



**EU EDUCATION SWAp Project**

# **Designing and Introducing Planning Tools for Multi-Annual and Annual Sector Plans**

**Needs Assessment Report**

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## Acronyms

|          |   |
|----------|---|
| AMP      | Aid Management Platform   |
| CBERP    | Capacity Building and Education Reform Project  |
| EduSWAp  | Education Sector Wide Approach project  |
| ECLO     | European Union Liaison Office   |
| EFA      | Education for All   |
| EMIS     | Education Management Information System   |
| EPSSim   | Education Policy and Strategy Simulation  |
| EU       | European Union  |
| MED      | Municipal Education Directorate   |
| MEF      | Ministry of Economy and Finance   |
| MEST     | Ministry of Education, Science and Technology   |
| MIE      | Ministry of European Integration  |
| MTEF     | Mid Term Expenditure Framework  |
| OECD/DAC | Organisation for Economic Co-operation and Development,<br>Development Assistance Committee |
| PEST     | Political, Economic, Social, and Technological analysis                                     |
| SIDA     | Swedish International Development Agency  |
| SWOT     | Strengths-Weaknesses-Opportunities-Threats analysis   |
| UNDP     | United Nations Development Programme  |
| UNESCO   | United Nations Educational, Scientific and Cultural Organization                            |

## **Executive Summary**

The purpose of this needs assessment is to identify the most suitable planning methodologies and tools to be used in educational planning in Kosovo, both at central and municipal level, and the strategies for implementing them in practice. In addition to desk research and software survey, in the course of data collection process, semi-structured interviews were carried out with nine municipal education directors from 10 priority municipalities.

Our analysis shows that the need for designing and introducing planning tools suitable for Education Sector decision makers in Kosovo is immediate. Whereas, there is some familiarity and previous experience with such tools in MEST, they are almost unknown to the municipal level education officers.

The plan is to produce a Handbook of Educational Planning Tools that would contain:

- Detailed description of planning tools useful for central and local authorities in Kosovo.
- Guidelines for their utilization.
- CD with suitable electronic forms and free software on/for education planning.

In order to serve its purpose, the Handbook has to be written in a way that it could also be used for training and coaching and its chapters could be read and understood independently of other chapters.

Once the Handbook is developed and translated into Albanian and Serbian, training workshops for key staff at central and municipal level should be organized to introduce the planning tools. Mentoring and coaching services will be offered to MEST and priority municipalities to facilitate the use of planning and monitoring tools in their day-to-day operations.

## Background

The European Commission funded project “Sector Wide Approach to Education” was launched in fall 2009, with an inception report developed and endorsed by February 2010, marking the beginning of the project implementation.

The Project has three components. The first component aims at strengthening the capacities of the Ministry of Education, Science, and Technology (MEST) as well Municipal Education Directorates in managing education system, including planning, development and monitoring tasks that this involves.

The second component of the project is the provision of support to the revision of the Kosovo Curriculum Framework leading to revised subject curricula in schools to be implemented through a phased approach. Whereas, the third component of the project is support to the development of the framework, standards and policies for teacher professional development related to teacher licensing.

The three components are interlinked aiming at the implementation of the Sector Wide Approach to Education and as such the Capacity Building Component (Component 1) is anticipated to contribute to the implementation of aspects of the Component 2 and 3.

The purpose of this consultancy is to design and introduce planning tools necessary for the efficient and effective planning of the multi-annual and annual sector plans like: projection techniques, forecasting, simulation model building and use, flow analysis, Strengths-Weaknesses-Opportunities-Threats (SWOT), and external environment analysis.

The SIDA funded Capacity Building and Education Reform Project (CBERP) has undertaken a study to identify capacity building needs of MEST, as well as to identify support mechanisms and to prioritize and sequence such activities. The final report is not yet published, but one of the preliminary findings of this study is the need to develop processes, routines and functions for MEST internal planning and financial management, as well as the capacity of MEST to plan and budget for the Education sector.

The EU Education SWAp Project is finalizing a capacity building needs assessment of the municipal education directorates and will soon provide technical assistance in developing and implementing financial planning tools suitable for budget planning in the Education Sector.

Another important EU funded project that supports the development of planning tools is the Aid Management Platform (AMP), created by Development Gateway in partnership with the OECD Development Co-operation Directorate, the World Bank, and UNDP.

The AMP is a project of the Ministry of European Integration of the Government of Kosovo, funded by the European Commission Liaison Office to Kosovo (ECLLO) and implemented by Development Gateway International. The objective of the AMP project is to strengthen the capacity of MEI (Ministry of European Integration) to manage, track and report on aid flows through the implementation of a Web-based aid management system. AMP is a web-based application tracking tool that tracks donor commitments and disbursements to Kosovo, links activities to OECD/DAC sectors, Medium-Term Expenditure priorities, and the European Partnership Action Plan. The gathered data is used by the government as well for every-day

project management and coordination, to aid-funded activities. As a web-based tool, AMP allows governments and donors to track aid flows, create customized reports and coordinate activities. Information in AMP comes directly from the source: the donors that are working in Kosovo. The incoming phase of the AMP is expected to continue next spring, and is related to the access that municipalities will have in this platform. This way municipalities can submit their projects as well as report for investments they had.

The World Bank is continuing to support further development of Education Management Information System (EMIS) which was put in operation in 2002, but still lacks many features to efficiently support Education Planning. The current World Bank support focuses on designing EMIS so to provide a timely and informed basis for planning and management of education services, to establish a set of relevant indicators for data collection and utilization, and to establish or contribute to a national system for collection, processing and utilization of education data. As is still in planning phase, the access to EMIS is now planned for all levels of education institutions, including the schools. Building of EMIS is expected to be web-based so to ease the access for all education institutions. Schools that do not have internet access will receive from MED and install a standalone application in their workstations. Though the data were processed and analyzed producing various reports as needed, EMIS is planning to break down the access level to the MEDs and schools. This will enable MEDs and schools to process the data on their own, conduct various researches, analyze and track situation related to success, enrollment etc so to take further actions to improve the negative trends in their schools and/or municipalities related to education.

Currently EMIS unit has completed procurement process, has selected a software design company and is awaiting for approval by the World Bank prior to contracting. Upon contracting it is expected to start with participatory workshops with the leaders of educational institutions and education workers, aiming at structuring the EMIS system in the function of education institutions. The development process timeframe estimation of EMIS system is due to mid of 2012, beginning installation and users trainings with the beginning of school year 2011.

## **Purpose and Methodology of the Needs Assessment**

The purpose of this needs assessment is to identify the most suitable planning methodologies and tools to be used in educational planning in Kosovo, both at central and municipal level, and the strategies for implementing them in practice.

Given limited number of educational planners in Kosovo, this assessment relies on desk research, including assessment and examination of previous and existing donor and project support in this domain,, on data collected from interviews with officials in MEST and the municipalities and a sound understanding of the situation by its authors. An interview protocol was designed for this purpose (Annex 2) to analyze existing capacities for six planning stages:

1. **Diagnosis of the Educational Situation** which entails systematic or ad-hoc data collection and analysis to ensure that action undertaken is a response to existing

problems and circumstances.

2. **Target Setting** as a process of shaping expectations and creating conditions in which key stakeholders have confidence to develop solutions to common problems.
3. **Intervention Strategies and Activities** depicting the way targets will be achieved by mobilizing necessary resources and ensuring synergy with other initiatives.
4. **Costing and Budget Preparation** which needs to accompany every planning to ensure that adequate resources are allocated for a planned intervention.
5. **Implementation and Monitoring Mechanism** – Whereas implementation plan should provide a timeline and allocation of resources for intended activities, it should also serve as a good base for monitoring the implementation. Monitoring mechanisms can be focused on processes, but can also be outcome-based.
6. **Negotiations, Appraisal and Approval** – Competition for limited resources requires a dialogue on affordability and feasibility of planned interventions prior to formal approval of a change plan.

The protocol is suitable to facilitate one hour long semi-structured interviews. Face to face interviews were conducted with 4 MEST officials and 9 municipal education directors from the 10 priority municipalities of the Project (Annex 1). All counterparts were informed in advance about the topic of the interview and were asked to share any planning tools they use.

Also, a software survey was conducted to determine the most suitable tools that can be used in planning.

## Desk Research

Although planning is still weak in the Kosovo Education System, modern planning methodologies which ensure participation of relevant stakeholders in the process, and planning tools are not unknown to the decision makers. From 2002 when the first democratically elected Government of Kosovo was sworn in, education policy makers and relevant stakeholders were involved in developing national strategic documents, to mention the most important ones:

- Strategy for the Development of Higher Education In Kosovo 2005-2015,
- Strategy for Adult Learning in Kosovo 2005-2015
- Strategy for the Development of Pre-University Education in Kosovo 2007-2017,
- Strategy for Integration of Roma, Ashkali and Egyptian Communities in Kosovo 2007-2017 – Education Component,
- Education Sector Development Plan 2010-2015 (work in progress), etc.

Also, modern planning tools were used to develop Municipal Education Development Plans for 10 municipalities with World Bank funding. All those documents were developed in participatory way with contribution from all relevant stakeholders and have mostly followed

the six steps outlined above. Below is the overview of the planning tools by the six planning stages commonly used for education planning purposes in Kosovo:

1. Diagnosis of the Educational Situation
  - Background studies, collating and analyzing existing data and information relevant for the planning process;
  - SWOT analysis;
  - Cause-effect relationship analysis;
2. Target Setting
  - Logical Framework Approach;
  - Setting milestones and indicators;
3. Intervention Strategies and Activities
  - Logical Framework Approach;
  - Description of activities;
4. Costing and Budget Preparation
  - Various financial planning tools;
  - Tools for prioritizing interventions;
  - Donor mapping;
5. Implementation and Monitoring Mechanism
  - Defining inputs and cost for each activity;
  - Tools for implementation plan (Gantt Diagrams, Critical Path Diagrams, etc.)
  - Monitoring frameworks;
6. Negotiations, Appraisal and Approval
  - Public discussions
  - Expert Consultations

In the Kosovo context, it is common that background studies are commissioned by development partners to expert teams consisting of international and local experts. Those studies either inform planning carried out by central or local authorities or planning related to programming of donor aid. Other tools commonly used in facilitated workshops are SWOT analysis and cause-effect relationship analysis delving deeper into the causes of certain problems and trying to figure out best solutions.

Logical Framework Approach and target setting techniques have been widely used for developing major education strategy documents, but also for designing school development plans and municipal education development plans. Although, participation in planning workshops has been quite wide there continues to be a shortage of facilitation skills, both in terms of number of qualified facilitators and the quality of facilitation. Brief descriptions of activities from the logical framework matrix are intended to serve as bases for further

elaboration during the implementation phase.

A number of financial planning tools were designed to cost out major education strategies, whereas a prioritizing tool was used for the first time during the Kosovo Education Strategy Plan (KESP) 2011-2016 development process. A simple donor mapping tool was also developed to facilitate the KESP 2011-2016 planning process, whereas Gateway is a sound example of a more comprehensive tool to address this issue in long run.

Implementation mechanisms like defining inputs and costing them out, as well as various charts for activity scheduling have been frequently used in last 10 years, not only for the purpose of strategic planning, but also for annual and short-term planning. Monitoring frameworks were fully developed for two strategic documents – Pre-University Strategy 2007-2017 and RAE Education Strategy 2007-2017.

Public discussions and expert consultations have been used in the process of developing the most important education strategy documents.

Annex 3 provides an overview of the use of specific educational planning tools in developing the most important strategic documents, and most important types of municipal and school base planning documents

Even if planning and drafting of strategic documents was carried out in a, more-or-less, proper way, follow-up proved to be very challenging with substantial difficulties in breaking down the strategic documents into annual implementation plans and failing to include expenditures in annual and multi-annual government spending plans. In practice, the key tools necessary for national sector planning, such as projection techniques, forecasting, simulation model building and use, creation and consideration of scenarios, logical framework, monitoring framework, process flow analysis, SWOT and Political, Economic, Social, and Technological (PEST) analysis are not utilized. Instead, only a very modest exercise is conducted in which departments are asked to provide information about their requirements, which are, in turn, collated and forwarded to the Ministry of Economy and Finance (MEF). Mechanisms for prioritization are either non-existent or are opaque.

## Field Survey Results

Field visits and interviews with MEST and MED officials mainly confirmed the understanding of the authors of this report regarding planning capacity in Kosovo Education, gained from their previous experience and desk research. Those findings are summarized below:

### 1. Diagnosis of the Educational Situation

- There is no structured assessment of situation and problems in the field of Education neither at central nor at local level. As a rule, information is collected through

“No use of any instruments to diagnose in structured way, except for ordinary meetings. Diagnoses performed in this way are not transferred into meaningful action, and therefore our activities often do not match the need of final beneficiaries.” (MEST Official)



meetings and field visits, whereas data analyses are exceptions. Typical meetings at the municipal level are those with school principals, whereas in MEST meetings take place in various levels depending on organizational units.

- Analysis of available information is mainly carried out in narrow circles through formal or informal meetings with no use of any particular methodology, and with very little, if any, consultation with other relevant stakeholders.
- Only in very rare cases, situation analyses are summarized in written form. Mostly such analyses contribute to building common understanding which is verbally communicated to relevant stakeholders.

## 2. Target Setting

- In MEST annual planning process entails a 2-3 day consultation workshop where priorities are discussed based on existing strategic documents and Government policies. It is reported that many departments do not have budget earmarked for specific activities and this appears to be a serious constraint for any priority setting at departmental level.
- There are frequent inconsistencies between long term strategic documents and MTEFs, as well as between MTEFs and annual budgets. It is apparent that one of the key priorities for MEST and municipalities is improvement of school infrastructure, and also providing resources that ensure fulfillment of basic rights like right to education (transport services for students, etc). However, such priorities are not properly reflected in MTEFs and annual budget plans, so local governments often need to make budgetary reallocations to address them neglecting other important priorities.
- No tools whatsoever for priority setting have been used. The process usually relies on perception and judgment of decision makers.

"Our budget is very limited, so we have to give priority to activities needed to ensure necessary pre-conditions for access to education. For example, providing transportation for students is always treated as priority, no matter what other needs are." (MED)

## 3. Intervention Strategies and Activities

- Annual planning in MEST relies, to certain extent, on major education strategic documents. However, there are no clear procedures and/or deadlines for translating major strategic documents into annual workplans. All counterparts recognize the need for improvement in this area.
- Situation in municipalities is even more opaque. Most of MEDs are either unaware of national strategic documents for development of education or consider they have no responsibility for their implementation. Only 2 out of 10 priority municipalities have multi-

"The MED staff needs training on strategic planning and on the use of planning tools, but the training should not be limited to MED staff only. Also, school directors should be trained." (MED)





annual education development plans, developed with World Bank support, but there is no evidence that related annual implementation plans have been produced.

- In most cases human capacity is pinpointed as the main obstacle to a more consistent approach in planning. MEDs admit they either do not have sufficient staff or the staff is not well qualified to respond to complex tasks.

#### 4. Costing and Budget Preparation

- The only category of planning tools which is used in all municipalities as well as in MEST are the budget planning tools. Since the budget planning cycle is rather well defined and represents a crucial aspect of operation of any administrative unit, most of our counterparts seem to be well familiarized with the process.
- Financial officers in MEDs seem to be well acquainted with the use of such planning tools because of regular trainings and the requirement to use the tools in their daily work. With ongoing municipality-to-school devolution of responsibilities there is a need for training school directors and the relevant administrative staff.
- Despite evident skills of many municipal education officers to use financial planning tools, there is a risk that financial planning may be the only structured type of planning going on in municipal education departments.

#### 5. Implementation and Monitoring Mechanism

- Delegation represents a challenge in many municipalities and MEST organizational units due to evident shortage of qualified personnel, and also unclear division of responsibilities among organizational units and staff members. On the other hand, there is a clear trend of centralized decision-making in MEST and some municipalities.

"Missing or deficient data make systematic monitoring very difficult, so we monitor implementation of short-term plans only." (MEST Official)

- Monitoring is mainly carried out by means of field visits and meetings with relevant stakeholders, and is usually limited to checking the progress of activity implementation. There is no evidence of monitoring plans, instruments or methodologies.
- MEST has made little use of monitoring frameworks developed to follow the implementation progress of certain strategic documents, even though those documents were developed in a participatory way, reflecting agreed data collection and reporting arrangements.

#### 6. Negotiations, Appraisal and Approval

- MEST has a reporting system with quarterly reports delivered to the Permanent Secretary. Also, municipalities have their reporting systems. However, it is



difficult to expect any improvement as result of reporting since there is almost no feedback on reports from upper levels of hierarchy.

- Decision making process in MEST is rather centralized and is usually made in Minister's Cabinet. On the other hand, ongoing devolution of financial responsibilities to schools in several municipalities is prone to contribute to a more decentralized decision-making, although MEDs are still approving officers for any school expenditures.

## Software Survey

The authors of this report have downloaded and tested several software packages used for advanced planning, in order to determine the most suitable tools for use in the Kosovo Education System. Most of those packages are shareware<sup>1</sup>, and small licensing fee is required for their full versions. However, there are also freeware<sup>2</sup> planning tools.

### Brainstorming

1. Edraw Max is a versatile graphics software, with features that make it perfect not only for professional-looking flowcharts, org charts, network diagrams and business charts, but also building plans, mind maps, workflows, data etc (<http://www.edrawsoft.com/>)
2. BrainStorm has apparent simplicity and hides enormous power. It refines, enhances and organizes ideas and other information into a comprehensive and coherent structure. It is an all-purpose tool for drafting, storing, and finding text, and organizing ideas. (<http://www.brainstormsw.com/index.html>)

### Swot analysis tools

1. SWOT Expert is software solution for conducting a Strength, Weaknesses, Opportunities, and Threats assessment of organization. Software as a consultant guides through a structured process that asks the probing questions that will help uncover new opportunities and fend off threats. (<http://shareme.com/download/swot-expert.html>)
2. SWOT-ANALYSIS-TOOLS Software used for Strategy Development Framework Model, Strategic Management, MBA models and frameworks. (<http://www.popularshareware.com/SWOT-ANALYSIS-TOOLS-Software-screenshot-134509.html>)
3. SWOT Expert is a semi-automated, multimedia tool that helps you conduct a Strengths, Weaknesses, Opportunities and Threats assessment. Key features are: High-Impact with No Learning Curve, Brainstorming Module, Analysis Module, SWOT Matrix Report. (<http://www.softpedia.com/get/Others/Miscellaneous/SWOT-Expert.shtml>)

### Gantt designer

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<sup>1</sup> The term shareware refers to proprietary software that is provided to users without payment on a trial basis and is often limited by any combination of functionality, availability or convenience

<sup>2</sup> Freeware is computer software that is available for use at no cost or for an optional fee.



1. Gantt Designer is a charting software tool, with functions to check for data integrity, manipulate tasks easily and annotate tasks. The result is immediate visual verification whether schedules and activities make sense and whether they can meet the deadlines. (<http://timios.net/gantt/>)

#### Other tools

1. SmartDraw develops and communicates a more thorough and effective strategic plan. It uses mind maps, project charts, and team charts to effectively manage projects. Optimizes the efficiency, uses Venn diagrams, SWOT diagrams, timelines, cause & Effect diagrams, Organization charts, etc. Each of the steps in the visual planning process requires clear and concise communication between all of the involved parties. Likewise, taking the acquired information and developing an understanding of it such that appropriate strategies can be developed and actions taken requires extreme clarity of thought. The best way to synthesize data into information and information into strategy is by thinking and communicating visually during the planning process. SmartDraw helps achieving the best results in planning through this process. (<http://www.smartdraw.com/examples/#/examples/Cause--Effect-Diagrams/Cause--Effect-Diagrams>)
2. The integrated project and process management model, including a number of methods and tools are available for free to use. The model offers a unique opportunity to develop a high performance of organization. Tools are related to planning processes, various analysis and optimization in development. Used language is German. (<http://www.hochleistungsorganisation.com/downloads.html>)
3. Mindjet MindManager uses mind-mapping technology to capture, organize, and communicate information using an intuitive visual canvas. MindManager is used in a myriad of applications: managing projects, defining strategies, brainstorm, setting goals, planning events. (<http://www.mindjet.com/products/mindmanager-9-win/overview>)
4. EPSSim stands for Education Policy and Strategy Simulation. It is a generic simulation model developed by UNESCO in 2001 in order to contribute to the planning and programming of development actions of national education systems. UNESCO conceived this policy simulation tool with a view to providing technical and methodological support to national administrations and specialists in education ministries in their efforts for the formulation of credible education development plans and programs, in particular in the context of the Education for All (EFA) movement. Being generic, this model, therefore, does not correspond to a specific education system, but constitutes a generic tool with some built-in elements, which can facilitate its adaptation to a particular national education system. It is designed

in such a way as to serve as a tool for demonstration and training on the design of medium and long-term education policies and strategies. With slight adaptation, it can also be used for testing the feasibility of the overall education policy of a given country. However, this model needs careful restructuring and necessary adaptation if one wishes to use it as a tool for designing a solid education policy or even a detailed action plan for medium to long term educational development. EPSSim version 1.0 was issued originally in 2001. EPSSim 2.1, released in 2005, is an enhanced version, which is likely to evolve further and be improved in the future.

<http://inesm.education.unesco.org/en/esm-library/esm/epssim>

## Conclusion

Our analysis shows that the need for designing and introducing planning tools suitable for Education Sector decision makers in Kosovo is immediate. Whereas, there is some familiarity and previous experience with such tools in MEST, they are almost unknown to the municipal level education officers. Even in MEST, planning tools are used only occasionally to facilitate bigger planning exercises, and, in such cases, responsibility for facilitation mostly rests with external experts. Therefore, planning tools should be designed and introduced in a way that would facilitate their use by the government officials in day to day operation of respective organizational units.

In addition to planning tools, guidelines for their utilization will need to be developed for the following reasons:

- To ensure a common and consistent standard of analysis and improvement of the quality of analysis.
- To help in carrying out an informed and realistic target setting, and in defining intervention strategies and activities leading to achievement of the targets.
- To develop costed action plans derived from multi-annual strategic documents.
- To increase of the capacity of MEST and municipalities to initiate changes and then to monitor and evaluate their effects.
- To improve the quality and consistency of consultation with stakeholders and with the public.

The plan is to produce a Handbook of Educational Planning Tools that would contain:

- Detailed description of planning tools useful for central and local authorities in Kosovo.
- Guidelines for their utilization.
- CD with suitable electronic forms and free software.

In order to serve its purpose, the Handbook has to be written in a way that it could also be used for training and coaching and its chapters could be read and understood independently of other chapters. On the other hand, the choice of tools has to be based on the past experience of policy planners, and also take into account other limitations like: skills for use

of technology, language and time constrains, etc. The following planning tools will be included in the Handbook:

1. Tools for diagnosing the Educational Situation
  - Mindmapping (brainstorming)
  - SWOT
  - PEST
  - Cause-Effect maps
2. Tools for Target Setting, Intervention Strategies and Activities
  - Logical Framework Approach
  - Scenario analysis and prioritization
3. Tools for Implementation and Monitoring
  - Gantt charts illustrating implementation schedules
  - Monitoring frameworks

It should be noted that financial tools and will be developed within another EC SWAP Education supported consultancy. Also, tool like EPSSim are closely linked to the availability and reliability of data from EMIS and National Statistics, so its introduction at this moment would be of little use to Kosovo decision makers, as reliable statistics are unavailable.

The Handbook will be developed in consultation with MEST, the Municipalities and other users as well as with relevant donor partners and stakeholders.

Once the Handbook is developed and translated into Albanian and Serbian, training workshops for key staff at central and municipal level should be organized to introduce the planning tools. Mentoring and coaching services will be offered to MEST and priority municipalities to facilitate the use of planning and monitoring tools in their day-to-day operations.

## Annex 1: List of interviewees

| Name                 | Position  | Institution                      | Interviewer            |
|----------------------|---|----------------------------------|------------------------|
| Alush Istogu         | Director of the Department of Pre-University Education      | MEST                             | D. Pupovci             |
| Azem Azemi           | Head of Planning Unit                                       | MEST                             | D. Pupovci             |
| Dëfrim Gashi         | Director of the Department of Education Inspection          | MEST                             | D. Pupovci             |
| Kushtrim Bajrami     | Acting Director of the Department for European Integrations | MEST                             | D. Pupovci<br>A. Shala |
| Remzi Salihu         | Education Director  | Pristina Municipality            | D. Pupovci             |
| Ali Bejta            | Education Director  | Mitrovicë/Mitrovica Municipality | D. Pupovci             |
| Jashar Lushtaku      | Education Director  | Skenderaj/Srbica Municipality    | D. Pupovci             |
| Maja Pešić           | Education Director  | Gračanicë/Gračanica Municipality | D. Pupovci             |
| Hajri Ramadani       | Education Director  | Dragash/Dragaš Municipality      | A. Shala               |
| Silvana Haxhikadrija | Education Director  | Gjakova/Djakovica Municipality   | A. Shala               |
| Ilir Kelmendi        | Education Director  | Peja/Peć Municipality            | A. Shala               |
| Tasa Radić           | Education Director  | Shterpcë/Štrpce Municipality     | A. Shala               |
| Agim Haxhiu          | Education Director  | Istog/Istok Municipality         | A. Shala               |

## **Annex 2: Interview questions**

### **1. Diagnosis of the Educational Situation**

- 1) In what way you diagnose the general situation of education in your area of responsibility?
- 2) How do you organize this diagnosis in a single document so it could be understood in the same way by all the stakeholders?

### **2. Target Setting**

- 1) You have identified several goals to achieve or several weaknesses to improve in your sector. In what way you would determine which one should be treated first and which one should be treated as the last one?

### **3. Intervention Strategies and Activities**

- 1) There is certain number of strategic documents related to education such as strategies that have within plans and activities that should be undertaken by the municipality (your sector). What does the municipality/MED (your sector) to implement education strategies, in what way MED disintegrates respective strategic document in order to undertake activities listed in the document?

### **4. Costing and Budget Preparation**

- 1) Any change that should be achieved has a cost. In any change you want to achieve in a respective education field do you consider the cost of that change? Do you specify the source of funding to achieve that change?
- 2) During the planning of expenditures do you use a particular form where schools or municipalities express their annual budget needs?
- 3) In what way you perform the budget projection?

### **5. Implementation and Monitoring Mechanism**

- 1) What are the challenges associated with the delegation of duties?
- 2) In what way you monitor the implementation of an education policy or day-to-day work related to management?
- 3) Who is involved in the monitoring process?
- 4) Do you report to the public, municipality or respective body for the progress of implementing education policies or its strategies and how often?

### **6. Negotiations, Appraisal and Approval**

- 1) Which are the challenges in taking decisions in the field of education management?
- 2) Within your sector, if there are different opinions related to a certain issue on which a decision should be made, how do you proceed in this case?
- 3) If reports arriving are telling you that certain issues are well functioning while others are not functioning at all, how will you proceed with those reports and what steps would you take?





### Annex 3: Overview of the use of Planning Tools in the Kosovo Context

The table below demonstrates the use of planning tools in developing the most important strategy documents for the Kosovo Education, as well as in planning exercises carried out within the World Bank funded Education Participation Improvement Project (EPIP).

|   | Higher Education Strategy 2005-2015 | Adult Learning Strategy 2005-2015 | Pre-University Strategy 2007-2017 | RAE Education Strategy 2007-2017 | KESP 2011-2016 | School and Municipal Development Plans (WB) | School project proposals (WB) |
|---|-------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------|---|-------------------------------|
| Background studies, collating and analyzing existing data and information relevant for the planning process | No                                  | Yes                               | No                                | No                               | Yes            | No  | No                            |
| SWOT analysis   | No                                  | No                                | Yes                               | Yes                              | Yes            | Yes   | No                            |
| Cause-effect relationship analysis  | Yes                                 | Yes                               | Yes                               | Yes                              | Yes            | Yes   | Yes                           |
| Logical Framework Approach  | Yes                                 | Yes                               | Yes                               | Yes                              | Yes            | Yes   | Yes                           |
| Setting milestones and indicators   | Yes                                 | Yes                               | Yes                               | Yes                              | Yes            | Yes   | Yes                           |
| Description of activities   | Yes                                 | Yes                               | Yes                               | Yes                              | No             | Yes   | Yes                           |



|  | Higher Education Strategy 2005-2015 | Adult Learning Strategy 2005-2015 | Pre-University Strategy 2007-2017 | RAE Education Strategy 2007-2017 | KESP 2011-2016 | School and Municipal Development Plans (WB) | School project proposals (WB) |
|--|-------------------------------------|-----------------------------------|-----------------------------------|----------------------------------|----------------|---|-------------------------------|
| Various financial planning tools   | Yes                                 | No                                | Yes                               | Yes                              | Yes            | Yes   | Yes                           |
| Tools for prioritizing interventions   | No                                  | No                                | No                                | No                               | Yes            | Yes   | No                            |
| Donor mapping  | No                                  | No                                | No                                | No                               | Yes            | No  | No                            |
| Defining inputs and cost for each activity                                   | Yes                                 | No                                | Yes                               | Yes                              | Yes            | Yes   | Yes                           |
| Tools for implementation plan (Gantt Diagrams, Critical Path Diagrams, etc.) | No                                  | No                                | Yes                               | Yes                              | No             | Yes   | Yes                           |
| Monitoring frameworks  | No                                  | No                                | Yes                               | Yes                              | No             | No  | No                            |
| Public discussions   | No                                  | No                                | Yes                               | Yes                              | No             | No  | No                            |
| Expert Consultations   | Yes                                 | Yes                               | Yes                               | Yes                              | Yes            | No  | No                            |