST is ensured in order that it may manage and forecast the national education budget based on a consolidated sector strategy (including the VET Action Plan and Mapping Report). The tool should allow strategic planning and policy planning and to calculate the cost of various strategic options and future investment.
- c) Key staff members of various departments/units of the Ministry and the Municipal Education Directorates are trained and able to use these management tools to support planning, effective organisation and decision making and to support Donor coordination.
- d) The donor coordination by MEST is strengthened and donor partner support is in compliance with the overall strategy and objectives of the MEST.
- e) The MEST capacity in planning, implementation, monitoring and evaluation are strengthened as required to deliver implementation of the education sector action plan (developed through the support of component 1, point 1.1 above mentioned). The monitoring and evaluation efforts include the development and establishment of baseline data and indicators for the education sector.

Component 2 Curriculum Development

- a) A revised National Curriculum Framework was considered to be ready for official adoption but at the end of the reporting period was still undergoing substantial revision. The Kosovo Curriculum Framework will be fully discussed, understood and agreed by the key stakeholders, including representatives of ethnic minorities, and various interest groups in education, at both the national and local levels, and will be in line with good practices in EU-member states.
- b) A steering group of curriculum development specialists of the MEST Curriculum unit, the MEST Core Curriculum Technical Team (supported by UNICEF)¹, and tertiary education institutions have acquired additional skills and hands-on experience needed to revise the National Curriculum Framework and to lead the various subject groups responsible for curriculum development to include specific measures to address minority inclusion in education.
- c) In the context of Teaching and Learning Materials Development (TLMD), writers and textbook evaluators have received initial training, a new textbook evaluation template drafted, and a planning matrix developed for the delivery of more extensive training in 2011 and for the development and production of teachers' guides for the existing textbooks after they have been evaluated. This will ensure that existing books can be used from September 2011.
- d) Plans have also been prepared and budgeted for the preparation of sample model Teacher Resource materials to be used in teacher and publisher training as well as in the classroom. All

¹ Currently, the "Council for Curricula of Kosovo / Council for Curricula, Textbooks and Assessment (CCTA)" as mentioned in the initial TORs are non-functional.

training takes account of inclusion. A draft paper for a textbook reform strategy has been developed for discussion.

Component 3 Teacher Training Development

- a) The Teacher Competency Profile, required for assessment of teachers, is revised and accepted by the key stakeholders and various interest groups in education (at the national and local levels) and in line with good practices in EU-member states.
- b) A credit system for the purpose of recognition of professional development of teachers is elaborated and ready for official approval.
- c) The teacher training catalogue is revised to include the training for all the components of the Teacher Competency Profile and based on the agreed upon credit system and with due regard to the teacher licensing system as established in Kosovo.
- d) The MEST capacity to manage the in-service training of teachers at national level is developed as are the institutional tools, the national teacher training framework, required to ensure efficient and systematic management of in-service training of teachers.
- e) Capacities of higher education institutions related to in-service training are strengthened to build sustainable partnerships with non-academic, NGOs and other teacher training providers.
- f) A manual outlining the standards and procedures for accreditation of in-service teacher training providers/programmes is elaborated and ready for official approval.
- g) A coordinated system for the teacher training provision and performance monitoring in Kosovo is in place.

3.4. Beneficiaries

The key beneficiaries of the EU Education SWAp Project are MEST, Municipal Education Departments (MEDs) and Kosovo schools. MEST, according to Article 3 (a-l) of the Law on Education in Municipalities (2008), remains responsible for 'developing and promoting a non-discriminatory system of education, non-formal and lifelong learning, inclusive policies for integration of persons with disabilities in the system of education, a comprehensive system of certification for all teachers in Kosovo, and participation of parents and community in education activities and other forms of school-community partnerships at the local level'. However, as specified in Section 4.1.3. of the ToR, this project also targets:

- Parliament (Education Parliamentary Committee)
- Kosovo Government relevant Ministries and Departments: the Ministry of Finance and Economy and the Agency for the Coordination of Development and European Integration
- Key units of the MEST, including those in charge of strategic planning, financial management, human resource and teacher management, teacher training, curriculum development functions
- MEST Curriculum Technical Team (Core and Extended) (as mentioned above, the Council for Curricula, Textbooks and Assessment [CCTA] does not exist in practice)
- State Council For Teacher Licensing
- Directorates of Education in the Municipalities
- School directors
- Teachers and teacher unions
- Teacher education service providers
- Parents
- Local authorities and Local Community Officers



- Employers
- Other interest groups in particular those represented disadvantaged and socially excluded persons (to include minorities including Roma, Ashkali and Egyptian (RAE) communities and children/persons with disabilities).

SECTION 3 ACTIVITIES DURING THE REPORTING PERIOD: JANUARY – MARCH 2011

3.1 INTRODUCTION

Component 1:

Following a reallocation in the first reporting period of some of the resources originally earmarked for Component 1, the core elements of the support to the implementation of the SWAp were retained and enabled progress to be made in the planned activities.

The Project supported MEST in the drafting of an Implementation/Action Plan for 2011. However it is understood that the Plan has not been formally adopted by MEST. Also, with the support of the KE1, a donor group committed itself to design a Pooled Fund for capacity building and this work is continuing.

Needs analyses completed in the last reporting period led to the launch of capacity building support activities for the 22 MEDs identified previously. This included a workshop in which participants were introduced to general capacity building and specific activities in the use of planning tools and the development and use of monitoring and evaluation instruments. The draft Handbook for Planning Tools was submitted to the Task Manager.

The design of a financial planning tool was commenced during this period, following a positive response to a needs analysis from key stakeholders and the Task Manager.

A report of the baseline study to determine awareness of sector-wide approaches among central and municipal officials, and in donor agencies is being drafted.

The Project accepted a request from MEST to provide support to develop further the concept of a Code of Conduct (or Memorandum of Understanding) which would strengthen donor commitment to the sector-wide approach (SWAp) embodied in the KESP, and contribute further to harmonisation and alignment of donor contributions. However this has been delayed to the next reporting period.

Links have been maintained with the Ministry of European Integration (MEI), through its full-time officer for the education sector.

Component 2:

In this reporting period, Senior and Junior Short Term Experts supported the development of writers for teaching and learning materials reviewing criteria for exemplary teacher resource materials including text books. (ANNEX C205)

The EU SWAp project continued during this period to draw upon the expertise of the Senior Long Term Expert in Curriculum to advise the CTT as they moved forward in planning the development of Stage Level Learning Outcomes and Assessment Criteria and revising the Core Learning Outcomes for the 6 Learning Areas.

The EU SWAp Project planned for further interventions in the implementation of the 'New Kosovo Curriculum Implementation and related MEST Sub-Sector Policies Joint Position Paper and Master Plan (2010-2018)' of December 2010 circulated in the previous reporting period. These will occur in

Q2 2011. In addition, an action plan was developed to develop 10 versions of Teacher Resource Handbooks in Q2 2011. (ANNEX C202)

Component 3:

During this reporting period, a Senior and Junior Short Term Expert supported the State Council for Teacher Licensing in creating a Teacher Training Catalogue, the Teacher Competency Profile, and Action Plans to support capacity development within the SCTL, the Faculty of Education, and the FE Teacher In-Service Program. An action plan was developed for facilitating 9 workshops around the regions to prepare teachers, school directors and MEDs to implement the KCF and KCC. (ANNEX C302, ANNEX C304, ANNEX C306, ANNEX C312, ANNEX C311 and ANNEX C313)

The work of the Project on Component 3 has continued to be hampered by a lack of regular communication with SCTL, despite determined efforts by the KE2. As yet there has been no follow-up to the implementation plans to launch the Teacher Training Catalogue or to adopt the Teacher Competency Profile.

3.2 COMPONENT 1 MEST CAPACITY BUILDING AND DEVELOPMENT AT THE CENTRAL AND MUNICIPAL LEVELS

Activity 1.1.1. Support the MEST to establish a cross departmental working group assigned with the task to design and steer the work of the implementation of Component 1.

1.1.1 Sub-activities	<ul style="list-style-type: none"> 1.1. Write ToR for the departmental working group for Component 1 1.2. Work with MEST on task force membership 1.3. Organise and participate in regular monthly meetings of the task force 1.4. Support implementation and dissemination of TF decisions and results
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1.1 Although in December 2010, EC Liaison Office Task Manager, the MEST Director for Donor Coordination, and KE1 agreed that the latter two would take forward the implementation of SWAp structures - notably a SWAp Steering Committee, the Task Force, Stakeholder consultation mechanisms, an Annual Budget Planning Workshop (see 1.2.3 below) and Joint Annual Reviews (see 1.2.3 below) - none of these have been formally established yet. Progress was hampered to a significant extent by the uncertainty caused by the lengthy political process to form a new government.

Activity 1.1.2. Assist the MEST, in developing a costed and time-bound action plan to be used as an operational tool associated to the education sector strategies; and build capacity of Municipalities for identification of needs, financial planning and resource and activity planning.

1.1.2.a Sub-activities	<ul style="list-style-type: none"> 2.1. Participate in sector strategy planning workshops 2.2. Provide expertise (EU integration and cross cutting issues) to the strategic planning process
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2.1. & 2.2. Agreement was reached with MEST in the previous period to provide support to complete the first KESP annual Implementation/Action Plan (2011). Accordingly, during the period

8-28 February 2011, Project experts assisted a team of senior MEST officials to draft the Plan, using a mix of mentoring and coaching inputs and a three-day workshop (two days 8-9 February and a further day on 23 February, to allow for work to continue 'in-house' between the first two days and the third day). It is understood that MEST has not yet adopted the Plan (ANNEX C101).

1.1.2.b Sub-activities	<ul style="list-style-type: none"> 2.1. Together with MEST, select the municipalities to participate in the training programme 2.2. Design, translate and print training materials 2.3. Organise an education planning workshop with 20 municipalities (MEDs) for 2010 2.4. Organise a workshop for designing of a monitoring plan and mechanisms in 20 municipalities 2.5. Organise an annual review workshop for 20 municipalities 2.6. Design, translate (into Albanian and Serbian languages), print and distribute planning and monitoring guidelines for municipalities.
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2.1 In a previous reporting period, 22 MEDs were selected in collaboration with MEST, based on agreed criteria. Reports on i) a MED Capacity Building Needs Analysis and ii) on the need for Planning Tools and training of MED officials on their use were also finalised. A draft Handbook on Planning Tools has been forwarded to the EC Liaison Office. All these documents are intended to complement MEST's own report on Capacity Building for MEST staff and will be made available in Albanian, Serbian and English.

2.3, 2.4, 2.6 A programme of capacity building based on identified needs, as outlined in the *Report of the Capacity Building Needs Assessment of the Municipalities Education Directorates in Kosovo* was designed. It was decided to combine the 3 aspects of generic capacity building, use of planning tools and monitoring and evaluation procedures. Therefore on 15-16 February 2011 a workshop was held for the 22 MEDs in the support group, with a programme containing elements of general capacity building (based on the review), the use of suitable planning tools (based on the analysis of needs), and the identification, design and use of monitoring and evaluation tools (ANNEX C104). Further support is ongoing in the form of site visits and telephone contacts, with further workshops to follow.

Activity 1.1.3 Support MEST to establish and maintain an overarching structure for the SWAp, including SWAp Task Force, Secretariat, etc.

1.1.3 Sub-activities	<ul style="list-style-type: none"> 3.1. Draft terms of reference for the SWAp Task Force, Secretariat, Stakeholder Forum, Joint Annual Review Meeting and the Annual Budget Planning Workshop 3.2. Work with MEST regarding membership of the SWAp TF, Secretariat and Stakeholder Forum, 3.3. Support the work of the TF, Secretariat and Forum and the organising of the JAR and Annual Budget Planning Workshop 3.4. Translate and publish relevant documents related to the SWAp
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	process.
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3.1., 3.2, 3.3 Draft Terms of Reference were provided to MEST in an earlier reporting period, but have not yet been acted upon.

Activity 1.1.4. Prepare, initiate and support Joint Annual Reviews.

1.1.4 Sub-activities	<p>4.1. Participate in activities of the CBERP supported JAR (2010)</p> <p>4.2. Review and draft ToR for the EU Project supported JAR (2011-2012)</p> <p>4.3. Support organisation of (two) JAR workshops (2011-2012)</p> <p>4.4. Translate and print relevant JAR related documents</p>
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4.1 No JAR was held in 2010, as it was considered too soon, given that the KESP 2011-2016 was not finalised till December 2010. There is commitment among senior MEST officers and donors to conduct the first JAR in late 2011.

4.2 Draft TORs for the JAR were provided to MEST in an earlier reporting period.

Activity 1.2.1 Review the need for and design a tailor-made financial planning tool.

1.2.1 Sub-activities	<p>1.1. Recruit experts to assess the need for a tailor made financial planning tool for MEST and education sector in Kosovo</p> <p>1.2. Support needs assessment for the financial planning tool</p> <p>1.3. Translate the needs assessment</p>
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1.1.1 TORs were drafted and an RAO accepted for a junior expert to work on assessing the need for a Financial Modelling Tool.

1.2 & 2.3 The Needs Assessment for a Financial Modelling Tool was conducted and a report issued in January 2011 in Albanian and English (ANNEX C102). On 25 February 2011 a meeting was held to consider this Needs Assessment Report, with participation of MEST, MEI, relevant donors' representatives. This reached a conclusion that a Financial Modelling Tool was necessary and valuable, and accordingly, the EC Task Manager approved the development of the Tool.

1.2.2 Sub-activities	<p>2.1. Develop ToR for design of tailor-made financial planning tool</p> <p>2.2. Identify and recruit experts to design the financial planning tool</p> <p>2.3. Develop training materials and organise a workshop to train central and local experts / officers in utilisation of financial planning tool</p> <p>2.4. Translate and print guidelines for utilisation of financial planning and management tools.</p> <p>2.5. Coaching and mentoring of MEST staff in using financial planning tools</p> <p>2.6. Monitor and evaluate functioning of the financial planning tool</p>
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2.1 & 2.2 Terms of Reference were agreed and a suitable senior expert was identified to work on this activity with the junior expert who had conducted the needs analysis.

2.3 The experts engaged with relevant MEST staff to produce the tool- this is still in the process of development at this time.

1.2.3 Sub-activities	<ul style="list-style-type: none"> 3.1. Develop ToR for the Annual Budget Planning Workshops (ABPW) 3.2. Work with MEST to prepare the ABPW 3.3. Organise the ABPW (2011, 2012) 3.4. Translate, publish and disseminate relevant materials
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3.1 TORS were submitted in a previous reporting period for an Annual Budget Planning Workshop, and an RAO for workshop incidentals was approved in February 2011. It was anticipated that the first ABPW would take place in February/ March 2011 period (subject to the readiness of the new government to initiate the budget process), with the next ABPW occurring at approximately the same time in 2012. However, due to delays in the government timetable for the MTEF this has not yet taken place. At some point in the future, when a pooled fund is established, it is expected that this ABPW will assume a dominant role in relation to the planned modalities, investment and planned disbursement of the funds.

Activity 1.3.1. Assist the MEST to design and introduce planning tools necessary for the efficient and effective planning of the multi-annual and annual sector plans.

1.3.1 Sub-activities	<ul style="list-style-type: none"> 1.1. Design ToR for the experts to carry out review of planning tools and to design a planning tool 1.2. Identify experts to assess needs and to design planning tools 1.3. Provide logistical support for the process of needs assessment and development of planning tools 1.4. Organise on the job training for planning officers of MEST/selected municipalities 1.5. Design and print relevant monitoring guidelines
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1.1, 1.2, 1.3, 1.4, 1.5 ToRs were drafted, experts identified and the needs assessment was conducted in a previous reporting period. The report, *Designing and Introducing Planning Tools for Multi-Annual and Annual Sector Plans*, was accepted by MEST and the EC Liaison Office in December 2010. A Handbook of Planning Tools has being drafted and submitted to the Commission; this will be finalised in the next reporting period.

Activity 1.4.1 Assist the MEST in reviewing the capacities needed by MEST staff in order to carry out the MEST action plan, including recommendations for key areas to be strengthened and modalities for this capacity building/strengthening.

1.4.1 Sub-activities	<ul style="list-style-type: none"> 1.1. Review needs for capacity building of the MEST staff for implementation of its action plans 1.2. Review needs for building of capacities to perform their new competences in the field of education according to the new law 1.3. Translate and present findings and recommendations of reviews
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	1.4. Develop a plan for building MEST and municipal education departments' capacities.
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1.1 & 1.2 In December 2010 MEST published its Capacity Building Plan which had been drafted with the assistance of the Sida CBERP. The Project will provide concrete training and support to build capacity in planning and financial planning in the central MEST, having already commenced aspects of this in the 22 MEDs. Overlap and duplication with other projects will be avoided; complementary working will continue. See activity 1.1.2.b. above.

Activity 1.5.1. Ensure a common understanding within the MEST (at Central and Municipal levels) about the objective of building the sector-wide approach in education and the steps required to achieve it.

1.5.1 Sub-activities	
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| | <ol style="list-style-type: none">1.1. Organise a survey to assess level of understanding of MEST and the MEDs about sector-wide approaches on information about SWAp at the outset of the EU Project among key authorities and stakeholders;1.2. Organise a Conference about SWAp in Pristina (as part of JAR event)1.3. Organise information events regionally (groups of municipalities) on sector-wide approaches1.4. Design and maintain the EU Project web page1.5. Design, translate, and disseminate SWAp promotion materials1.6. Organise consultations about SWAp with relevant authorities and stakeholders1.7. Organise an information event about SWAp with civil society and non-government providers of education services1.8. Organise a survey about SWAp in 2011 to assess the impact of this activity. |
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1.1 A report has been drafted on a Baseline study to assess the level of understanding of selected officials of MEST and the MEDs and donor representatives about sector-wide approaches and about the SWAp concept. This has revealed considerable lack of knowledge and confusion, for example, some respondents thought that the EU Education Project is the SWAp. Results will be presented in the next reporting period.

1.4. An EU Education SWAp Project website (www.eu.eduswap-ks.org) is operational in English and Albanian (the Serbian version will follow in the next reporting period), together with a link to the MEST website and to other related IPA education projects.

1.7 KE1 agreed with Head of Donor Coordination and EC Task Manager to jointly organise a series of Stakeholder meetings to present and promote the KESP among various constituencies, e.g. Inclusion groups, private sector bodies, civil society, but this was delayed due to uncertainty caused by government changes.



Activity 1.5.2. Train selected key staff at central and municipal levels in the use of the planning tools designed under Activity 1.4.1. (above).

1.5.2 Sub-activities	<p>2.1. Draft ToR for experts to develop training programme in use of planning tools for MEST / municipal education authorities</p> <p>2.2. Engage experts to organise and deliver training</p> <p>2.3. Organise a training workshop with MEST staff in use of planning tools</p> <p>2.4. Organise a training workshop with education staff in municipalities in the use of planning tools</p> <p>2.5. Organise monitoring of performance in planning of trained MEST and municipal staff</p>
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See Activity 1.4.1 (above) The Needs analysis on necessary and suitable planning tools was completed and reported as : *Designing and Introducing Planning Tools for Multi-Annual and Annual Sector Plans.*

2.1, 2.2 Experts have been engaged to deliver training for MEDs.

2.4 At the first training workshop for MEDs, held on 15-16 February 2011, participants were introduced to planning tools and methods, drawn from the Handbook of Planning Tools.

Activity 1.5.3. Review the need for development of monitoring and evaluation tools to be used for policy making, donor coordination and monitoring of progress in the education sector.

1.5.3 Sub-activities	<p>3.1. Assess the ME tools utilised by MEST and municipal education authorities</p> <p>3.2. Draft ToR for experts to develop ME tools for MEST/municipal education authorities</p> <p>3.3. Engage experts to develop needed ME tools</p> <p>3.4. Pilot first draft of ME tools</p> <p>3.5. Evaluate the pilot, modify, translate and distribute developed tools</p>
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3.1, 3.2, 3.3 During this reporting period, a senior expert carried out a preliminary review of the situation with respect to the use of Monitoring and Evaluation Tools (ANNEX C103).

Activity 1.5.4. Identify appropriate monitoring and evaluation tools and train selected central and municipal staff in their use.

1.5.4 Sub-activities	<p>4.1. Identify and engage experts to carry out a training needs analysis in the field of monitoring and evaluation</p> <p>4.2. Design a training program in ME</p> <p>4.3. Organise a workshop with central education authorities in ME</p> <p>4.4. Organise one workshop with municipal authorities in ME</p> <p>4.5. Organise follow up activities - monitoring of trained staff performance in ME</p>
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4.1 See 1.5.3 above.

Activity 1.5.5. Develop capacities of the MEST units (at central and municipal levels) as deemed necessary.

1.5.5 Sub-activities	<ul style="list-style-type: none"> 5.1. Draft ToR for carrying out a training needs assessment and for designing training programme 5.2. Assess training needs in planning, finance and management in MEST and municipalities 5.3. Develop training programme 5.4. Implement two workshops 5.5. Organise follow-up activities to training programme (staff performance evaluation) 5.6. Certify participants (accredited certificates) 5.7. Evaluate the training programme
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5.1. See 1.4.1. above for activities.

Activity 1.5.6. Design and establish a web page devoted to the wider aspects of the SWAp, including the structures and functions of the Task Force, Secretariat, review mechanisms and events, linked to the Education Sector Development Programme.

1.5.6 Sub-activities	<ul style="list-style-type: none"> 6.1. Develop ToR for the web page 6.2. Engage experts for designing of web page 6.3. Purchase domain for the web page 6.4. Appoint the editorial board and policies 6.5. Organise maintenance of the web page; 6.6. Train staff in feeding and maintaining of web page 6.7. Update the web page on a monthly basis
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6.1, 6.2, 6.3. The EU Education SWAp Project website (www.eu.eduswap-ks.org) was designed and launched in English during the previous reporting period: the Albanian version is also now available and the Serbian version will follow in the next reporting period, together with a link from the MEST website.

Activity 1.5.7. Ensure peer learning and exchange activities with peer institutions in the region/EU member states, as deemed necessary, with special attention to the accession agenda.

1.5.7a Sub-activities	<ul style="list-style-type: none"> 7.1. Organise (1 – 2) visits in the region 7.2. Support participation of MEST / Municipality staff in (1 – 2) regional planning / management events;
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No activities in this planning period.

1.5.7b Sub-activities	<ul style="list-style-type: none"> 7.1. Plan the visit 7.2. Work with MEST and municipalities in preparing the visit 7.3. Organise the visit 7.4. Organise follow up activities 7.5. Evaluate the visit.
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No activities in this planning period.

Activity 1.6.1. Elaborate and propose tools to donor partners for improved donor coordination.

1.6.1 Sub-activities	<ul style="list-style-type: none"> 1.1. Assess MEST needs for improved donor coordination 1.2. Develop ToR for technical assistance to improve donor coordination in MEST 1.3. Engage international and local experts to assist MEST in donor coordination 1.4. Design an action plan for improved donor coordination in MEST 1.5. Design needed tools (donor maps, project monitoring tools) for better donor coordination in MEST 1.6. Translate and present developed tools and train MEST staff in utilisation of the same (on the job training and workshops); 1.7. Train MED staff in municipalities in cooperation with donors in education in municipalities
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No activities or outputs during the reporting period.

Activity 1.6.2 Facilitate and participate in coordination between donors.

1.6.2 Sub-activities	2.1. Coordination of activities with the donor focal point
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2.1 On 10 February 2011 a half-day meeting was held for those donors with a particular interest in providing support to MEDs. This proved very interesting for donors and many attended. The Project experts outlined the findings of the MED Capacity Building Needs Analysis and described the Project's intentions as regards support to MEDs. As a result a series of meetings were held by the Project to coordinate donor-supported projects relating to capacity building of MED officials, leadership, School Directors' training, performance assessment, MED budget for Continuous Professional Development and Information Technology. This 'kick started' a process which has been ongoing and has resulted in considerable sharing of information about ways in which the various projects can complement each other.

The initiative to design and implement a Pooled Fund to support KESP, first mooted and promoted by KE1, has continued to function, with a full morning meeting on 11 February 2011 to look in detail at structures and possible approaches. Relevant activity will continue in the next reporting period and will involve MEST representatives. Along with S Beaumont, KE1 held discussions with Head of Donor Coordination about joint promotion of a Code of Conduct to support KESP; also a mechanism

to share responsibility for a series of Stakeholder meetings to present and promote the KESP among various constituencies, e.g., Inclusion groups, private sector bodies, civil society.

Activity 1.6.3 Establish and support a Donor-supported Projects' Technical Coordination Group.

1.6.3 Sub-activities	3.1. Design ToR for the coordination group (CG) 3.2. Preparation of and participation in meetings of the CG 3.3. Coordination of activities of the CG with the ACDEI
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No formal activities were conducted during this reporting period, but informal contacts continued.

SUMMARY OF COMPONENT 1 OUTPUTS DURING THE REPORTING PERIOD JAN-MAR 2011	SUMMARY OF RESOURCES USED to end of MARCH 2011
<ul style="list-style-type: none"> • First Annual Implementation Plan (2011) for KESP produced by senior staff of MEST with Project assistance • Need for a financial planning tool accepted and development commenced. Briefing held for donors on MED Needs Analysis and Planning Tools reports. • Further coordination meetings organised by Project to ensure good coordination of arrangements for induction of MED staff, training of school directors and performance assessment mechanisms • MED capacity building scheme commenced, based on findings of "<i>Capacity Building Needs Assessment of the Municipal Education Directorates Kosovo</i>" and "<i>Designing and Introducing Planning Tools for Multi-Annual and Annual Sector Planning</i>". Workshop held 15/16 February 2011. • First report of senior expert for monitoring and evaluation submitted • Along with S Beaumont, KE1 held discussions with Head of Donor Coordination about joint promotion of a Code of Conduct to support KESP; also a mechanism to share responsibility for a series of Stakeholder meetings to present and promote the KESP among various constituencies, e.g. Inclusion groups, private sector bodies, civil society • Close working contact with Head of Donor Coordination maintained till his departure from MEST 	<p>KE1 days: 32</p> <p>Senior expert days: Dukagjin Pupovci 20 William Buckley 9 Elizabeth Gowing 9</p> <p>Junior expert days: Shar Kurtishi 22 Arben Shala 20 Petrit Tahiri 7</p>

<ul style="list-style-type: none"> • Draft Handbook of Planning Tools submitted to EC • Close cooperation maintained with other donors and agencies, especially Sida, GIZ, World Bank • Project website maintained (English version initially) • EU SWAP project support by KE1 to Donor group on Pooled Fund for education sector 	
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3.3 COMPONENT 2 CURRICULUM DEVELOPMENT

During the reporting period, the CTT continued to work with EU SWAp in refining the Kosovo Curriculum Framework (KCF) and finalising the CLOs. The new KE2 began Jan 6 2011 and supported the KCF/KCC development process.

A second stream proceeded with the goal of assisting teachers to implement the KCF using existing text books as an interim measure, until new text books were developed. A 2-day workshop (Feb 19-20 2011) was facilitated to continue training teacher resource writers to write Teaching and Learning Materials (TLM).

Plans were developed to continue implementing the agenda set in the Joint Position Paper. The CTT / MEST decided to change the type of intervention required to develop stage level learning outcomes and reviewing the subject syllabi. A decision was formalized not to utilize the remaining resources available associated with the learning area subject experts as it was considered premature to do this at this stage of the curriculum development process. These resources will be re-allocated when the subject level syllabi process becomes clearer.

Activity 2.1. Take stock of the existing first-generation curricula, textbooks, policies and assessment instruments.

<p>2.1. Sub-activities</p>	<p>1.1 Carry out desk research on the curriculum development process 1999-2009</p> <p>1.2 Organise and participate in meetings with stakeholders to collect information about the curriculum process</p> <p>1.3 Participate in events related to curriculum development</p>
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1.1 Ongoing. As required, historical data are used in discussions with MEST officials and CTT experts to help clarify why specific decisions are being made.

1.2 Sub-activities 1.1 and 1.2 above were largely completed during the inception phase between October 2009 and February 2010 and during the reporting period regular updating meetings have been held with stakeholders.

Related to sub-activity 1.2, KE2 met regularly with CTT experts and GIZ experts toward the finalization of KCF and CLOs. Stage level LO and Assessment Criteria and Subject Level Syllabi workshops were planned to occur in Q2 2011 as well coordinating efforts with IBP.

1.3 The KE2 participated in GIZ presentation of Math and Science results from a survey that sought to reveal MEST and teacher readiness for new curricula and IBP launching of the Civics handbooks on 'democracy' for all the ISCED levels.

Activity 2.2. Organise and support the process of revision and redrafting of the Kosovo Curriculum Framework in view of its finalisation.

2.2. Sub-activities	<p>2.1 Support the work of the SCCTA and MEST Technical Team in finalising the KCF</p> <p>2.2 Research best regional and international practice to support the KCF development process</p> <p>2.3 Subject to EC Liaison Office approval, draft ToR and identify international and/or local experts to support the work of the Independent Commission for the Review of Teaching and Learning Materials in the Serbian Language in relation to the KCF</p>
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2.1 The Senior Short-term Expert on Textbook Development reviewed Chapter 6 of the KCF on textbook writing standards. The KE2 reviewed the new chapter 8 on the overall action plan to create and implement the new curriculum, being inserted into the KCF. The Senior Long-term Expert for Curriculum reviewed the entire KCF document again during the reporting period and consequently the document is nearly finalised. (ANNEX C204)

2.2 During the reporting period, the Senior Long-term Expert for Curriculum provided information from five countries within the Balkan region to reinforce best practice during the review of the KCF.

2.3 KE 1 and KE 2 met with the representative of the Independent Commission and agreed to explore a strategy of providing maps of Kosovo in the Serbian language to schools as well as a document that included the Kosovo Constitution in the Serbian Language. A plan responding to this strategy was submitted to the Commission and asked to provide guidance to the project on this issue, but as yet this has not been received.

Activity 2.3. Set up a public discussion process on the KCF to include outreach to local levels and minority representatives.

2.3. Sub-activities	<p>3.1 Participate in MEST Task Force meetings on the dissemination and public discussions of the KCF and contribute to the finalisation of the KCF short version/leaflet</p> <p>3.2 Organise (in collaboration with CoE and ECMI) an event to include non-majority communities in the KCF consultation process</p> <p>3.3 Participate in the public discussion process</p> <p>3.4 Draw up ToR for and appoint a local expert to monitor and evaluate the public discussion process, including consultation events and media coverage and make further recommendations on KCF dissemination</p>
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3.1 This activity was finalised during a previous reporting period. Plans were made to develop a user-friendly version of the KCF and the plan is to develop this in Q4 2011 after the KCF, CLOs Stage Level LO's and subject Syllabi are completed.

3.2 Activity finalised under the reporting period 01.

3.3 This process was completed in reporting period 01. However, we continue to talk with teachers and school directors who do not know about the KCG so more public discussion is critical.

3.4 This process was completed in reporting period 02.

Activity 2.4. Develop guidelines for the design and implementation of new curricula based on the KCF and, thereafter, its application.

2.4. Sub-activities	<p>4.1 Project Experts to develop syllabus guidelines and train local experts</p> <p>4.2 Elaborate the KCF syllabus template and develop guidelines for the development of subject syllabuses</p> <p>4.3 Translate and print guidelines and templates</p> <p>4.4 Develop a training programme and manual for syllabus developers</p> <p>4.5 Organise two workshops to train experts in using the guidelines and manual</p> <p>4.6 Organise two workshops to train (MEST and municipal) officers in monitoring the implementation of the new syllabuses (in didactic centres or KEC facilities);</p> <p>4.7 Organise follow-up monitoring activities for the trained officers and syllabus developers</p> <p>4.8 Organise evaluation of the training programme.</p>
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4.1 See 4.4. below.

4.2

See 4.4. below.

4.3 See 4.4. below.

4.4 Plans were made to update the Operational Guidelines for Curriculum Writers by adding a ‘Part Two’ section. It will include guidelines for creating Stage Level Learning Outcomes and reviewing existing syllabi. This will be completed in Q2 2011.

4.5 In Q2 2011 a three-day workshop is planned to train MEST staff and other stakeholders to create Stage Level Learning Outcomes and Assessment Criteria for each ISCED level funded through cooperation with IBP. In addition, a one day workshop is planned for Q2 2011 to review existing syllabi. The CTT decided to use an alternative format in reviewing existing subject level syllabi and we will not require the expertise of the six international and five local learning area experts.

4.6, 4.7, 4.8

These workshops and activities will be planned by a long-term Senior Expert for Curriculum together with MEST CTT in Q4 2011.

Activity 2.5. Help the MEST establish, and provide support to the Council for Curricula of Kosovo/Council for Curricula, Textbooks and Assessment (SCCTA) as required.

Activity 2.6. Develop and implement a capacity development program (including institutional, organisational, and human capacities) of the MEST Curriculum Unit, members of the Council for Curricula and other key actors as appropriate.

<p>2.5. and 2.6. Sub-activities</p>	<p>6.1. Experts engaged for cross-cutting issues to act as resource persons for the curriculum development process</p> <p>6.2. Experts engaged to review the assessment implications of the KCF (in collaboration with World Bank IDEP experts) and make recommendations for support and training in assessment for classroom teachers and school directors</p> <p>6.3. Experts engaged in the training of writers, textbook standards and the development of teaching and learning materials</p> <p>6.3.1. Conduct one ToT workshop on the development of teaching and learning materials (2010)</p> <p>6.4. Evaluate MEST textbook standards in relation to the KCF and avoidance of gender and ethnic minority stereotyping. Draft a monitoring checklist if required</p> <p>6.4.1. Organise two workshops for the training of writers of teaching and learning materials</p> <p>6.4.2. Monitor and support materials developers</p> <p>6.4.3. Monitor and support trained trainers in development of teaching and learning materials</p> <p>6.4.4. Organise (jointly with MEST) three workshops in development of teaching materials; moderated by trained trainers (2011 and 2012)</p> <p>6.4.5. Translate and print training materials for the development of teaching materials</p> <p>6.5. Support MEST in developing the list of and guidelines for optional school-based modules</p> <p>6.5.1. Assist MEST/SCCTA to develop guidelines and manuals for school-based modules</p> <p>6.5.2. Train schools (two workshops each year organised jointly with MEST in didactic centres) in managing the implementation of school-based modules</p> <p>6.5.3. Assist MEST/SCCTA to monitor and support the implementation of school-based modules</p>
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6.1.

KE2 met with Inclusion and Special Needs MEST representatives and gathered documentation of their work in order to include it in the Teacher Resource and School Director Handbooks that will be developed in Q2 2011. All workshops and training participants are carefully selected to ensure representation of Turkish, Serbian and RAE communities. In Q1 2011, the Turkish community have had consistent representation. We are developing a plan to involve RAE community members in further workshops. Serbian participation will be directly sought as well. (ANNEX CCI01)

6.2. KE2 met regularly with GIZ and IDEP experts during the development of CLOs. KE2 launched a Quality Assurance Committee to monitor the development of 10 versions of Teacher Resource Handbooks by Q2 2011. The first meetings will be in Q02 2011. These Handbooks will guide teachers to adopt teaching practice strategies that are in alignment with the KCF even though the new curriculum is not finalized. Members on the QA Committee include CTT/MEST, GIZ, BEP, and EU SWAp.

6.3. Experts engaged to train writers, textbook standards and the development of teaching and learning materials

6.3.1. The EU SWAp project Senior and Junior Experts for Teaching and Learning Materials Development shifted their focus away from training trainers to write new textbooks towards teaching using child-centred, competency-based approaches with old, or current textbooks. In the second workshop which occurred in February 2011 participants reviewed criteria for exemplary text books and then practised developing supplementary teacher resource materials for text books that teachers would normally use if employing a didactic style (ANNEX C205). Plans were developed to facilitate a third workshop in Q2 2011 to develop more supplementary material that can be validated in the field and used in the Teacher Resource Handbooks.

6.4.

The EU SWAp project Senior and Junior Experts for Teaching and Learning Materials Development revised the text book evaluation template to avoid gender and ethnic minority stereotyping specifically. (ANNEX C206a and ANNEX 206b)

6.4.1. The EU SWAp project Senior and Junior Experts for Teaching and Learning Materials Development facilitated a two-day workshop (February 19-20 2011) on writing supplementary teaching and learning materials and planned another to be facilitated in Q2 2011.

6.4.2.

This is planned for Q2 2011. A draft paper presenting a textbook reform strategy was developed for discussion (ANNEX C201)

6.4.3.

This is planned in Q4 2011.

6.4.4. This is planned for Q4 2011.

6.4.5.

This is planned for Q2 2011.

6.5. Support MEST in developing the list of and guidelines for optional school-based modules

6.5.1, 6.5.2 This is planned for Q4 2011.

6.5.3.

This is planned for Q4 2011.

Activity 2.7. Assist the MEST to establish a group of local education mentors/advisors/facilitators to secure a system of quality assurance in the curriculum development process specifically and in the education system more generally.

2.7. Sub-activities	<p>7.1. Organise a study tour to Scotland for (10) relevant officers, experts, educators to experience and exchange good practices in the field of curriculum development and teacher training</p> <p>7.2. Draft ToR for and appoint international and local experts to help MEST design,</p>
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<p>develop and implement a training programme to develop capacity in quality assurance</p> <p>7.2.1. Develop, translate, print and distribute training materials to participants</p> <p>7.2.2. Organise training workshops in five regional centres with participants from all levels of education involved in quality assurance of the system</p> <p>7.2.3. Organise follow-up activities for participants to carry out in their organisations/institutions</p> <p>7.2.4. Monitor and evaluate the programme</p>

7.1. This activity was removed following guidance from MEST, which accorded it a low priority and requested that the equivalent resources be diverted to support curriculum development workshops.

7.2. – 7.2.1, 7.2.2, 7.2.3, 7.2.4 To be planned Q4 2011.

Taking the Joint Position Paper as the starting point, the EU SWAp project Senior Expert for Curriculum has: i) reviewed the needs of the system in relation to the implementation plan for the KCF and the interventions of other donors/implementers; ii) developed an action plan to address these activities and iii) advised on the need for two additional local experts during the next reporting periods.

SUMMARY OF COMPONENT 2 OUTPUTS DURING THE REPORTING PERIOD JAN-MAR 2011	SUMMARY OF RESOURCES USED to end of March 2011
<ul style="list-style-type: none"> • CLOs were refined using a three step process of moving from Albanian to English and back to Albanian and then this process repeated as the reviewer group was expanded • KCF was significantly revised with new chapters added and deep editing • A two-day workshop was facilitated to train Teaching and Learning Material writers and text book evaluators • A draft paper for a textbook reform strategy was developed for discussion • Plan of action for development of 10 versions of teacher resource and school director resource handbooks was developed to assist in the implementation of the Kosovo Curriculum Framework and the Kosovo Core Curriculum 	<p>KE1 days: 4 KE 2 days: 26</p> <p><u>Long term Senior expert days:</u> A. Crisan – 12.5</p> <p><u>Short term senior expert days:</u> M. Murby - 14</p> <p><u>Junior expert days:</u> N.Zabelli – 18.5</p>

COMPONENT 3 TEACHER DEVELOPMENT

There were a number of specific activities in Component 3 related to further implementation of the KCF and clarification of in-service training provision.

The two main contributions have been: i) the development of the Teacher Training Catalogue, and ii) the development of a revised draft of the Teacher Competency Profile.

In addition, action plans to support the Rector's Office to respond to the loss of accreditation of 8 of 10 programs in the Faculty of Education were developed and presented to the Vice Rector, the Head

of KAA, the Head of Higher Education in MEST and the Deputy Vice Chair of the SCTL for review and comment. (ANNEX C303)

Action plans to support the Faculty of Education Teacher In-Service Program to align with the KCF principles and Bologna standards were submitted to the Vice Rector of the University. (ANNEX C304)

An action plan was developed to support the SCTL in selecting professional development training programmes on a demand basis instead of a supply basis and on the basis of meeting the licensing needs of teachers, alignment with KCF and adherence to Bologna Standards. (ANNEX C305)

Activity 3.1. Take stock of the existing teacher key competencies, teacher training catalogue, teacher training programmes and providers (national/international, public/private) available in Kosovo and of good examples in EU-member states.

<p>3.1. Sub-activities</p>	<p>1.1 Arrange meetings with education authorities, agencies, schools, and other stakeholders</p> <p>1.2 Carry out desk research on available legislation, reports, and good practice regionally and internationally</p> <p>1.3 Participate in events (workshops, seminars, conferences) in the field of teacher development</p> <p>1.4 Map teacher development practices and policies (for internal use).</p>
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1.1 KE2 met with the Head of the Teacher Training Unit and received documentation to use as a foundation for a modified Teacher Competency Profile. KE2 developed a draft Teacher Competency Profile. The Profile will be reviewed by MEST/TTU, SCTL, and education authorities, teacher union and other stakeholders in Q2 2011.

1.2 KE2 carried out this research with the aid of the head of TTU (ANNEX C306).

1.3 KE2 attended a workshop by GIZ in Math and Science and a presentation by IBP in Civics and curriculum.

1.4 Sub-activities 1.1, 1.2 and 1.4 above were largely completed during the inception phase between October 2009 and February 2010.

Activity 3.2. Organise a broad consultation on the new Teacher Competency Profile (TCP) needed in Kosovo.

Meetings are currently being arranged with the Chair of SCTL and Head of TTU and further consultations with the teacher union, teachers, school directors and MEDs are planned for Q3 2011.

Activity 3.3. Revise the existing Teacher Competency Profile according to the outcomes of the consultation and provide support to MEST for the finalisation of the draft in view of its official adoption.

KE2 developed a revised draft of the Teacher Competency Profile in this reporting period (ANNEX C306).

Activity 3.4. Develop a credit system similar to the European Credit Transfer System (ECTS) for the purpose of recognition of professional development of teachers.

3.2., 3.3. and 3.4. Sub-activities	<p>2.1. Participate in the current processes of consultation on the TCP</p> <p>2.2. Support the implementation of the TCP (dissemination of information, workshops with teacher education institutions, for example the University of Pristina and University in Mitrovica, and so on)</p> <p>2.3. Monitor implementation of the TCP and support its review and redrafting (in 2011)</p> <p>2.4. Assist in the development (in collaboration with SCTL and IDEP) of a programme for implementation of the credit transfer system</p> <p>2.5. Monitor implementation of the in-service credit system (2011)</p>
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2.1. KE2 will continue the consultation process begun in this reporting period.

2.2. KE2 met with the Rector of UP, Vice-Rector International, and the Dean of the Faculty of Education to discuss plans to review and changes to be made to the B Ed degree programme and courses within it following the Kosovo Accreditation Agency Accreditation Report of the Faculty of Education in June 2010. The Teacher Competency Profile will provide the KAA with a standard to use to determine the quality of the course Syllabi within each B Ed Program. Work will continue on this in Q2 2011 and will likely continue throughout the life of EU SWAp.

2.3. KE2 developed a plan of action for the implementation of monitoring the TCP and its application within the B Ed degree program, KAA and SCTL. The implementation of the action plan has begun. (ANNEX C308)

2.4. KE2 has met with the Head of TTU and IDEP and has plans to meet with the Chair of SCTL regarding the development of a credit transfer system. At present, the hours of professional development training will be the credit system as it is framed in the Teacher Licensing Administrative Instruction. Key to this process is the projected launching of the Human Resources-based Management Information System data base system file (HRMIS) by IDEP in October 2011.

2.5. The IDEP project which supported the development of the HRMIS package is the heart of the implementation of the in-service credit system. Through this package MEST will be able to gather biographical, professional and professional development training data on all teachers in Kosovo. It is near completion and the goal is to launch it in Q4 2011. The SCTL has not functioned regularly or effectively and this is a challenge in implementation let alone monitoring.

Activity 3.5. Revise the teacher training catalogue taking into account the Teacher Competency Profile and the credit system.

3.5. Sub-activities	<p>5.1 Draft ToR for, and appoint local and international non-key experts to assist MEST to develop the teacher training catalogue in consultation with the stakeholders indicated above</p> <p>5.2 Develop a costed plan for the design, publication and dissemination of the catalogue, including a process for updating it</p> <p>5.3 Assist MEST to collect entries for the Catalogue based on established criteria related to the Teacher Competency Profile and credit system</p>
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	<p>5.4 Assist MEST to finalise the Catalogue, its publication and distribution</p> <p>5.5 Organise seven regional workshops in didactic centres to present the Catalogue to school directors, teachers and municipality authorities</p> <p>5.6 Establish a monitoring and evaluation process to assess the effectiveness of the Catalogue and a process for its updating</p>
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5.1 The teacher training catalogue was completed and approved by providers and the TTU in this reporting period (ANNEX C302).

5.2 KE2 developed a costed plan for the design, publication and dissemination of the catalogue including a process for updating it, and this will be completed in Q2 2011 (ANNEX C309). An RAO was developed to disseminate the Catalogue but it is first being translated to English so there can be a determination of the extent of dissemination.

5.3 The Catalogue is completed, the teacher credit system is established, and the Teacher Competency Profile is drafted. The challenge is now to support MEST to use these tools together in a coherent strategy.

5.4 The Catalogue is finalised. Publication of the catalogue online is underway and print publication and distribution is being planned for Q4 2011.

5.5 KE2 has planned this and it will be accomplished in Q4 2011.

5.6 This will be done in Q4 2011.

Activity 3.6. Train and provide support to the Teacher Training Review Board of the MEST.

3.6. Sub-activities	<p>6.1. Assess SCTL and MEST TTU needs for support</p> <p>6.2. Draft ToR for and appoint one local and one international non-key experts to meet the needs of the SCTL and MEST TTU (based on an annual action plan) for policy development and implementation</p> <p>6.3. Conduct two training workshops (jointly with IDEP)</p> <p>6.4. Update SCTL and TTU needs for support beginning of every year (2010, 2011, 2012)</p> <p>6.5. Organise training workshops (2 each year) based on identified needs</p>
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6.1. KE2 has done this without meeting so far with the Chair of SCTL, due to his unavailability. KE2 met with Deputy Chair of the SCTL and Head of the Teacher Training Unit to gain permission to attend SCTL meetings, but when one was held in March 2011 the Chair responded that it was not appropriate for KE2 to attend. Meetings with the Head of the TTU tend to deal with issues of requiring money and funding and simple numbers of training programs rather than quality of programs, strategies and policies for shifting to a demand service model from a supply service model to date. The assessment will be done Q2 2011.

6.2. Experts engaged to meet the training needs of the SCTL and MEST TTU (based on an annual action plan) for policy development and implementation

The Project agreed areas of support with the MEST SCTL and this is annexed to the Inception Report. This will be done Q4 2011.

6.3. Planned for Q4 2011

6.4. Planned for Q4 2011

6.5. Planned for Q4 2011

Activity 3.7. Set up a web-page on in-service training under the portal of MEST.

3.7. Sub-activities	<p>7.1. Draft ToR for, and appoint, a non-key local expert to design the in-service web page (the same expert as for Activity 1.5.6)</p> <p>7.2. Design the web page</p> <p>7.3. Train MEST staff to maintain and update the web page</p>
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7.1. Experts engaged to design the in-service web page (the same expert as for Activity 1.5.6)

KE2 has planned this activity but access to the MEST Website is problematic, due to restrictions in access to government websites, managed by MEST Technicians and governed by the Ministry of Public Service. However, KE2 continues to press MEST representatives for meetings to enable our local expert to gain access to the MEST website to add a Teacher Professional Development portal and web page.

7.2. Design of the web page began in this reporting period and will continue into Q2 2011.

7.3. To be done Q3 2011.

Activity 3.8. Develop and implement a capacity development program (including institutional, organisational, and human capacities) of the MEST Teacher Training Unit and other key actors as appropriate.

Many meetings with the Head of TTU have yet to result in a capacity development plan. This will be planned for Q4 2011.

Activity 3.9. Organise training workshops and seminars as required according to MEST capacity building needs and the needs of key stakeholders.

Nothing further done at this stage.

3.8. and 3.9. Sub-activities	<p>8.1. Draft ToR for, and appoint, international and local non-key experts to assess the training needs of the teacher development agencies and institutions and make recommendations</p> <p>8.2. Develop and pilot a training programme for the training of school directors and municipal education directorate staff in lesson observation, mentoring and training needs analysis (as part of school development planning)</p> <p>8.3. Implement training events (1 tailor made workshops each year);</p> <p>8.4. Conduct one tailor made workshop a year for a selected number of school directors;</p> <p>8.4. On the job monitoring and support for a selected number of officers and</p>
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	institutions.
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8.1. Experts engaged to assess the training needs of the teacher development agencies and institutions and make recommendations

The Project plan to support SCTL and TTU will be developed by the KE2 and supporting Experts for Teacher Development, working together with the MEST Curriculum Technical Team, TTU and SCTL in Q4 2011 at the earliest.

8.2. This will be started in Q4 2011 in conjunction with the launching of the School Director Resource Handbook that promotes the KCF and Kosovo Core Curriculum.

8.3. This will begin in Q4 2011

8.4. This will begin in Q4 2011

8.4. This activity needs to be correlated with the inputs of other donors/implementers, for example, GIZ (formerly known as GTZ) and USAID, and the updated KCF *Joint Master Plan*. The KE2 will follow up on this in Q4 2011.

Activity 3.10. Ensure peer learning and exchange activities with peer teacher training institutions in the region/EU member states, as deemed necessary (exchange of experiences through study visits and conferences).

3.10. Sub-activities	10.1. Organise a study visit in 2010 (to Scotland; see 2.7. above) 10.2. Participate in two regional teacher development events every year 10.3. Organise an international event on TD in Kosovo in 2011 (jointly with IDEP). 10.4. Participate in one European event in teacher development every year
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10.1, 10.2, 10.3 & 10.4

MEST stated that it does not favour the use of Project funds for study visits; these funds were reallocated to support the curriculum development process.

Activity 3.11. Provide technical expertise to in-service teacher training institutions including the Faculty of Education of the University of Pristina.

3.11. Sub-activities	11.1 Identify non-key international and local experts to assist Key Expert 2 to advise HE teacher education institutions on improvements to their pre-service and in-service programmes in line with the requirements of the KCF and the Bologna process. 11.2 Design a training programme to support the teacher education institutions 11.3 Implement the programme – review of study programmes and establishment / improvement of existing in-service programmes (two workshops with various faculties of the UP and UM). 11.4 Monitor the implementation of improved programmes 11.5 Provide support to in-service teacher training programme of the Faculty of Education (consolidation of the program) – one workshop and consultancy;
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11.1 Experts engaged to assist Key Expert 2 to advise HE teacher education institutions on improvements to their pre-service and in-service programmes in line with the requirements of the KCF and the Bologna process.

KE2 has initiated meetings with the Rector of UP and developed an Action Plan to respond to the Accreditation Report which proposed that 8 of the Faculty's 10 programmes should lose their accreditation. The Rector agreed and related a plan to move all teacher education, regardless of what level of teacher, to the Faculty of Education. He is using the KE2's information internally and involving him only when he needs more assistance. (ANNEX C303).

11.2 This has been done, and it will be submitted to the Rector of UP for response in Q2 2011.

11.3 This will be done Q4 2011

11.4 The Action Plan will be submitted to the Rector in Q2 2011.(ANNEX C303)

11.5 KE2 created an Action Plan which will be submitted to the Rector for approval. One option is to close the programme down as it does not meet KCF or Bologna standards, is redundant, does not lead to teacher licensing upgrades and costs €1.3 million each year.

Activity 3.12. Elaborate a manual outlining the standards and procedures for accreditation of in-service teacher training providers and programmes ready for approval. (This activity links to Activities 3.2 - 3.5 above)

KE2 has met with the Head of KAA, and it has been invited to accredit courses within the in-service programme with FE. The In-service courses offered through the Faculty of Education currently are not accepted by the SCTL and therefore do not contribute toward the teacher licensing system. That is a separate issue.

Activity 3.13. Examine needs for developing a programme of systematic quality monitoring of teacher training and assessment of teachers' performance once trained, and develop appropriate recommendations in this regard.

Planning for this activity will begin in Q2 2011.

<p>3.13. Sub-activities</p>	<p>13.1 Identify and appoint one local and one international non-key expert to assist MEST and IDEP in a manual with standards and procedures of INSETT and to develop and implement a ToT training programme for schools and municipalities in teacher monitoring and assessment;</p> <p>13.2. Develop training materials</p> <p>13.3. Implement the training programme: two workshops with assignments in between</p> <p>13.4. Certify 20 trainers</p> <p>13.5. Organise training activities in 7 regions - in every region (in didactic centres) each year</p> <p>13.6. Pilot the performance appraisal system by trained officers</p> <p>13.7. Organise external monitoring and evaluation of the pilot programme.</p>
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13.1 Experts engaged to assist MEST and IDEP in a manual with standards and procedures of INSETT and to develop and implement a ToT training programme for schools and municipalities in teacher monitoring and assessment;

Planning to begin in Q2 2011.

13.2, 13.3, 13.4 & 13.5

Planning to begin in Q2 2011.

13.6. Regarding the above - these activities are dependent upon the Rector adopting the action plan, the Dean of FE agreeing to support changes, the Head of HE MEST agreeing along with the Minister of MEST to enforce change, and finally upon the Head of KAA supporting the plan of action.

13.7. Planning to begin in Q2 2011.

SUMMARY OF COMPONENT 3 OUTPUTS DURING THE REPORTING PERIOD JAN-MAR 2011	SUMMARY OF RESOURCES USED end of March 2011
<ul style="list-style-type: none"> • Review of SCTL licensing procedures • Teacher Training Catalogue developed and approved by TTU and Providers • Draft Teacher Competency Profile developed • Action Plan for Rector for FE changes in response to loss of accreditation of programmes • Action Plan for support quality enhancement of FE In-Service B Ed programme submitted to the Rector • Action Plan for SCTL to plan usage of HRMIS and TCP drafted 	<p>KE 1 days: 10 KE2 days: 23.5</p> <p>Senior expert days: R. Webber 30</p> <p>Junior expert days: M. Mula 29.5</p>

SECTION 4 MAINSTREAMING OF CROSS-CUTTING ISSUES (CCIS) GENDER EQUALITY; MINORITIES INCLUSION/PARTICIPATION; THE ENVIRONMENTAL DIMENSION)

The report and recommendations of the EU SWAp Project Senior and Junior Experts for Cross-cutting issues have been reviewed in the context of each component and initiatives have been taken. In Component 2, it was decided to create an additional version of the teacher resource handbooks specifically for the school directors of Resource Schools and teachers of classrooms impacted by inclusion policies. This handbook will draw upon the information provided by the MEST Inclusion department and work completed in the FSDEK II program. In addition, for the other versions, teaching and learning materials drawn from the RAE, Turkish and Serbian community will be used. The workshops in Teaching and learning materials, stage level CLOs and Syllabus Review all have been planned to include participants representing the ethnic communities. A problem exists that we have not been able to accommodate, that of inviting people of special physical needs to the workshops as the workshop venue is on the second floor, only accessible by stairs. We plan to check other venues like the Emerald Hotel which is served by an elevator.

In Component 3, we have done little yet to integrate cross-cutting issues, as most of the work being completed here involves planning with the University of Pristina Rector, the Permanent Secretary of MEST, and the Dean of the Faculty of Education. However, cross-cutting issues are included in the content of professional development training under the State Council of Teacher Licensing. The Teacher Competency Profile includes cross-cutting issues as well, and when approved, it will guide the content of the courses in the B Ed degree offered by the Faculty of Education.

We have taken care, at great expense to include interpretation in three languages at workshops in this reporting period, and to our dismay, the interpretation companies are planning to require two interpreters per language per day, which will increase the cost substantially. However, we are budgeting for this in the event that it transpires.

The need to highlight inclusion aspects in any updated Textbooks Standards was highlighted in the Project's comments submitted to MEST.

The project is actively seeking a Serbian-speaking Project assistant to provide translation and interpretation services but also to act as a link person to Serbian municipalities, but as yet we have not been able to identify a suitable person.

- Promotional literature and Project materials are being produced in English, Albanian and Serbian languages.
- Requests for Administrative Orders and individual experts' terms of reference derived from them refer to the ToR Special Requirements section and emphasise the need for an inclusive approach to all Project activities.

SECTION 5 SUMMARY OF INPUTS DEPLOYED IN THE REPORTING PERIOD (JANUARY - MARCH 2011)

The following table summarises the main inputs used:

	January 2011	February 2011	March 2011	Total
Component 1				
KE1	12	8	12	32
KE2	2	3	3	8
Senior	6.5	24.5	9	40
Junior	19	22	34	75
Component 2				
KE1	2	1	1	4
KE2	8	9	9	26
Senior	6	11	9.5	26.5
Junior	4.5	12	2	18.5
Component 3				

KE1	3	4	3	10
KE2	7.5	5	11	23.5
Senior		15	15	30
Junior		11.5	18	29.5

SECTION 6 PROJECT PLANNING FOR THE NEXT REPORTING PERIOD (APRIL-JUNE 2011)

6.1 Activities to be undertaken and outcomes to be achieved

<p>Project</p> <ul style="list-style-type: none"> • Continue to add to website and put on-line the Serbian version • Continue monthly routine of supplying documents to MEST with timesheets • Facilitate Fifth Project Steering Committee meeting • Complete and submit Fourth Progress Report 	
<p>Component 1</p> <ul style="list-style-type: none"> • Support MEST to carry out KESP Implementation Plan 2011 • Support MEST to initiate a SWAp Steering Group and a KESP Task Force • Ongoing formal and informal capacity building on SWAp for MEST and donors, including presentations at all appropriate workshops, e.g. Capacity Building for MEDs, Implementation Planning workshop: participate in donor coordination meetings • Continue Capacity Building (CB) for 22 MEDs in line with finalised needs analysis and plan • Finalise and publish Handbook for Planning Tools and continue capacity building of MED Directors and staff, and MEST Planning department specifically related to the use of selected Planning Tools • Complete design of financial planning tool and commence capacity building in its use • Support MEST to conduct first Annual Budget Planning Workshop (ABPW), and support the participants to produce a budget proposal for 2012, for incorporation into the Medium Term Expenditure Framework (MTEF) • Assist MEST to identify appropriate 	<p>Component 2</p> <ul style="list-style-type: none"> • KE2 will finalise review of working days' allocations and reallocate to meet Project priorities • Assist the MEST TT to finalise the KCF; ensuring that the needs of vocational students and disadvantaged groups are fully addressed • Assist the MEST TT to develop and identify sources of provision of capacity building to implement the new Kosovo curriculum, including curriculum coordinators; and teachers in selected lead schools • Train writers of teacher supplementary materials in the evaluation of instruments for the review of existing students' books and subject curricula Plan for the next stage of subject curricula development and involvement of Senior and Junior experts as well as the Learning Area Working Groups

<p>Monitoring and evaluation instruments, criteria and indicators and help it to make use of them</p> <ul style="list-style-type: none"> • Continue to assist the donor group to design a Pooled Fund mechanism and work towards its implementation • Assist the MEST Head of Donor Coordination in further consultations with donor agencies on the adoption of a Code of Conduct/Memorandum of Understanding • Commence awareness raising of various groups, including civil society, private sector • Contribute to three new sub-groups of the Employment and Education Working Group on request • Provide ongoing support to SWAp Secretariat/ Department of Donor Coordination and other SWAp structures • Continue to build and use contacts with the Ministry of European Integration to ensure that EI Action Plan requirements are built into the MEST Implementation Plan. Maintain links with EI officer designated to interact with MEST 	
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<p>Component 3</p> <ul style="list-style-type: none"> • Review working days allocations and reallocate days to Project priorities • Assist SCTL to finalise accreditation of existing training providers/courses • Agree a forward plan to support SCTL • Address with MEST TT the teacher training implications of implementing the new curriculum • Assist the Rector of UP to finalise an Action Plan to respond to the FE needs in response to 8 of 10 programmes loss of accreditation status • Assist the Rector of UP to finalise an Action Plan to align the FE Teacher Training B Ed degree In-service programme with the FCF principles and Bologna Standards • Assist SCTL, KAA and UP/FE to use the Teacher Competency Profile as a 	<p>Cross Cutting Issues</p> <ul style="list-style-type: none"> • Standardise all RAOs to promote inclusion issues • Raise awareness of inclusion issues across the Project and with other donors/implementers through taking opportunities to raise the issues as they arise. Includes within handbooks to support the implementation of KCF by MEDs, School Directors, teachers. • Develop and train teachers to use a special Handbook directed to supporting Directors of 'Resource' Schools and all schools that will have 'included' classrooms from 2012 onwards. • Disseminate materials from experts' reports in all minority languages as resources allow • Publish materials on website in accessible formats and in all minority languages
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standard for B Ed programmes, courses within the B Ed and all teacher professional Development trainings	<ul style="list-style-type: none"> • Actively involve minority and disability representatives in all project activities • Actively reach out to minorities at local level and engage with Serbian municipalities regarding the project activities
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6.2 Summary of inputs to be deployed in the planning period (April - June 2011)

6.2.1 Working days

	Apr. 2011	May 2011	June 2011	Total
Component 1				
KE1	14	13	19	46
KE2	4	4	0	8
Senior	8	8	8	24
Junior	18	14	8	40
Component 2				
KE1	1	1	5	7
KE2	8	8	6	22
Senior	20	15	10	45
Junior	20	20	12	52
Component 3				
KE1	1	1	5	7
KE2	8	8	6	22
Senior	0	0	0	0
Junior	20	20	10	50
Total	122	112	89	323

6.2.2 Requests for Approval (These will be agreed with MEST and submitted to EC Liaison Office during the reporting period April-June 2011)

Component 1: Awareness raising in respect of the SWAp. An RAO will be submitted for a Junior expert for 40 days

Component 1: Training in use of financial planning tool: An RAO will be submitted to develop senior financial planning expertise to use the tool in MEST budget planning activities.

Component 1: An RAO will be submitted for incidentals in respect of a second Capacity Building workshop to continue the planned capacity building programme.

Component 2: An RAO will be submitted for incidentals necessary to support a Stage Level LO/Assessment Criteria Workshop

Component 2: An RAO will be submitted for incidentals necessary to support a Subject Syllabus Review Workshop

Component 2: An RAO will be submitted for an input by a local expert to review subject level syllabi

Component 2: An RAO will be submitted for an input by a local expert to assist the Senior Long-term Curriculum Expert

Component 2: An RAO will be submitted for an input by a local expert to assist the Senior Expert in Handbook Development to gather TLM from teachers in the 7 regions of Kosovo

Component 3: RAOs may be needed to support a further input or inputs by the Senior and Junior UP/FE and TLM Training Experts and to support Component 3, once the Rector and Chair of the SCTL respond to the Action Plans that the KE2 submitted to them.

SECTION 7 ASSESSMENT OF ACHIEVEMENTS TOWARDS PLANNED RESULTS IN PERIOD (JANUARY-MARCH 2011)

In Component 1

- i) Support provided to MEST to complete its first Annual Implementation Plan (2011) within the context of the six-year KESP (2011-2016)
- ii) Good use made of needs analyses for capacity building, primarily at MED level, to plan and initiate a programme of capacity building for MED staff. Donor coordination strengthened in this area through Project-led activities
- iii) Handbook for Planning Tools Drafted
- iv) Financial planning tool under development

- v) Expert support to Pool Fund Donor Group for the education sector provided
- vi) A baseline study on awareness of SWAp conducted

In Component 2

- i) Completion of new draft of text book evaluation template being used by writers of teaching and learning resources
- ii) Development of first teaching and learning materials in a 2 day workshop facilitated in February 2011
- iii) Significant revisions to Kosovo Curriculum Framework undertaken

In Component 3

- i) Completion of teacher training catalogue for use by SCTL and TTU
 - ii) Completion of teacher competency profile which is under review by TTU and SCTL
- Limited progress has been made in Component 3, partly because of the difficulty of maintaining regular contact with MEST and SCTL counterparts, and the absence of any formal response from MEST on the project's discussion papers.

The following table provides an overview of the status of planned results in the period. Many of the outputs will be delivered over an extended period of time and many are therefore shown as ongoing.

	COMPONENT 1 PLANNED OUTPUTS	STATUS
1.1.	Support MEST to establish a cross departmental working group; this was the sequence of planning activities conducted largely in seven sub-sector working groups which culminated in the Kosovo Education Strategic Plan	Completed
1.2.	Assist the MEST, both at Central and Municipality levels, in developing a costed and time-bound action plan	First Annual Implementation/ Action Plan for 2011 completed
1.3.	Establish the SWAp Task Force	Ongoing in the form of a senior management team responsible for planning and review as set out in KESP 2011-2016 Chapter 6. To be formalised in Q2
1.4.	Establish the SWAp Secretariat	Ongoing. Leadership of this needs to be clarified following staff changes in MEST
1.5.	Support the preparation, organisation and conduct of the first Annual Budget Planning Workshop	Deferred to Q2 pending government readiness
1.7.	Commence the review and design of the financial planning modelling tool with the involvement of two suitable MEST staff	Ongoing design and training to start in next period
1.8.	Commence the review and design of appropriate tools for planning	Completed
1.9.	Finalise needs analysis of capacity requirements in municipalities and propose a plan for related activities, including but not limited to MEDs	Completed
1.10.	Investigate the new Gateway arrangements for donor coordination and seek MEST's involvement in the pilot phase. Support MEST and MEI in the process	Ongoing
1.11.	Establish and inaugurate the Donor-supported Projects' Technical Coordination Group	Ongoing on an informal basis. A number of joint activities including in support for teacher development, capacity building, curriculum, at central and MED level
1.12.	Provide support to the donor focal point for the education sector	Ongoing
1.13	Initiate review of the need for development of monitoring and evaluation tools	Ongoing
1.14.	Network with relevant ministries and other agencies, including	Ongoing



	MEF, MLGA, Municipalities Association, Teachers' Union	
1.15	Prepare for international study visit.	Removed
	COMPONENT 2	
2.1.	Implement the process of developing a capacity building programme with MEST CD Unit, CTT	Ongoing. EU SWAp Project junior non-key expert worked extremely closely on a day-to day basis with CTT, guiding them on every step
2.2.	Support the KCF finalisation process	Ongoing; KE2 and two senior non-key experts providing revisions
2.3.	Develop operational guidelines for curriculum writers	Completed, a new section will be added to reflect current phase of work
2.4.	Elaborate the syllabus development template for KCF implementation	Q2 2011
2.5.	Establish KCF steering and subject groups with MEST and SCCTA	Completed (SCCTA was not established by MEST)
2.6.	Organise and deliver training for the steering and subject groups	Completed
2.7.	Prepare Joint Position Paper for Curriculum Implementation	Completed
2.8.	Realise full set of CLO for all LA/CS	Ongoing, editing, in last phase of finalisation in Q2 2011
2.9.	Develop methodology and instruments for evaluating current syllabi	Q2 2011
2.10.	Begin the process of developing a quality assurance system and the identification of related training and human resource needs	Q2 2011
2.11.	Draft a Gender and Ethnic Minority Plan	Completed
2.12.	Analyse the MEST website and draft proposals for its improvement (in conjunction with project website development planning)	Q2 2011
2.13.	Select and get approval for international and national experts in curriculum development, teaching and learning materials development, assessment, gender equity/ethnic minorities, website developer (national only); project website and publicity materials.	Completed (experts); ongoing (website and publicity); Experts will not be used for next phase of learning area subject syllabi, remaining days to be reallocated
	COMPONENT 3	
3.1.	Begin the process of developing a capacity building programme with MEST TT Unit and SCTL	Ongoing
3.2.	Update the teacher licensing system including the Teacher Competency Profile and credit transfer arrangements (with World Bank)	Ongoing, KE2 drafted TCP, needs finalisation

3.3.	Draft an outline plan for the development, production and distribution of the Teacher Training Catalogue, reflecting the Profile and credit transfer system	Completed
3.4.	Draft an outline for the manual on the accreditation of INSETT training providers and courses (with World Bank)	Ongoing, Action Plan submitted
3.5.	Begin an assessment of the capacity building needs of INSETT institutions, including the Faculty of Education	Ongoing, Action Plan submitted
3.6.	Begin collecting and collating possible networking, exchange and possible study visit opportunities for INSETT/ITT institutions, including international conferences	Cancelled, need resources within Kosovo
3.7.	Select and get approval for international and national experts in teacher development/performance.	Completed

SECTION 8 PROBLEMS/OBSTACLES DURING THE REPORTING PERIOD

Working relationships with MEST

At an individual level working relationships are generally very cordial and effective and an improvement has been observed in determining who the Project should work with at a strategic decision-making level. However, this needs to be further improved, together with clarification as to who should respond to Project technical advice/discussion papers.

The Project commenced on 20 October 2009. It is estimated that in the period till the end of March 2011, out of seventeen months, some eight months have been disrupted and activities deferred or slowed down by uncertainties and distractions in government relating to elections; first the Municipal elections 2009-2011 (some three months), and then the general election and difficulties in election of the President (approximately five months). This constitutes almost half of the lifespan of the project.

The departure from MEST of the Permanent Secretary together with the Head of Donor Coordination is serious, given their enthusiasm and commitment to the sector-wide approach. The Project will need to work hard to rebuild awareness in new staff and to broaden commitment to it across MEST more widely, including at the political level.

The lack of confirmation of continued funding beyond June 2011 for the Curriculum Technical Team by UNICEF needs resolution. Otherwise, CTT is entering its last few months.

The lack of response by the Chair of SCTL needs to be resolved.

The lack of capacity of the Head of TTU to respond to quality issues needs resolution.

The lack of response by the University of Pristina Dean of the Faculty of Education and management team needs resolution.

EC Task Manager has as yet been unable to meet with MEST Minister, with the result that EU SWAp KEs cannot commence a dialogue with him.

Communication and reporting channels also need to be clarified and streamlined between the Project and MEST counterparts, especially given the number of donors/implementers working in the sector, and to maximise the effectiveness of joint activity planning and document preparation.

Administrative Orders (RAOs)

The restriction to one batch of RAOs per month limits the Project's flexibility and ability to respond.

EC Liaison Office response times

For workload reasons it is not always possible to get a rapid response, for example, to expert reports so that translation and dissemination of key advice may be delayed. Editing and revising expert reports takes up a great deal of Key Expert (and Task Manager) time. The Project is not allowed to disseminate any document without EC Liaison Office approval.

Visibility and ownership

There needs to be a very clear agreement between MEST and the EC Liaison Office on the use of logos and joint 'ownership' of publications prepared by both Project and MEST counterparts. It has been determined that this is a matter to be agreed between MEST and EC Liaison Office, rather than Project KEs. KE2 is closely following EU Publication Standards for Teacher Resource Handbooks.

SECTION 9 CONCLUSIONS

Component 1: As a result of the Key Experts' activities and continuous presence in-country, the SWAp is widely discussed and is seen as central to sector progress. In spite of disruption due to election processes and activity, a number of activities have proceeded well. Especially significant is the completion, with Project assistance, of the first Annual Action Plan for KESP (2011). Also, the discussion generated with other donors around the findings of the needs analysis for MED Capacity Building, together with the development of the Handbook for Planning Tools, has been valuable in strengthening collaborative working practices and a deepening of shared understanding among donors and their implementing partners of the need to cooperate. A good beginning has been made to the Project's capacity building activities in the 22 MEDS selected for this support. New communities have participated.

The work of developing a Pooled Fund has gathered momentum among a small number of donors and needs to continue, reinforced by more donors committing at least in principle, to providing resources in this way.

The departure of the Permanent Secretary and the Head of Donor Coordination was a set-back, given their commitment to the SWAp.

When completed, the financial planning tool will significantly assist MEST to improve its financial planning, especially in respect of examining the effect on financial allocation of diverse policy options.

Component 2: The project continues to support the development of the KCF through to finalisation. The Senior long term Expert in Curriculum established his primary office in MEST and not at the EU SWAp offices. He maintains daily working relations with CTT. Progress in Q2 2011 is predicted to be significant because of this arrangement.

Plans for the Stage Level and Assessment Criteria development workshop are firm and IBP has agreed to contribute funding of over €10,000. The draft instruments and methodology for evaluating the current syllabi will be revised and completed in Q2 2011. Plans for the Subject Syllabus review workshop are firm and will occur in Q2 2011. Learning Area CLOs are undergoing final review and these will be finalised in Q2 2011. The Project is on schedule according to the *Joint Position Paper and Master Plan* for the curriculum implementation process. The *Operational Guidelines for the Curriculum Writers* will be updated with a new section, Part II, added.

Component 3: A team of writers to develop the teacher resource Handbooks has been assembled, with two Senior short term Experts, KE2, three Local short term Experts and the Office Manager of EU SWAp assigned roles. These are scheduled to be completed in the first draft form in Q2 2011. The Handbooks will be validated at ToT trainings in schools in 7 regions in Q4 2011.

KE2 drafted the Teacher Competency Profile with the assistance of TTU providing documentation. KE2 developed Action Plans for the UP Rector to respond to the KAA Accreditation report on the FE; to respond to the low quality of programme offerings in the FE In-Service (INSETT) programmes; and to support the SCTL in its work to establish and maintain standards in programming.

The Teacher Training Catalogue is completed, validated by Providers and accepted by the TTU / MEST.

ANNEX A1 LOGICAL FRAMEWORK

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
Overall Objective	To support the Kosovo Government in Improving the Quality and Efficiency of the Provision of Education and Training Services, notably pre-university education, in a lifelong learning and employability perspective, in line with the agreed upon sector wide approach (SWAp) for education, and in accordance with EU standards	Improved performance of the education sector	External and internal assessment results	Political and economic stability of the country; Kosovo public institutions remain committed to education reform;
Purpose	Strengthen and build capacity within MEST at central and municipal levels to; manage the education sector, with the coordinated support of donor partners; effectively forecast the financing of the education sector; monitor the progress of implementation of education sector strategies	Strategic Plan Action Plan for SWAp SWAp Task Force M&E Systems Financial Management System	Action Plan MTEF Annual Reports Joint Annual Review and Annual budget Workshop reports Monitoring Reports	Successful implementation of all the related projects in Kosovo, on which this project should build; Effective donor coordination for all actions related to this project;
	Update and further elaboration of an agreed upon draft National Curriculum Framework including capacity building and training of curriculum development and other relevant stakeholders required for effective roll-out and implementation of the new curriculum. The support is to include measures to promote minority inclusion in education through curriculum development	Fully inclusive National Curriculum Framework approved and implemented with active participation of MEST VET Department and VET donors/implementers	NCF and supporting documentation: syllabus training manual syllabus template inclusive writer training materials	Key players of the GoK are willing to devote time to capacity building actions Donors are willing to commit funds to a SWAp type programme
	Update and further elaboration of an agreed Teacher Competency Profile and update the teacher training catalogue as well as strengthening capacities for teacher training policy development and teacher training provision inside Kosovo in order to promote quality improvements in primary and secondary education in Kosovo	Consultation Strategy carried out by IDEP Accreditation Process approved by SCTL and Minister Improved education delivery in schools	Teacher Training Catalogue and supporting accreditation guidance/manual of procedures Inspection and monitoring reports	
	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
CCIs	Languages	Project reports and training materials made available in three languages	Reports and training materials	
	Inclusion	Minority and disadvantaged groups including children with special needs participate in project activities and are	MEST Strategic Plan incorporates and integrates inclusion issues in all sub-sectors	

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
		represented on decision-making bodies	Workshop participant lists; evaluation reports; meeting minutes and reports; teaching and learning materials reflecting all communities Inclusive content in all Project activities Inclusion highlighted in all new RAOs MEST Textbooks Standards highlight inclusion issues	
	Gender equity	Equal representation of men and women in workshops, on project decision making bodies; gender checklist for materials development	Participant lists; meeting minutes; workshop evaluation reports; teaching and learning materials have no gender bias; gender checklist; writer training materials; revised textbooks standards	
Results COMPONENT 1	1. The education strategies are translated into time bound actions (annual plans and mid-term action plans), milestones and monitoring arrangements including regular and systematic progress reporting.	Annual costed plans published and reported against at Joint Annual Review meetings (JARs)	Plans Joint Annual Review meeting reports	Government of Kosovo, especially MEST, backed up by MFE, is committed to the SWAp rationale and process
	2. Financial planning software tool for use by MEST is ensured in order that it may manage and forecast the national education budget based on a consolidated sector strategy (including the VET Action Plan and Mapping Report). The tool should allow strategic planning and policy planning and to calculate the cost of various strategic options and future investment.	Financial estimates and plans, including scenarios, made available to Annual Budget Planning Workshop (ABPW)	Reports of ABPW	MEST identifies appropriate staff to train in management of the financial tool and ensures their ongoing engagement
	3. Key staff members of various departments/units of the Ministry and the Municipal Education Directorates are trained and able to use these management tools to support planning, effective organisation and decision making and to support Donor coordination.	Staff at central and municipal levels competently utilise Financial planning tool to produce financial estimates based on prioritised actions.	Financial estimates and plans	MEST and municipalities commit to using the various tools
	4. The donor coordination by MEST is strengthened and donor partner support is in compliance with the overall strategy and objectives of the MEST.	MEST Donor Coordination sub-sector working groups operational	Meeting minutes	MEST and donors accepts the value of well coordinated interventions

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
COMPONENT 2	5. The MEST capacity in planning, implementation, monitoring and evaluation are strengthened as required to deliver implementation of the education sector action plan. The monitoring and evaluation efforts include the development and establishment of baseline data and indicators for the education sector.	Coherent plans and monitoring/evaluation reports produced through routine use of various planning, monitoring and evaluation tool Progress of sector plan evaluated against the agreed indicators annual work plan and budget at successive JAR meetings.	Indicators Reports of JAR EMIS	MEST values and promotes strong management of physical and financial planning, monitoring and evaluation
	6. A revised National Curriculum Framework is ready for official adoption. The National Curriculum Framework should be fully discussed, understood and agreed by the key stakeholders, including representatives of ethnic minorities, and various interest groups in education, at both the national and local levels, and should be in line with good practices in EU-member states.	Revised NCF completed Summary leaflet for public consultation developed Fully inclusive public consultation carried out	Framework document in 3 languages Short version (leaflet) in 3 languages Monitoring reports on consultation exercise Realistic and practical implementation plan agreed	Consultation exercise is a genuine discussion and consultation with all stakeholders
	7. A steering group of curriculum development specialists of the MEST Curriculum unit, the Council for Curricula of Kosovo / Council for Curricula, Textbooks and Assessment (CCTA) and tertiary education institutions have acquired additional skills and hands-on experience needed to revise the National Curriculum Framework and to lead the various subject groups responsible for curriculum development to include specific measures to address minority inclusion in education.	Curriculum development and maintenance strategy Increased coordination of curriculum development process within MEST Learning area and education stage working groups set up with Project support	Syllabus development guidance Inclusive subject syllabuses New teaching and learning materials including for non-majority communities	Sufficient capacity is available within MEST and other institutions available for this exercise
COMPONENT 3	8. The Teacher Competency Profile, required for assessment of teachers, is revised and accepted by the key stakeholders and various interest groups in education (at the national and local levels) and in line with good practices in EU-member states.	Consultation exercise completed	Finalised TCP document MEST Administrative Instruction (AI)	
	9. A credit system for the purpose of recognition of professional development of teachers is elaborated and ready for official approval. 10. The teacher training catalogue is revised to include the training for all the components of the Teacher Competency Profile and based on the agreed upon credit system and with due regard to the teacher licensing system as established in Kosovo.	Credit system proposal completed 'Catalogue' published and disseminated (electronic updating thereafter)	Final document and guidance MEST AI Schools select courses form catalogue for MEDs to fund	Sufficient capacity exist to provide courses for new KCF; schools and MEDs trained in use of catalogue; funding available



	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
	11. The MEST capacity to manage the in-service training of teachers at national level is developed as are the institutional tools, the national teacher training framework, required to ensure efficient and systematic management of in-service training of teachers.	Comprehensive MEST teacher training plan exists as part of Strategic Plan; roles of MEST and Faculty of Education/other providers clarified in relation to KCF and teacher licensing	Teacher Training Plan Administrative Instructions Annual reviews Budget allocations	Responsibility allocated within MEST for the Plan and its execution, monitoring and evaluation: SCTL? MEST Technical Unit?
	12. Capacities of higher education institutions related to in-service training are strengthened to build sustainable partnerships with non-academic, NGOs and other teacher training providers.	Trainer training takes place; agreements reached between institutions	Agreements or Memoranda of Understanding	Institutions are interested in partnerships NGO capacity exists
	13. A manual outlining the standards and procedures for accreditation of in-service teacher training providers/programmes is elaborated and ready for official approval.	Manual developed with all stakeholders' participation	Manual approved by MEST and disseminated	Common agreement on procedures;
	14. A coordinated system for the teacher training provision and performance monitoring in Kosovo is in place.	Fully inclusive framework established in consultation with all stakeholders which embraces KCF needs, teacher licensing scheme and teacher and school director performance assessment, etc.	Published framework disseminated and in use by all teacher training providers, MEDs, schools	Monitoring and evaluation procedures and capacity in place at institutional, MED and school level Schools (Directors trained to) analyse their teachers' training needs on an annual basis (School Development Planning)
COMPONENT 1. Capacity Development with MEST at Central and Municipal Levels				
Activities	<p>1.1 Support MEST to establish a cross-departmental working group assigned to design and steer the work for the implementation of the component 1.</p> <p>1.2 Assist MEST, both at central and municipal levels, in developing a costed and time bound action plan to be used as an operational tool associated to the education sector strategies.</p>	<ul style="list-style-type: none"> ▪ Cross Departmental Working Group/Task Force Established with Action Plan for taking forward Education SWAp agenda. Donor coordination by MEST is strengthened and donor partner support is in compliance with the overall strategy and objectives of the MEST. ▪ A costed and detailed Action Plan for the Education Sector Strategies produced and endorsed by MEST 	<p>Working Group Operating Procedures; Minutes of Meetings</p> <p>Copies of Action Plan; Minutes of Meetings, including Joint Annual Reviews and Annual Budget</p>	

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
		<p>and local level stakeholders. The Action Plan for the Education Sector Strategies includes time bound actions (annual plans and mid-term action plans), milestones and monitoring arrangements including regular and systematic progress reporting.</p>	<p>Workshops; Reports</p>	
	<p>1.3 Ensure a common understanding within MEST about the objective of building the sector-wide approach in education and the steps required to achieve it.</p> <p>1.4 Develop capacities of MEST units (at central and municipal levels) as deemed necessary. Assist MEST in reviewing the capacities needed by MEST staff in order to carry out the MEST action plan, including recommendations on key areas to be strengthened and modalities for this capacity building/strengthening</p> <p>1.5 Review the need for development of financial planning tools, monitoring and evaluation tools to be used by MEST for policy making, donor coordination and monitoring of progress in the education sector.</p>	<ul style="list-style-type: none"> ▪ Conference to promote the SWAp approach and to introduce the sector-wide strategy and action plan to MEST officials, other key line Ministries and stakeholders including donor community ▪ Capacity building review report and development plan linked to requirements of SWAp action plan ▪ Information and capacity building workshops and events ▪ Management systems review report and terms of reference for implementation of planning and monitoring tools (fully integrated with approaches used in MFE and ACDEI). 	<p>Conference Materials; Information and Communication Strategy</p> <p>Capacity Building Plan; Training and Information Materials; Operating Procedures</p> <p>Management Systems Report; Monitoring and Evaluation Framework</p>	
	<p>1.6 Elaborate and propose tool(s) to donor partners for improved donor coordination. Develop strategic planning tools, monitoring and evaluation tools to be used by the MEST for policy making, donor coordination and monitoring progress in the education sector.</p>	<ul style="list-style-type: none"> ▪ A financial planning software tool for use by MEST is ensured in order that it may manage and forecast the national education budget based on a consolidated sector strategy (including the VET Action Plan and 	<p>M&E Procedures; Code of Conduct for Donors; Operations manual for tracking system of donor engagement in the education sector</p>	



	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
		<p>Mapping Report). The tool should allow strategic planning and policy planning and to calculate the cost of various strategic options and future investment.</p>		
	<p>1.7 Train the relevant units of the central level of the MEST, including the donor coordination unit working in cooperation with the ACDEI, and the directorates of education in municipalities, on the use of these above mentioned tools.</p>	<ul style="list-style-type: none"> ▪ Key staff members of various departments/units of the Ministry and the Municipal Education Directorates are trained and able to use these management tools to support planning, effective organisation and decision making and to support Donor coordination. The MEST capacity in planning, implementation, monitoring and evaluation are strengthened as required to deliver implementation of the education sector action plan. 	<p>Training materials; Evaluation of training.</p>	
	<p>1.8 Ensure peer learning and exchange activities with peer institutions in the region/EU member states, as deemed necessary, with special attention to the EU accession agenda.</p>	<ul style="list-style-type: none"> ▪ Study tour programme ▪ Workshops and Information Events 	<p>Workshop and study tours support materials; Evaluation of study tours.</p>	



	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
COMPONENT 2. Curriculum Development				
Activities	<p>2.1 Assist MEST with the establishment of, and provide support to the State Council for the Kosovo Curricula (SCKC).</p>	<ul style="list-style-type: none"> Steering group of curriculum development experts of Kosovo operational since April 2009 will be supported through stages of the process, to contextualise the NCF and the curriculum reform process to the needs of Kosovo. Representatives of ethnic minorities, representatives from Special Educational Needs are included and are participating together with educational experts and key stakeholders in the key decision making bodies of the project. 	<p>Minutes of Meetings; Presentations on NCF; Policy Papers</p>	
	<p>2.2 Take stock of the existing first-generation curricula, textbooks, policies and assessment instruments.</p>	<ul style="list-style-type: none"> Report on stock taking exercise for existing curricula and resource base including initial gap assessment for new curricula 	<p>Report and Recommendations</p>	
	<p>2.3 Develop and implement a capacity development program (including institutional, organisational, and human capacities) of the MEST Curriculum Unit, members of the Council for Curricula and other key actors as appropriate.</p>	<ul style="list-style-type: none"> Members of Steering Group and MEST Curriculum unit and others have acquired additional skills and hands-on experience needed to 	<p>Capacity Building Strategy Training Materials</p>	



	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
		<ul style="list-style-type: none"> revise the National Curriculum Framework 		
	<p>2.4 Set up a public discussion process on the NCF to include outreach to local levels and minority representative.</p>	<ul style="list-style-type: none"> Consultation process to involve teachers, teacher education service providers, parents, local authorities and employers from all minority groups as well as groups representing children and students with special needs in the NCF development process. 	<p>Information and Communication Strategy Reports on Consultation Exercise</p>	
	<p>2.5 Organise and support the process of revision and redrafting of the National Curriculum Framework in view of its finalisation.</p>	<ul style="list-style-type: none"> National Curriculum Framework (NCF) which sets out the stages and core subjects for pre-university education. 	<p>Updated NCF Papers</p>	
	<p>2.6 Develop guidelines for the design and implementation of new curricula based on the NCF and, thereafter, its application.</p>	<ul style="list-style-type: none"> NCF setting out the subjects taught; the knowledge, skills and understanding required in each subject; standards or attainment targets in each subject; how a child's progress is assessed and reported. 	<p>Guidelines and Training Materials for NCF</p>	
	<p>2.7 Assist the MEST to establish a group of local education mentors/advisors/facilitators to secure a system of quality assurance in the curriculum development process specifically, and in the education system more generally.</p>	<ul style="list-style-type: none"> At least 10 training sessions in curriculum development. 	<p>Training Materials</p>	
COMPONENT 3. Teacher Training Development				
Activities	<p>3.1 Take stock of the existing teacher key competencies, teacher training catalogue, teacher training programmes and providers (national/international, public/private) available in Kosovo and of good examples in EU-member states.</p>	<ul style="list-style-type: none"> Report on stock taking exercise for existing teacher competence profiles and gap assessment for new teacher 	<p>Report and Recommendations</p>	

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
	<p>3.2 Organise a broad consultation on the new Teacher Competency Profile needed in Kosovo.</p>	<p>competence profile.</p> <ul style="list-style-type: none"> ▪ A Steering group of teacher training experts of Kosovo will be set up to work with the Consultant in all stages of the process, to contextualise the TCP. It is equally important to involve teachers, teacher education service providers, parents, local authorities and employers from all minority groups and groups representing students with special needs/students with disabilities in the TCP development process. Consultations campaign organised and delivered nationwide. 	<p>Minutes of Steering Group Meetings Action Plan</p>	
	<p>3.3 Revise the existing Teacher Competency Profile according to the outcomes of the consultation and provide support to MEST for the finalisation of the draft in view of its official adoption.</p>	<ul style="list-style-type: none"> ▪ Revision, update and further development of the Teacher Competency Profile (TCP) which defines the general competencies of teachers in addition to specific competencies to promote child-centred teaching and learning. 	<p>Update TCF Profile Guidelines on Implementation</p>	
	<p>3.4 Develop a credit system similar to the European Credit Transfer System (ECTS) for the purpose of recognition of professional development of teachers.</p>	<ul style="list-style-type: none"> ▪ Report and recommendations on accreditation of prior learning and credit system for the recognition of teacher development, to validate the courses taken by individual teachers to upgrade their qualifications 	<p>Report and Recommendations Assessment Schedule</p>	
	<p>3.5 Develop and implement a capacity development program (including institutional, organisational, and human capacities) of the MEST Teacher Training Unit and other key actors as appropriate. Train and provide support</p>	<ul style="list-style-type: none"> ▪ Report and recommendations on capacity building strategy to work with MEST Teacher Training Unit to 	<p>Report and Recommendations Training Portal Training Materials</p>	

	Intervention Logic	Objectively Verifiable Indicators	Sources of Verification	Assumptions
	to the National Teacher Licensing Council of the MEST. Work with MEST to set up a web-page on in-service training under the portal of MEST. Organise training workshops and seminars as required according to MEST capacity building needs and the needs of key stakeholders.	<ul style="list-style-type: none"> implement new TCP ▪ In Service Training Portal ▪ Training workshops and materials for capacity building 		
	3.6 Revise the teacher training catalogue taking into account the Teacher Competency Profile and the credit system.	<ul style="list-style-type: none"> ▪ Teacher Training Catalogue and Support Materials for new TCP. 	Catalogue	
	3.7 Put in place appropriate systems to support roll out of new Teacher Training Programme. Ensure peer learning and exchange activities with peer teacher training institutions in the region/EU member states, as deemed necessary (exchange of experiences through study visits and conferences). Provide technical expertise to in-service teacher training institutions including the Faculty of Education of the University of Pristina. Elaborate a manual outlining the standards and procedures for accreditation of in-service teacher training providers and programmes ready for approval.	<ul style="list-style-type: none"> ▪ Proposals for a new system for licensing and career advancement of teachers or improvements of existing system ▪ Study visits to explore comparative EU models for Teacher Training ▪ Trainer Training programme working with teacher training institutions ▪ Manuals and procedures for implementation of new Teacher Competency Profile 	Report and Recommendations Study Visit Programmes Manuals and Procedures	
	3.8 Examine needs for developing a programme of systematic quality monitoring of teacher training and assessment of teachers' performance once trained, and develop appropriate recommendations in this regard.	<ul style="list-style-type: none"> ▪ Report and recommendations on implementation of systems for quality assurance and ongoing monitoring on teachers performance 	Report and Recommendations	



1.5.3.	Review the need for development of monitoring and evaluation tools to complement EMIS	Jan-Feb each year	■		■		■		■		■		■			10					
1.5.4.	Develop Monitoring and evaluation tools and train selected staff in their use	Mar 2010-Mar 2012			■		■		■		■		■			15					
1.5.5.	Develop capacities of the MEST units (at central and municipal levels) as deemed necessary	Mar 2010 Sep 2011			■		■		■		■		■		20	10	30				
1.5.6.	Design and set up SWAp web page	Apr-Jun 2010			■		■		■		■		■					30			
Act No	Activity description	Indicative timing	2010				2011				2012				KE Days	NK INT DAYS	NK LOC DAYS				
			Months			Quarters	Quarters			Quarters	Quarters										
			J	F	M	2	3	4	1	2	3	4	1	2				3	4		
1.5.7 ² .	Ensure peer learning and exchange activities with peer institutions in the region/EU member states	April-June 2010			■		■		■		■		■		20						
1.6.	Result 1.5 DC by MEST is strengthened and in compliance with MEST sector strategy		■																		
1.6.1.	Elaborate and propose tools to donor partners for improved donor coordination	Mar. 2010-Dec. 2011			■		■		■		■		■		■		xx				
1.6.2.	Facilitate and participate in coordination between donors	Jan 2010 Jun 2012			■		■		■		■		■		■		40				
1.6.3.	Establish and support a donor supported projects technical coordination group	Jan 2010 Jun 2012			■		■		■		■		■		■		60				
			Total expert days for Component 1													430	230 (120)	350 (240)³			

² As part of the reallocations from Component 1 to Component 2 incidental expenditures from this activity (as well as 120 Senior and 240 junior expert days) have been planned to be transferred to Component 2 to for a more robust support of the Curriculum development process.

³ These expert days reallocated to C 2 to support the CD process.



														KE 2	NKI	NKL			
COMPONENT 2																			
2.1	Result 2.1 Revised NCF ready for adoption																		
2.1.	Take stock of the existing first-generation curricula, textbooks, policies	Nov-Dec 2009	■	■													20	0	0
2.2.	Organise and support the process of revision and redrafting of the NCF	Jan-Jul 2010	■	■	■	■											30	10	
2.3.	Set up a public discussion process on the NCF to include outreach to local levels and minorities	Feb-Apr 2010		■	■	■											10	0	20
2.4.	Develop guidelines for the design and implementation of new curricula based on the NCF	Jan-Feb 2010	■	■													10	30	50
Result 2.2 MEST CD Specialists have skills to revise NCF																			

Act No	Activity description	Indicative timing	2010			2011				2012				KE Days	NK INT DAYS	NK LOC DAYS			
			Months			Quarters			Quarters										
			J	F	M	2	3	4	1	2	3	4	1				2	3	4
2.5.	Help the MEST establish, and provide support to the SCCTA in implementing NCF and in designing and implementing a capacity development program		■	■	■	■	■	■		■		■		■			70	120	120
2.6.			■	■	■	■	■	■		■		■		■				120	240
2.7.	Assist the MEST to establish a group of local education mentors/advisors/facilitators to secure a system of quality assurance						■	■	■	■							50	60	100
			Total expert days for Component 2													190	340	530	



COMPONENT 3															KE2	NKI	NKL	
Result 3.1 Teacher Competency Profile revised and accepted																		
3.1.	Take stock of existing teacher key competencies, teacher training catalogue, training programmes and providers															20	0	0
3.2.	Organise a broad consultation on the new Teacher Competency Profile															10	0	0
3.3.	Revise the existing Teacher Competency Profile															10	0	0
Result 3.2 Credit system ready for approval																		
3.4.	Develop a credit system for INSETT															10	30	40
Result 3.3. Teacher Training Catalogue revised																		
3.5.	Revise the teacher training catalogue															20	40	60
Result 3.4 MEST capacity developed																		
3.6.	Train and provide support to the TTRB (SCTL)															90	120	120
3.7.	Set up a web-page on in-service training															10		10
3.8.	Develop and implement a capacity development program															30	20	40
3.9.	Organise training workshops and seminars as required according to MEST needs and of key stakeholders															10	20	40
Result 3.5 HE INSETT capacity strengthened																		
3.10	Ensure peer learning and exchange activities with peer teacher training institutions															10	10	0
3.11	Provide technical expertise to in-service															20	40	60



	teacher training institutions																					
	Result 3.6 INSETT Accreditation manual elaborated																					
3.12	Assist to elaborate a manual for accreditation of in-service teacher training providers and programmes																		10	10	20	
	Result 3.7 Coordinated TT and teacher monitoring system in place																					
3.13	Examine needs and implement a programme of systematic monitoring of teacher training and teacher performance																			30	28	48
		Total expert days Component 3																280	318	438		
		Total expert days for Components 1, 2, 3																900	888	1318		
	Team Leader role																	80				
	Preparation of ToR, briefing, debriefing consultants, report writing, editing, etc																	70				
	Networking																	50				
	Administration																	50				
	Total																	1150	888	1318		

1.3.1.	Planning tools designed and introduced for central and municipal use				8		22		
1.4.	Result 1.4 Key staff members of MEST and MEDs are trained to use management tools					9			
1.4.1.	Assist the MEST / MED-s in reviewing the capacities needed by MEST /MED staff								
1.5.	Result 1.5 MEST capacity in planning, implementation, monitoring and evaluation are strengthened								
1.5.1.	Ensure a common understanding at Central and Municipal levels on building SWAp in education and steps required to achieve it.				8				
1.5.2	Train selected key staff at central and municipal levels in the use of planning tools				2				
1.5.3.	Review the need for development of M&E tools to complement EMIS				2	7			
1.5.4	Develop Monitoring and evaluation tools and train selected staff in their use				4	6			
1.5.5.	Develop capacities of the MEST (central and municipal) as deemed necessary								
1.5.6.	Design and set up SWAp web page								
1.5.7.	Ensure peer learning and exchange activities in the region/EU member states								
1.6.	Result 1.5 DC by MEST is strengthened and in compliance with MEST sector strategy								
1.6.1.	Elaborate and propose tools to donor partners for improved donor coordination				3				
1.6.2	Facilitate and participate in coordination between donors				3				
1.6.3.	Establish and support a donor supported projects technical coordination group								



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	Total for C1				KE 1- 46	NKS -40	NKJ -50		
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Project title: Support to implementation of Sector-Wide Approach in Education		Project number: EuropeAid/127858/D/SER/KOS			Country: Kosovo		Page: 2		
Planning period: October 2009-September 2012		Prepared on: 11/15/10			Contractor: Cambridge Education, Kosova Education Centre, Education 2000+ Consulting, and Tribal Helm				
Act No	Activity description	TIME FRAME			INPUTS			EQUIPM. & MATERIALS	COMMENTS
		April	May	June	PERSONNEL DAYS				
					KE	NKS LT/ST	NKJ LT/ST		
	COMPONENT 2								
2.1	Result 2.1 Revised NCF ready for adoption								
2.1.	Take stock of the existing first-generation curricula, textbooks, policies				5		18.5		
2.2.	Organise and support the process of revision and redrafting of the NCF				4	6.5			
2.3.	Set up a public discussion process on NCF to include outreach to local levels and minorities					2			
2.4.	Develop guidelines for the design and implementation of new NCF curricula					2			
	Result 2.2 MEST CD Specialists have skills to revise NCF								
2.5.	Help the MEST establish, and provide support to the				3.5	14			
2.6.	SCCTA in implementing NCF and in designing and implementing a capacity development program								
2.7.	Assist the MEST to establish a group of local education mentors/advisors/facilitators to secure a system of quality assurance					2			
	Total planned for C 2				12.5	26.5	18.5		

COMPONENT 3									
	Result 3.1 Teacher Competency Profile revised and accepted								
3.1.	Take stock of existing teacher key competencies, teacher training catalogue, training programmes and providers				3				
3.2.	Organise a broad consultation on the new Teacher Competency Profile				2				
3.3.	Revise the existing Teacher Competency Profile				0				
	Result 3.2 Credit system ready for approval				0	15			
3.4.	Develop a credit system for INSETT				0				
	Result 3.3. Teacher Training Catalogue revised								
3.5.	Revise the teacher training catalogue				11		29.5		
3.6.	Train and provide support to the TTRB (SCTL)				3				
3.7.	Set up a web-page on in-service training				0		7		
3.8.	Develop and implement a capacity development program								
3.9.									
	Result 3.5 HE INSETT capacity strengthened								
3.10	Ensure peer learning and exchange activities with peer teacher training institutions				1				
3.11	Provide technical expertise to in-service teacher training institutions				15				
	Result 3.6 INSETT Accreditation manual elaborated								
3.12	Assist to elaborate a manual for accreditation of in-service teacher training providers and programmes				12				
	Result 3.7 Coordinated TT and teacher monitoring system in place					15			
3.13	Examine needs and implement a programme of systematic monitoring of teacher training and teacher performance				0				
	TOTAL PLANNED EXPERT DAYS C 3				KE2 47	30	JST -36		
	TOTAL PLANNED EXPERT DAYS C 1, 2, 3				<u>105.5</u>	<u>96.5</u>	<u>JST 104.5</u>		



	the Annual Budget Planning Workshops								
1.3.	Result 1.3 Planning tools are designed and utilised								
1.3.1.	Planning tools designed and introduced for central and municipal use				30	15-DP 9-WB	20-AS 22-SK		
1.4.	Result 1.4 Key staff members of MEST and MEDs are trained to use management tools								
1.4.1.	Assist the MEST / MED-s in reviewing the capacities needed by MEST /MED staff								
1.5.	Result 1.5 MEST capacity in planning, implementation, monitoring and evaluation are strengthened								
1.5.1.	Ensure a common understanding at Central and Municipal levels on building SWAp in education and steps required to achieve it.						7-PT		
1.5.2	Train selected key staff at central and municipal levels in the use of planning tools								
1.5.3.	Review the need for development of M&E tools to complement EMIS					13-LS			
1.5.4	Develop Monitoring and evaluation tools and train selected staff in their use								
1.5.5.	Develop capacities of the MEST (central and municipal) as deemed necessary								
1.5.6.	Design and set up SWAp web page								
1.5.7.	Ensure peer learning and exchange activities in the region/EU member states								
1.6.	Result 1.5 DC by MEST is strengthened and in compliance with MEST sector strategy								
1.6.1.	Elaborate and propose tools to donor partners for improved donor coordination								
1.6.2	Facilitate and participate in coordination								



	between donors								
1.6.3.	Establish and support a donor supported projects technical coordination group								
	Total for Component 1				KE 1=46	NKS WB-9 LS-13 DP-27	NKJ AS-20 SK-22 PT-7 AS-20		



EU EDUCATION SWAp Project

Project title: Support to implementation of Sector-Wide Approach in Education		Project number: EuropeAid/127858/D/SER/KOS			Country: Kosovo			Page: 3		
REPORTING PERIOD: July 2010 – September 2010		Prepared on: 07/15/10			Contractor: Cambridge Education, Kosova Education Centre, Education 2000+ Consulting, and Tribal Helm					
Act No	Activity description	TIME				PERSONNEL			INCIDENTALS	OTHER
		MONTHS				KE	NKS	NKJ		
		Jul	Aug	Sep						
	COMPONENT 2									
2.1	Result 2.1 Revised NCF ready for adoption									
2.1.	Take stock of the existing first-generation curricula, textbooks, policies									
2.2.	Organise and support the process of revision and redrafting of the NCF				5					
2.3.	Set up a public discussion process on NCF to include outreach to local levels and minorities									
2.4.	Develop guidelines for the design and implementation of new NCF curricula				2	14-MM 12.5-AC	18.5-NZ	CD Guidelines WSs		
	Result 2.2 MEST CD Specialists have skills to revise NCF									
2.5. 2.6.	Help the MEST establish, and provide support to the SCCTA in implementing NCF and in designing and implementing a capacity development program				10		80	CD workshops		
2.7.	Assist the MEST to establish a group of local education mentors/advisors/facilitators to secure a system of quality assurance									



EU EDUCATION SWAp Project

Act No	Activity description	TIME				PERSONNEL			EQUIPMENT	OTHER
		MONTHS				KE	NKS	NKJ		
		Jul	Aug	Sep						
	COMPONENT 3									
	Result 3.1 Teacher Competency Profile revised and accepted									
3.1.	Take stock of existing teacher key competencies, teacher training catalogue, training programmes and providers				20	30 – RW				
3.2.	Organise a broad consultation on the new Teacher Competency Profile				2					
3.3.	Revise the existing Teacher Competency Profile									
	Result 3.2 Credit system ready for approval									
3.4.	Develop a credit system for INSETT									
	Result 3.3. Teacher Training Catalogue revised									
3.5.	Revise the teacher training catalogue				1		29.5			
3.6.	Train and provide support to the TTRB (SCTL)									
3.7.	Set up a web-page on in-service training									
3.8.	Develop and implement a capacity development program									
	Result 3.5 HE INSETT capacity strengthened									
3.10	Ensure peer learning and exchange activities with peer teacher training institutions				15					
3.11	Provide technical expertise to in-service teacher training institutions									
	Result 3.6 INSETT Accreditation manual elaborated									
3.12	Assist to elaborate a manual for accreditation of in-service teacher training providers and programmes				5.5					



EU EDUCATION SWAp Project

	Result 3.7 Coordinated TT and teacher monitoring system in place								
3.13	Examine needs and implement a programme of systematic monitoring of teacher training and teacher performance								
	Total for 2 and 3				KE KE 2 – 59.5	NKS RW – 30 MyM-14 AC – 12.5	NKJ MM-29.5 NZ-18.5		
			Total expert days for Components 1, 2, 3		KE 1 – 48 KE 2 – 28	93.5	117		
	Team Leader role				KE 1 – 6				
	Preparation of ToR, briefing, debriefing consultants, report writing, editing, etc				KE 2 – 4				
	Networking								
	Administration								
	Total								



EU EDUCATION SWAp Project

ANNEX A.4-II: RESOURCE UTILISATION REPORT 2

RESOURCES / INPUT	TOTAL PLANNED	PERIOD PLANNED (Jan-Mar)	PERIOD REALISED (Jan-Mar)	TOTAL REALISED (Cumulative)	TOTAL REMAINING
PERSONNEL	Days	Days	Days	Days	Days
Key experts	1,150	105.5	105.5	541.5	608.5
Senior Non-Key Expert	888	96.5	96.5	361	527
Junior Non-Key Expert	1,318	114	114	420.5	897.5
Sub-total	3,356	316	316	1323	2033
EQUIPMENT and MATERIAL					
OTHER INPUT					
Incidentals	<u>Euro</u>	<u>Euro</u>	<u>Euro</u>	<u>Euro</u>	<u>Euro</u>
Comp. 1, 2, and 3	228,300	19,400	8,310.75	41,1979	211,469.72
Expenditure verification	30,000	0	0	0	30,000
Sub-total	258,300	19,40	8,310.75	41,1979	241,469.72
TOTAL	258,300	5,540	5,412.56	41,1979	241,469.72

REPORTING PERIOD	MAIN ACTIVITIES UNDERTAKEN	CONTRACTOR	INPUTS UTILISED	
			MATERIALS & EQUIPMENT	OTHER
January- March 2011	Three days 1,2,23 Feb –Strategic Plan 2011-2016	Various	2,348.82	



EU EDUCATION SWAp Project

January- March 2011	Two days -15,16 Feb –Management and Leadership-MEST and MEDs	Various	2,143.40	
January- March 2011	Two days -22,23 Feb-Textbooks	Various-	3,818.53	
TOTAL			8,310.75 €	

ANNEX A6: OVERALL RESULT PERFORMANCE PLAN

	Project Title: Support to implementation of Sector-Wide Approach in Education		Contractor: Cambridge Education	
	Reporting period: January-March 2011 (Fourth quarterly report)		Country: Kosovo	
	Contract No.: EuropeAid/127858/D/SER/KOS		Prepared on: 18 April 2011	
	RESULTS TO BE DESCRIBED	TARGET DATE	AGREED OBJECTIVELY VARIABLE INDICATORS	CONSTRAINTS AND ASSUMPTIONS
	COMPONENT 1			
a)	The education strategies are translated into time bound actions (annual plans and mid-term action plans), milestones and monitoring arrangements including regular and systematic progress reporting.	Completed	Letter from Minister (31.03.2010) establishing SWAP Task Force	First Annual action plan (2011) not yet adopted by MEST.
		KESP (2011-2016) Strategic Plan adopted December 2010. First Annual Action Plan (2011) COMPLETED February 2011 MED Capacity Building plan completed	Agreed Strategic Plan and Action Plan Completed Capacity Building needs analysis and CB Plan for 22 MEDs	



EU EDUCATION SWAp Project

b)	<p>A financial planning software tool for use by MEST is ensured in order that it may manage and forecast the national education budget based on a consolidated sector strategy (including the VET Action Plan and Mapping Report). The tool should allow strategic planning and policy planning and to calculate the cost of various strategic options and future investment.</p>	<p>Needs Analysis for Financial Tool and recommendation to proceed to design stage COMPLETED end of December 2010.</p> <p>Design, implementation and associated training in use of Financial Planning Tool by June 2011</p>	<p>Report of review</p> <p>Financial tool available in electronic form</p>	
		<p>Report on Needs Analysis for support to Planning in MEST and MEDs, together with identification of suitable Planning Tools, and recommendations for capacity building COMPLETED November 2010</p>	<p>Report of review</p>	
c)	<p>Key staff members of various</p>	<p>Capacity Building to</p>	<p>MED Capacity building needs analysis.</p>	



EU EDUCATION SWAp Project

	departments/units of the Ministry and the Municipal Education Directorates are trained and able to use these management tools to support planning, effective organisation and decision making and Donor coordination.	COMMENCED and ONGOING	Handbook of Planning Tools published	
		MED Capacity building needs analysis COMPLETED in November 2010	MED Capacity building needs analysis completed	
		April 2011	Workshop TOR, agendas and programmes; training and resource materials; reports of workshops	
		End of 2011	22 Municipal Education Directorates provide input to the annual work-plan of MEST on a timely and efficient basis. Baseline data and agreed indicators form the basis of operational and activity planning, and reporting on sector progress	MEDs are able to engage staff on appropriate training and to deploy them in relevant planning and reporting activities
d)	The donor coordination by MEST is strengthened and donor partner support is in compliance with the overall strategy and objectives of the MEST.	Kosovo Education Strategic Plan finalised and adopted by GoK and donors in October 2010	SWAP Steering Committee established by Ministerial letter; membership list; agreed TOR; minutes of meetings. Secretariat TOR agreed; Secretariat documentation-agendas, minutes of meetings, plans	SWAP Steering Committee formation delayed due to other priorities
			Clear operational arrangements in place and being used, as evidenced by easy access to donor mapping, including functioning of Gateway	Slow response to Gateway system
e)	The MEST capacity in planning, implementation, monitoring and evaluation are strengthened as required to deliver implementation of the education sector action plan (developed through the support of component 1, point 1.1	Monitoring and evaluation work reinstated. Report completed	Report of review of need for M and E tools	
		Annual Budget Planning Workshop	TOR, agenda, reports	ABPW delayed till Q2 April-June 2011 due to delayed budget setting by MEI



EU EDUCATION SWAp Project

	abovementioned). The monitoring and evaluation efforts include the development and establishment of baseline data and indicators for the education sector.	Ongoing	Baseline study of SWAp awareness; website documents	
		Fifth reporting period	Monitoring and Evaluation tools documented. Reports of workshops, participants' lists	
	COMPONENT 2			
a)	A revised National Curriculum Framework is ready for official adoption. The National Curriculum Framework should be fully discussed, understood and agreed by the key stakeholders, including representatives of ethnic minorities, and various interest groups in education, at both the national and local levels, and should be in line with good practices in EU-member states.	Fifth Reporting Period	Approved final document which fully addresses needs of vocational students, includes feedback from within MEST, public discussions and disadvantaged groups	Delayed final review of comments received as substantial changes made on further review by beneficiaries
b)	A steering group of curriculum	Fifth Reporting Period	KCF working groups operational with <i>Joint</i>	Effective leadership by MEST appointed



EU EDUCATION SWAp Project

	development specialists of the MEST Curriculum unit, the Council for Curricula of Kosovo / Council for Curricula, Textbooks and Assessment (CCTA) and tertiary education institutions have acquired additional skills and hands-on experience needed to revise the National Curriculum Framework and to lead the various subject groups responsible for curriculum development to include specific measures to address minority inclusion in education.		<i>Master Plan</i> setting out a realistic implementation plan.	Team Leader, working group coordinators; effective and timely deployment of SWAp international and local experts to support working groups. Progress delayed and undermined by inability of MEST to pay teachers for work as members of Working Groups.
	COMPONENT 3			
a)	The Teacher Competency Profile, required for assessment of teachers, is revised and accepted by the key stakeholders and various interest groups in education (at the national and local levels) and in line with good practices in EU-member states.	Completed by World Bank IDEP	Administrative Instructions published	Teacher Competency Profile needs to be designed for evaluation of B Ed program and Demand driven model for SCTL trainings
b)	A credit system for the purpose of recognition of professional development of teachers is elaborated and ready for official approval.	Completed by World Bank IDEP	Administrative Instructions published	Under the Teacher Licensing AI the credit system is simply hours of training
c)	The teacher training catalogue is revised to include the training for all the components of the Teacher Competency Profile and based on the agreed upon credit system and with due regard to the	Ongoing	Criteria and assessment grid developed; Several providers and courses approved for inclusion in catalogue	Lack of course offerings relevant to the new Curriculum; need to link licensing process and teacher upgrading course at Faculty to KCF or abolish the In-service program offered by Faculty of Education



EU EDUCATION SWAp Project

	teacher licensing system as established in Kosovo.			
d)	The MEST capacity to manage the in-service training of teachers at national level is developed as are the institutional tools, the national teacher training framework, required to ensure efficient and systematic management of in-service training of teachers.	Ongoing: technical advice prepared for MEST about teacher training and capacity building implications of KCF and realistic implementation and capacity building plan proposed	Realistic KCF implementation and capacity building plan adopted by MEST; Faculty of Education capacity addressed and teacher development role clarified	Faculty as main in-service provider is poorly managed and seems not to recognise its role. Relationship with MEST unclear. Currently, the only way to access the Faculty of Education is through the Rector's Office and UP Senate
e)	Capacities of higher education institutions related to in-service training are strengthened to build sustainable partnerships with non-academic, NGOs and other teacher training providers.	Fifth reporting period onwards under KE2	See above; practical, realistic and sustainable teacher development plan adopted for KCF by MEST which embraces all potential providers and links to teacher licensing courses	Limited capacity in the sector and Faculty not currently taking a leading role; proactive and strategic leadership lacking
f)	A manual outlining the standards and procedures for accreditation of in-service teacher training providers/programmes is elaborated and ready for official approval.	Fifth reporting period	Manual linked to teacher training catalogue developed plus training for providers in programme/course development for KCF and beyond	Limited capacity in the sector
g)	A coordinated system for the teacher training provision and performance monitoring in Kosovo is in place.	Fifth reporting period onwards	Coordinated plan developed which includes KCF provision, teacher licensing and upgrading, training for vocational teachers. University of Pristina Faculty courses include methodological element as core or options. Teacher performance assessment procedures trialled and in place (World Bank/IDEP) plus inspector training. Programmes developed for school directors with related performance monitoring .	Authority of Kosovo Accreditation Agency. Coordination of provision in University of Pristina. Political nature of school director appointments and lack of continuity and professional background.

ANNEX A7: RESULT PERFORMANCE REPORT

Project Title: Support to implementation of Sector-Wide Approach in Education		Contractor: Cambridge Education	
Reporting period: January-March 2011 (Fourth quarterly report)		Country: Kosovo	
Contract No.: EuropeAid/127858/D/SER/KOS		Prepared on: 18 April 2011	
Results	Deviation from original plan	Reason for deviation	Comments on constraints and assumptions
Component 1			
The education strategies are translated into time bound actions (annual plans and mid-term action plans), milestones and monitoring arrangements including regular and systematic progress reporting.	none		First five-year Kosovo Education Strategic Plan (2011-2016) adopted by Government and donors 22 October 2010 and launched 8 December 2010, enabling EU Education SWAp Project to support development and adoption of annual and mid-term action plans
Establishment of a cross departmental working group	none		Project assisted MEST to complete a first Annual Implementation Plan in line with KESP 2011-2016
A financial planning software tool for use by MEST is ensured in order that it may manage and forecast the national education budget based on a consolidated sector strategy (including the VET Action Plan and Mapping Report). The tool should allow strategic planning and policy planning and to calculate the cost of various strategic options and future investment.	None		Design work on Financial Planning Tool and associated training approved by EC and commenced
Key staff members of various departments/units of the Ministry and the Municipal Education Directorates are trained	Reduced engagement in central MEST capacity building	Capacity Building considered more crucial for MEDs given that another agency (GIZ) has taken responsibility for	Programme of training for officials of 22 MEDs commenced, supported by drafting of Handbook of Planning Tools



EU EDUCATION SWAp Project

and able to use these management tools to support planning, effective organisation and decision making and to support Donor coordination.		support to general CB of central MEST	
Component 2			
A revised National Curriculum Framework is ready for official adoption. The National Curriculum Framework should be fully discussed, understood and agreed by the key stakeholders, including representatives of ethnic minorities, and various interest groups in education, at both the national and local levels, and should be in line with good practices in EU-member states.	None		Kosovo Curriculum Framework substantially revised by beneficiaries with support by Senior Experts
A steering group of curriculum development specialists of the MEST Curriculum unit, the Council for Curricula of Kosovo / Council for Curricula, Textbooks and Assessment (CCTA) and tertiary education institutions have acquired additional skills and hands-on experience needed to revise the National Curriculum Framework and to lead the various subject groups responsible for curriculum development to include specific measures to address minority inclusion in education.	None but delayed : process modified by MEST KCF Technical Team to involve coordinators and working groups	MEST planning process	Process not fully discussed within KCF Task Force and with other donors/implementers nor source of funding and mechanics of working group procedures; CCTA not active pending new Agency; no proactive leadership of the process (New Head of Curriculum technical Team in post driving the process. Strong support provided by Project.
COMPONENT 3			
The Teacher Competency Profile, required for assessment of teachers, is revised and	Completed by World Bank IDEP	Completed by World Bank IDEP	Administrative Instructions issued; 2004 teacher standards need revisiting re new KCF. Adapted

accepted by the key stakeholders and various interest groups in education (at the national and local levels) and in line with good practices in EU-member states.			format for Teacher Competency
A credit system for the purpose of recognition of professional development of teachers is elaborated and ready for official approval.	Completed by World Bank IDEP	Completed by World Bank IDEP	Administrative Instructions issued
The teacher training catalogue is revised to include the training for all the components of the Teacher Competency Profile and based on the agreed upon credit system and with due regard to the teacher licensing system as established in Kosovo.	None but delayed and modified to link to KCF	MEST/SCTL delays to Administrative Instructions, decisions on crediting prior training etc.; respective roles of SCTL and NQA	Lack of proactive leadership; Project drafted procedures in August but process delayed by dispute between SCTL and NQA on who should accredit courses and providers; unresolved by MEST until November
The MEST capacity to manage the in-service training of teachers at national level is developed as are the institutional tools, the national teacher training framework, required to ensure efficient and systematic management of in-service training of teachers.	None but still pending	Lack of clarity over role of SCTL; delay in passing new PUE Law;	Roles of MEST and faculty of Education, Pedagogical Institute and private universities, NGOs still need to be clarified to provide effective support for the KCF; SCTL needs to have overall responsibility for quality assurance of teacher training
Capacities of higher education institutions related to in-service training are strengthened to build sustainable partnerships with non-academic, NGOs and other teacher training providers.	None but still pending	Lack of clarity over role of SCTL; delay in passing new PUE Law;	As above; limited capacity in the sector
A manual outlining the standards and procedures for accreditation of in-service teacher training providers/programmes is elaborated and ready for official approval.	None but still pending	MEST/SCTL delays to Administrative Instructions, decisions on crediting prior training etc.	MEST/SCTL proactive and strategic leadership lacking; see para three above
A coordinated system for the teacher training provision and performance monitoring in Kosovo is in place.	None but still pending	Lack of clarity over role of SCTL; delay in passing new PUE Law	Difficulty of coordinating provision within University of Pristina; role of SCTL or another body to oversee the whole process



EU EDUCATION SWAp Project
