

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR VET TEACHERS AND TRAINERS IN KOSOVO

(DRAFT)

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DRAFT

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¹ The designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence

Contents

1. RATIONALE	6
2. METHODOLOGY	7
Research goals	7
Interviews	7
Literature Review	8
The Survey	8
PART 1: THE CONTEXT: THE WORKFORCE, TEACHING AND MANAGEMENT IN SCHOOLS	9
3. THE workforce	9
Initial training	9
Qualifications	10
Working Hours	10
Principals	10
Conclusions	12
4. School governance	13
Management and Leadership	13
Appraisal of teachers	16
Conclusions	19
Recommendations and Issues	20
5. APPROACHES TO TEACHING AND LINKS TO THE WORK PLACE	21
Teaching	21
Links to the workplace	22
Work based learning	22
Behaviour or motivation of students	23
Curriculum	23
Educational resources	23
Assessment	23
Teacher self-efficacy	24
Career and job satisfaction	25
Conclusions	25
Recommendations and Issues	26
6. POLICY and implementation	27
The Legal Framework	27
KOSOVO EDUCATION STRATEGIC PLAN 2017-2021	27
NATIONAL DEVELOPMENT STRATEGY 2016-2021	28
STRATEGIC FRAMEWORK FOR CPD KOSOVO	29
QUALITY ASSURANCE STRATEGY FOR KOSOVO PRE-UNIVERSITY EDUCATION 2016-2020	30
Implementation of Policy for Licensing	30
Development of capacity for CPD in Kosovo	32
Initial Teacher Education	32
Functional Review of the Ministry of Education, Science and Technology	32
Conclusions	33

ISSUES AND RECOMMENDATIONS	33
7 ORGANISATIONS AND INSTITUTIONS THAT SUPPORT CPD IN COUNTRY	34
MEST	34
Municipal Education Directorate (MED).....	34
Role and responsibilities of the school.....	35
International Donors.....	35
Coordination.....	35
Kosovo Pedagogical Institute (KPI)	35
National Qualification Authority (NQA).....	36
Agency for Vocational Education and Training and Adult Education (AVETAE).....	36
Faculty of Education.....	37
Conclusions	37
Recommendations and Issues	38
8 DESIGN, QUALITY ASSURANCE AND FUNDING	39
Funding	39
Conclusions	42
Recommendations and Issues	43
Evidence of provision from perspective of providers.....	44
Evidence of provision from teachers' perspective	47
Duration of CPD	48
Distribution of CPD – Region.....	48
Character of CPD	49
CPD for principals.....	49
Conclusions	49
Recommendations and Issues	49
10. SCHOOL BASED PROFESSIONAL DEVELOPMENT	51
Responsibilities of the school	51
Mentoring and induction	51
Feedback for teachers in schools.....	52
Collaboration and Peer Learning	52
Conclusions	53
Recommendations and Issues	53
11 PROFESSIONAL DEVELOPMENT NEEDS.....	54
Licensing	55
Conclusions	56
Recommendations and Issues	56
12. THE RELEVANCE AND IMPACT OF CPD	57
Impact of CPD	57
Professional standards.....	58
Teacher Feedback and Review	58
Conclusions	58
Recommendations and Issues	59
13. RECOGNITION AND INCENTIVISATION	60

Conclusions	61
Recommendations and Issues	62
ANNEXES	63
ANNEX 1: LIST OF ABBREVIATIONS.....	63
ANNEX 2: References	65
Legislation in power	67
Administrative Instructions (Als)	67
ANNEX 3; Literature Review	67
APPENDIX 4: The evaluation of teacher performance	68
APPENDIX 5: Programs/areas of professional development ²	70
APPENDIX 6: Career Ladder and CPD	71

DRAFT

1. RATIONALE

Professional development for teachers and trainers is widely recognised as a vital tool for educational reform. Research demonstrates that professional development can improve the quality of teaching and learning in a sustainable manner, increasing the effectiveness of education and training and adding value for learners, teachers and employers. The importance of CPD for VET teachers is not in question; Kosovo has for many years been developing extensive policies to address this issue and currently policies are being implemented.

However, improving the quality and quantity of CPD is not easy. To assist policy makers it is vital that policy-making, implementation and impact are reviewed and understood – so that feedback and policy learning occurs. Therefore, this study aims to:

1. Set out current policy objectives with respect to improving CPD for VET teachers and trainers
2. Describe the provision of CPD for VET teachers and trainers in Kosovo and the way in which teachers' needs are assessed and particular programmes assigned to teachers
3. Understand how the arrangements for CPD fit with other parts of the VET system
4. Evaluate how well current arrangements are working and what progress has been made since 2015
5. Make recommendations about how current policies can be implemented and how the provision and allocation of CPD can be improved.

It is intended that this study will bring forward evidence to inform discussion, that it will inform thinking and action at many levels of decision-making and that it will stimulate new enquiries and new proposals.

2. METHODOLOGY

The methodology contained three elements:

1. a literature review;
2. interviews with key stakeholders; and,
3. a survey of teachers and school directors.

The country team agreed to provide support on questions for interviews and a draft questionnaire for VET teachers, as well as access to VET institutions and assisting the national experts undertaking the interviews and data collection, and dissemination of the results. The content of questionnaires was validated by stakeholders who helped identify policy priorities.

Research goals

This survey of the vocational teacher workforce in selected partner countries has two main goals. Firstly, the survey aims to inform national policy makers about the condition and needs of vocational teachers and, secondly, help to monitor implementation and change.

A key focus of the survey is to enable policy makers understanding of what is required to bring about improvements in quality, effectiveness and responsiveness of CPD as well as the factors which influence the effectiveness of teachers more generally, such as for example, their motivation and career structure.

All participating countries will be able to benchmark the state of their professional teacher workforce against other countries. In addition, the survey will:

1. Empower teachers and other stakeholders in the policy process;
2. Encourage international collaboration in policy making;
3. Support systematic use of data in policy making.

The methodology included:

- a desk review of documents and published research on the current state of CPD of VET teachers and trainers;
- interviews with 10 stakeholders responsible for policy, provision and implementation of CPD activities of VET teachers;
- Survey of VET teachers employed at 71 VET schools or training centres,
- Survey of VET school principals, in some cases including vice directors and coordinators of quality assurance.

Interviews

The Interviews took place 18 and 19 June 2018. Interviews were carried out with relevant stakeholders identified together with the country team. Interviewees included:

- Head of VET Division,
- Officer from Teacher Training division,
- Expert for VET at Kosovo Pedagogical institute,
- School principals
- Director of MED Suhareka
- Regional VET inspector – Ferizaj
- CoC deputy directors for quality assurance
- Quality assurance officer - NQA

The questionnaires were distributed in electronic version to the stakeholders identified for interviews after prior discussions and explanations were given to them about the project and the survey. In total 10 interviews were completed.

Literature Review

The Literature Review identified documents which deal with CPD for general and VET teachers in Kosovo. These documents include policy papers, Legislation (Laws and Administrative Instructions), different reports of relevant institutions, research papers, reports of surveys and analysis, reports from different projects, statistical data from EMIS and ASK and what is the most important for our country: the Evaluation Report for the Implementation of Kosovo Education Strategic Plan in 2017. The Literature Review is included as Appendix A. The literature review revealed a lack of data and research on this topic.

The Survey

All 69 Public VET schools and 2 private schools were invited to participate. Readiness to cooperate was shown by 62 VET schools out of 71, from which 16 are Technical Schools, 12 Economic Schools, 12 Professional Schools, 8 artistic schools, 7 healthcare schools, 3 agriculture schools, and 3 Centres of Competence. The questionnaires were distributed to the chosen VET schools in an online web based format. The survey was conducted from 21 May until 8 June 2018.

Out of the total population of 3,149 VET teachers, approximately 828 teachers responded to the questionnaire (26.3% of the total). All questionnaires were completed directly via the online platform.

There were 170 survey responses from school principals – representing almost 100% of principals and vice principals from VET schools in Kosovo, 29% (49) provided complete responses. The response came from 71% of VET schools in Kosovo.

Participation by region was similar both for teachers and principals, with the highest response rate from teachers in Prizren and lowest in Peja, while for principals the highest response was in Prishtina and lowest in Gjilan and Peja.

Table 1: Response rate for teachers and principals

Region	Teachers	Principals
	Percent	Percent
Prishtina	12.13%	17.1%
Ferizaj	13.12%	15.8%
Gjilan	13.24%	10.5%
Peja	11.14%	10.5%
Prizren	22.28%	15.8%
Mitrovica	13.0%	15.8%
Gjakova	15.1%	14.5%

3. THE WORKFORCE

Out of the total population of 3,149 VET teachers, approximately 828 teachers responded to the questionnaire representing around 26.3% of the total population of VET teachers. 766 teachers provided complete answers (92.5%). All of them responded to the questionnaires on the online platform.

Respondents featured as follows;

- 42.3% female,
- 57.7% male,
- 89.16 % teachers working in VET schools,
- 8.28%, coordinators of practical work or instructors,
- 0.24% head teachers,
- 0.37% pedagogical advisors,
- 0.61% workshop technicians,
- 0.12% teaching assistants or associates, and
- 0.92% other.

With respect to teaching specialization: 344 of teachers teach profiles related to the engineering sector accounting for 37%, business, retail and law sector 18%, ICT 9%, health 6%, manufacturing 5%. In total these sectors represent 75% of vocational teaching profiles.

58% of VET teachers in Kosovo are aged 30-49 years old, (N=807), while other age categories are represented as follows: 8%-29 or under 29.6% from 50 to 59 and (% 60 years or more.

82% of vocational teachers have more than 5 years of work experience as a teacher and around 18% have less than 6 years and 47% between 6 and 15 years.

Vocational teachers in Kosovo frequently spend much of their career in the same school. 73% of them have spent 6 years or more working in the same school. This may help them to build good links with one another and within their local communities, however, it makes it less likely that new ideas and practices circulate between schools.

73% of vocational teachers say that they have more than 3 years of experience working in the trade or profession or industry that corresponds to the VET subjects they teach. Only 12.8% have less than one year of working experience.

Initial training

Initial teacher training is a major concern in Kosovo. Only 35% of vocational teachers have completed initial education, 34% are in the process of training and preparation, while 30% did not complete initial education and are not in training.

65% of 720 respondents declared that the content of the subject they teach was covered during their formal education and training, 28% declared that it was partially covered and 8% declared that content was not covered. Regarding pedagogy and didactics, out of 656 respondents 41% declared it was covered, 30% declared that it was covered only for some of the subjects while 29% responded that it was not covered.

Many Kosovan vocational teachers have little or no pedagogical preparation. This gap should be addressed by CPD for existing teachers and through initial education for those studying at university to become teachers.

Qualifications

74% of current VET teachers report that they have achieved a master degree or equivalent, 12% a bachelor degree or equivalent and 1.34% a PhD. Formally the teaching workforce is highly qualified.

69% of respondents (from 788 respondents) confirmed that they were formally qualified as a teacher, instructor or 'coordinator of practice', while 13% are qualified as instructors of practice and only 3% are not formally qualified. This means that most of them have been part of CPD activities in the past period and meet the criteria to hold a teaching licence.

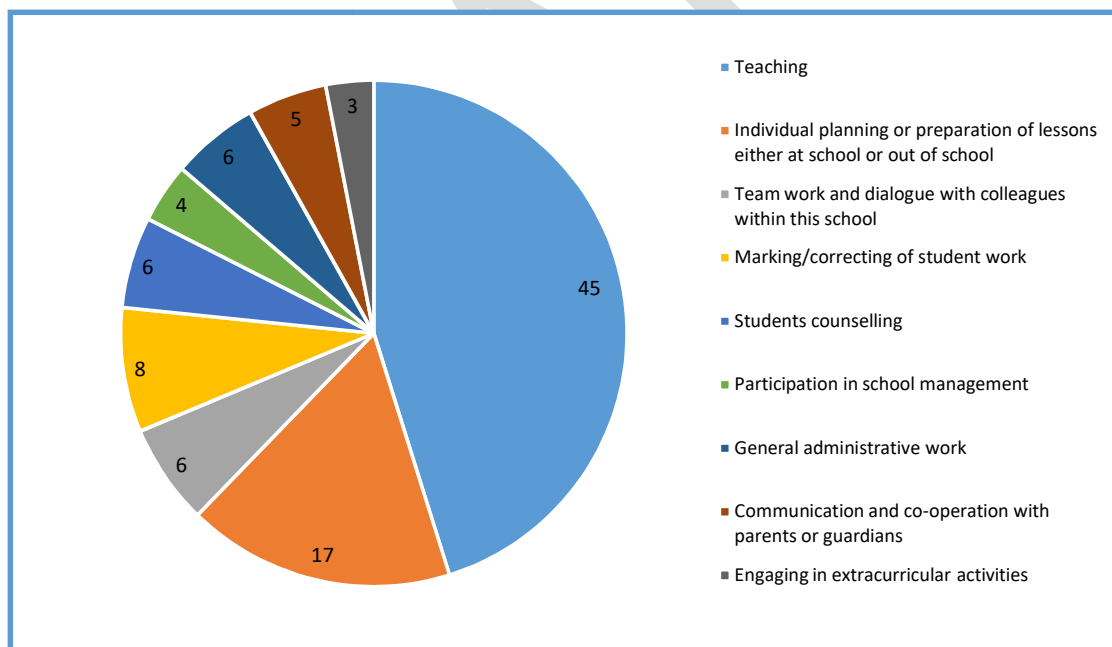
96% of respondents are employed full-time, and 3% part-time).

Around 81% of the 755 respondents are members of the Union of Teachers Union and only 19.8% are not members of any union.

Working Hours

45 % of the teachers' working hours are spent in teaching. The chart below shows the share of working time spent on specific tasks (%)

Figure 1: The (average) share of working time spent on specific tasks (%)



Principals

There were 170 survey responses from school principals representing almost 100% of principals and vice principals from VET schools in Kosovo. Out of those 29% (49) provided complete answers to the questionnaire. All questionnaires were completed directly via the online platform.

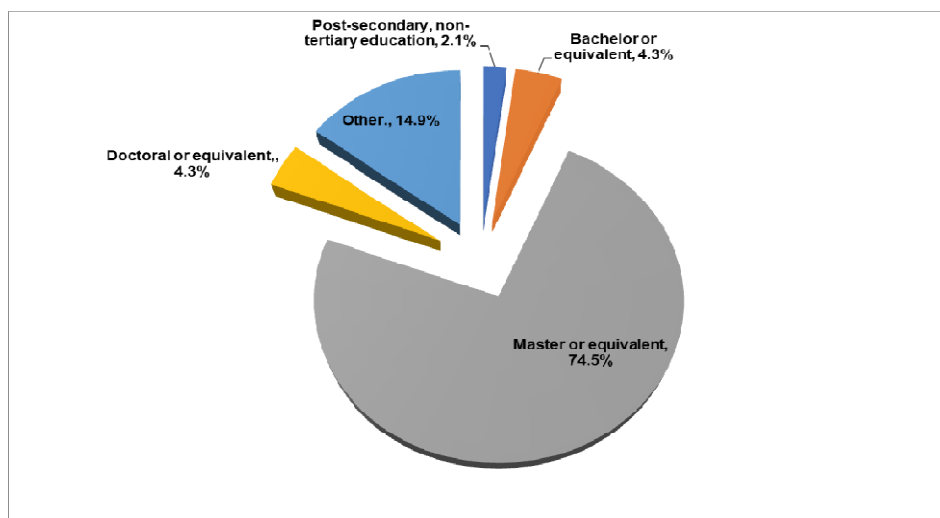
Respondents featured as follows:

- 25% female
- 75% male,
- 11% younger than 40 years old,

- 28% between 40 and 50 years old,
- 44% between 50 and 60 years old.
- 17% older than 60,

The qualifications of the 47 respondents are as follows:

Figure 2: Qualifications of Principals in VET schools (N=47)

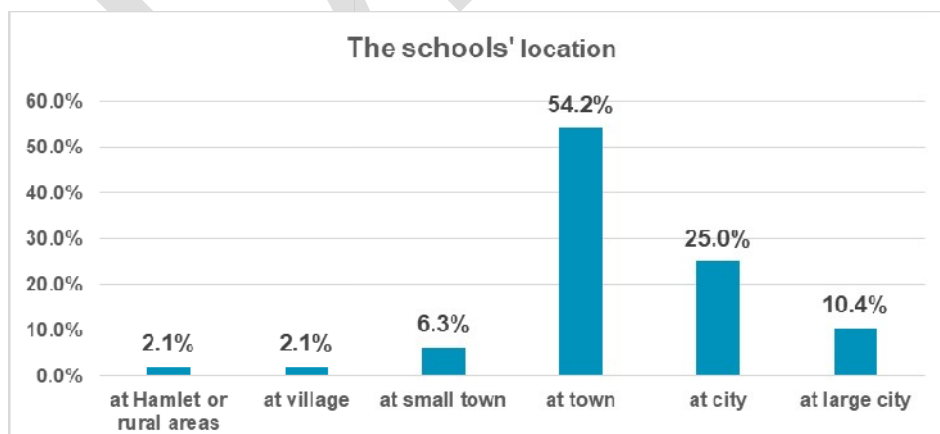


50% of respondents have less than 5 years' experience in their current school while 41% have 5-10 years' experience. Only 50% of respondents did not have any previous experience in other school management roles, while only around 17% of respondents had less than 5 years of working experience in the other jobs.

Of the 47 principals who responded 98% are employed full-time without teaching obligation, 2% are employed full-time with teaching obligation.

The VET school locations of 48 responses of principals or deputy principals are as follows:

Figure 3: Location of vocational schools in Kosovo by size of settlement (N=48)



98% of VET schools are managed by a public education authority, while only 2% is managed by a private, non-government organisation etc.

Conclusions

Formally the teaching workforce is highly qualified: 74% of current VET teachers report that they have achieved a master degree or equivalent. 73% of vocational teachers say that they have more than 3 years of experience working in the trade or profession or industry that corresponds to the VET subjects they teach. With respect to teaching specialization: 344 (37%) of teachers teach profiles related to the engineering sector. The business, retail and law sector followed with 18%, ICT 9%, health 6% manufacturing 5% representing 75% of vocational teachers teaching these profiles. Initial teacher training is a major concern in Kosovo. Only 35% of vocational teachers have completed initial education, 34% are in the process of training and preparation, while 30% did not complete initial education and are not in training. Many Kosovan vocational teachers have little or no pedagogical preparation. This gap should be addressed by CPD for existing teachers and through initial education for those studying at university to become teachers. Vocational teachers in Kosovo frequently spend much of their career in the same school.

The management team of VET schools in Kosovo is 75% male, while 61% are older than 50 years. More than 50% of school principals do not have any previous experience in other school management roles. The qualitative interviews with stakeholders point to political influence in nominating school management staff.

4. SCHOOL GOVERNANCE

Management and Leadership

The survey gives an overview of the composition of the school management team.

Table 2: Who participates in the school management team (N=49)

	Yes	No	Responses
You, as principal	100.0%	0.0%	42
Vice/deputy principal or assistant principal	52.5%	47.5%	40
Financial manager	47.5%	52.5%	40
Department heads	92.9%	7.1%	42
Teachers	97.5%	2.5%	40
Representative(s) from school	90.2%	9.8%	41
Parents or guardians	92.7%	7.3%	41
Students	95.1%	4.9%	41
Other	59.0%	41.0%	39

In general, principals in vocational schools do not believe that they or their Governing Bodies have responsibility with respect to staffing, deciding courses, salary or budgetary decisions. Even with respect to admissions only a minority identify themselves as responsible. The majority of principals regard the municipality or national authorities as responsible for the most part. Principals are more likely to claim responsibility for matters relating to students. The key issues that are mainly delegated to teachers are assessment and learning materials.

Table 3: Who has responsibility for decision making on various matters (N=80)

	You, as principal	Other members of the school management team	Teachers (not as a part of the school management team)	School (governing board)	Local (municipality, regional, state, national or federal) authority	Total
Appointing or hiring teachers	16.1%	4.8%	4.8%	3.2%	71.0%	62
Dismissing or suspending teachers from employment	16.4%	1.6%	1.6%	8.2%	72.1%	61
Establishing teachers' starting salaries, including setting payscales	2.1%	0.0%	0.0%	2.1%	95.7%	47
Determining teachers' salary increases	2.2%	0.0%	0.0%	0.0%	97.8%	46
Deciding on budget allocations within the school	16.4%	9.8%	0.0%	29.5%	44.3%	61

Establishing student disciplinary policies and procedures	26.3%	12.5%	13.8%	25.0%	22.5%	80
Establishing student assessment policies, including assessments	12.9%	17.7%	40.3%	4.8%	24.2%	62
Approving students for admission to the school	25.6%	17.9%	11.5%	15.4%	29.5%	78
Choosing which learning materials are used	6.0%	11.9%	43.3%	10.4%	28.4%	67
Determining course content, including curricula	10.4%	7.5%	19.4%	9.0%	53.7%	67
Deciding which courses are offered	17.9%	8.9%	12.5%	12.5%	48.2%	56

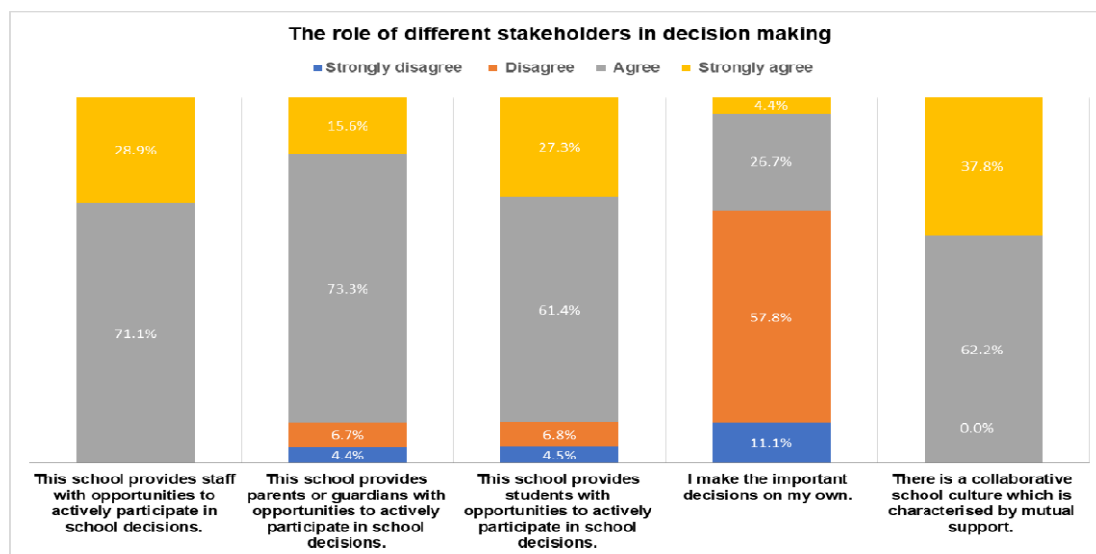
Table 4: Frequency with which principals carried out diverse functions (N= 45)

	Never or rarely	Sometimes	Often	Very often	Responses
I collaborated with teachers to solve classroom discipline problems.	0.0%	9.1%	45.5%	47.7%	44
I observed instruction in the classroom.	2.2%	26.7%	60.0%	11.1%	45
I took actions to support co-operation among teachers to develop new teaching practices.	0.0%	20.0%	71.1%	8.9%	45
I took actions to ensure that teachers take responsibility for improving their teaching skills.	0.0%	17.8%	62.2%	20.0%	45
I took actions to ensure that teachers feel responsible for their students' learning outcomes.	0.0%	6.7%	68.9%	24.4%	45
I provided parents or guardians with information on the school and student performance.	0.0%	24.4%	62.2%	13.3%	45
I checked for mistakes and errors in school administrative procedures and reports.	0.0%	22.2%	51.1%	26.7%	45
I resolved problems with the lesson timetable in this school.	2.2%	22.2%	40.0%	35.6%	45
I collaborated with principals from other schools.	4.4%	17.8%	60.0%	17.8%	45

Most principals claim that decision making is shared with other key stakeholders: teachers, parents, students.

96% of 45 respondents confirmed that their schools have school boards. The survey provides evidence on the extent to which diverse stakeholders are represented: 100% teachers, 73% members of school management team, 30% school administrative personnel, parents 100%, students 100%, while trade unions 23%, representatives of business community 65% and 10.3% others.

Figure 3: the role of key stakeholders in decision making in vocational schools (N=49)



Regarding the question about the **limitations on their effectiveness** the responses of school principals is given in the following table:

Table 5: Extent of the following factors limiting the effectiveness of school management (N=44)

	Not at all	Very little	To some extent	A lot	Responses
Inadequate school budget and resources	2.3%	13.6%	45.5%	38.6%	44
Government regulation and policy	4.7%	7.0%	58.1%	30.2%	43
Teachers' absences	23.3%	34.9%	25.6%	16.3%	43
Lack of parent or guardian involvement and support	9.1%	20.5%	52.3%	18.2%	44
Teachers' career-based wage system	13.6%	20.5%	43.2%	22.7%	44
Lack of opportunities and support for my own professional development	18.6%	30.2%	34.9%	16.3%	43
Lack of opportunities and support for teachers' professional development	9.3%	30.2%	37.2%	23.3%	43
High workload and level of responsibilities in my job	18.2%	11.4%	54.5%	15.9%	44
Lack of shared leadership with other school staff members	25.0%	43.2%	22.7%	9.1%	44

According to VET principals the inadequate school budget and resources, government regulation and policies, the teachers' career-based wage system, lack of opportunities and support for the professional management development and lack of parent or guardian involvement and support are the main factors holding back the effectiveness of school management.

Appraisal of teachers

The chart below shows that appraisal of teachers is largely the responsibility of principals and, to some extent mentors and other members of the school management team. Formal inspection by Regional Inspectors is a requirement but this is said to address mainly administrative issues rather than evaluating the quality of teaching and learning.

Figure 4: Formal appraisal of teachers (N=49)

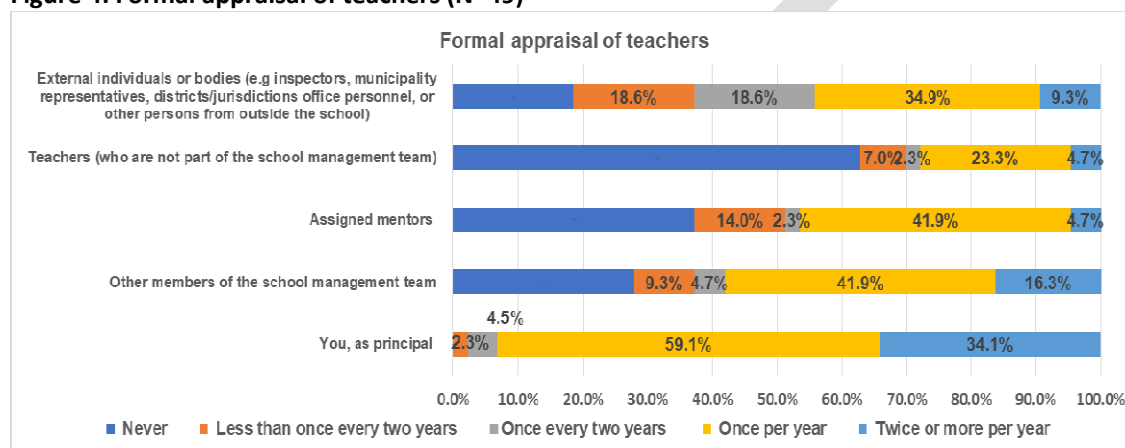


Table 6 below indicates that external evaluators only rarely make use of evidence in order to appraise teachers. Direct observation, for example, is mainly used by principals or other members of management. Mentors do not frequently undertake observation. The results of student assessment are reported to be used by other teachers in 40% of schools.

Table 6: Who performs tasks as part of teacher appraisal in vocational schools?

	External individuals or bodies	You, as principal	Member(s) of school management team	Assigned mentors	Other teachers (not a part of the management team)	Not used in this school
Direct observation of classroom teaching	7.6%	39.2%	34.2%	13.9%	5.1%	0.0%
Student surveys about teaching	4.7%	18.6%	18.6%	16.3%	11.6%	30.2%
Assessments of teachers' content knowledge	9.1%	36.4%	20.0%	18.2%	7.3%	9.1%
Analysis of students' test scores	7.4%	14.8%	18.5%	14.8%	42.6%	1.9%

Discussion of teachers' self-assessments of their work (e.g. presentation of a portfolio assessment)	1.8%	33.9%	25.0%	16.1%	17.9%	5.4%
Discussion about feedback received by parents or guardians	1.6%	40.6%	29.7%	6.3%	21.9%	0.0%

Table 7 explores how schools act upon the results of teacher appraisal. In 50% of schools there is always a follow up discussion and this is common in another 39% of schools. However, there is little other action taken – whatever the results of the appraisal.

Table 7: Actions taken in schools to follow up a teacher appraisal (N=44)

	Never	Sometimes	Most of the time	Always	Responses
Measures to remedy any weaknesses in teaching are discussed with the teacher.	0.0%	11.4%	38.6%	50.0%	44
A development or training plan is developed for each teacher.	9.1%	61.4%	15.9%	13.6%	44
If a teacher is found to be a poor performer, material sanctions such as reduced annual increases in pay are imposed on the teacher.	65.1%	27.9%	7.0%	0.0%	43
A mentor is appointed to help the teacher improve his/her teaching.	39.5%	34.9%	11.6%	14.0%	43
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	32.6%	60.5%	2.3%	4.7%	43
A change in a teacher's salary or a payment of a financial bonus	76.7%	20.9%	2.3%	0.0%	43
A change in the likelihood of a teacher's career advancement	48.8%	37.2%	14.0%	0.0%	43
Dismissal or non-renewal of contract	61.4%	36.4%	2.3%	0.0%	44

The table above provides evidence that school management does not possess sufficient autonomy towards taking measures to address poor or outstanding teacher performance.

Table 8 shows principals responses concerning cooperation between their staff and with their local communities. Only around 25% expressed a strong belief that a shared culture and readiness to cooperate existed in their schools. Principals were particularly doubtful that there was strong cooperation with local businesses.

Table 8: Judgements of principals about openness, culture and cooperation in their schools (N=44)

		Strongly disagree	Disagree	Agree	Strongly agree	Responses
The school staff share a common set of beliefs about schooling/learning.		2.3%	6.8%	75.0%	15.9%	44
There is a high level of co-operation between the school and the local community.		0.0%	6.8%	81.8%	11.4%	44
School staff has an open discussion about difficulties.		0.0%	0.0%	70.5%	29.5%	44
There is mutual respect for colleagues' ideas.		0.0%	2.3%	77.3%	20.5%	44
There is a high level of co-operation between the school and the local businesses.		2.3%	27.3%	54.5%	15.9%	44
The relationships between teachers and students are good.		0.0%	0.0%	77.3%	22.7%	44

Responses to the capacity of a specific school to provide quality instructions, and issues which may hinder this are presented in the following table:

Table 9: What factors hinder your school to provide quality instruction? (N=44)

		Not at all	Very little	To some extent	A lot	Responses
Shortage of qualified and/or [well performing] vocational teachers		29.5%	31.8%	36.4%	2.3%	44
Shortage of teachers with competence in teaching students with special needs		27.3%	25.0%	25.0%	22.7%	44
Shortage of general subject teachers		61.4%	25.0%	11.4%	2.3%	44
Short of practice instructors		29.5%	27.3%	31.8%	11.4%	44
Shortage or inadequacy of instructional materials (e.g. textbooks)		0.0%	6.8%	36.4%	56.8%	44
Shortage or inadequacy of computers for instruction		6.8%	11.4%	40.9%	40.9%	44
Insufficient Internet access		9.1%	13.6%	43.2%	34.1%	44
Shortage or inadequacy of computer software for instruction		11.4%	11.4%	47.7%	29.5%	44
Shortage or inadequacy of library materials		4.5%	6.8%	45.5%	43.2%	44
Shortage of support personnel		15.9%	22.7%	40.9%	20.5%	44

According to principals in almost all VET schools in Kosovo, the shortage or inadequacy of instructional materials (e.g., textbooks) and library materials, is a challenge for provision of quality instruction. MEST has reached agreements with certain neighbouring countries to use and adopt their existing instructional materials and several donors have already developed materials for particular schools and profiles. Nevertheless, the survey implies that implementation has not yet taken place, and that the majority of the schools do not possess the proper materials. Inadequacy or shortage of computers was a major hindrance in 41% of schools (and an issue in another 41% of schools) whilst insufficient internet access was a major hindrance in 34% of schools, and an issue in 43% of vocational schools.

Absence of certain kinds of teachers and instructors was identified as an issue, but only to some extent, although the shortage of special needs teachers was a critical issue in 23% of vocational schools.

According to 44% of principals there are unjustified absences by students daily while 43% say that there is some lateness by students every day. These are relatively high levels and deserve further investigation.

Table 10: Issues related to student behaviour in vocational schools (N=43)

	Never	Rarely	Monthly	Weekly	Daily	Responses
Arriving late at school	4.7%	39.5%	7.0%	20.9%	27.9%	43
Absenteeism (i.e. unjustified absences)	2.3%	20.9%	11.6%	20.9%	44.2%	43
Cheating	21.4%	73.8%	2.4%	2.4%	0.0%	42
Vandalism and theft	46.5%	51.2%	0.0%	2.3%	0.0%	43
Intimidation or verbal abuse among students (or other forms of non-physical bullying)	32.6%	65.1%	0.0%	2.3%	0.0%	43
Physical injury caused by violence among students	30.2%	69.8%	0.0%	0.0%	0.0%	43
Intimidation or verbal abuse of teachers or staff	50.0%	50.0%	0.0%	0.0%	0.0%	42
Arriving late at school	4.7%	39.5%	7.0%	20.9%	27.9%	43
Absenteeism (i.e. unjustified absences)	2.3%	20.9%	11.6%	20.9%	44.2%	43
Discrimination (e.g. based on gender, ethnicity, religion, or disability, etc.)	21.4%	73.8%	2.4%	2.4%	0.0%	42

Conclusions

In general, principals of vocational schools believe that they or their Governing Bodies have no responsibility with respect to staffing, deciding on courses, or on any salary or budgetary decisions. Even when admissions are considered, only a minority of principals identify themselves as responsible. Furthermore, only very limited authority is delegated by principals to other teachers. Most principals claim that decision making is partly shared with other key stakeholders: teachers, parents or students. Most schools have school boards with businesses being represented on 65% of them. According to VET school principals, the main factors holding back the effectiveness of school management are: inadequate school budget and resources, government regulation and policies, the

teachers' career-based wage system, lack of opportunities and support for the professional management development and lack of parent or guardian involvement and support. Monitoring of teaching performance is done by direct observation performed by principals or other members of the management. Mentors do not frequently perform observation. In 50% of schools there is always a follow up discussion after appraisal. However, there is little or no other action taken – whatever the results of the appraisal. Principals were particularly doubtful that there was strong cooperation with local businesses. According to principals in almost all VET schools in Kosovo, the shortage or inadequacy of instructional materials and books hinders the quality of instruction. Inadequacy or shortage of computers was a major hindrance in 41% of schools (and an issue in another 41% of schools) whilst insufficient internet access was a major hindrance in 34% and an issue in 43% of vocational schools. The shortage of special needs teachers was a critical issue in 23% of vocational schools.

According to 44% of school principals there are unjustified student absences daily while 43% say that there is some lateness by students every day. These rates represent relatively high levels and deserve further investigation.

Recommendations and Issues

Issues	Recommendations
Limited autonomy for Principals and Governing Boards with respect to staffing, deciding on courses, salary or budgetary decisions.	More autonomy for Principals and Governing Boards with respect to staffing, salary and incentives.
Inadequate school budget and resources, government regulation and policies, the teachers' career-based wage system, lack of opportunities and support for the CPD and lack of parent or guardian involvement and support are the main factors holding back the effectiveness of school management.	New formula for financing VET schools, taking in to account the specifics of different profiles, identifying a budget for CPD and delegating more autonomy to school management.
Mentors do not frequently undertake observation.	The role of mentors should be strengthened and mentorship should be used more widely.

5. APPROACHES TO TEACHING AND LINKS TO THE WORK PLACE

Teaching

The survey explores what kinds of teaching methods teachers are using.

Table 11: Please indicate how frequently you use the following different teaching methods (%)

	Never or almost never	Occasionally	Frequently	In all or nearly all lessons	N
I present a summary of recently learned content	3	21	44	32	574
Students work in small groups to come up with a joint solution to a problem or task	1	24	59	16	581
I give different work to the students who have difficulties learning and/or to those who can advance	1	28	54	16	573
I refer to a problem from work to show how knowledge or skills can be applied	1	11	52	36	575
I let students practice similar tasks until I know that every student has understood the subject matter	2	22	47	29	575
I check my students' exercise books or homework	1	14	43	42	583
Students use ICT (information and communication technology) for projects or class work	7	36	39	19	583
I demonstrate practical tasks to students who then carry out the same practical tasks	0	9	46	45	584
Students learn theory and also use that knowledge to solve practical problems within one lesson	1	12	47	40	580
I plan lessons so that when students learn new theory or knowledge they also apply that theory or knowledge to work-like tasks (work practice).	1	6	45	48	579
I use digital technology to prepare or find instructional material	2	18	45	34	581
I use video in my teaching	16	39	33	12	582

VET teachers in Kosovo say that they are using traditional and modern teaching methods. About one third of teachers say that they always or nearly always present summaries or demonstrate skills but this does not mean that they do not use other pedagogies as well. From 579 respondents, 48% of them declared that they plan all or nearly all lessons so that students learn new theory and apply that knowledge in work practice or to solve problems (40%). Approximately 40-59% of around 575

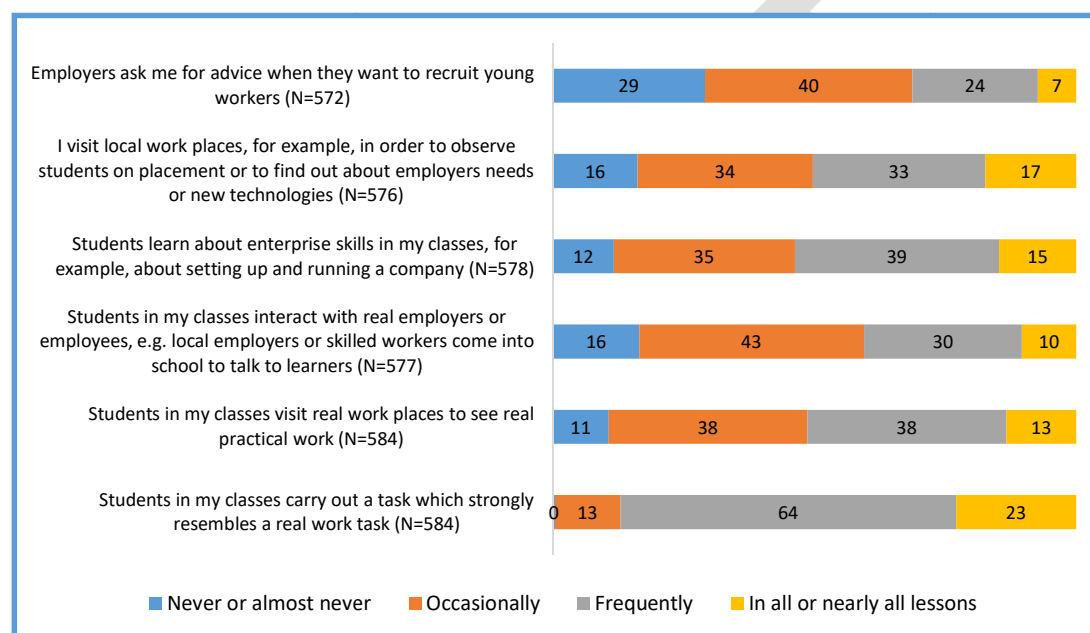
respondents frequently or always use progressive approaches such as group work and differentiated work for students.

It is less common for students to use ICT in classes (19% frequently or always) although 34% of teachers said they were using ICT frequently or always to prepare instructional materials. Absence of equipment or know how explain these figures.

Links to the workplace

With regard to the relations between school learning and the workplace for students, the responses are given in the table 3:

Figure 5: Please indicate how well the following statements describe the relation between school learning and the workplace for your students (%)



The chart shows that most teachers are able to simulate work tasks in the classroom frequently or always. However, direct interactions with employers are less common. 50% of vocational teachers claim to make regular visits to the work place and 51% say that their students frequently visit work places. 40% say that students frequently or always interact with employers. 31% say that employers are frequently in contact with them with respect to recruitment. It is clear that many vocational teachers and students have little direct interaction with employers and therefore they do not benefit from an up to date understanding or a social contact with the world of work.

Work based learning

VET students based on the VET core curriculum are obliged to spend some time in the workplace following instructions of guide book for professional practice, which is organised by the school.

From the survey, the responses of 576 respondents are as follows:

- 39% of teachers say that all of their VET students have work placements lasting at least 10% of their entire programme,
- 19% of teachers say that most of the students have placements in work places lasting less than 10% of their entire programme,
- 42% of teachers say that some of their students have placements in the work place.

These figures suggest that a significant minority of Kosovar vocational students do benefit from a significant period of work-based learning.

Behaviour or motivation of students

The response rate regarding the enjoyment of teaching with the students was one of the highest responses with 56.5% of the 604 teachers responding that they enjoy their teaching experience. The next highest scored experience declared by the 25% of 605 teachers is that most of the students in the class are well motivated in all or almost all of teachers' classes and 63.5% in most of their classes. 8.3% in some of their classes and 3.2% at none of their classes. From the answers presented, it is evident that the teachers encounter motivated students and are enjoying the teaching process with their students.

Curriculum

The curriculum is the main guide for teaching although significant groups of teachers say that they are also guided by the needs of employers and by assessment.

73% of 597 respondents responded that teaching and planning is always or nearly always guided by the published curriculum. 82% of VET teachers always prepare their teaching plan based on national curriculum. 36% of teachers say that they always experiment with different methods of teaching and learning to see what works best while 52% say they do this frequently. 43% of teachers say that their teaching is always (48% frequently) shaped by what they believe employers require. Exams and assessment are a focus for teaching for 35% of teachers always and 46% frequently.

The results raise concerns for those profiles where curriculum is not closely connected to labour market needs and it suggests that some teachers do not have good knowledge of employers' needs or assessment demands.

Educational resources

The results of the survey indicate that 62% of teachers have frequent access or full access to appropriate materials in nearly all lessons but 38% of students have no access or only occasional access to appropriate resources.

37% of teachers identify a lack of appropriate tools and equipment in order to learn practical skills and 47% an absence to sufficient consumables to develop practical skills. About half of vocational teachers report insufficient access to reliable and appropriate computer hardware, software and internet sufficient to let them use digital technology in their respective subjects. Only around 20% of students are always or frequently using digital learning environment such is Moodle and Sakai.

These data do not reveal how much progress has been made in the last two years. In recent years MEST invested a lot in development of a digital content for pre-university education and the digital Matura and the training of teachers to use digital technologies.

Assessment

Regarding the assessment, survey shows that vast majority of vocational teachers are using different methods to assess what students have learnt. Around 90% of teachers are frequently or always using their own assessment tools and using standard tests and observing student practice. Teachers are less likely to encourage peer assessment between students (77% frequently or always) or to make use of assessment to set different work for students (63% frequently or always). Making better use of assessment data appears to be a priority for Kosovar VET teachers.

Teacher self-efficacy

The results of the survey on between teachers' perceptions of their own efficacy are given in the table 4.

Table 12: In your teaching, to what extent are you able to achieve each of the following results? (%)

	Not at all	To some extent	Quite a bit	A lot	N
Get my students to believe they can do well in school work	0	16	22	62	576
Help my students value learning	0	13	22	64	580
Prepare good questions for my students	0	8	14	78	581
Control disruptive behaviour in the classroom	0	8	9	83	580
Motivate students who show low interest in school work	2	6	12	80	584
Help my students understand real work in my vocational branch	0	5	14	81	582
Get students to follow classroom rules	0	5	10	85	585
Help students to develop a commitment to work in my vocational branch	1	10	28	60	580
Provide an alternative explanation if, for example, students are confused	0	7	21	72	579
Give my students the practical skills they will need in the work place	1	6	19	74	581
Give my students up to date knowledge relevant to my vocational branch	0	10	19	71	579

Almost 80% of teachers highly rate their efficacy in the following domains:

- they motivate students to believe that they can do better in school and work,
- they are well prepared and prepare good questions for their students which are based on learning outcomes,
- they are able to control disruptive behavior in the classroom,
- they help students to understand real work in their respective vocational branch,

On the other hand, only around 60% of teachers rate highly their own capacity to help students develop a vocational commitment, to succeed and to value learning.

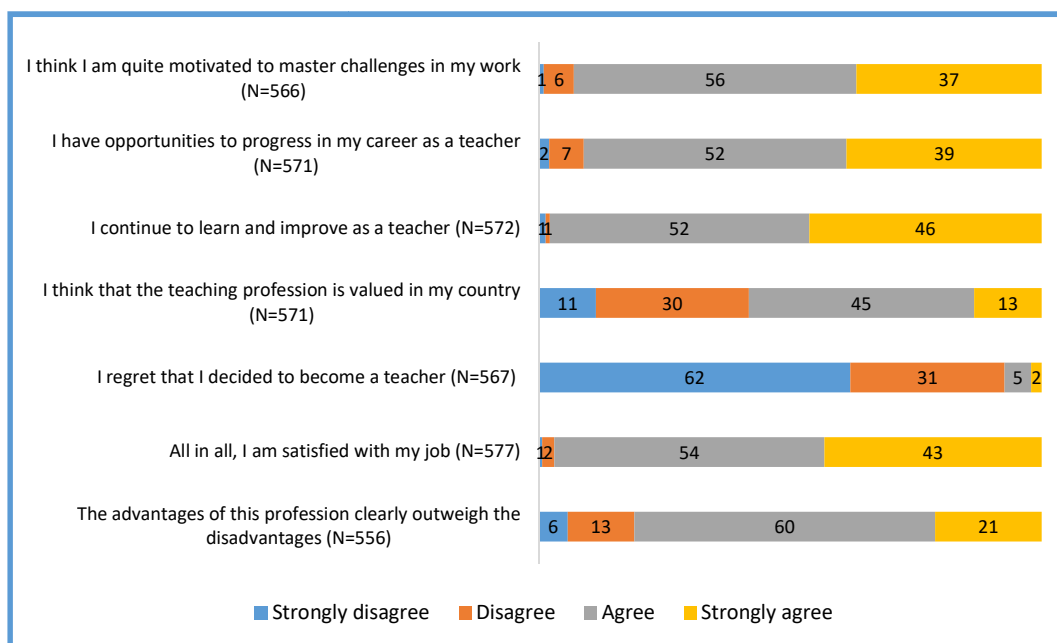
Of course, the findings of the survey should be considered in relation to other evidence, for example concerns raised by employers about the competences of graduates from the VET system².

² R.Likaj, H.Soonfield , KfW Study Fund for VET and Employment, 2016

Career and job satisfaction

The survey suggests that the majority of teachers are satisfied rather than very satisfied with their career as teachers. There is little regret in having chosen to become a teacher. More constructively, 46% strongly agree that they continue to improve and learn. 39% believe strongly that they have opportunities to progress. However, 41% believe that teachers are not valued in Kosovo. The evidence indicates that it is wrong to generalize about teachers in Kosovo – we should recognize that 40%-50% of vocational teachers are very positive about their careers, ambitious and enthusiastic about their own professional development.

Figure 6: How strongly do you agree or disagree with the following statements about your job? (%)



Conclusions

VET teachers in Kosovo say that they are using traditional and modern teaching methods. Approximately 40-59% of teachers frequently or always use progressive approaches such as group work and differentiated work for students. It is less common for students to use ICT in classes (19% frequently or always) although 34% of teachers said they were using ICT frequently or always to prepare instructional materials. Most teachers declared that they frequently or always are able to simulate work tasks in the classroom. However, direct interactions with employers are unusual for about 50% of teachers and lecturers so they cannot benefit from an up to date understanding or social contact with the world of work. However, around 40% of Kosovar vocational students do benefit from a significant period of work-based learning. The survey suggests that the teachers encounter motivated students and are enjoying the teaching process with their students.

Curriculum is the main guide for teaching although significant groups of teachers say that they are also guided by the needs of employers and by the means of assessment. Exams and assessment are always a focus of teaching for 35% of teachers and only frequently for 46% of teachers. This may be a problem for those profiles where curriculum is not closely connected to labour market needs and it suggests that some do not have good knowledge of employers' needs or assessment demands. Around 40% of teachers identify issues such as lack of appropriate tools and equipment in order to learn practical skills and lack of text books. Around 50% report lack of sufficient consumables to

develop practical skills and insufficient access to reliable and appropriate computer hardware, software and internet in order to enable them to use digital technology in their respective subjects. Teachers rate their own efficacy highly with respect to their own teaching and control of behaviour but less highly with respect to developing in students a vocational commitment and helping them to value learning.

The survey suggests that the majority of teachers are satisfied rather than very satisfied with their career as teachers. However, 41% believe that teachers are not valued in Kosovo. The evidence indicates that it is wrong to generalize about teachers in Kosovo – we should recognize that 40%-50% of vocational teachers are very positive about their careers, ambitious and enthusiastic about their own professional development.

Recommendations and Issues

Issues	Recommendations
Some 50% of teachers and students lack direct interactions with employers.	A coordinator for work-based learning should be appointed in VET schools to support close cooperation with local businesses and other stakeholders.
Some 50% of teachers and students lack books, consumables and equipment (including IT).	Identify and prioritise needs for resources through consultation with schools and teachers. Make improved use of existing resources and plan cost-effective ways of meeting gaps. Identify and assign budget.
While 40%-50% of vocational teachers are very positive about their careers, ambitious and enthusiastic about their own professional development there is a significant proportion of teachers who are only moderately satisfied.	Ambitious teachers should be empowered to contribute to and lead improvements in teaching, developing new instructional materials and links with employers by giving those additional responsibilities, salary incentives, special status or involving them in projects.

PART 2 PROFESSIONAL DEVELOPMENT OF VOCATIONAL TEACHERS

6. POLICY AND IMPLEMENTATION

CPD as one of the key activities in the framework of reforming the VET sector in Kosovo is presented in several legal, sublegal and different strategic documents, as below:

The Legal Framework

The legal framework for general education consists of laws, Administrative Instructions (AIs) and national strategies.

Laws

- Law on Pre-School Education
- Law on Pre-University Education
- Law on VET
- Law on National Qualification
- Law on Education in the Municipalities of Kosovo
- Law on Inspection NO.2004/37,

Administrative Instructions (AIs)

- AI 14/2018 – on Teacher Performance Assessment
- AI 10/2018 – Normative over Professional Staff of the General Education
- AI 3/2017 - State Council for Teachers Licensing (SCTL)
- AI 5/2017 - Licensing System and Development of Teachers in Career,
- AI 6/2017 Criteria and Procedures of Programs Approval for Teachers Professional Development and Educational Workers
- Administrative Instruction 5/2015 for Teachers Normative
- Administrative Instruction 25/2014 for Teachers Licensing
- Administrative Instruction 14/2013 Teacher performance evaluation
- Administrative Instruction 15/2013 for funding of Teacher Professional Development
- Administrative Instruction 15/2013 implementation of Teacher Professional Development
- Administrative Instruction 04/2010 Criteria and procedures for accreditation of programs for Teacher Professional Development.

Since the previous report was published in 2015 several documents regarding the Teacher Training and CPD have been approved:

1. The strategic framework for Kosovo teacher professional development;
2. Administrative Instruction for licensing system and development of Teachers in Career;
3. Administrative Instruction on criteria and procedures of the programs approval for teachers' professional development and educational workers.
4. Administrative Instruction for evaluation of educational institutions performance in pre- University Education.
5. Administrative Instruction for the state council on teachers licensing.

KOSOVO EDUCATION STRATEGIC PLAN 2017-2021

In the context of building a sustainable teacher professional development system, important steps have been made in establishing mechanisms for sustainable implementation of professional development. There were 147 different professional development programmes accredited.

There is a practice that for all new VET teachers MEST, in cooperation with its partners AVETAE, KPI and donors organises, on an annual basis, two types of training: Professional Didactics with 40 hours and Methodics and Didactics with 40 hours of trainings. News about CPD activities is transmitted to schools either through the municipalities or through AVETAE or through the Kosovo Pedagogical Institute.

MEST has drafted regulations through which it will delegate its central funds³, although they are insufficient to cover the need for professional development at the municipal and school level. This policy has not been implemented yet and no specific initiatives have been undertaken to define a local mechanism of sustainable funding for professional development.

Main challenges:

- Incomplete implementation of the teacher licensing system: performance based assessment and licensing still experience problems.
- Limited offer of the required teacher professional development.
- Lack of strategy for implementing teacher performance assessment.
- Lack of a coherent approach between the different phases of teacher development: 'pre-service', 'career start' and 'career development'.
- Weak systemic coordination between the 1) practical actions in teacher development and licensing 2) high standards of teaching and 3) teacher career management

Strategic Priority 4: Teacher development⁴ deals with teacher development and defines the following objectives:

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

NATIONAL DEVELOPMENT STRATEGY 2016-2021

The NDS interventions seeks increased inclusion of children in pre-school institutions and improved quality of teaching in the primary and secondary education.

Concrete Measures include:

- Review and completion of the teachers' qualification process before entering service. This involves final national test for teachers and development of a teacher licensing system.
- Quality-based optimization of existing number of teachers. The evaluation process will end with early retirement of a number of teachers as well as implementation of the requalification scheme for at least 500 teachers that will be retained by the system. In parallel, a system of teachers' performance evaluation will be built with stronger connection to the pay system, establishing accountability for the quality of teaching.
- Expedite the process of teachers' professional development, with special focus on the segment of teachers in vocational schools and STEM areas (Science, Technology, Engineering and Mathematics).

³ Administrative Instruction No. 15/2013 on Teacher Professional Development Financing.

⁴ KESP 2017-2021, MEST

- Expand the adoption of the new curriculum in the remaining schools. Simultaneously, carry out assessment of effectiveness of pilot schools (10%) and introduce systemic changes to curriculum, as appropriate.
- Review of existing textbooks for suitability and develop new textbooks in accordance with expected learning outcomes. In line with distinct features of the vocational education, basic textbooks will be developed for relevant profiles, along with other school material.
- Development of a teacher performance assessment system and a teacher grading system. The grading system will take into account the qualification, good performance and experience. Students' aptitude and inspection reports will be an essential part of evaluation criteria.
- Strengthened mechanisms of accountability and certification in the education system. This will allow schools and teachers to be held accountable and be rewarded for the quality of work, which will help improving the quality of education.
- Improved expenditure planning in the education system. This will allow savings to the state's budget and divert funding from areas of lower to higher priority.

The "European Reform Agenda", is a document developed by the GoK based on agreement between the EU Commissioner, and the aim is to maximise the economic and political benefits of Stabilisation and Association Agreement (SAA). Under the area of education and employment a very important priority for GoK is improving the quality of education including:

- Increasing the attendance of pre-school education
- Conducting assessment/external evaluation and accelerate implementation of new curricula including with new textbooks in pre-university education
- Establishing mechanisms to evaluate and enhance initial and in-service teacher training programmes
- Improving the overall quality of Higher Education
- Fostering better links between higher education and the job market

Applying and improving the teachers' career system with respect to VET is also referenced in Measure 18 of Kosovo Economic Reform Programme 2017-2019.⁵

STRATEGIC FRAMEWORK FOR CPD KOSOVO⁶

Teacher development has been one of the key priorities of the education system in Kosovo in the recent years. In this regard, MEST has introduced a licensing system to be one of the main mechanisms for driving teacher development and motivating improvements in performance. However, this model requires that professional development and licensing processes must be led by standards of good teaching. With this in mind, a Strategic Teacher Development Framework has been developed to set out the standards of career-long teaching vocation (pre-service, introduction into professional and career development) and elaborate competencies in various stages of the career and to guide stages of implementing the teacher development system throughout their careers. This framework is intended to make a coherent relationship between career development, standards and quality.

The Framework is planned to be a living document, to be complemented alongside new developments in the teacher development and licensing areas. There are numerous aspects of this important process to be developed or elaborated further.

⁵ GoK, Kosovo Economic Reform Programme 2017-2019, December 2016

⁶ Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

The goal of this strategy is to present a comprehensive system of quality assurance in the Pre-university education sub-sector of Kosovo in order to contribute to the improvement of educational services and the education results. Teacher professional development should join up with this QA system. This strategy has four different components, represented through strategic objectives and measures related to listed objectives in the following:

1. Building of effective mechanisms for quality assurance
2. Advancement of development planning in school and municipal level
3. Building of capacities for quality assurance in all levels
4. Increase awareness of the stakeholders on quality assurance

Currently the Government still follows salary policies based on pre-service qualifications rather than performance. Such an approach is a major reason for non-implementation of the teacher licensing system as part of the quality assurance system. The system, which is already in place, grants a temporary licence and a regular licence to teachers (MEST, 2014b). Those on temporary licences (about 14% of the current teaching force that are beginners) will need to meet qualification and training criteria to receive a regular licence or risk losing the right to teach. At the same time, teachers on a regular license can be promoted through five career grades. Teachers need to take training and receive at least one positive performance evaluation in a period of five years to move from one grade to another.

Teacher performance is to be appraised largely through Education Inspection (confirming teacher promotion, downgrading, or renewal in the licensing scheme), which represents a major challenge due to the limited capacity of this body. There are also issues about the competence of other levels to carry out their tasks in the performance appraisal process.

Although Education Inspectors carry out school visits and collect data on student performance in national tests, there is no school performance evaluation system which can reveal strengths and weaknesses in each school and lead to corrective action. Also, not all schools provide advisory services for teachers through pedagogues and psychologists which limits the possibility for teachers to ask for professional advice or feedback.

Implementation of Policy for Licensing

Most teachers in secondary education (54%) are unqualified, following the requirements of AI 3/2017 and AI 5/2017, Licensing System and Development of Teachers in Career.

Almost all studies confirm that the quality of education and teachers performance is the most important factor to improve students' achievement. Studies carried out by development partners' shows that teachers' performance is not at a satisfactory level. Most VET teachers have no teaching qualification. It is generally accepted that most VET teachers' lack pedagogical training, subject specific practical training for VET and training related to specific requirements for competency based curriculum implementation. This situation is made even more difficult due to the limited budget for CPD of teachers at the municipal level.

In 2009, MEST launched the teacher licensing system as one of priorities of KESP 2011-2016 and KESP 2017-2021. Inspection centres in all 7 regions are trained to enter and manage the database program for teachers licensing system. During 2017, over 1,200 teachers have acquired the career licence. In the period from 2012 to 2017 up to 23.336 (96.55%) teachers were awarded a career licence.

The State Teacher Licensing Council (STLC) has developed a professional development and performance evaluation mechanism that will provide teachers with an opportunity to strengthen their qualifications and move up the career ladder. Acting on recommendation from STLC, MEST has established criteria and standards of preparation and professional qualification that a teacher must meet to obtain a licence. MEST established a licensing system to encourage unqualified teachers to qualify and for qualified and licensed teachers to increase competencies and qualifications. Based on AI 09/2014, all teachers, including VET teachers younger than 51 years old are obliged to undertake in-service CPD.

The system, which is already in place, can grant either temporary or regular licences to teachers. The Teacher Training (TT) Division of MEST plan CPD continuously for all VET teachers, based on the requests from VET Schools. Since 2011, MEST has developed a CPD catalogue with a list of training providers and programmes, which was updated in 2018.

Since 2013 when the process of Teacher Licensing in Kosovo has begun, there were several categories of teachers in the teaching process, with employment contracts, and most of them were still waiting for a response regarding their Licensing applications. Until then, there was no answer and clarification on how the licensing of these categories of teachers will be performed, so they have been in a very difficult situation. In 2015 the SCTL reviewed the Law on pre-university education and prepared a report for Minister of MEST⁷ to address the inclusion of these teachers⁸.

Notwithstanding the adoption of legal acts and policies that govern teacher professional development, CPD still lacks genuine coordination and support of needs⁹. The training offer depends, to a great extent, on the perception of MEST and MEDs officials, as well as on donors' priorities.

In September 2018 MEST issued a new Administrative Instruction 14/2018 for the purpose of adjustment of the teacher performance assessment system in Kosovo to be implemented in the teachers licensing system.

In this AI are defined:

- fields of teaching,
- standards
- performance indicators
- assessment system of teachers performance
- providers of assessment process
- responsibilities of each stakeholders such are: MEST, Educations Inspectorate, Teachers, School Principals, Municipal Education Directorates
- the assessment procedures of the teachers performance
- performance levels
- instruments for implementation
- training programmes for CPD
- types of licences and criteria for issuing licences, templates for the assessment of teachers' performance etc.

⁷ SCLT, Working Report and Recommendations for Minister of MEST, 2015

⁸ Three-year-old Bachelors teachers who work as class teachers or as teachers of Civic Education; Four-years-old Bachelors teachers who work as class teachers or as teachers of Civic Education; Graduated Teachers of Private Higher Education Providers (PHEP) in teacher training programs licensed by MEST before 2009, in some cases they are engaged in the teaching process and others were still waiting for the answers from MEST / SCLT for the right of the Licence; PHEP graduated teachers in teacher training programs which have been provided without the MEST license, where some are engaged in the teaching process and some of them are still waiting about MEST / SCLM to answer on their status.

⁹ Implementation of Kosovo Education Strategic Plan in 2017, Evaluation Report KEEEN

In 2018 the Inspectorate Law 06L- 046 was approved in the Parliament of Kosovo. This Law also deals with assessment of teachers' performance and performance of school management.¹⁰ The process of teacher performance assessment was launched by the Minister of MEST on 2nd of October 2018, firstly as a pilot with 217 teachers. In this task 21 education inspectors are involved in region of Prishtina, Prizren, Peja, Gjakova and Mitrovica, four assessment methods will be used including direct observation of teachers in classroom. No clear action plan exists for future development of this process or how many VET teachers will be part of the pilot performance assessment. Teacher licensing is done only for the career licence level, where performance assessment is not required. Although it was foreseen in the action plan of KESP 2017, the drafting of AI on harmonizing of grades with the wages system was not achieved due to lack of budget. Wages continue to be increased in a linear manner. Within the scope of the entire functionalization of teachers' licensing system, MEST drafted the action plan on organizing the licensing process. Until June 2018, no meetings were held with teachers with regards to licensing; although, they are planned to be held quite soon.

Development of capacity for CPD in Kosovo

In order to provide cost effective CPD, Centres for CPD were established in 23 municipalities by the Kosovo Education Center (KEC) in 2013. Teacher training programmes have been developed and all partner municipalities developed 3 year plan for CPD. Each school in partner municipalities nominated at least two members which have been trained to prepare a teacher training plan for CPD.

However, completing professional development plans for schools remains a challenge. Only a negligible percentage of schools have teacher development plans in place. In order to advance the process, MEST has supported the establishment of 1150 professional teams in schools. About 720 facilitators, trainers, mentors and evaluators were included in the training process. Members of School boards including teachers, parents and school directors were also part of the training¹¹.

Initial Teacher Education

In 2015 AI 5/2015 was issued to regulate the selection and recruitment of VET teaching staff for VET theory and modules of practice for all profiles of VET schools. This puts a lot of pressure on teaching staff and the system to meet new requirements, since the only KAA accredited higher education institution to qualify teachers is the Education Faculty of University of Prishtina. To date 10 master and 1 PhD degree programmes have been accredited but only one master degree programme is for VET teachers with a limited number of training places. In June 2018 MEST issued a new AI 10/2018 to determine the normative of professional staff of general education in pre-school, primary education, lower secondary, higher secondary education, gymnasiums and student dormitories.

Functional Review of the Ministry of Education, Science and Technology

In addition, a Functional Review of the Ministry of Education, Science and Technology has been completed in January 2018 by Project Preparation Facility for the Ministry of European Integration, funded by the EU Office in Kosovo. A functional reorganization of MEST (MEST signed the agreement on 2nd of July 2018 with the EU Office to start the implementation) has been started in order to increase the capacity to improve policy implementation.

¹⁰ Law on Inspection 06/L-46, 2018, <https://gzk.rks-gov.net/ActDetail.aspx?ActID=17744>

¹¹ MEST, JAR 2014, for PSAK 2011-2016

Conclusions

Kosovo Education Policy has progressed with the development of Quality Assurance Strategy for Kosovo Pre-university Education 2016-2020, the Strategic Framework for CPD Kosovo, the National Development Strategy 2016-2021, the KESP 2017-2021 and several regulating acts (AI) that enable implementation of Teachers Licensing System, Career and Professional Development of Teachers and Educational Workers. The Strategic Teacher Development Framework has been developed to set out the standards of career-long teaching vocation (pre-service, introduction into profession and career development) and elaborate competencies in various stages of a career and to guide stages of implementing the teacher development system throughout their careers. This framework is intended to make a coherent relationship between career development, standards and quality.

The licensing process has been ongoing: in the period from 2012 to 2017, 23,336 or 96.55% teachers have been awarded with career licence. To obtain a career licence teachers must participate in CPD. The process of teacher performance assessment has not started yet. Moreover, no clear action plan exists for future development of this process. The harmonizing of career grades with the wages system has not taken place due to lack of budget and so the careers structure has not been implemented. There has been little progress with respect to initial education for VET teachers. A functional reorganization of MEST is agreed in order to increase the capacity to improve policy implementation.

ISSUES AND RECOMMENDATIONS

Issues	Recommendations
Teacher development is included in policy and strategy documents; however, CPD provision is not planned and coordinated to contribute to achievement of declared strategic objectives.	Review the concrete provision of CPD in order to see whether it is systematically contributing to strategic goals.
Licensing has progressed but may not be leading to improved quality of teaching, high valuation of profession or greater motivation.	Career Licensing should be complemented by implementation of professional career system which will motivate teachers and raise status. Value of licensing process should be assured.
Policy commitments have been made but, in some cases, have not led to concrete improvements, for example, with respect to increased resources.	Policy formation and implementation should be better informed by evidence and by consultations with stakeholders.

7 ORGANISATIONS AND INSTITUTIONS THAT SUPPORT CPD IN COUNTRY

The organisations responsible for teacher professional development are the MEST, MEDs and schools¹².

MEST

Responsibilities include:

- Determine purpose, guidance and programme quality standards based on the strategic framework;
- Support development of new professional development programmes, set standards of quality assurance, TPD monitoring and evaluation;
- Approve professional development programmes for teacher licensing system;
- Develop teacher professional development plans for school calendar years;
- Draft regulations and secondary acts on funding mechanisms for professional development;
- Ensure delegation of municipal grants meeting needs of professional development for all teachers in their career licences;
- Lead TPD needs analysis, for monitoring and evaluation of training programs;
- Develop national TPD implementation reports and utilize such data to determine needs and priority areas for TPD;
- Ensure accountability mechanisms for municipalities in TPD provision.

According to the Law on Inspection of Education, inspections of schools are to be arranged in an annual cycle, with the possibility of special inspections under certain conditions established by the Inspection Department of the MEST¹³. Inspectors help to monitor CPD as part of the licensing system: during the 2014, seven inspectors from regional offices were trained to transfer training data onto the training database.

However, current school inspections are mainly limited to ensuring compliance with laws, by-laws, and administrative requirements in the context of school processes rather than evaluating the quality of teaching and learning. According to the Joint Annual Review of KESP Implementation (2013 and 2014)¹⁴ school inspectors and middle management have limited experience in observing, monitoring and supporting teaching and learning in the classroom.

Municipal Education Directorate (MED)

Responsibilities include:

- Require schools to conduct annual needs assessments with teachers;
- Request development of new TPD programs upon identification of common needs in a municipality;
- Enable and support groups at school level or several schools to conduct TPD activities;
- Ensure PD budget for all teachers at the municipal level;
- Ensure access to professional development for teachers;
- Monitor and evaluate TPD programs;
- Report yearly to the MEST on TPD outcomes.

¹² Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

¹³ Law on Inspection, 37/2004, MEST

¹⁴ Aide-Memoire from Joint Annual Review 2013, 2014, KESP 2011-2016, MEST

The teacher training division of MEST organizes its own in-service training programs and cooperates with local and international NGOs to provide CPD to address new teaching and learning methodologies and also to support the implementation of new curricula. All proposed CPD must be approved by MEST, before being offered to teachers and other school staff.

The Law on Education in the Municipalities states that the Ministry of Education, Science and Technology is responsible for establishing and managing a general system of certification for all teachers in Kosovo. The municipalities, on the other hand, are in charge of supervision and inspection of the education process in accordance with guidelines established by the MEST.

Role and responsibilities of the school

- Perform annual needs assessments for professional development;
- Conduct school-based professional development (SBPD) according to legal provisions applicable and internal procedures for SBPD;
- Support school-level CPD by staff meetings and professional development sessions;
- Prepare documentation and follow-up on school based certification to recognize CPD

International Donors

Various trainings for VET teachers have been organized and funded by GTZ (GIZ), Swisscontact, EU Kosvet, Danida, Lux Development, NQA etc.

Coordination

On paper the MEST, MED, VET schools and CPD providers and VET should cooperate as follows:

- VET schools on an annual basis should plan training needs and decide which teachers should participate in which programmes
- MEST approves or reject plans and selects the training provider (national or international)
- MEDs have the responsibility of coordinating teacher training providers regarding the implementation of teacher training
- MEST and MEDs fund the CPD

MEST (including the VET Division), NGOs, VET schools, MEDs and the Faculty of Education, are in continuous consultations for selection of CPD programmes. The responses from interviews suggest that these consultations are sometimes not effective since stakeholders do not have a shared understanding of CPD or of VET teachers' needs. The lack of advisory structures that would assist teachers and schools in improving their performance as well as insufficient progress in exercising the advisory role of the MEDs also undermines coordination¹⁵.

Kosovo Pedagogical Institute (KPI)

The KPI is a public research scientific institution dealing with research, training, evaluations and innovations in the field of education. The mission of KPI is: to provide professional services for the Ministry of Education, Science and Technology and educational institutions at all levels in Kosovo.

Until now the role of KPI for CPD was very limited except for some research activities that have been carried out for evaluation of the influence of very specific CPD programmes. The KPI was involved in the joint activity with MEST to monitor the implementation of CPD programmes for KCF.

¹⁵ Teacher Education and Training in Western Balkans, Anastasovska-Jankulovska, M. (2013),

KPI is also active in VET activities and has its own annual budget for CPD activities which of course is not sufficient.

National Qualification Authority (NQA)

NQA is responsible to establish and maintain the National Qualifications Framework¹⁶, and it has a significant role in the overall Quality System for VET. Moreover, the NQA, together with MEST and the Kosovo Accreditation Agency (KAA), is responsible for regulating the award of qualifications, and for accrediting providers and institutions to assess and award qualifications. The NQA is responsible for accrediting VET providers for training delivery; this includes assessment and awarding. The NQA is fully operational in terms of verifying the occupational standards (86 OS have been developed and verified until now), validation of the qualifications in levels 2, 3 and 4 and 5 of the NQF, as well as the accreditation of 50 providers in various training fields (Mechanical Engineering, Automotive Engineering, Welding, ICT, Foreign Languages, Business Administration etc.). The Centres of Competence are under the process of preparation and accreditation will be finalized during 2018 (two qualifications each).

The NQA, based on its annual plan and the KESP 2016-2021, organises twice per year trainings for all VET Institutions to which budget is allocated. The target group for NQA are coordinators of QA and Heads of Professional bodies of VET institutions, after completion of the training session's attendance certificates are issued for the participants.

In order to improve the quality of VET provision, NQA is supporting VET institutions to submit their policies for CPD as part of the process of accreditation. However, this is not yet mandatory although it may become so in the future.

Agency for Vocational Education and Training and Adult Education (AVETAE)

The Agency for Vocational Education and Training and Adult Education (AVETAE) was founded by the Ministry of Education, Science and Technology of the Republic of Kosovo by an AI 14/2014. The main activities of the Agency are planning, development, organization, implementation, overseeing and improvement of the professional education and adult education system to support economic development of the country and employability.

Until now the VET Agency has been operating in a pilot phase and their contribution regarding CPD was mainly: Training in Methodics and Didactics and Professional Didactics (189 VET teachers), training for the Curriculum Globale for Adult Education (32 VET teachers and 33 VET Trainers have been trained for the period 2015-2017).

During 2016 AVETAE implemented an ETF Project for CPD¹⁷ which offered a professional training program called AutoCAD® 3D Drawing and Modelling to teachers of vocational schools of Kosovo.

AVETAE has a strong CPD role with respect to the Centres of Competence, where for example they provide induction programmes for new staff.

AVETAE has a separate budget and cooperates with international donors to provide CPD for Centres of Competence when the opportunity arises. However, its budget is not sufficient to meet identified needs.

¹⁶ MEST, 2008 Law No 03/L-060

¹⁷ AVETAE, ETF CPD Project "CAPACITY BUILDING OF VET TEACHERS THROUGH NEW TECHNOLOGICAL APPLICATIONS, 2016

Faculty of Education

The Faculty of Education of the University of Pristina is the only institution accredited by the AKA to prepare pre-service and in-service teachers and remains a purely educational faculty focusing on professional, practical and pedagogical work.

The Faculty of Education of the University of Pristina, in cooperation with MEST, has supported the program for Advancement of Teachers qualification for teachers that have graduated from two or three year Higher Pedagogical School programmes to a 4 years bachelor degree. In general around 4296 teachers have participated to this programme.

Ten new master programmes are being developed by an EU/Tempus project, among them also a Master for VET teachers (30 places) and PhD programme (10 places, covering pre-university education). The MA for VET teachers started in October 2016 with limited training places (30+4 training places), while for all education programmes the total number of places for master degree level is 438;¹⁸ it will therefore take many years if all VET teachers are to obtain masters level qualifications.

Conclusions

There has been little change in institutional responsibilities and functions since the last report in 2015. MEST, through the Teacher Development Division, has overall strategic and financial responsibility while the MEDs should have a coordinating role and a delegated responsibility with funding. Schools should identify and communicate training needs and assign trainings to individual teachers. The Education Inspectorate is responsible for the inspections of schools, with inspectors helping to monitor CPD as part of the licensing system and quality assurance system. AVETAE does play a role in supporting and coordinating CPD for 6 Centers of Competence. AVETAE provides some training programmes through cooperation with donors. In addition, AVETAE offers a supplementary pedagogical programme, CPD for vocational teachers nationally.

Currently there is no organisation that has the responsibility for leading, coordinating and making coherent the CPD. Employers or employer organisations do not contribute to the shaping or provision of CPD for vocational teachers. According to some interviewees some organisations are unable to fully exercise their functions, for example, the MEDs do not obtain delegated funding, the schools are not able to obtain trainings that fulfil their plans and the Inspectorate does not judge the quality of teaching and learning.

Organisations and institutions that support CPD in Kosovo have limited experience and capacity (in terms of HR and budget) to provide specialised CPD for VET teachers. CPD targeted at VET teachers has been delivered by NGOs supported by donors and regulated by MEST. Trainings have been organized for VET teachers by EU Kosvet, GTZ (GIZ), Swisscontact, Danida, Lux Development.

The Faculty of Education offers a master's degree for VET teachers, however, participation is relatively low.

¹⁸ The data have been taken by the <https://uni-pr.edu/desk/inc/media/0AB3D39B-0081-4684-8819-4CF0E4C3D050.pdf>, at www-uni-pr.edu, September 2018

Recommendations and Issues

Main issues	Recommendations
Employers do not contribute to CPD for vocational teachers	Include industrial bodies, business associations and private sector representatives in the process of identifying training needs, designing and validating programmes and provision.
A lack of communication and coordination between different bodies contributing to CPD for vocational teachers	MEST should put in place a process for greater coordination at strategic and operational level for CPD for VET teachers. This might be achieved through an enhanced role for AVETAE or through the Teacher Training Division or through an inter-agency body.
The organisation of CPD is not informed by needs.	Decisions by MEST about which CPD programmes to approve and to fund should take into account needs analysis and planning conducted by schools and informed by consultations with other stakeholders.
MEDs are not exercising their responsibility to fund and coordinate CPD.	MEDs should be helped to review their functionality. As appropriate, more capacity or resources should be supplied or responsibilities reviewed or changed.
There are insufficient providers of specialist CPD for vocational teachers and insufficient provision.	Partnerships could develop the existing contributions of Centres of Competence, the University of Pristina, private training providers and NGOs, within and outside of Kosovo, to increase the range, inclusivity, sustainability and quality of CPD provision.
CPD is not tailored to support the career structure envisaged by the licensing system.	Design and offer CPD that supports progression through the career structure and which can complements the performance appraisal process.

8 DESIGN, QUALITY ASSURANCE AND FUNDING

The responsibility for the design of CPD programmes belongs to CPD providers but programmes and providers must be accredited and formally recognised by MEST. In general CPD programmes should be designed based on the needs of VET teachers, schools, employers, curricula and national priorities.

In order to provide professional development for teachers as closely as possible to their needs, the MEST implemented a number of activities to structure TPD (teacher professional development), such as drafting administrative instructions, accrediting institutions/providers and training programmes, compiling a training catalogue etc. A licensing database was also created and populated (with the purpose of collecting information and verifying qualifications and professional development)¹⁹.

Early in the calendar year, MEST should make public calls for training providers/organizations to apply for approval for training programmes which address the needs of national policies, educational reform priorities, the teacher licensing system and needs for professional teacher development.

External provision may include higher education institutions, various institutes such as the Pedagogical Institute of Kosovo, various MEST-accredited NGOs and individual trainers accredited and engaged by MEST. MEST should collaborate with Municipal Education Departments (MED), regional didactic centres, schools, in order to accredit proposed CPD. Most of the accredited programmes are still active; especially given the new AI 5/2017, Criteria for licensing and CPD of teachers in Kosovo, as well as criteria for accreditation of programmes are available and have been published, including the catalogue of accredited CPD programmes. The State Council for Teacher Licensing is working and is composed of different stakeholders, some of whom are technical experts, but VET is not represented, which is an obstacle for VET teachers. Some hope is provided by the change due to the organisational structure of MEST, in which the VET Division is promoted to VET Department.

Mostly, CPD activities are financed by MEST budget, TT Division, to a lesser extent by MEDs, but mostly by donors. In the last two years the situation has started to change, since the interest of teachers to finance or co-finance their CPD activities has increased given that they should meet the criteria to hold a teaching licence or for promotion on the CPD ladder.

Funding

MEST, in conjunction with the Ministry of Finance, sets the budget for CPD. There is a single budget line for CPD and teacher licensing and no distinction is made between VET teachers and general teachers at secondary level (CPD for elementary education is separate). Interviews with stakeholders suggest that most of CPD is directly funded by MEST and very little is delegated to municipalities or to schools. With respect to CPD for VET teachers this is mostly funded by development partners rather than MEST. The survey confirms that 83% of 634 respondents did not have to pay personally for their CPD during the last 12 months, while 7.3% of respondents had to cover some of the costs and 9.8% had to cover all of the costs.

The funding formula of VET in general is very low considering the specific requirements of different profiles. Reviewing the financing formula would include profile-based financing and performance-

¹⁹ Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

based financing to promote quality. The budget for VET is distributed across the different structures such as AVETAE, Department of Pre-University Education and VET Division.

Regarding the measure “Implementing and improving the teachers’ career system” of the Economic Reform Programme 2017-2019 the Costing and budgetary impact is planned as follows: for implementation of activities for 2017 €700,000 from CBK and €150,000 from the WB program (ESIP). For activities during 2018 €600,000 from the CBK budget and €200,000 from the WB program (ESIP) is planned, and for 2019 activities €600,000 from the CBK budget and € 550,000²⁰ from the WB program (ESIP) is planned.

The Ministry has published the data about public expenditure for Teacher Training in the pre-university education sector (government grant, fees and loans). Data presented in this table do not show how much have been spent for VET and how much have been spent for CPD for VET Teacher Training by development partners.

Table 13: Public expenditure for Teacher Training in pre-university education sector (Euros)²¹

	Budget spent							Approved	Planned	
Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Teacher Training	970.271	847.337	704.062	690.612	728.383	660.291	660.291	778.291	605.291	988.065

The importance of the contribution made by Development Partners can be seen from the table below. It is also notable that the contribution by Development Partners has declined over the last budgetary cycle.

The total cost of implementing the KESP during the period of 2017-2021 is estimated at about €177 million, which is almost three times less than KESP 2011-16²². About €14.5 million will be spent on all kinds of Teacher Development. Table 14 provides a summary of the budget for KESP implementation according to priorities and years, which is based on detailed cost calculations for each planned activity available to MEST.

Table 14: KESP budget summary broken down by year (MEST)

Priority area	Total spending					
	2017	2018	2019	2020	2021	Total
1. Participation and Inclusion	€ 442,243	€ 565,705	€ 571,950	€ 561,890	€ 550,140	€ 2,691,927
2. Education System Management	€ 15,129,350	€ 22,520,540	€ 22,052,225	€ 19,664,695	€ 18,663,950	€ 98,030,760
3. Quality Assurance	€ 605,646	€ 526,698	€ 458,640	€ 328,400	€ 314,400	€ 2,233,784
4. Teacher Development	€ 1,057,900	€ 1,989,950	€ 2,896,900	€ 3,822,500	€ 4,783,500	€ 14,550,750
5. Teaching and Learning	€ 2,970,990	€ 6,240,790	€ 6,614,840	€ 6,961,690	€ 7,640,560	€ 30,428,870
6. Vocational and Adult Education	€ 1,699,959	€ 1,567,035	€ 1,238,225	€ 1,143,707	€ 1,124,020	€ 6,772,946
7. Higher Education	€ 2,647,960	€ 3,478,880	€ 3,648,980	€ 5,099,120	€ 7,357,560	€ 22,232,500
	€ 24,554,048	€ 36,889,598	€ 37,481,760	€ 37,582,002	€ 40,434,130	€ 176,941,537

²⁰ GoK, Kosovo Economic Reform Programme 2017-2019, December 2016

²¹ GOK, Law on Kosovo Budget 2018, <https://mf.rks-gov.net/desk/inc/media/668E7D87-490C-4229-881B-E66CE614F4C1.pdf>

²² MEST, KESP 2017-2021, <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021.pdf>

The table includes the implementation cost in the amount of € 168,757,777 and the recurrent cost of € 8,193,960. The budget for 2017 is slightly lower and to a large extent based on the funds already available.

Table 15 presents the structure of expenditures by priority areas and funding source, while table 16 presents the desired cash flow over the years from different funding sources.

Table 15: Expenditure structure according to priority areas and funding sources

Priority area	Total spending					
	KB-MEST	Municipal budget	KB-Other agencies	Donors	Other	Total
1. Participation and Inclusion	€ 715,896	€ 570,000	€ 6,950	€ 1,399,081		€ 2,691,927
2. Education System Management	€ 72,541,960	€ 1,673,600		€ 22,646,150	€ 1,169,050	€ 98,030,760
3. Quality Assurance	€ 881,324	€ 773,760		€ 161,500	€ 417,200	€ 2,233,784
4. Teacher Development	€ 11,134,000	€ 391,700	€ 26,900	€ 2,460,400	€ 537,750	€ 14,550,750
5. Teaching and Learning	€ 6,087,870	€ 23,870,000		€ 471,000		€ 30,428,870
6. Vocational and Adult Education	€ 3,967,180	€ 639,100	€ 41,250	€ 1,933,116	€ 192,300	€ 6,772,946
7. Higher Education	€ 7,636,020		€ 10,488,040	€ 4,108,440		€ 22,232,500
	€ 102,964,250	€ 27,918,160	€ 10,563,140	€ 33,179,687	€ 2,316,300	€ 176,941,537

The table shows that about 80% of the funds needed to implement KESP derive from Kosovo or municipal budgets.

To determine the gap between the required and the available funds, we have relied on the MTEF 2017-2019, but also on information collected from other sources. The following table provides a projection of revenues that can be used for KESP implementation.

Table 16: Revenue assessment for KESP implementation (MEST)

Revenue category	Total spending					
	2017	2018	2019	2020	2021	Total
Capital expenditures – KB	€ 10,045,000	€ 10,690,000	€ 10,690,000	€ 10,690,000	€ 10,690,000	€ 52,805,000
Capital expenditures - EU	€ 2,500,000	€ 2,500,000				€ 5,000,000
World Bank Loan	€ 3,500,000	€ 4,000,000	€ 2,500,000			€ 10,000,000
Teacher Training – KB	€ 660,000	€ 660,000	€ 660,000	€ 660,000	€ 660,000	€ 3,300,000
Curriculum development – KB	€ 200,000	€ 200,000	€ 200,000	€ 200,000	€ 200,000	€ 1,000,000
Revenue from different donors (estimate)	€ 4,000,000	€ 4,000,000	€ 4,000,000	€ 4,000,000	€ 4,000,000	€ 20,000,000
	€ 20,905,000	€ 22,050,000	€ 18,050,000	€ 15,550,000	€ 15,550,000	€ 92,105,000

By comparing the expenditures with revenues, there is a gap of € 84.8 million for a 5-year period, funds that can be obtained from internal sources and donors if requirements are specified clearly and all implementation activities in the field of education are based on KESP²³.

Teachers also contribute directly to the funding of their own CPD. According to the survey 10.3% of respondents declared that they had to cover all the costs and 32.1% of teachers covered some of the costs. Interviews with stakeholders suggest that these costs might be travel expenses or costs which are related to bachelor and master studies in order to meet the requirements of teachers normative and teachers licensing system.

Conclusions

TT Division of MEST recently published a catalogue of training providers, providing general information regarding training providers, while the training programmes of each provider are described more specifically, following the template and requirements prepared by MEST. The description of the programmes contains: the type of programme, provider, duration, beneficiaries, expected outcomes, content, and methodology and certification process. All this information is very important because of the process of licensing, re - licensing or career development of teachers. Teachers must provide evidence for successful completion of the basic and complementary CPD programmes for their professional development based on the requirements and criteria which are defined by AI 05/2017 on the Licensing System and Career Development of Teachers. The contents of the training programmes will help the teachers identify which programmes they should attend for CPD in order to meet Teaching Standards which are set up in the Strategic Framework for CPD. Each CPD programme is quality assured, but recently there has been a new approach followed by some providers, developing occupational standards and qualifications based on the Teaching Standards as the basis for the validation of qualification and accreditation of the provider institution at the National Qualification Authority. GIZ project Youth Employment and Skills started the process of accrediting programmes for In-Company Trainers and Work Based Instructors. This is an important development for VET in Kosovo, because it contributes to increasing the quality of VET provision but also it contributes to VET Teachers CPD. The TT programmes which have been developed and provided by different donors like Kosvet Projects, GIZ, Swisscontact, Danida etc. for VET teachers, which have been designed and implemented jointly with MEST TT Division before 2013 are not taken into account for VET Teacher Licensing. However, the issue of licensing VET teachers following these Quality Assured programmes needs to be taken on board by MEST.

The Ministry is responsible to provide financial resources for CPD based on the Strategic Framework; to support education reform and the implementation of Kosovo Curriculum Framework, and to ensure the performance standards are met. But, sustainable financial resources and budgets to fund teacher professional development and mechanisms for its effective implementation remain a challenge in Kosovo. There are no initiatives to include PPP with relevant industries that have vested interest in developing certain VET occupations. Furthermore, schools have limited capacity to create their own revenues. The Ministry continues to manage the in-service training budget but it is not clear on what basis decisions are made on how to prioritise spending in relation to different kinds of teachers and different training needs or schools.

²³ Kosovo Education Strategic Plan 2017-2021

Recommendations and Issues

Main issues	Recommendations
There are two sets of QA standards.	CPD programmes should meet the teaching standards based on Strategic Framework for CPD and the NQA criteria for validation and accreditation.
VET Teacher training which has been developed and provided by different donors but are not taken into account for VET Teacher Licensing.	VET Teacher training programmes which have been designed and implemented jointly with MEST TT Division before 2013 should be taken into account for VET Teacher Licensing by SCLT.
Decisions about spending on CPD for VET teachers are not clearly communicated so it is difficult to understand trends or measure efficiency.	Publish data on spending on CPD for VET teachers. Establish a unique budget line for CPD for VET teachers at Ministerial level.
Spending decisions in relation to CPD by the MEST or by donors are not closely related to the needs of schools and teachers.	Empower schools and municipalities to make decisions about spending resources on CPD in order to encourage efficient and responsive use of scarce resources.

9. VOLUME, MODE AND CHARACTER OF CPD PROVISION – BY PROVIDERS OTHER THAN THE VET SCHOOLS

Evidence of provision from perspective of providers

The teacher training Division of MEST is offering 7-10 CPD programmes for VET teachers annually, covering at least 60% of VET teachers with a minimum 20 training hours. The training programmes which are currently offered by accredited training providers for in-service VET teachers are: professional didactics and methodics and didactics. The duration of these training programmes are 5 working days or 40 teacher training hours. During the school year 2013/2014 MEST and its development partners trained 515 VET teachers (approximately 15% of the total) through programmes delivered in VET schools, Didactic Centres or Training Centres for VET. Reading and Writing for Critical Thinking (RWCT), Step by Step, Social Justice and Education for Children's Rights have taken a central role both in terms of quantity (programmes of between 5 and 15 training days) and quality. Provision is available during the whole year and usually takes place during week end and semester holidays. Training sessions for 150 potential school directors are also organised by TT Division of MEST.

In the following table the list of accredited providers based on the Catalogue from 2011²⁴ and 2018 is given. In the new catalogue there are more than 140 different accredited programmes for CPD. Not all of these programmes have been offered in the last 12 months.

Table 17: List of accredited CPD programmes

Provider of CPD	CPD accredited programs	Total number of training hours	Number of teachers benefited from 2010-2018
AMAAP	Professional Didactics, basic programme Methodic-Didactic, basic program, Education Leadership, basic program.	40, 40, 180	2500 VET teachers
Down Syndrome Kosovo	Early intervention and Education for SNE	16 & 24	
Education for all	Human rights and peer learning	64&80	2/3 of VET schools covered and 1/3 of VET teachers
FSDEK I&II	CPD for inclusive education	1600 hours, one year duration, 60ECTS	
GIZ	Professional Didactics and Methodic-Didactic, Education Leadership, basic program. Career Education Training of trainers for 8 Curricular fields	200 180, 120 40	VET teachers
The Council of Europe	Education for Democratic Citizenship & Education for Human Rights	25	
College Universum	CPD, basic programme (tri programs for pre-school, Elementary education and Upper secondary) Management and leadership	90 15	

²⁴ The list is prepared based on the TT Catalogue from 2011 and 2018, data from the report of Minister of MEST to the GoK on December 2016, but in mid time there are a lot developments and changes.

KEK TC	Technical Trainings (Electrotechnics, Mechanics and Welding) Non-Technical Trainings (IT, Management), Job safety	60 up to 120, 16 up to 24, 6 up to 18	
ECLO project	Teaching and Multiculturalism, Access to Quality Education for RAE	350, 102	
EU IT Pilot Project	IT basics and e-learning,	20	
ICRC	HDN	24	
Kosovo Health Foundation	Drug Prevention	32	
KulturKontakt	New teaching and Learning Strategies	32	
KEC	Critical Thinking, Reading and Writing, New Teaching and Learning Strategies, Strategies for building critical thinkers, Logframe method, School Development Plan, Planning for School Projects, Quality Education Programme, Governance and Leadership, etc.	From 16 up to 144 training hours based on type of programme	34 Accredited TT Programmes
QPEA	Support to the children's with learning difficulties, Education for the risk of mines and other explosives through school based programmes, Mental health protection, Children Rights and freedoms	16 72 24 16	
REC Kosova	Green package	8	
RTM & CIPOF	Majeutica	16	
Union of Teachers	ECDL, 7 modules	88	12000 teachers
KAHCR	Education for Children Rights and freedoms	32+32	
AVETAE	Training in Methodics and Didactics Training Professional didactics	100 89	
DANIDA	Teachers were trained in how to use lab equipment. Coordinator's has been trained in how to use new technologies Teacher's in agribusiness in cooperation with Swisscontact related to approach and methodology of virtual firms ECDL – Course (modules 1,2 and 5) Entrepreneurship Training for paring with contemporary methods of pruning the various types of trees and grape vines, the production and use of organic fertilizers in agricultural products; In the use of new technologies in the production of ornamental plants in greenhouses and open fields	45 8 13 13 12 80 77	

	Training in using of learning materials Training for production and use of compost Training for the use of agricultural mechanization for 4 schools Training for the design of school development plans	70 78 45 24	
KOSVET	CPD for in-service VET teachers and trainers		320 teachers and 40 master trainers
MEST and Kosovo Pedagogical Institute	Methodical and practical aspects for planning and implementation of new curriculum, Teaching methodology, teaching materials and evaluation of students attitude, Training based on areas of curriculum Teaching methodology for adults		210 certified teachers, 25 VET schools involved 54 VET teachers are certified, training has 5 modules with 195 credits
MEST, GIZ, twining project	Training for KCF implementation (MEST) Training of teachers for science of nature (GIZ) Half day training for ICT (Twining project) Training of VET teachers for Quality Assurance (Twining project)	2155 4 two days training sessions of 18 VET schools, 3 daily training sessions for education inspectors	2155 for 71 pilot schools in 2015 115 training sessions 2100 98+ 20 Inspectors
MEST	Inclusion in education Health and welfare	7 two days sessions 2 modules, 2 days training sessions	120 teachers 22 trainers
MEST	Training for the development of entrepreneurship competences		60+5 master trainers -VET teachers
MEST, Kosovo forum for SNE and UNICEF	Certification for inclusive education Training of municipal teams for assessment of special need Brail Sign language Inclusive education Index for inclusion		30 teachers 50 municipal members 30 teachers 20 teachers 475 teachers 15 teachers and 5 directors
Lux Development KSV/015 Project	Training in Methodic and Didactics in cooperation with AVETAE Training Professional didactics ECDL Training related to the occupation Practice firms Occupation related practical training BTEC Pearson Level 4 qualification implementation BTEC Pearson Level 5 qualification		52 + 18 teachers 52 + 18 teachers 26 teachers 28 teachers 6 teachers + 18 teachers 15 teachers 29 teachers 21 teachers

	implementation		
DVV	Curriculum Globale		32 VET Teachers 33 VET Trainers
EU funded project	IT and e-learning		60 schools 1773 teachers are trained on IT and e-learning
GIZ/YES	In-Company Training		96 VET Teachers, business representatives, trainers, instructors and freelancers, and 12 Master Trainers

Evidence of provision from teachers' perspective

47% of vocational teachers in Kosovo participated in some kind of CPD over the last 12 months from the survey. This represents a decline in participation as in 2015 participation was 56%²⁵. 37% participated in CPD which directly addressed their profile or sector (2015: 36%). There was little change in participation in conferences which fell from 27% (2015) to 26% (2018) but there was an increase in teachers who were able to visit other schools: up from 18% to 32%. Training on business premises was sharply up from 16% (2015) to 35% (2018). It is remarkable that almost half of vocational teachers say that they have participated in online learning or video tutorials – making this the most popular single mode of CPD for teachers in Kosovo. The Progress Report of KESP 2016-2021 for 2017 shows that the main focus was on training teachers to implement the new curriculum, where over 9,300 teachers were involved. On the other hand, no specific training was held on implementation of sectorial curricula and profile frameworks of VET.

Table 18: The share of respondents who received the following kinds of continuing professional development (in-service training) over the last 12 months

	%	N
In-service training out of school	39	650
In-service training in school	33	634
In-service training in and out school (combined)	47	625
CPD in vocational specialism	37	627
Education conferences or seminars	26	623
Observation visits to other school	32	626
Observation visits or in-service training courses that took place in business premises	35	620
On-line learning or video tutorials	48	621
Study as part of a formal qualification	25	599
Total	72	572

²⁵ ETF (2016) CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey: A regional picture

Duration of CPD

The number of hours dedicated to CPD is an indicator of the *potential* impact that CPD may have upon teachers. Teachers that participated in CPD reported an annual average of 67 hours – about 11 days. 62% of vocational teachers participated in at least 30 hours of CPD (2015: 48%). This suggests that the duration of CPD has increased for those that have accessed CPD. On the other hand, only 42% of all teachers had more than 2 training hours which does not meet the minimum CPD requirement to retain any kind of licence.

Table 19: Hours per type of continuing professional development (in-service training) received over the last 12 months

	Average hours	no. of	% of respondents with 30 hours and more	N
In-service training in and out school (combined)	67		62	295
CPD in vocational specialism	37		44	232
Education conferences or seminars	15		14	163
Observation visits to other school	12		8	198
Observation visits or in-service training courses that took place in business premises	45		33	219
On-line learning or video tutorials	41		40	301
Study as part of a formal qualification	56		39	147

Note: Values calculated only for those who participated in the specific trainings.

Distribution of CPD – Region

Participation in CPD is not distributed evenly in Kosovo. Vocational teachers in the Mitrovica and Ferizaj regions participating in CPD were less likely to obtain 30 hours of CPD than those working in other regions.

Table 20: The share of teachers with the in-service training (inside and/or outside the school) of at least 30 hours by region (%)

	%	N
Prishtina Region	68	31
Ferizaj Region	50	26
Gjilan Region	70	33
Peja Region	73	26
Prizren Region	67	75
Mitrovica Region	48	50
Gjakova Region	60	45
Total	62	295

Note: Values calculated only for those who participated in the specific trainings.

Character of CPD

20% of vocational teachers (N=615) reported that they usually participate in CPD with colleagues from their school while 25% said that CPD activities usually or always included opportunities for active learning. 35% of teachers said that there were never opportunities for active learning in their CPD! Use of ICT was usual in CPD for 20% of teachers (N=599) and entirely absent for 39%. Modern methods of CPD are strongly present in about one third of CPD and entirely absent from a similar percentage. The mode in which CPD is delivered should be addressed in the criteria and standards for the accreditation of CPD programmes and providers.

However, there are a variety of modes of teacher development present in Kosovo: 67% of teachers said that they had participated in individual or collaborative research, 28% in some kind of teacher network and 36% in some kind of formal mentorship or peer observation process.

CPD for principals

90% of vocational school principals participated in some kind of course, visit or conference over the last 12 month; 23% did so for 5 days or more. 87% participated in some kind of network, mentoring or research activity; 19% for 10 days or more.

Conclusions

From the survey results, 47% of vocational teachers in Kosovo participated in some kind of CPD over the last 12 months. Compared to 2015 where participation was 56%, this represents quite a significant decline²⁶. The participation of teachers in conferences fell from 27% (2015) to 26% (2018) but there was an increase from 18% to 32% of teachers who were able to visit and learn from other schools. Training on business premises was sharply up from 16% (2015) to 35% (2018). It is remarkable that almost half of vocational teachers in Kosovo say that they participated in on-line learning or video tutorials – making this the most popular single mode of CPD for teachers in Kosovo.

62% of vocational teachers participated in at least 30 hours of CPD (2015: 48%). This suggests that the duration of CPD has increased for those that had access to CPD. Only 42% of **all** teachers had more than 2 training hours overall which is the minimum CPD requirement to retain any kind of licence. There was little change in the percentage of teachers participating in CPD (37%) which directly addressed their profile or sector (2015: 36%).

A general training programme which addresses pedagogy for vocational teachers is offered yearly to about 200 teachers: professional didactics and methodics and didactics. The Teacher Training Division of MEST is offering 7-10 CPD programmes for VET teachers annually.

Recommendations and Issues

Main issues	Recommendations
There has been an increase in the % of vocational teachers that did not participate in any CPD.	Modify offer to meet the unmet needs identified by schools and in this survey. Ensure that all teachers, schools and regions have equal access to CPD programmes.
Little change in the percentage of teachers participating in CPD (37%) which directly addressed their profile or sector (2015: 36%).	Provide more CPD tailored to meet the specific needs of vocational teachers.

²⁶ ETF (2016) CPD of Vocational Teachers and Trainers in the Western Balkans and Turkey: A regional picture

Only 58% of all teachers had more than 2 training hours.	Ensure that all teachers are able to access appropriate CPD to meet the needs of licensing.
Big growth in on-line and video learning	Explore whether CPD offer can be extended and made more responsive by accrediting high quality, on-line and video programmes or blended programmes.

DRAFT

10. SCHOOL BASED PROFESSIONAL DEVELOPMENT

Responsibilities of the school

The provision of school-based professional development aims to address teachers' needs and the practical needs of teachers in the school. It should also be initiated by the school itself. This includes professional development activities at school, in compliance with applicable legal provisions and adopted principles and procedures, which are undertaken under the leadership of the school with active participation of personnel²⁷. This may be additional or substituting the attendance to central system activities of comprehensive professional development.

School-based professional development is a process in which teachers learn from each other in improving their teaching skills, confidence and leadership abilities to improve and advance student learning. All schools including VET schools in Kosovo should prepare school development plans and this includes an annual training needs analysis for its staff. Each school is obliged to support school based activities for CPD according to the annual plan which has been agreed with its MED. Schools should offer regular activities for CPD through meetings with teaching staff and prepare documentation and observe procedures of accreditation of school based CPD in order for this CPD to be recognised in the licensing system. Also, each school must prepare an annual report for their municipality regarding CPD school based activities. A school may require services, through the Municipal Education Directorate (MED), from external providers approved by the MEST to provide relevant professional development activities, e.g. training of chiefs of professional branches.

This report finds little change from the situation in 2015 when it was concluded *"interviews raise doubts about how well planning, needs analysis and capacity building at school level is working"*. MEDs in cooperation with schools are expected to present project proposals for CPD to MEST for funding, and in case this proposal is chosen by MEST for support, then an agreement is signed between MEST and MED. This agreement specifies that activities for CPD can start only if the CPD programme is accredited and recognised by SCLT. MEST, through its Department of Inspection and the Kosovo Pedagogical Institute, monitor CPD activities based on the signed agreement. Based on monitoring and evaluation results MEST plans further support for CPD to the respective municipality. According to interviews there are problems in the way that this process works which make planning difficult and provision uncertain."²⁸ (Likaj, 2016, ETF)

Mentoring and induction

Induction

There are no induction programmes for teachers joining a school in Kosovo. 80% of principals reported that there was no system of formal induction in their schools for all teachers who join the school. According to the teacher survey, 52% of 611 respondents took part in informal induction activities.

Mentoring

In some schools, however, mentors are appointed to assist beginning teachers and guide them in their first steps in the new school environment. There continues to be an issue about how such mentors will be compensated. 31% of vocational teachers reported that they currently have an

²⁷ Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

²⁸ Likaj (2016) CPD for Vocational Teachers and Trainers in Kosovo, ETF, p23

assigned mentor, which implies that not only beginning teachers have mentors. 24% say that they have served as a mentor to another teacher for one or more months.

49% of principals say that mentoring is available to all the teachers in their schools and 15% only for beginning teachers. 25% say that there is no offer of mentoring in their schools. 54% of principals say that most of the time mentors have the same subject as their mentees.

Training for Mentoring has been provided by the National Qualification Authority for Vocational Schools and Training Centres Managers, QA coordinators and VET teachers. This was two day training for around 150 participants, from public and private VET schools and different accredited training centres from all regions of Kosovo. 32% of vocational teachers reported in the ETF survey that they had received mentoring training of some kind. The survey shows that feedback was given by assigned mentors to 16.1% of VET teachers following observations of classroom teaching, 57.7% by school management, 8.4% by external bodies and 10.9% by other teachers, while only 7% did not receive any feedback. This is a positive development.

Peer observations are still not a legal requirement, but some private colleges and VET institutions have already established QA teams and carry out peer observation. Nevertheless, there are no legal requirements established for mentoring, except in some cases when an internal regulation of different institutions requires something like that. The status of the assigned mentor is not legally defined. However, the QA coordinator does have a reduction of teaching hours and may carry out a mentoring role.

The planning process for staff development will be discussed in Chapter 11.

Feedback for teachers in schools

The survey shows that the main source of feedback for teachers is from school principals or school managers.

Table 21: How was feedback provided?

	External individuals or bodies	School principal or school managers	Assigned mentor	Other teachers	I have never received this feedback in this school	Total Checks
Feedback following direct observation of your classroom teaching	8.4%	57.5%	16.1%	11%	7%	828
Feedback following an analysis of your students' test scores	5.9%	47.5%	17.2%	15.7%	13.7%	747

Collaboration and Peer Learning

The survey also provides evidence on the extent to which teachers work collaboratively to solve problems, implement new curricula and plan their teaching:

- 74.2% of respondents out of 682 respondents reported planned discussions with other teachers over the last month,

- 52.2% out of 646 respondents, with school managers or pedagogic advisors; and,
- 70.7% out of 638 respondents, informal discussions with other teachers, managers or pedagogic advisors.

The level of planned collaboration between VET teachers is relatively high and it suggests that there is a collaborative culture in Kosovo's VET schools. Collaboration of this kind might be extended and used to bring about improvements in teaching.

Conclusions

There are legal requirements that each school should have an annual school development plan in place. The plan should provide suggestions for CPD according to training needs analysis of the teaching staff. This plan should be agreed with the municipal education directorate. However, implementation remains an issue because very few schools have a realistic plan in place.

CPD does take place in vocational schools at a significant level: 33% of teachers participate in CPD in their schools. However, this part of CPD does not seem to be well understood. Some of this CPD takes the form of cascaded learning obtained from external seminars. This kind of CPD is relatively low in cost and well connected to practice in schools.

Around one third of vocational teachers say that they are receiving mentoring. However, access to a mentor and the training and subject expertise of mentors vary considerably between schools.

The level of planned collaboration between VET teachers is relatively high and it suggests that there is a collaborative culture in Kosovo's VET schools. Collaboration of this kind might be extended and used to bring about improvements in teaching.

Recommendations and Issues

Main issues	Recommendations
There has been an increase in the % of vocational teachers that did not participate in any CPD.	Modify offer to meet the unmet needs identified by schools and in this survey. Ensure that all teachers, schools and regions have equal access to CPD programmes.
Little change in the percentage of teachers participating in CPD (37%) which directly addressed their profile or sector (2015: 36%).	Provide more CPD tailored to meet the specific needs of vocational teachers.
Only 58% of all teachers had more than 2 training hours.	Ensure that all teachers are able to access appropriate CPD to meet the needs of licensing.
Big growth in on-line and video learning	Explore whether CPD offer can be extended and made more responsive by accrediting high quality, on-line and video programmes or blended programmes.

11 PROFESSIONAL DEVELOPMENT NEEDS

The determination of school-based needs and priority areas should be made by teachers and schools themselves. Needs should be identified through appraisal, feedback, self-assessment, observation, student results and also upon school development plan, budgets and municipal and national priorities.

All schools including VET schools in Kosovo are required to prepare a school development plan and based on these plans each school must make an annual training needs analysis for CPD for its staff. School plans should inform municipal and national planning and decision making²⁹.

Unfortunately, it does not seem to be the case that these plans do shape the design and provision of CPD. There is no evidence from the interviews that there has been any improvement in this process of communicating needs since 2015. But, this issue is addressed especially in the Education Strategic Plans 2018-2022, supported by project KEEN³⁰, for all 7 regions of Kosovo and some municipalities.

The survey allows us to explore the level of unmet training needs among vocational teachers now. The chart below provides an analysis of those teachers that were not able to participate in CPD addressing key areas – according to whether they expressed a need for such training or not. More than 50% of vocational teachers expressed an unmet need for CPD in the domains of new technologies in the workplace, knowledge of the curriculum and teaching students with special needs. Other areas of relatively high unmet need for CPD were: addressing issues of early leaving, multi-cultural/lingual learning, cross-occupational skills, updating professional knowledge and skills in relation to the workplace. Of course, it is also important to take into account needs as perceived by Principals, Municipalities and the Ministry.

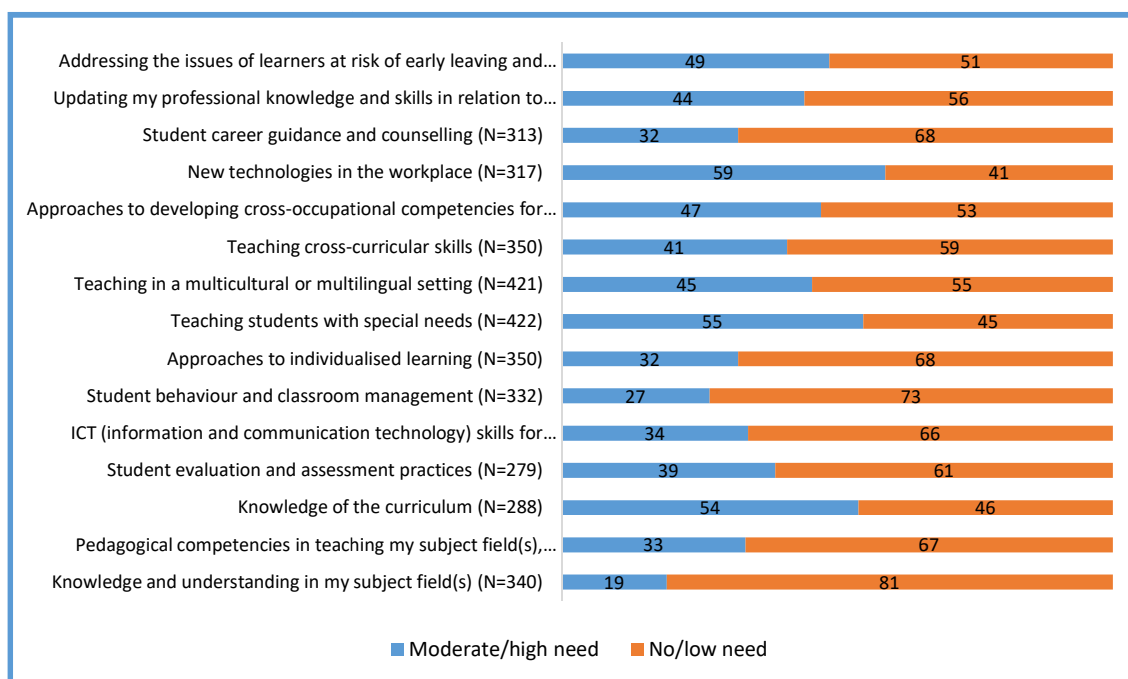
Multicultural education is a powerful instrument of inter-ethnic reconciliation in Kosovo. KEC and DVV International (Kosovo office) have developed and implemented several projects for multicultural education which could also be offered to vocational teachers to meet the gap identified.

The Law on Education in the Municipalities of Kosovo devolves the professional development of teachers to municipalities. But the Ministry has not taken any initial step to transfer budgets for CPD to Municipal Education Departments (MEDs) and to the schools. According to this Law, MEST decides the CPD budget on an annual basis based on the proposals from municipalities for CPD and its own budget framework. Municipalities draft the budget and content plan for CPD based on school demand and teachers' needs. Municipalities delegate the responsibility for the budget and finance to educational and training institutions, according to the municipal formula specified in a legal act. This formula allows changes in appropriations, if the number of pupils changes during a fiscal year. Municipalities manage and supervise CPD activities at municipal and school level, and based on that they have to submit a report to the MEST on an annual basis.

²⁹ Teacher Education and Training in Western Balkans, Anastasovska-Jankulovska, M. (2013),

³⁰ <http://www.keen-ks.net/en/publications/education-strategic-plans/>

Figure 7: Respondents who have not participated in specific trainings by the level of need for such trainings (%)



Licensing

CPD for VET teachers is shaped by the requirements of the teaching licensing system. The regulations, AI 25/2014 and AI 5/2017, do not distinguish between VET teachers and general teachers. There are two types of the licences: temporary licence and regular licence. The temporary licence is issued for the categories of beginner teacher, while there are four types of regular licence:

- Career Teacher;
- Advanced Teacher;
- Mentor Teacher; and
- Merit Teacher.

So far the priority in Kosovo has been to issue a temporary licence to all teachers. In the future, it may be expected that CPD would be provided that addresses the responsibilities and competences of the four types of regular licence.

The licensing system entails a mandatory teacher development mechanism and a performance appraisal mechanism for every teacher. These elements should shape what kind of CPD is assigned to individual teachers. Principals in Kosovo report that appraisal does sometimes lead to CPD offers but responses from interviewees question whether the CPD offered or available is appropriate to the development need³¹.

Performance assessment tools were drafted and piloted in 20 schools; regional inspectors were trained on performance assessment and database usage; administrative instructions (UA 13/14/15)

³¹ Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

were issued that were related to accreditation, performance evaluation and funding of professional development

Conclusions

Professional development needs and school planning mechanisms are in place but not functioning well. Schools are supposed to carry out the analysis, taking into account professional standards, the needs of individual teachers and the school development plan. However, the planning process is only formal and does not actually influence implementation. More than 50% of vocational teachers expressed an unmet need for CPD in the domains of new technologies in the workplace, knowledge of the curriculum and teaching students with special needs. Training needs are not accurately identified and even where the real needs are identified, it is difficult for schools to obtain CPD provision that matches these needs. Schools and municipalities do not engage in making decisions about priorities, as a result the CPD offer does not reflect their priorities.

Recommendations and Issues

Main issues	Recommendations
Needs identification and CPD planning at school level is a formal exercise which does not shape provision of CPD.	Give more value to professional development needs identification and school planning by empowering schools to shape provision e.g. giving schools a budget for CPD.
Municipal education directorates are not able to coordinate and shape CPD.	Provide support and funding to MEDs so that they can coordinate local CPD that accords with local needs.
Teachers, school managers, CPD coordinators have limited skills in identifying training needs and organising support to teachers' professional development.	Improve process of identifying and determining professional development needs and school planning through capacity building for VET school management, teachers and coordinators.
Some CPD needs are not met for more than 50% of vocational teachers.	Examine whether there should be an increase of provision of CPD in the domains of new technologies in the workplace, knowledge of the curriculum and teaching students with special needs.

12. THE RELEVANCE AND IMPACT OF CPD

Impact of CPD

Teachers were asked how much impact CPD programmes had on their teaching. The results (see table below) show that the majority of participating teachers thought that programmes had moderate or major impact. CPD on ICT, assessment and curriculum had relatively high impact. On the other hand, CPD on special needs, multicultural learning, career guidance and pedagogical methods for a particular subject were judged to have lower impact by teachers.

Table 21: Impact of professional development activities on teaching by the following topics (%)

	No/limited impact	Moderate /major impact	Do not know	N
Knowledge and understanding in my subject field (s)	21	73	6	263
Pedagogical competencies in teaching my subject field(s), including giving feedback to learners	25	66	9	291
Knowledge of the curriculum	18	74	8	311
Student evaluation and assessment practices	16	77	7	314
ICT (information and communication technology) skills for teaching	15	79	7	350
Student behaviour and classroom management	16	71	12	255
Approaches to individualised learning	20	67	12	236
Teaching students with special needs	15	50	35	156
Teaching in a multicultural or multilingual setting	23	45	32	151
Teaching cross-curricular skills	18	67	15	235
Approaches to developing cross-occupational competencies for future work	19	66	15	243
New technologies in the workplace	18	70	11	266
Student career guidance and counselling	25	62	13	262
Updating my professional knowledge and skills in relation to current practice in the workplace	21	70	9	253
Addressing the issues of learners at risk of early leaving and learner drop out	19	61	20	206

Note: Values refer only to those who have participated in the specific trainings.

These judgements are only subjective. The evidence suggests that some CPD could be improved. It is desirable that there is monitoring of the impact of CPD in schools and this monitoring informs choices about which CPD is chosen.

During 2017, the main focus of CPD in Kosovo was on training teachers to implement the new curriculum, where over 9,300 teachers were involved. On the other hand, no specific training was held on implementation of sectorial curricula and profile frameworks of VET.

During 2017 7 NGOs have been accredited and 17 new in-service teacher training programs and 10 TT programs of USAID/BEP have been re-accredited, the total number of accredited TT programs is 31. The total number of certified trainers is around 723. While, all coordinators of quality assurance and 450 municipal trainers have been trained for quality assurance and 450 trainers in municipality level have been certified. A portfolio of 9300 teachers who finished training on KCF implementation

is under evaluation, and this represents a major challenge remains the monitoring and assessment of CPD impact on teacher's performance³².

Professional standards

Standards for Teachers' Professional Practice have been set in Kosovo by AI since 2014. The main goal of these standards is to define criteria for the quality assurance of teaching. In theory, the Standards should help define the competences to be developed through initial and continuing professional development. They should help with the identification of needs, the appraisal and licensing of teachers and the evaluation of professional development programmes. According to interviews, at this point in time, the professional teachers' standards do not contribute greatly in practice. This may be due to lack of capacity or funding.

Teacher Feedback and Review

Teacher's performance evaluation is regulated based on AI 14/2013 of MEST which sets out standards in terms of competencies and indicators such as: commitment to students and their learning, professional knowledge, teaching, cooperation with colleagues, parents and community, CPD and responsibility to tasks and obligations at work. The evaluation of teachers' performance is shared between MEST, represented by Inspection Directorate, school management and teachers. The MED provides support and ensures transparency. The process of performance evaluation is completed through four instruments and is weighted as follows:

Performance evaluation is conducted by means of four tools:

1. Teacher self-evaluation – 10% or 12 points
2. Evaluation by the school director – 30% or 36 points
3. The inspection / classroom observation – 30% or 36 points
4. Planning and implementation of the entire lesson unit – 30% or 36 points.

From the interviews it can be concluded that teachers are assessed based on the criteria mentioned above, but the reliability of this process is questioned by stakeholders. This process is linked with CPD so that assessment is supposed to help to identify CPD and meets teachers professional development needs.

Conclusions

Teacher feedback and review are used for improving teaching quality. The findings from the survey and interviews show that VET teachers are benefiting from feedback that positively impacts their self-esteem and their performance. About 40% of teachers reported that feedback led to a large increase in their sense of job satisfaction and their level of motivation. Over 34% reported that feedback led to a large improvement in their teaching practices and their confidence as teachers.

This data suggests that there is some good practice in relation to provision of feedback. However, there are opportunities for much greater use of various forms of feedback: mentors are not appointed in VET schools, the status of the quality assurance coordinator is not solved in all schools and regions and teachers are not providing feedback to one another directly or through their professional bodies. Inspectors need to be more active in providing constructive feedback based on observation of teacher's performance.

³² MEST, Annual report for 2017

Recommendations and Issues

Main issues	Recommendations
Not all teachers are benefiting from feedback and review.	Monitoring, observation, inspection and peer review activities need to be thoroughly implemented and enforced in each school through active engagement of school principals, inspectors, quality assurance coordinator, assigned mentors and colleagues.
Inspectors not engaged and active in observation of teachers' performance.	Review the inspection process to discover what support or guidance is required to improve focus on improving teaching and learning.
Impact of CPD is not known and cannot inform decisions about accreditation or about funding or choice of programmes.	Impact of CPD should be evaluated at school level, through teacher appraisal process or mentoring. Knowledge of impact should inform planning and decisions about CPD.
Professional standards do not inform design and planning of CPD.	Share practice on making better use of professional standards in design and planning of CPD.

13. RECOGNITION AND INCENTIVISATION

The Ministry is responsible for a process of pre-registration based on fair and transparent criteria to form an open list of licensed prospective teachers, which is to be updated annually. Accordingly, municipalities may register and employ only those candidates who are included in the list. The CPD for VET teachers is integrated into the licensing system set out in the provisions of the AI 25/2014, AI 14/2018 which specify the requirements for teachers to enter, remain and to be promoted in their profession. CPD in the licensing system is connected with the salary increase of 10% extra for each level in the career ladder.

So far, the legal framework for teacher licensing, promotion and performance assessment³³ has been developed, during this initial phase all teachers possessing necessary competences for the job have been licensed. However, the regular or career level licence system has not yet been implemented. A teacher performance assessment system was developed and piloted, but its full implementation has not yet started. Furthermore, currently there has been no commitment to salary increases to match progress up the career ladder linked to the higher licences.³⁴

Despite the existence of the licensing system about 20% of VET teachers surveyed reported that there were no incentives for participating in CPD activities and that this was a barrier to participation. Around 71% believed that there were incentives to participate in CPD. The cost of CPD which was perceived as a barrier for 43% of teachers – they were perhaps thinking of CPD that takes the form of a formal qualification. 43% of teachers also believe that they are not supported by their schools to participate. However, the barrier that affected most teachers (52%) was lack of relevant CPD being offered.

Table 22: Barriers to participation in CPD for teachers (%)

	Strongly disagree	Disagree	Agree	Strongly agree	Responses
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	60.1%	23.8%	11.2%	4.8%	607
Professional development is too expensive / unaffordable.	22.9%	34.0%	35.6%	7.5%	614
There is a lack of support from my employer (school)	23.0%	34.0%	33.7%	8.6%	619
Professional development conflicts with my work schedule	33.2%	43.5%	20.4%	2.9%	620
I do not have time because of family or personal responsibilities	43.4%	44.1%	10.9%	1.6%	619
There is no relevant professional development offered	16.8%	29.9%	41.4%	11.9%	615
There are no incentives for participating in such activities	28.8%	41.9%	23.7%	5.6%	612
I am not interested in any professional development	59.4%	32.7%	6.1%	1.8%	613

³³ Administrative Instruction No 14/2013: Teacher Performance Assessment and Administrative Instruction 25/2014: Teacher Licensing.

³⁴ See Annex 3

Principals were less likely than teachers to **strongly** agree that there were barriers to their participation in CPD. Nevertheless, lack of relevance (48%), high cost (52%) and lack of employer support (44%) were cited by more than 40% as barriers to participation.

Table 23: barriers to participation in CPD according to school principals

	Strongly disagree	Disagree	Agree	Strongly agree	Responses
I do not have the pre-requisites (e.g. qualifications, experience, seniority)	69.9%	24.7%	5.5%	%	73
Professional development is too expensive/unaffordable	13.3%	34.7%	50.7%	1.3%	75
There is a lack of employer support	20.0%	36.0%	41.3%	2.7%	75
Professional development conflicts with my work schedule	17.1%	48.7%	34.2%	%	76
I do not have time because of family responsibilities	40.0%	56.0%	4.0%	%	75
There is no relevant professional development offered	9.3%	42.7%	44.0%	4.0%	75
There are no incentives for participating in such activities	5.3%	25.0%	56.6%	13.2%	76

CPD is not offered based on accurate annual training needs analysis, in some cases a transparent process to ensure that CPD for VET teachers is fairly distributed and that the needs of individuals and of schools is taken into account is missing. Although some teachers are not qualified for the subjects they teach they are not offered relevant training.

Conclusions

In Kosovo, there is a career structure for teachers and a system of licensing which are intended to incentivise and recognise CPD. Around 71% of vocational teachers responded that there were incentives to participate in CPD. On the other hand, the cost of CPD and lack of support from their schools were perceived as a barrier by 43% of teachers. The major barrier, according to teachers, was the absence of relevant CPD being offered. The evidence suggests that there is a real need for CPD since both principals and teachers identify training needs. The survey also shows that teachers, by and large, value the CPD they obtain. However, there is a limited offer and limited budgetary allowances. Schools and municipalities lack the mechanisms and capacities for organising and coordinating sufficient and relevant school-based CPD. In some cases there is no transparent process to ensure that CPD for VET teachers is fairly distributed and that the needs of all individuals and schools are taken into account. Although some teachers are not qualified for the subjects they teach they are not offered relevant training.

Recommendations and Issues

Main issues	Recommendations
The licensing requirements and professional standards do not facilitate matching of the CPD programmes to teachers' needs.	Implement the provision of regular licences.
The supply of CPD leading to a formal qualification is very limited. Teachers are expected to pay some or all of the cost of this training which deters participation.	Explore how, in the future, more CPD programmes could be recognised through qualifications and how the costs of such CPD could be shared.
50% of vocational teachers say that there is a lack of relevant CPD and that this deters participation in CPD. At least one third of vocational teachers reported a training need that had not been met by relevant training over the last 12 months.	Review the current CPD offer. Coordinate with QA coordinators on the collection of the teachers' feedback for their needs and address them.
The process by which teachers are assigned training is not based on need.	Review the process by which CPD is assigned to individual teachers and to schools.

ANNEXES

ANNEX 1: LIST OF ABBREVIATIONS

AVETAE	Agency for Vocational Education and Adult Education
BEP	Basic Education Programme funded by USAID
CEDEFOP	European Centre for the Development of Vocational Training
CQAF VET	Common Quality Assurance Framework for VET (of the EU)
CVETA	Council for Vocational Education and Adults' Training
CoC	Centres of Competence
ECVET	European Credit Transfer System for Vocational Education & Training
	European Qualifications Framework
EQF	European Qualification Framework
ETF	European Training Foundation
EC	European Commission
EU	European Union
GDP	Gross Domestic Product
GIZ	Gesellschaft für Internationale Zusammenarbeit (GIZ, formerly GTZ)
GOK	Government of Kosovo
ILO	International Labour Organisation
ISCED	International Standard Classification of Education
KAA	Kosovo Accreditation Agency
KAS	Kosovo Agency of Statistics
KEC	Kosovo Education Centre
KEK	Kosovo Electrical Corporation
KCF	Kosovo Curriculum Framework
KESP	Kosovo Education Strategic Plan
LFS	Labor Force Survey
LO	Learning Outcomes
MEST	Ministry of Education, Science & Technology
MED	Municipal Education Directorate
MLSW	Ministry of Labour and Social Welfare
MoF	Ministry of Finance
MTEF	Medium Term Expenditure Framework
MTI	Ministry of Trade and Industry
NDS	National Development Strategy

NEET	Not in employment, not in education, not in training
NQA	National Qualification Authority
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OECD	Organisation for Economic Cooperation and Development
QA	Quality Assurance
QAF	Quality Assurance Framework
SDC	Swiss Agency for Development and Cooperation
SEE	South-East Europe
SCLT	State Council for Teacher Licensing
SIDA	Swedish International Development Cooperation Agency
SMEs	Small and Medium sized Enterprises
SPO	Strategic Planning Office
UNDP	United Nations Development Program
USAID	United States Agency for International Development
VET	Vocational Education and Training
VTC	Vocational Training Centres
EARK	Employment Agency of the Republic of Kosovo
YES	Youth, Employment and Skills

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ANNEX 3; Literature Review

APPENDIX 4: The evaluation of teacher performance

Performance is related to the results of the process of performance evaluation, conducted on the basis of criteria established at central level (currently based on the administrative instruction on performance evaluation 14/2003 and 14/2018 and the teacher performance evaluation handbook). Performance evaluation should be based on the competence profile for every type of licence. These are the minimum requirements/level for teaching and leadership, and they vary by type of licence. The minimum requirements/level of teaching also vary depending on whether the purpose is renewal or advancement/promotion.

The teacher performance evaluation system comprises of:

The internal performance evaluation of the teacher on school basis, conducted by the teacher himself/herself and by the school director. This evaluation is led by the school director, but it can be done in consultation with the deputy director, the school pedagogue/psychologist, the quality assurance coordinator, the school teachers and the management responsible for professional development; this assessment consists of the Teacher Self-Evaluation and the School Director Evaluation components of the Teacher Performance Assessment (TPA).

The external performance evaluation of teachers is conducted by the education inspectorate; this assessment consists of classroom observations and submission of a planned instructional unit components of the TPA.

The combined performance evaluation of teachers is conducted by the teachers themselves, the school director and the education inspectorate.

In the first renewal of career licence, the combined teacher performance evaluation (internal and external) system is used, pursuant to the procedures established by the Administrative Instruction (Alb. UA) on the Joint Ministerial Decision (Alb. VPM).

After the first renewal of career licence (in five years), the teacher performance evaluation is done only by internal evaluation – based on the criteria and procedures established by the UA on the VPM. The performance evaluation for career advancement is a combined evaluation, internal and external, which is conducted upon request of the teacher, and is carried out based on the criteria and procedures established by the UA on the VPM, and upon accomplishing 70% of the competences for the next career step as set by this framework.

Meanwhile, in the induction phase, the school, under the guidance of the director, supervises and mentors the teacher, and compiles an evaluation report for the teacher to move on to a career licence.

Performance evaluation is conducted by means of four tools:

5. Teacher self-evaluation – 10% or 12 points
6. Evaluation by the school director – 30% or 36 points
7. The inspection / classroom observation – 30% or 36 points
8. Planning and implementation of the entire lesson unit – 30% or 36 points.

The level of teacher performance is categorized as follows:

1. Excellent performance: performance that exceeds the expectations set by evaluation standards and competences for teachers with 110 points or more;
2. Good performance: performance that meets the expectations set by standards and competences of performance evaluation for teachers with 90 or more points;
3. Satisfactory performance: performance that largely meets the expectations set by the

- standards and competences of performance evaluation for teachers with 70 or more points;
5. Non-satisfactory performance: performance that does not meet the expectations set by the standards and competences of performance evaluation for teachers with less than 70 points.

Teachers who do not collect the necessary points of performance evaluation required for licensing, re-licensing and advancement, will be given the opportunity to prepare an improvement and professional development plan in cooperation with the school director.

The results of the performance evaluation will be saved in the specific teacher licensing program. These performance evaluation results have to be analysed and related to the professional development needs by the teacher himself/herself, by the school director in drafting the School Development Plan, by the MEDs in drafting the Municipal Development Plan and by the MEST in ensuring the connection between the provision of professional development and the performance evaluation system.

The procedures of performance evaluation and the responsibilities of different levels (central, municipal and school level) are regulated by sublegal act.

APPENDIX 5: Programs/areas of professional development²

Programs/areas of professional development			
	Hours of professional development	Main programs/areas of MEST	School-based professional development
Pre-service/introductory phase			
Pre-service	5 years, including xx weeks of school practice	Education before service in teacher education institutions	Must be involved in micro-teaching sessions and classroom observation in schools as part of study work
Introductory phase	20-40 hours during 1-2 years in teaching	Professional development programs at this level must focus mainly on: <ul style="list-style-type: none"> - the implementation of the new competence based curriculum - the expansion of subject knowledge - content and pedagogical methods - classroom management - student assessment - lesson planning - student assistance and motivation - professional responsibilities and rights of teachers - etc. 	School based level, including the connection of new teachers with experienced teachers and with professional teams

APPENDIX 6: Career Ladder and CPD

Career Ladder of teachers in Kosovo is given in the following table:

In service ³⁵			
Career teacher	100 hours of professional teaching	Professional development programs at this level must focus mainly on: <ul style="list-style-type: none"> - the implementation of the new competence based curriculum - content and pedagogical methods - critical thinking skills - use of technology in the learning process - classroom management - student assessment - lesson planning - student assistance and motivation - professional responsibilities and rights of teachers - work with parents - mentoring and training, etc. 	Professional development identified by the teacher includes school based professional development / working with professional teams
Advanced teacher	300 hours of professional development	Professional development programs at this level must focus mainly on: <ul style="list-style-type: none"> - the implementation of the new competence based curriculum - content and pedagogical methods - critical thinking skills - using technology in the learning process - classroom management - student assessment - lesson planning - student assistance and motivation - professional responsibilities and rights of teachers - working with parents - mentoring and training etc. 	Professional development identified by the teacher includes school based professional development / working with professional teams
Mentor teacher	200 hours of professional development	Professional development programs at this level must focus mainly on: <ul style="list-style-type: none"> - content and pedagogical methods - critical thinking skills - using technology in the learning process - mentoring, training and monitoring skills - classroom management - student assessment - lesson planning - student assistance and motivation - working with parents - mentoring and training etc. 	Professional development identified by the teacher includes school based professional development / working with professional teams
Merit teacher	450 hours of professional development	Professional development programs at this level must focus mainly on: <ul style="list-style-type: none"> - training, mentoring and advisory skills - education leadership - training for quality coordinators - curriculum development etc. 	Up to 6 hours of professional development identified by the teacher, including school based professional development / working with professional teams

³⁵ Division for Professional Development of Teachers, MEST, Strategic Framework for CPD Kosovo, Year 2017

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