

**REPORT OF LONG-TERM NON-KEY JUNIOR EXPERT FOR TEACHER DEVELOPMENT,
MELINDA MULA, 6 MAY TO 30 JULY**

The report reflects activities carried out by the junior expert for seven days between 6 May and 30 July.

1. Objectives of input

- i) Support the short-term non-key international expert for curriculum and teacher development regarding the Teacher Licensing
- ii) Analysing the progress of the State Council for Teacher Licensing (SCTL) towards the Teacher Licensing process and identifying next steps
- iii) Support other activities related to the KCF implementation and teacher training

2. Main activities

Following the numbering of Objectives above:

- i) Brief introduction for the short-term non-key international expert for curriculum and teacher development regarding the professional development of teachers:
 - a) Administrative instructions related to professional development of teachers
 - AI no. 1/2009 for establishing the State Council for Teacher Licensing (SCTL) and the SCTL working plan for 2010
 - AI no. 4/2010 regarding the criteria and procedures for accrediting the teacher training programmes
 - AI no. 5/2010 about the Licensing of teachers
 - Discuss the work plan for the period 6 May to 30 July
 - b) The role and inputs of different stakeholders for the professional development of teachers:
 - Discussion with MEST Teacher Training Unit manager regarding the professional development of teachers, teacher licensing process, cooperation with MEST Curriculum department and Educational Faculties within the University of Pristina,
 - Discussion with MEST Curriculum Unit Chair about the implications of KCF in organizing the professional development of teachers
 - Interview with MEST Inspectorate Department director about their engagement in the evaluation of teacher performance as a part of the Teacher Licensing process
 - Meeting with MED Director in Pristina to understand the role of the MED in the professional development of teachers in the light of responsibilities derived from the Law on Education on Municipalities in Kosovo
 - Meeting with the Dean of the Faculty of Education to understand the extent of their cooperation with MEST regarding the preparation of teachers for KCF and their capacity for the professional development of teachers
 - Interview with a University professor within the Faculty of Pedagogy in order to understand the implementation of different teacher training programmes in Kosovo, their history, quality and their impact on changing the classroom environment
 - Meeting with the Council of Europe (CoE) “Interculturalism and the Bologna Process” project director regarding their work on the development of history curriculum and textbooks,

Education for Democratic Citizenship (EDC)/Human Rights Education (HRE), Intercultural Education and Dialogue and Education of RAE

- Discussion with British Council Director of the implications of introducing the teaching of English from Grade 1
- Meeting with the American University in Kosovo's (AUK) European Computer Driving Licence (ECDL) programme manager about the professional development of teachers for ICT based on international recognized standards
- Discussion with the Teachers' Union president about their contribution to helping teachers faced with implementing the KCF, their professional development and the upgrading programme
- Discussion with Kosova Education Center (KEC) senior staff regarding the implementation of different teacher training programs in Kosovo, their history, quality and the impact in changing the classroom environment .

ii) Analysing the progress of the State Council for Teacher Licensing (SCTL) in setting up the Teacher Licensing system

- Discussion with the vice Chair of SCTL responsible for the evaluation of teacher performance re the developments in this area and its connection with Teacher Licensing scheme
- Meeting with SCTL member regarding the MEST program for upgrading teachers who have been graduated in High Pedagogical Schools
- In cooperation with an international expert, preparing an application form for the MEST website for potential training providers that can be used for collecting entries for the teacher training catalogue.

iii) Other activities related to the teacher training sector

- Participated in launch of SWAp Project on 27th May and discussed in the working group the findings and proposals arising from the Inception Report regarding teacher development
- Chaired the teacher development sub-sector group at the MEST/Sida CBERP one-day budgeting workshop to finalize the financing of the teacher training sub-component within the Education Sector Development Plan (ESDP)
- Participated in a two-day workshop on 17-18 May regarding the financing of the professional development of teachers organized by the Kosovar Civil Society Foundation (KCSF).

3. Evaluation of training and trainees

No specific training undertaken during this reporting period.

4. Outputs and results

- Provided advice and support to the short-term Senior Non-key International Expert for Curriculum and Teacher Development
- A narrative report covering the latest developments regarding the professional development of teachers (Annex 1)
- Next steps outlined (Annex 1)
- Application form for potential training providers (Annex 2)
- Advised the Team Leader and short-term Senior Non-key International Expert for Curriculum and Teacher Development regarding the initial initiative for financing the professional development of teachers (Annex 3 – short version of a policy paper).

5. Recommendations (see Annex 2, page 6).

ANNEX 1 PROFESSIONAL DEVELOPMENT OF TEACHERS – ON OVERVIEW

Background

The system of education in Kosovo started a substantial reform in structuring and methodology after the last war of '99. This reform intended to cover the losses during the difficult situation the education went during '90, but also in building a modern system of education based on successful models in region and abroad. The previous model 8+4 has been changed into 5+4+3/4 trying to give an extra year to students in elementary school for choosing their secondary schooling that will direct them into carrier. In other hand, the most tangible change in education has happened in the methodology. The traditional way of teaching and learning characterized by lecturing and memorization has been transformed in a modern methodology that promotes students centre learning approaches. The transformation of approaches is a result of a major series of in-service teacher training programs that were organized by international and local NGOs and supported by the Ministry of Education, Science and Technology (MEST). The overall goal of all in-service teacher training programs has been to master the skills of teachers in applying different techniques and strategies that promote the active participation of students. Owing to the donor support a lot of in-service training programs have been organized. These programs have been offered by different international and local providers such as: OSI, World Bank, UNICEF, CRS, GTZ, Swisscontact, Save the Children, CIDA, KEC, etc.

Teacher licensing system

Since the professional development of teachers is newly introduced in the education system in Kosovo, MEST has tried to regulate and institutionalise it through the Administrative Instruction no. 18/2004. The lack of resources has been the major reason for postponing the implementation of this Instruction.

In 2008, the new established Government has identified the teacher licensing process as a priority. Among the first attempts in addressing this issue, MEST has established the State Council for Teacher Licensing (SCTL) to carry out the advisory functions on teacher licensing and teacher performance assessment. In order to build a functional teacher licensing system the accreditation of teacher training providers and their programs was deemed. So, the SCTL prepared the AI no. 4/2010 regarding the criteria and procedures for accrediting the teacher training programs. Immediately after this, SCTL prepared the new AI no. 5/2010 on teacher licensing. This Instruction specifies that all teachers have to complete at least 100 hours of in-service teacher training over a period of 5 years and receive positive performance evaluation in order to retain their licenses or advance in their career. Also, it determines the procedures for beginner teachers and the path for their promotion into four categories of regular license teachers. This marked the introduction of a merit pay system, because it links qualification, skills, promotion and teacher salaries. Even though the instruction mentions the salary increase of graduated teachers, this issue is not elaborated yet. It has been left to be clarified in another Admin Instruction.

Besides the completion of 100 hours of in-service teacher training, teachers have to undergo through a performance evaluation. In this respect, SCTL has made a little progress in developing some instruments for performance evaluation. The biggest problem with performance evaluation is

that there is still to be decided who is going to take the responsibility for managing this process and how the performance appraisal system will function.

For the moment, MEST has advertised the application form for accrediting the in-service teacher training providers and their programs.

In - service teacher training providers

There are international and local NGOs in Kosovo such as OSI, World Bank, UNICEF, CRS, GTZ, Swisscontact, KEC, CIDA (through the KEDP program), etc. that have been offering different in-service teacher training programs, mainly addressing the methodology of teaching and learning. Even though there were not any salary incentives for certified teachers, the majority of them attended the trainings. Teachers have been willing to attend the trainings, because they offered the possibility to be more creative and master their skills in applying different strategies and techniques in their classrooms.

The in-service teacher training providers have welcomed the successful start of the SCTL and the approval of Admin Instruction regarding the teacher licensing process. The recently MEST advertisement for accrediting the in-service teacher training providers and their programs has open a new phase regarding the professional development of teachers. The accredited programs will be published in a catalogue and will be offered to teachers to help them choose among the spectrum of accredited programs that will be recognized during their promotion in teacher carrier. They are happy, because the accreditation of an in-service teacher training programs is going to have a retrospective approach in recognition of the certifications submitted earlier within the accredited programs. So, a decade investment in the professional development of teachers will be recognized and accepted.

After the accreditation of providers and their programs, the trainings will be organized. In different meetings, all teacher training providers are loudly expressing the difficulties in offering 100 hours per teacher for all 25,000 teachers in Kosovo. They are sceptic regarding the human and funding resources in ensuring the completion of at least 100 hours in 5 years for all teachers in order to retain or advance their graduation. It is proposed a cascade model "Train the trainer" in order to cope with the enormous interest of teachers to participate in the trainings and a limited number of trainers.

A rough estimation regarding the teacher training accounts almost 2 100 day training within a year and 40 groups (consisting of 30 teachers) to be trained each weekend. The calculation is presented below:

25,000 teachers x 100 hours = 2,500,000 hours

30 teachers in group x 8 hours per day = 240 hours (one group of 30 teachers within one day training)

2,500,000/240 = 10,417 days of training

10,417/5 years = 2,083 days in a year.

2,083 days per year/52 weekends = 40 groups each weekend.

10,417 days of training x 300 EUR/day = 3,125,100 Euros.

These initiative needs a considerable number of skilled trainers and at least over 3,000,000 Euro. Although this is going to be difficult, providers are willing to cooperate with MEST and other donors in order to offer trainings for all teachers in Kosovo.

The other issue that is addressed by different teacher training providers is the financing of professional development of teachers. Although the Law on Education in Municipalities of Kosova devolves the professional development of teachers to municipalities, MEST continues to manage the in-service training budget without a clear strategy how to serve all teachers who are obliged to attend in-service. MEST does not have any strategy what is going to fund regarding the professional development of teachers. In the last year, almost the total budget of MEST for professional development of teachers has been offered to American University in Kosovo (AUK) to train teachers for IT. Although this training is necessary for teachers, the application of the training in our circumstances is difficult, because schools lack computers labs. In the other hand, the IT training is not the only program that teachers need to attend. The various in-service teacher training programs should be offered and supported in order to allow teachers choose based on their needs for professional development.

Teacher training providers are very much interested to know more about the performance evaluation process in order to help teachers master their skills and advance in their graduation.

The recently drafted/approved Laws on education and the new Kosovar Curriculum Framework (KCF) have raised the interest of in-service teacher training providers. The interest has been to understand the novelty, especially within the new KCF in order to see what they can offer in helping its implementation or to start the design of different teacher training programs in tune KCF requirements. Teacher training providers have expressed their concerns regarding the new issues proposed within new KCF document. Regarding the teaching of English Language from the grade 1, they think that Kosovo does not have capacities to cover the need for graduated teachers. They know that Kosovo has problem at this stage when this language is being tough from the Grade 3. The other issue is the integrated sciences. Teacher training providers have shown their concerns in implementing this concept in Kosovar schools. Having in mind that teachers are graduated in one or sometimes in two sciences, it is difficult to train all teachers of natural sciences in order to be able to teach the integrated sciences. The providers have to search for best practices abroad in order to help the implementation of this approach. This for sure will need extra hours of training, extra trainers and funds for training teachers, because 100 hours will not be enough for successful implementation of integrated sciences and KCF in general.

Regarding the new Law for Pre-University education and the proposal to make obligatory the secondary education, providers think that this has to be postponed because Kosovo does not have enough school premises and funds to functionalize it.

Educational Faculties within the University of Pristina (UP)

The educational faculties within UP do not have any experience in offering in-service teacher training programs. University professors have facilitated some in-service training programs being engaged by in-service teacher training providers. So, there is not any tradition within Educational Faculties in offering these programs. MEST is interested to involve these faculties in offering the in-service teacher training programs, but for the moment there is not any readiness in taking such an initiative.

Regarding the new KCF document, the Educational Faculties are neglected. These faculties have not been consulted during the design of the new KCF document. Also, they do not know the MEST strategy in implementing the new KCF, especially the teaching of the integrated sciences.

In other hand, the Faculty of Education has been engaged in upgrading teachers who have been graduated in High Pedagogical Schools (HPS). Almost 800 teachers all over Kosovo graduated in 2009. The next phase initiated by MEST is the involvement of all teachers below 50 years, who graduated in HPS into the upgrading program (6 000 teachers in total). It is expected that the upgrading program will be done by educational faculties. It has to be seen how teacher are going to find time to be a part of upgrading program, attend the obligatory 100 hours of in-service teacher training programs in order to retain in profession and be a full time teacher at the same time.

Recommendations

The implementation of new KCF and the teacher licensing process is going to be a really challenge for MEST. In this regard, it is better if MEST would postpone the implementation of new KCF and start to build human capacities to successfully implement KCF in coming years. At this time, it is better for MEST to be concentrated in supporting in-service teacher training programs that will be a part of teacher licensing process and also serve the implementation of KCF later on.

If MEST starts the implementation of new KCF, then in a short term:

The MEST should concentrate on:

- Identifying the in-service teacher training providers and programs that can help the implementation of the new KCF
- Preparing an Implementation plan for training teachers to implement new KCF
- Preparing and distributing materials that help teachers implement new KCF
- Organizing informative meetings with teachers
- Supporting the work of SCTL in completing the legislation regarding the teacher licensing process (performance evaluation, financing the professional development of teachers, the teachers salary increase as a part of their graduation etc.)
- Determining the body that is going to be responsible for teacher performance evaluation and start build the capacities in implementing this function,
- Printing the in-service teacher training catalogue that will help teachers choose in-service teacher training courses based on their needs
- Establishing a data base for in-service teacher training programs

The in-service training providers' interest is to:

- Organize qualitative trainings based on their accredited programs
- Review those programs that were not accredited
- Prepare new programs in accordance with MEST priorities and teachers' needs

Concerning the professional development of teachers, in a long term, MEST has to:

- Coordinate donors inputs with MEST objectives in implementing teacher licensing scheme
- Ensure sustainable budget for teacher training and promotion
- Cooperate with Educational Faculties and educational NGOS in developing training programs based on teachers needs,
- Prepare an Implementation plan for training 25 000 teachers to take teacher professional development courses towards their graduation in teaching profession,
- Monitor the in-service teacher training workshops for quality check
- Support research studies in education, etc.

The MEST should also prioritise what teachers below 50 years old and graduated in HPS should follow first. The new requirement for teachers below 50 years old to be enrolled in the upgrading program, the administrative instruction asking all teachers to have at least 100 hours of in-service teachers training programs and being a full time teacher is impossible to be handled at the same time.

ANNEX 2 APPLICATION FORM FOR POTENTIAL TRAINING PROVIDERS



**REPUBLIKA E KOSOVËS
REPUBLICA KOSOVO
REPUBLIC OF KOSOVA**

QEVERIA E KOSOVËS - VLADA KOSOVA - GOVERNMENT OF KOSOVA

**MINISTRIA E ARSIMIT E
SHKENCËS DHE E TEKNOLOGJISË**

**MINISTARSTVO OBRAZOVANJA
NAUKE I TEHNOLOGIJE**

**MINISTRY OF EDUCATION
SCIENCE & TECHNOLOGY**

APPLICATION FORM FOR ACCREDITATION OF TEACHER TRAINING PROVIDERS AND PROGRAMS

1. Name of institution.....
2. Name of Director.....
3. Location.....
4. Contact details:-

Postal Address.....

Phone.....

Email.....

5. Date of Registration and Registering Authority

6. Key Training Management Staff

	Name	Position in Organisation	Key Qualification	Number of Years with Firm
(1)				
(2)				
(3)				
(4)				

PLEASE PHOTOCOPY THIS PAGE AS NECESSARY

7. Current Training Programs Offered:-

Program 1	
Title of program	
Duration of program	
Intended Beneficiaries	
Expected outcome or program objectives	
Program content (not exceeding 200 words)	

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PLEASE PHOTOCOPY THIS PAGE AS NECESSARY

8. Previous training courses offered:- name of course, duration in training hours, years offered, aim, intended audience, descriptive profile of course (not exceeding 100 words)

Program 1	
Name of program	
Duration of program	
Dates Offered	
Intended Beneficiaries	
Expected outcomes and program objectives	
Program content (not exceeding 200 words)	

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I certify that the information given here is true to my knowledge and belief.

Name

Signature

Date

Institutional Stamp

ANNEX 3 FINANCING THE PROFESSIONAL DEVELOPMENT OF TEACHERS

From 2000, the professional development of teachers has been financially supported by powerful international donors. After the establishment of the MEST, some donors continued supporting teacher training programs. ... For the time being, there is an uncertainty regarding to the forms of its financing. On the one hand, the MEST still manages money allocated for training; though on the other hand the Law on Education in the Municipalities delegates this responsibility to municipalities.

For the moment, the decentralization of the education process, the delegation for professional development of teachers to municipalities, as well as new policies on teacher licensing, have raised some important issues related to the professional development of teachers, such as:

- How will the professional development of teachers in Kosovo be funded?
- What will the funding ratio between central and municipal level be?
- How will the co-funding of projects from education NGOs be regulated?

New competences for professional development within municipalities are associated with the need to establish proper mechanisms to manage this process. So far, MEDs have been short of officials, responsible for the professional development of teachers. So, another issue that emerges is:

- What mechanisms for professional development of teachers are going to be established within municipalities?

... Taking into consideration the decentralization process and competences given by law to MEDs for professional development, this policy brief identifies three alternatives to channel funds from central to municipal level.

- **First approach:** The MEST manages the fund for the professional development of teachers.
- **Second approach:** The MEST devolves the fund for the professional development of teachers to MEDs.
- **Third approach:** The MEST defines the funding formula based on the level of municipal contributions.

