

<b>2007 Project Fiche Kosovo IPA centralised programme</b>
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## **1. Basic information**

**1.1 CRIS Number:** (EC)

**1.2 Title:** Education in Kosovo: Inter-culturalism and the Bologna Process

**1.3 Sector:** 02.26

**1.4 Location:** Kosovo (UNSCR 1244)

### **Implementing arrangements:**

#### **1.5 Contracting Authority (EC)**

The European Commission Liaison Office in Pristina

#### **1.6 Implementing Agency:**

The European Commission Liaison Office in Pristina jointly with the Council of Europe

#### **1.7 Beneficiary institution**

Ministry of Education, Science and Technology. The Permanent Secretary, presently Mr. Fehmi Ismaili, will be the focal point.

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#### **1.8 Overall cost:**

€ 1.55 million. The CoE financial share in the project will amount € 150.000.

#### **1.9 EU contribution:**

€ 1.40 million

#### **1.10 Final date for contracting:**

Three years after the signature of the financing agreement between the European Commission and the Kosovo authorities.

#### **1.11 Final date for execution of contracts:**

Two years after the final date for contracting.

#### **1.12 Final date for disbursements:**

One year after the final date for the execution of contracts.

## **2. Overall Objective and Project Purpose**

### **2.1 Overall Objective:**

To set up sustainable conditions for strengthening multicultural understanding among all communities in Kosovo in a mutual respect based on human rights and intercultural education in a lifelong learning perspective compatible with European standards or best practices.

### **2.2 Project purpose:**

Support primary, secondary and higher education reforms in Kosovo conducive to intercultural awareness and understanding and further facilitate the integration of Kosovo into the Bologna Process.

### **2.3 Link with: European Partnership; Stabilisation and Association process; Comprehensive Status Settlement Proposal**

In accordance with the **European Partnership for Kosovo**, and more precisely its short term priorities addressing the economic sector, the Kosovo Action Plan for the Implementation of the European Partnership 2006 (dated August 2006) stipulates the need to "improve the quality of primary and secondary education, higher education and vocational and educational training".

Also, the planned activities under priority Nr. 16 ("Improve quality and availability of basic public services to all communities") entail a large paragraph on education referring inter alia to the reform of history teaching and the promotion of minority language.

Furthermore, the Action Plan's paragraph dedicated to Higher Education, underlines the obligations to facilitate the "integration within the Bologna Process" and to "open offices in all faculties to coordinate activities with the aim to be integrated into the Bologna Process".

The aim of the ***Comprehensive Proposal for the Kosovo Status Settlement (as of 26 March 2007)*** is to define the provisions necessary for a future Kosovo that is viable, sustainable and stable. It includes detailed measures to ensure the promotion and protection of the rights of communities and their members, the effective decentralization of government, and the preservation and protection of cultural and religious heritage in Kosovo. With respect to the protection and promotion of community rights, the Settlement addresses key aspects to be protected, including culture, language, education and symbols. The proposal focuses in particular on the specific needs and concerns of the Kosovo Serb community, which shall have a high degree of control over its own affairs. The decentralization elements are described in the Proposal's Annex III and include enhanced municipal competencies on education for Kosovo Serb majority municipalities and the existence of a public Serbian language university.

### **2.4 Link with MIPD for Kosovo**

This project will address the following priority as indicated in the MIPD for Kosovo (2007-2009): improving the quality of the education and training systems in line with European standards and Kosovo's social, economic and population needs; provide technical assistance and investment support for education, including vocational education and training.

Also, the MIPD emphasizes that Kosovo's education system is over-stretched and under resourced. Significant policy-making and capital investment deficits are apparent. The challenge will be to enhance the quality of the educational system and ensure that qualifications provided to the extremely young population of Kosovo correspond to labour market needs.

Contribution for the participation in the Tempus and Erasmus Mundus Programmes is foreseen within the national envelope. Due to economies of scale it is programmed under the Multi Beneficiary MIPD (2007-2009)

## **2.5 Link with National Development Plan (where applicable)**

In the draft Kosovo Development and Strategy Planning (KDSP) 2007-2013, the Policy Priority Statement refers to Education in the following terms: education should "ensure a high quality, professional, decentralised education system with effective links to the labour market that enables young people to optimise their potential and their life opportunities". Furthermore, the KDSP Education, Science and Technology chapter addresses the Higher Education sector by promoting the participation of Kosovar HE institutions in international cooperation projects of research/scientific character and by clearly emphasizing "the harmonisation of programme of studying based on programmes of developed countries and on the Bologna Process".

More generally, this project fits within the overall KDSP objective, which is to ensure the implementation of the provisions of the future Status settlement, particularly those related to the Kosovo multiethnic society and the respect of the highest Human Rights standards.

## **2.6 Link with national/ sectoral investment plans(where applicable)**

In Kosovo's Draft Medium Term Expenditure Framework dated 30 May 2007, the Kosovo's "vision for the education sector" is described as follows: "Kosovo to become an inseparable entity of the European Area of Higher Education and for higher education to take an essential role in the sustainable development of Kosovo society. Building on these strategy documents, the KDSP TWG has identified the following specific priority policies and measures:

1. Provision of quality education for all students at all levels of the education system through:  
(i) building new schools and expansion of existing facilities in urban areas in order to reduce the number of daily shifts to two; (ii) undertaking a review of the curricula; (iii) improving the management of the system and the quality of teaching; (iv) allowing the competitive participation of the private sector at all levels of education provisions;
2. Improvement of access to education for all ethnic communities, women and disadvantaged groups by adopting adequate standards, establishing scholarships and making special provision for the disabled;
3. Development of a competitive tertiary education system with provision relevant to labour market needs and allowing for flexible learning paths.

The MTEF is largely based on the following strategy papers:

- a. MoU Between the Ministers responsible for Education, Science and Research in South-Eastern Europe, 4 May 2007
- b. MEST Strategy for Higher Education 2005-2015, 2005

- c. MEST Strategy for the Development of Pre-University Education in Kosovo 2007-2017, September 2006
- d. Implementation Plan of the MEST Strategy for the Development of Pre-University Education in Kosovo 2007-2017, Spring 2007

### **3. Description of project**

#### **3.1 Background and justification:**

##### *Sector environment*

Even before the 1998/99 conflict, the education sector had important deficiencies in Kosovo, with the 90% Albanian-speaking community using a "parallel education system" based on informal financing and makeshift physical arrangements. The years of conflict severely affected the education services in terms of destruction of educational infrastructure and, as a consequence enrolment, attainment and quality of service delivery sharply decreased.

Since 2001, the Provisional Institutions of Self-government, with the help of the international community, is carrying out an important effort to rebuild public services, among which education.

In this framework of reform 80% of education resources have been devolved to municipalities and local authorities will be responsible for budgeting, expenditure control and staff management, while the Ministry of Education, Science and technology focuses on monitoring of performance and targeted development programmes. In this context of repartition of tasks, there is a significant need to build the capacities both at central and at local level.

The lack of access to formal education in the 1990s resulted in an increase in illiteracy, which the country strives to control by increasing enrolment in primary. However, there are important inequalities in educational attainment between ethnic groups, by gender, by poverty and by urban/rural divide. There are important gaps in access, completion and attainment both in primary and secondary education. In particular the problems in completion of primary education hinder the establishment of basic human capital for the future in order to succeed in becoming competitive in the medium term.

##### *Justification*

The project will provide a comprehensive package of education support to Kosovo. Through its developed standards, intergovernmental approach and monitoring mechanisms, the Council of Europe is in a unique position to support these reforms. It will build on the accomplished reforms and the projects already or currently being developed in the Primary, Secondary and Higher Education sectors. This project will facilitate the dialogue between the cultures through education reforms and their future implementation throughout Kosovo.

In addition to its neutral political support, the Council of Europe also has broad experience in project implementation both in the Western Balkan region and in Kosovo. For instance, previous work on Kosovo includes a World Bank sponsored project in Kosovo from 2000-2002 during which the Council of Europe assisted in developing the education legislation that is currently in place. More recently, the Council of Europe, working with UNMIK, the OSCE and the European University Association, has contributed substantially to education reform in

Kosovo, including most notably the reform of the higher education system in line with the main goals of the Bologna Process as well as higher education governance. The Council of Europe has also provided advice on education as a part of the decentralization element of the status negotiations.

The project will complement the efforts of the TEMPUS IV programme by focusing primarily on the further reform and development of the higher education system: TEMPUS IV focuses on institutional development and practice, and also on the development of the Education system. Both actions are essential if Kosovo is to undertake a successful reform of its higher education legislation, policies and practice.

Education ministers from 46 European countries met in London on 17 and 18 May 2007 as part of the ongoing Bologna Process, aimed at establishing a European Higher Education Area by 2010. UNMIK/Kosovo attended this conference as an observer. The London Communiqué gives the Council of Europe a key role in supporting the sharing of experience in the elaboration of national qualifications frameworks which fits exactly what has been included in the draft proposal for Kosovo.

The CoE has also hosted four Informal Conferences of education ministers from the Western Balkans. Following the last meeting in November 2006, during which the CoE facilitated the contact between the Serbian Minister of Education and PISG Minister of Education and Science, the SRSG Joachim Rucker wrote to the Secretary General of the Council of Europe to ‘commend the Council of Europe for the tremendous contribution that the CoE is doing in the area of education, and I fully share your view that education can be a most effective vehicle for dialogue between cultures.’

The CoE maintains regular contact with the Head of the UNMIK office in the Ministry of Education, Science and Technology, as well as with ministry officials, in order to ensure complementarity and coherency of CoE support.

### **3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable)**

The project should have a significant impact as it addresses different segments of the education sector under a common umbrella. Support will therefore not be carried out in isolation but within the whole education system thereby leading, it is hoped, to overarching reforms.

The teacher training components will, in particular, have a catalytic effect as teacher trainers are being targeted. The work is structured and organised in order to initiate a snowball effect. As first step, a number of teachers and teacher trainers participate in workshops or seminars. When trained, they replicate the same process by training teachers at a national/regional level under CoE supervision and with CoE support. At the end of the process, Kosovo will be able to run initial and in-service teacher training according to European values, standards and methods completely autonomously. In addition, the work carried out by the CoE in this field is complemented by networking mechanisms that help teachers and teacher trainers to share experiences and best practices at the European, regional and national levels.

The project’s higher education component will be complementary to the increasing TEMPUS programme in Kosovo.

Overall the project will reinforce other EC activities that focus on the human and minority rights’ protection and awareness rising in Kosovo.

### **3.3 Results and measurable indicators:**

This project is composed of one activity that encompasses capacity building and legal advice to reform primary, secondary and higher education in Kosovo according to EU and CoE best practices.

This activity is expected to provide the following results:

#### Item 1: Seminars to review the relevant legislation in Kosovo

##### *Expected Results:*

- a. The current state of the education system (including primary, secondary and higher education sectors) and the relevant legislation (e.g. education, minorities, language) reviewed.
- b. Proposal to adapt primary and secondary education legislation provided to the legislator
- c. Process of legislation's amendment launched

##### *Measurable indicators:*

- a. A report produced by the CoE on the current legislation and the priorities for education reforms
- b. Recommendations on an improved education legislation provided to Kosovo legislator

#### Item 2: Seminars and workshops to promote Education for Democratic Citizenship and Human Rights Education (EDC/HRE)

##### *Expected Results:*

- a. The materials are used in decision making in the field of education and in initial and in-service teacher training, building upon existing work.
- b. teacher trainers have been trained (6 sessions); new modules on EDC/HRE in the existing teacher training mechanisms have been developed based upon a number of practical teaching tools that the CoE has recently developed, such as the publication 'Exploring Human Rights' (see [http://www.coe.int/t/transversalprojects/children/publications/Exploring\\_en.asp](http://www.coe.int/t/transversalprojects/children/publications/Exploring_en.asp))
- c. the "Tool on Quality Assurance in EDC" is accessible in the local languages.
- d. the CoE guide on democratic school governance is translated in the local languages and disseminated widely. Seminars/workshops organised for headteachers and other educational staff on the guide implementation. Piloted in some schools.

##### *Measurable indicators:*

- a. At least 20 events are organised
- b. EDC/HRE materials are widely available in the official local languages, both in printed and on-line format.
- c. MEST spread it throughout Kosovo
- d. Teachers and decision-makers are informed and/or trained on EDC/HRC, on its quality assurance and on the CoE guide on democratic school governance

### Item 3: Seminars and workshops to build capacity in teaching multiculturalism

Purpose: building capacity in primary and secondary education for living together in the multicultural local, regional, national and international context of today and tomorrow.

#### *Expected Results:*

- a. Cooperation between teachers and teachers' trainers is operational
- b. regional awareness is raised; views on the role of education for the future of the countries concerned are exchanged; views on educational initiatives in the areas mentioned above are exchanged
- c. trainers are trained on EDC and HRE, intercultural education and dialogue, history teaching, mediation and peaceful resolution of conflicts

#### *Measurable indicators:*

- a. at least 10 events are organised
- b. a network of innovative teachers and teacher trainers is created
- c. An online collaborative working platform is functioning, generates increasing online traffic
- d. Number of meetings held
- e. about 300 teachers are trained on the specific topics in workshops organised with the active involvement of the trained trainers

### Item 4: Seminars to promote the teaching of Roma, Ashkali and Egyptian culture

#### *Expected Results:*

- a. Roma and non-Roma teachers are trained and prepared to work with multicultural classes.
- b. The Council of Europe's teaching material adapted and used at local level

#### *Measurable indicators:*

- a. 100 teachers are prepared to work with multicultural classes

### Item 5: Seminar and workshops to trigger the reform the history teaching

#### *Expected Results:*

- a. Process of drafting new history textbooks or additional material has started by trained authors
- b. History teachers, inspectors and curricula developers are trained to introduce multi-perspective and active pedagogy
- c. in-service teacher training institutes are supplied with the information on the use of new methods aimed at strengthening the reconciliation process.

#### *Measurable indicators:*

- a. 30 potential local textbook-writers are trained on the new approaches to the drafting of textbooks and complementary material
- b. CoE and MEST signed an MoU to facilitate the introduction and use of new history teaching methods and history teacher teaching programmes in the class rooms
- c. 80 trainees and new methods are progressively introduced in class-rooms

#### Item 6: Transfer of expertise on language Policies

##### *Expected results:*

- a. Proposals for European curriculum standards in languages are developed
- b. CoE language policy instruments are in use in official local languages, in particular the ‘Common European Framework of Reference for Languages’ and “Guide for Language Education Policies in Europe”
- c. a Curriculum Framework for the teaching of Romani is introduced and piloted

##### *Measurable indicators:*

- a. CoE policy guidelines provided to the MEST and teaching professionals
- b. the “Guide for Language Education Policies in Europe” and studies available at MEST in local official languages
- c. Leaflets presenting the above-mentioned Guide are also produced and spread out to the relevant public

#### Item 7: Conferences, workshops and study visits to build capacity and reform the higher education in Kosovo

##### *Expected results:*

- a. A qualifications framework elaborated, compatible with the European Higher Education Area.
- b. An information centre on the recognition of qualifications is established and integrated into the European Network of National Information Centres on academic recognition and mobility (ENIC Network)
- c. Recommendations drafted on the further development of the Kosovo higher education system, with a focus on the diversity of institutions (public and private; general and specialized higher education) and the exercise of public responsibility for higher education.

##### *Measurable indicators:*

- a. At least 15 events organised
- b. a draft higher education qualifications framework delivered to the Kosovo legislator.
- c. the information centre staff have undergone initial training,
- d. The ENIC Network includes the Kosovo information centre.
- e. Kosovo ratifies or is otherwise associated with the Council of Europe/UNESCO (Lisbon) Recognition Convention;
- f. A set of recommendations on the further development of the Kosovo higher education system is presented to the Kosovo legislator.

### **3.4 Activity:**

#### **Capacity building and legal advice to reform primary, secondary and higher education**

##### Item 1: Seminars to review the relevant legislation in Kosovo

- Participants will include all communities in Kosovo, officials from the Ministry of Education, Science and Technology, local authorities, possibly school directors and teacher union representatives

##### Item 2: Seminars and workshops to promote Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in primary and secondary education

- On the basis of Council of Europe standards and wide and successful experience in the field of Education for Democratic Citizenship (including in BiH), the Council of Europe will assist the relevant authorities and stakeholders to develop guidelines for new curriculum, produce new materials and conduct in-service teacher training.
- Curriculum development in the field of EDC/HRE: provide advice and assistance to build upon the existing EDC/HRE curriculum in grades 3-12. Participants will include policy deciders, representatives from the MEST, school directors and teacher union representatives
- Support the initial and in-service teacher training in EDC/HRE based upon CoE standards and in particular the CoE 2005 publication ‘Tool on Teacher Training in EDC’.
- Support the development of a comprehensive quality assurance system on the basis of a participatory step-by-step approach, as a follow up to the “Tool on Quality Assurance in EDC” published by UNESCO, the CoE and the Centre for Educational Policy Studies (Ljubljana) in 2005. Activities will include awareness raising on quality assurance in EDC/HRE, training activities and piloting
- Organisation of information and training seminars and workshops on the democratic governance of schools. The CoE guide on democratic school governance could be used as a basis for this activity. As a second step, piloting of the guide in schools.

##### Item 3: Seminars and workshops to build capacity in teaching multiculturalism

- Initial set-up of a network, two seminars. Initiating and supporting a network of innovative teachers and teacher trainers motivated to work for a sustainable democratic and multicultural society through education
- Five workshops. Trainer training workshops (pre-service and in-service) on EDC and HRE, intercultural education and dialogue, history teaching, mediation and peaceful resolution of conflicts
- Five teacher training workshops on the same themes

#### Item 4: Seminars to promote the teaching of Roma, Ashkali and Egyptian culture

- Promoting Roma history and culture among teachers and other educational professionals by means of lectures, training seminars and teaching material, organising public exhibitions for strengthening Roma identity and preserving and developing Roma cultural heritage as part of the European cultural heritage. In this context the Council of Europe will support the training and employment of Roma school mediators in Kosovo. These actions are essential for developing activities aimed at improving living conditions in Roma communities, and meet the need to support action to stimulate the internal dynamics of these communities.

#### Item 5: Seminars and workshops to trigger the reform of history teaching

- Purpose: to support the reform of history teaching in schools in accordance with the Council of Europe standards in history teaching (Recommendation (2001)15 of the Committee of ministers on history teaching in XXI Century in Europe) with a particular emphasis on history teaching within a multicultural society as a mean for reconciliation and learning to live together.

In this regard, other actors active in the history teaching in the Western Balkans, such as the Centre for Democracy and Reconciliation in SEE (CDRSEE, under the umbrella of the Stability Pact), may be consulted.

- Support the reform of history education in schools in Kosovo in accordance with the Council of Europe standards in history, in particular on history teaching in twenty-first-century Europe, with a particular emphasis on teaching history through intercultural dialogue on the basis of a multi-perspective.

#### Item 6: Transfer of expertise on language policies

- Two study visits and a seminar. Assistance with European language curriculum standards
- Translation into official local languages of CoE policy guidelines.
- One seminar. Associating Roma educators with CoE project on teaching Romani language

#### Item 7: Conferences, workshops and study visits to build capacity and reform the higher education in Kosovo

- Purpose: in close coordination with the Tempus Office in Kosovo, to strengthen the capacity of higher education in Kosovo through system reform and the review of legislation and policies in accordance with the principles of the European Higher Education Area. It will be an important element in laying the foundation for integrating Kosovo in the European Higher Education Area as soon as politically possible. Particular attention will be paid to higher education provision for minorities, in accordance with the terms of the final status settlement;

- Launching conference for the project, with the participation of the main international experts in the project, the Council of Europe Secretariat, the competent authorities in Kosovo and a broad range of stakeholders
- meetings of the working group on a Kosovo higher education qualifications frameworks, with the participation of foreign experts
- One mid-term and one final conference on a Kosovo higher education qualifications, with the participation of foreign experts as well as with broad participation of stakeholders in Kosovo
- 3 experts advisory visits for the purpose of establishing a national information centre on recognition and training its staff
- one conference with stakeholders to present the activities and services of the national information centre and establish a sound working relationship between the information centre and higher education institutions in Kosovo
- meetings of an international expert group with the competence authorities of Kosovo to elaborate recommendations on the further development of the Kosovo higher education system
- one conference with stakeholders to present the recommendations on the further development of the Kosovo higher education system
- three study visits – one each on qualifications frameworks, recognition of qualifications and the development of the higher education – to two or three other countries with relevant experience to share.

### ***Contracting arrangements***

In order to implement this activity and in line with the Financial Regulation, a contribution agreement will be signed by the CoE and the EC. This agreement will provide for contributions from the CoE and the EC amounting € 150.000 and € 1.40mio respectively.

In other terms, the EC funds are expected to cover about 90% of the total costs needed to carry out this activity.

### ***Project management and administration***

The project will be implemented by joint management with the Council of Europe.

The Project Steering Committee shall be responsible for the overall direction of the project and comprise at least representatives from the CoE, EC, MEST, and representatives from the Civil Society. When appropriate, additional stakeholders (e.g. UNICEF, the World Bank and OSCE) shall be invited to take part to Steering Committee sessions as observers.

## **3.5 Conditionality and sequencing:**

### ***Conditionality***

The project includes the following conditionalities:

- a. Endorsement of the project goals by the MEST and key stakeholders
- b. Adequate participation of the competent authorities of Kosovo and stakeholders

- c. Organisation, selection and appointment of members of the project's steering committee, relevant working groups and other bodies under the project by the MEST
- d. The relevant staff appointed by the MEST to ensure the project's implementation.
- e. Extended coordination with the Tempus Office in Kosovo

In the event that conditionalities are not met, suspension or cancellation of the project or specific activities will be considered.

### *Sequencing*

The CoE proposal is mainly composed of five strands (Education for Democratic Citizenship and Human Rights, Teacher Training, Roma, Language Policies, History Teaching and Higher Education). Each of these strands can be implemented simultaneously as they are not overlapping.

However, the project should begin by a set of actions (see Item 1) aiming at taking stock of the existing education system and legislation. The results of this very first phase will feed each of the five strands listed above.

### **3.6 Linked activities**

Name of EAR project (Amount € million)	Start End	Activities/Results
Infrastructure Support at municipal level – including schools (€ 16 million)	Nov 2004 Dec 2007	Upgrading/reconstruction of 11 schools as part of a wider municipal infrastructure programme involving a total of 44 projects that have been designed by the municipalities.
Strengthening civil society organisations and networks – including in the education sector (€ 2 million )	Oct 2004 Dec 2008	The programme is building the capacity of selected CSOs to implement sustainable actions and contribute to policy development in a number of areas including youth, and education. The institutions involved in this programme are Kosovo Civil Society Foundation (KCSF) and Kosovo Foundation for Open Society (KFOS) which implement a project of the “Kosovar School for European Integration” with the aim to prepare the society of Kosovo to meet the challenges of EU Integration; and the other component involves Trade Union of Education, Science and Culture of Kosovo (SBASHK), Kosovar Association for Human and Children’s Rights (KAHCR) and the International Step by Step Association (ISSA) with the aim to contribute to building of an all-inclusive education system that promotes equal access to quality education and models respect for diversity and social Justice.

Capacity Building to Agency for European Integration (€2.5 million)	May 2007- May 2009	The project is establishing a higher education programme (MA) in EU affairs for kosovar students at universities in member states countries as part of a wider programme to strengthen European approximation in all levels of the government.
Vocational Education Training (VET) (€ 8.5 million)	2002-2008	<p>Direct assistance to employers in Kosovo for VET training - based in the Chamber of Commerce. In collaboration with the private sector, the programme develops VET policies and delivers demand-driven skills development programmes, based on labour market needs economic development priorities and with due reference to key EU policies.</p> <p>Assisting the Ministry of Education and the Ministry of Labour and Social Welfare to implement a sustainable institutional infrastructure to support VET policy development and planning, including: support the embedding of career education and guidance throughout the whole education and training system; development of more curricula based on the labour market analyses; development of the Occupational Classification System for Kosovo, and refurbishment and equipment at VET facilities.</p>
Improved facilities for students at Priština University (€6.3 million)	1999-2002	Refurbishment of student dormitories at the University of Priština.

### **European Commission, Tempus Programme in Kosovo**

Interventions in this project area will be closely coordinated with the activities funded under the Tempus programme which supports the reform of higher education in Kosovo through university cooperation projects.

Kosovo has been participating since 2001 in the Tempus programme which promotes higher education cooperation with the partner countries in the Western Balkans, Eastern Europe, the Mediterranean area and Central Asia. With a total EC contribution of € 4 million, the European Commission has funded 15 Joint European Projects and 7 Structural Measures involving higher education institutions from Kosovo. The Tempus programme has provided valuable support to the reform and modernisation of the higher education system in Kosovo, in particular in the areas of curriculum development, university governance and institution-building. According to an impact study, which was recently concluded, Tempus has greatly contributed to bringing Kosovo's higher education system in line with the Bologna principles.

#### **Running Joint European Projects (REP)**

1. Promotion of Academic-Industrial Links on Mechanical Engineering
2. Developing Business & Economics Curricula in Prishtinë/Priština

3. Development of University Management
4. Institutional Evaluation at the Agricultural Universities
5. Improvement of Teaching Quality in South East Europe
6. Curriculum Reform in Medicine at the University of Prishtinë/Priština, Kosovo
7. European Studies for the Western Balkans
8. Reform of Agricultural Studies
9. Implementing Quality Assurance in Serbian-speaking Universities
10. University Level Education in Mechatronics in Kosovo

#### Running Structural and Complementary Measures (SCM)

1. Dissemination of best practices in University Management
2. Promotion of Bologna standards and Implementation of ECTS at the Universities of Prishtinë/Priština, Tetovo and SEEU

#### **The Council of Europe and the Bologna Process**

The Council of Europe is one of the major actors in the Bologna Process. The activities under this project will benefit from and be linked to the full range of Council of Europe contributions to the Bologna Process, and in particular bilateral and regional activities aiming to assist the newer members of the Bologna Process with the implementation of the key goals of the process. This is an area in which the Council of Europe has been invested with a particular responsibility.

#### **UNICEF**

UNICEF's work in the field of Education aims in particular to contribute to the universal access in quality basic education through decreasing the school drop out rate, focusing on girl and minority education. It also contributes to the improvement of education quality both in the school and outside. UNICEF moreover supports the PISG in its capacity-building and the development of curricula. Several research studies have been carried out for the formulation of suitable education policies: "Statistics on education in Kosovo" and "Gender Distribution in Kosovo Education" in cooperation with the Kosovo Statistical Entity and MEST. Currently UNICEF is also piloting in 30 schools a programme of social skills which will take one hour of the weekly schedule.

#### **Finnish Support to the Development of Education in Kosovo (FSDEK)**

The programme has a special focus on people with special needs and their integration into the society of Kosovo. The first phase of the project that started in 2000 and was completed in 2003 had three components: (1) Development of an All-inclusive Education Policy, (2) Programme on Vocational Development for an All-inclusive Education, and (3) Building of School-Based Capacity. The second phase of the Finnish Support Programme, with a total value of €3.2 million, includes eight small scale projects for the building of inclusive schools in Kosovo (locations: Prishtinë/Priština, Pejë/Peć, Prizren, Podujevë/Podujevo, Ferizaj/Uroševac, Gjilan/Gnjilane, and Llapje Sellë/Laplje Selo, Prishtinë /Priština). The projects, each worth about €150.000, have begun in March 2005 and aim to contribute to the building of inclusive schools in order to better support the various needs of all students. Inclusive education is based on four key elements: equality, individualization, partnership, and use of common sense. Another project under FSDEK II is the summer institute on "Behavioural and Emotional Disorders". As part of the support to the University of Prishtinë/Priština is the opening of master and PhD programmes for the education of academic experts in Kosovo.

## **GTZ**

Active in Kosovo since 1999 with several projects for economical and technical development is currently promoting Vocational Education & Training by concentrating on the following priority areas: basic and advanced vocational training under the aspect of crisis management and education; economic and employment promotion; and other areas. GTZ also more generally contributes towards democratisation and the building of a civil society through offering support to the project “Reforming of Vocational Education & Training in Kosovo” .

## **OSCE, Catch-up Classes**

OSCE provides funds for the organization of catch-up classes for Roma Ashkali & Egyptians (RAE) community members. The provision of textbooks and other learning and teaching material is also part of the project. OSCE has moreover been providing the school equipment for the minorities’ primary school "Braca Aksic" in the Lipjan/Lipljan Municipality. OSCE is also encouraging and supporting capacity-building in the Ministry, especially through a Project Assessment and Development. OSCE is facilitating and co-financing the project that aims to build the capabilities of the Ministry to critically assess, monitor and evaluate ongoing as well as potential projects in the area of youth and education. Training on jointly agreed management processes is provided for key people within the MEST that are involved in external and internal projects. Furthermore OSCE is engaged in the implementation of rural areas curricula in Kosovo that aim to offer to grade VI-IX students from rural areas more knowledge on some specific subjects that would help them to better position themselves with the work market in Kosovo.

## **Academic Training Association (ATA)**

ATA supports processes of transition and reconstruction in post-conflict societies by strengthening educational and economic institutions.

The ATA is moreover the implementing partner of the Dutch and German Embassies in Skopje that are funding the transfer of medical students from the former medical faculty of the Tetovo State University to the University of Prishtinë/Priština. ATA’s role here is mainly one of financial monitoring.

## **KulturKontakt – ECO NET**

This is a project financed by the Austrian Ministry for Foreign Affairs and that was started in March 2005 with a planned duration of two years. The aim of the project is to promote the idea of training companies and entrepreneurship. The project operates as a network that is connecting all countries in the region: Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, and Serbia & Montenegro.

## **Norwegian NGO “Norges Vel”**

Provides support to the Secondary School of Agriculture in Lipjan/Lipljan and contributes to the education of the rural population in general as well as serves as a step towards rural development, education for all and poverty education. Started in September 2005 as a continuation of the previous “Agriculture Support Kosovo” project this 3-year pilot project is aimed at life-long learning in the field of agriculture. This is done by developing formal courses for adults, as well as a new curriculum for the secondary agriculture education.

## **International Committee of the Red Cross (ICRC)**

Pilot project on promoting a programme on “Exploring Humanitarian Law”. The aim of this programme is to contribute in teaching and enriching the youth with many important academic life skills, as well as communication and critical thinking in order that they are ready to act in accordance with humanitarian principles in their everyday life.

### **Kosovan Nansen Dialogue (KND)**

Makes efforts to initiate dialogue among members of the two communities, Albanian and Serb, to openly discuss in trustful and honest communication, on education issues and in a context of peace building based on democratic principles and respect of human rights in a multiethnic society.

### **Dutch Embassy in Skopje**

Co-financing the Tetovo students transfer (cf. ATA above). The Embassy is willing to support the transfer of some 200 medical students from the medical faculty of the former Tetovo State University to the University of Prishtinë/Priština. Total financial support is just under 400.000 EUR which will be used to finance the additionally needed staff and material to accommodate this influx, with a clause that conditions the grant on PISG co-financing. This support has been granted until the end of the first semester of the 2007/2008 academic year. While the Dutch Embassy guarantees the full coverage of all extra costs caused by the transfer up to the limit mentioned above, the understanding is that the German Embassy in Skopje will also take up a part of the bill, proportionally decreasing thus the Dutch contribution (cf. below).

### **German Embassy in Skopje**

Co-financing the Tetovo students transfer (cf. ATA above). The Embassy is willing to support the transfer of some 200 medical students from the medical faculty of the former Tetovo State University to the University of Prishtinë/Priština.

### **Royal Norwegian Ministry of Foreign Affairs in Oslo – Kosovo Institute for Journalism and Communication (KIJAC)**

Offers studies in a two-year master programme, as well as functions as a Centre for the Training of Journalists. KIJAC is an autonomous institution for higher education within the University of Prishtinë/Priština. The project that was started in September 2005 is scheduled to last until 2015, with a total financial input of 10 million Euro from the Norwegian Foreign Ministry.

### **Swedish International Development Agency (SIDA)**

Project on “Support for Forestry Education and Training in Kosovo”

### **SwissContact**

Within the framework of an Umbrella MoU signed on 23 September 2000, this project agreement was signed in September 2005 and provides for the financial help of CHF 2.570.000,- towards the PISG MEST in order to support the development of a coherent and relevant Vocational Education System in Kosovo. The project implementer (SwissContact) is concentrating on 8 selected partner schools (7 technical vocational schools and one economical school), with a focus on 3 occupational fields, namely construction, auto-mechanics and economical occupations.

### **World Bank**

The World Bank has been supporting the development of primary and secondary education since 2000, starting with the "education and health project" (US\$ 4.4 million, 2002-2002) followed by the "education participation improvement project - EPIP" (US\$4.5 million 2003-2006). Both projects supported the schools to prepare their own school development plans, and provided school grants to implement these plans. The communities and school boards were actively involved in the planning and implementation of the school grants. The EPIP provided grants to more than 500 schools. The project also supported the Ministry of Education, Science and Technology (MEST) with the development of the Educational Management Information System (EMIS) and the development of a pre-university education strategy. The EPIP completed in December 2006, and the WB is currently in the process of helping the MEST to prepare a new project.

### 3.7 Lessons learned

*Requiring local partners to meet expectations:* in some projects, international partners have been insufficiently willing or able to establish requirements for contributions by local partners and authorities to projects by specified deadlines, and have also been unable or unwilling to spell out possible consequences of failure by local partners to contribute adequately. In order for work on structural and policy reform to succeed, local partners must be given a clear understanding to the importance of their commitment and contribution as well as a clear sense of possible consequences should they fail to deliver agreed upon results.

*Training of local partners:* structural reform will only work if it is accompanied by a culture that will make reformed structures work in practice. Many issues of education reform require local partners to reassess some of their fundamental conceptions of education, something that is due to be achieved through the planned trainings (including foreign study visits) and thorough discussions with foreign partners.

## 4. Indicative Budget (amounts in € million)

Activities	TOTAL COST	SOURCES OF FUNDING										
		EU CONTRIBUTION				NATIONAL PUBLIC CONTRIBUTION					PRIVATE	
		Total	% *	IB	INV	Total	% *	Central	Regional	CoE	Total	% *
Capacity building and legal advice for education	1,55	1,40	90%	1.40		0,15	10%			0,15		0.0
<b>TOTAL</b>	<b>1,55</b>	<b>1,40</b>	<b>90%</b>	<b>1.40</b>		<b>0,15</b>	<b>10%</b>			<b>0,15</b>		<b>0.0</b>

\* expressed in % of the Total Cost

## 5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of	Signature of	Project
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	Negotiations	contract	Completion
Capacity building and legal advice for education	2007-Q3	2007-Q4	2010-Q4

Q = quarter

## **6. Cross cutting issues**

### **6.1 Equal Opportunity (gender mainstreaming)**

Equal opportunity to education for women is a real issue in Kosovo. Much progress will depend on equal opportunity measures in primary and secondary education but measures must also be taken also at higher education level.

Equal opportunity not only to access to higher education, but also to actually completing higher education, will be an important element in and effect of structural reform of higher education. In particular, the elaboration of a qualifications framework and of good practice in the recognition of qualifications will afford women with non-traditional qualifications with better opportunities to access and complete higher education.

### **6.2 Environment**

This project will foster the sustainable development of the Kosovo society. In the long term, it aims at strengthening the economic and administrative structures in Kosovo. Moreover, it should positively affect the protection of cultural heritage and promote the reconciliation process.

### **6.3 Minorities**

Adequate provision of education, including higher education, for minorities, is likely to be a key aspect of the final status settlement. The development of structural reform at the level of the Kosovo education system must have this as one of its main objectives.

The project will focus on the primary, secondary and higher education and pay particular attention to provisions for minorities. In particular, this should be a key aspect of the further development of the Kosovo education and higher education system, which should ensure adequate provisions for members of minority groups (most importantly, for Serbs, but also for other minority communities) within the Kosovo higher education system.

## **ANNEXES**

ANNEX I: Log frame in Standard Format

ANNEX II: Amounts contracted and Disbursed per Quarter over the full duration of Programme

ANNEX III: Reference to laws, regulations and strategic documents:

Reference list of relevant laws and regulations

Reference to EP/Sap/CPKSP

Reference to MIPD

Reference to national / sectoral investment plans

Reference to other reports and documents

ANNEX Ia: Support to education reforms in Kosovo - Project logical framework matrix

INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<b>Overall Objective</b>			
To set up sustainable conditions for strengthening multicultural understanding among all communities in Kosovo in a mutual respect based on human rights and intercultural education in a lifelong learning perspective compatible with European standards or best practices.	a. Progress as attested by regular reports and statements by stakeholders and external observers	International and national reports and statistics	Stable political situation Political and societal will to give priority to education as a means of fostering dialogue and development
<b>Project purpose</b>			
Support primary, secondary and higher education reforms in Kosovo conducive to intercultural awareness and understanding and further facilitate the integration of Kosovo into the Bologna Process.	a. Legislation and policy documents support reforms b. CoE good practice introduced in schools c. Goals and standards of the Bologna Process implemented in higher education	Official gazette Policy and strategy documents for education Project reports Bologna stock taking report	Stable political situation  Political and societal will to give priority to education as a means of fostering dialogue and development Dialogue between communities Full endorsement of the project's objectives and active support and cooperation by all relevant stakeholders Co-ordination with other international organisations active in Kosovo  Kosovo is granted some kind of formal status within the Bologna Process by 2009



<p>e. the guide is translated in the local languages and disseminated widely. Seminars/workshops should be organised for headteachers and other educational staff on how to implement the guide. Piloted in some schools. Information about the results of this piloting should be collected and examined; and on basis of those new contextualised instruments could be developed</p>			
<p><b><u>3. Teacher training for multiculturalism</u></b></p> <p>a. cooperation between teachers and teachers trained is operational</p> <p>b. regional awareness is raised; views on the role of education for the future of the countries concerned are exchanged; views on educational initiatives in the areas mentioned above are exchanged</p> <p>c. trainers are trained on EDC and HRE, intercultural education and dialogue, history teaching, mediation and peaceful resolution of conflicts</p>	<p>a. at least 10 events are organised</p> <p>b. a network of innovative teachers and teacher trainers is created</p> <p>c. functioning regular exchange of information, discussion of experience, practice and developments in regular network meetings and via an online collaborative working platform</p> <p>d. about 300 teachers are trained on the specific topics in workshops organised with the active involvement of the trained trainers</p>	<p>Project and meeting reports Feedback from participants and stakeholders</p>	<p>Will among teachers to engage in multicultural dialogue and networking Encouragement from key actors in the broader society fro teachers to do so Political will to solve problems through dialogue</p>
<p><b><u>4. Roma</u></b></p> <p>a. Roma and non-Roma teachers are trained and prepared to work with multicultural classes.</p> <p>b. The Council of Europe’s teaching material adapted and used at local level</p>	<p>a. about 100 teachers are prepared to work with multicultural classes</p>	<p>Project and meeting reports Feedback from participants and stakeholders</p> <p>Reports from training seminars.</p>	<p>Political will to value Roma as a minority culture with specific strengths and needs Acceptance of the need to address Roma issues in a multicultural setting</p>

<p><b><u>5. History</u></b></p> <ul style="list-style-type: none"> <li>a. authors of history textbooks are trained on the new approaches to the drafting of textbooks and complementary material</li> <li>b. history teachers, inspectors and curricula developers are trained to introduce multiperspectivity and active pedagogy</li> <li>c. in-service teacher training institutes are supplied with the information on the use of new methods aimed at strengthening the reconciliation process.</li> </ul>	<ul style="list-style-type: none"> <li>a. 80 trainees and new methods are progressively introduced in class-room</li> <li>b. 30 potential local textbook-writers are trained</li> <li>c. process of drafting new textbooks or additional material has started</li> <li>d. CoE and MEST signed an MoU to facilitate the introduction and use of new history teaching methods and history teacher training programmes in the class rooms</li> </ul>	<p>Reports from the ministry on the use of teaching materials Feedback from schools</p>	
<p><b><u>6. Language Policies</u></b></p> <ul style="list-style-type: none"> <li>a. Proposals for European curriculum standards in languages are developed</li> <li>b. CoE language policy instruments are made available in official local languages</li> <li>c. a Curriculum Framework for the teaching of Romani is introduced and piloted</li> </ul>	<ul style="list-style-type: none"> <li>a. CoE policy guidelines provided to the MEST and teaching professionals</li> <li>b. the “Guide for Language Policies in Europe” and studies available at MEST in the local official languages</li> <li>c. Leaflet presenting the above-mentioned Guide are also produces and spread out to the relevant public</li> </ul>	<p>Reports of study visits; feedback from partners; dissemination of guidelines Publication and dissemination of policy instruments Report of the seminar, list of participants; feedback from participants</p>	<p>Agreement for the revision of curriculum standards Policy support for the dissemination of instruments Political support for fostering the teaching of Romani Active involvement of concerned parties</p>
<p><b><u>7. Higher Education</u></b></p> <ul style="list-style-type: none"> <li>a. qualifications framework compatible with the overarching qualifications framework of the European Higher Education Area.</li> </ul>	<ul style="list-style-type: none"> <li>a. at least 15 events organised</li> <li>b. a draft Kosovo higher education qualifications framework delivered to the Kosovo legislator</li> </ul>	<p>Project and meeting reports Official decisions on working group as communicated through official channels (Official gazette, letters of appointment, letters from Ministry to international partners, as appropriate)</p> <p>Drafts of the qualifications framework</p>	<p>Political will among public authorities, higher education institutions, students and staff to undertake substantial reform of higher education</p> <p>Willingness and ability of public authorities and higher education</p>

<p>b. Information centre on the recognition of qualifications is established and integrated into the European Network of National Information Centres on academic recognition and mobility (ENIC Network)</p> <p>c. Recommendations on the further development of the Kosovo higher education system, with a focus on the diversity of institutions and provisions (public and private; general and specialized higher education) and the exercise of public responsibility for higher education.</p>	<p>c. the information centre staff have undergone initial training</p> <p>d. the ENIC Network includes the Kosovo information centre</p> <p>e. Kosovo ratifies or is otherwise associated with the Council of Europe/UNESCO (Lisbon) Recognition Convention;</p> <p>f. a set of recommendations on the further development of the Kosovo higher education system is presented to the Kosovo legislator</p>	<p>and stakeholder statements on the drafts</p> <p>Official decision to establish the information centre</p> <p>Reports of training</p> <p>Reports of the ENIC Network</p> <p>CoE list of ratifications of ETS 165 (Treaty Office)</p> <p>Published draft recommendations and stakeholder statements on these</p>	<p>institutions to work together and to seek agreed solutions to reform issues</p> <p>Willingness and ability to identify and engage societal stakeholders for the elaboration of a qualifications framework and proposals for reform and development of the higher education system</p>
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Activities	Means	Cost	
<p><b><u>Activity 1 Capacity building and legal advice to reform primary, secondary and higher education</u></b></p> <p>Item 1: Taking stock of the existing education system and legislation</p> <p>Item 2: Promote Education for Democratic Citizenship and Human Rights Education (EDC/HRE) in primary and secondary education</p> <p>Item 3: Capacity building in primary and secondary education for living together in the multicultural local, regional, national and international context of today and tomorrow</p> <p>Item 4: Promote Roma history and culture among teachers and other educational professionals</p> <p>Item 5: Reform the teaching of history</p> <p>Item 6: Language Policies</p> <p>Item 7: Higher Education</p>	<p>Contribution Agreement</p>	<p><b>E 1,5 million including 1,35 from the EC and 0,15 from CoE</b></p>	<p><b>Coordination with other strategic activities of MEST</b></p>

**Pre-conditions:**

The project includes the following conditionalities:

- f. Endorsement of the project goals by the MEST and key stakeholders
- g. Adequate participation of the competent authorities of Kosovo and stakeholders
- h. Organisation, selection and appointment of members of the project's steering committee, relevant working groups and other bodies under the project by the MEST
- i. The relevant staff appointed by the MEST to facilitate the project's implementation.

**ANNEX II: Indicative planning of the amounts (in EUR million) contracted and disbursed by quarter for the project (cumulated)**

	2007	2008				2009				2010			
Contracted	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Capacity building and legal advice for education	1.4												
Cumulated Total	1.4												
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Disbursed</b>													
Capacity building and legal advice for education	0.02	0.117	0.227	0.367	0.492	0.649	0.769	0.904	1.036	1.181	1.261	1.35	1.4
Cumulated Total	0.02	0.117	0.227	0.367	0.492	0.649	0.769	0.904	1.036	1.181	1.261	1.35	1.4

## **ANNEX III: Reference to laws, regulations and strategic documents:**

### **Reference list of relevant laws and UNMIK regulations**

- a. Regulation No. 2003/14, 12 May 2003 - On the Promulgation of a Law adopted by the Assembly of Kosovo on Higher Education in Kosovo.
- b. Regulation No. 2002/19, 31 October 2002 - On the Promulgation of a Law adopted by the Assembly of Kosovo on Primary and Secondary Education in Kosovo
- c. Regulation No. 2005/43, 7 September 2005 - On the Promulgation of the Law on Adult Education and Training adopted by the Assembly of Kosovo.
- d. Regulation No. 2004/55, 17 December 2004 - On the Promulgation of the Law on Inspection of Education in Kosovo adopted by the Assembly of Kosovo.
- e. Kosovo Assembly Law No. 2004/37 on Inspection of Education in Kosovo.

### **Reference to European Partnership/ SAp/**

In accordance with the European Partnership for Kosovo, and more precisely its short term priorities addressing the economic sector, the Kosovo Action Plan for the Implementation of the European Partnership 2006 (dated August 2006) stipulates the need to "improve the quality of primary and secondary education, higher education and vocational and educational training".

Also, the planned activities under priority Nr. 16 ("Improve quality and availability of basic public services to all communities") entail a large paragraph on education referring inter alia to the reform of history teaching and the promotion of minority language.

Furthermore, the Action Plan's paragraph dedicated to Higher Education, underlines the obligations to facilitate the "integration within the Bologna Process" and to "open offices in all faculties to coordinate activities with the aim to be integrated into the Bologna Process".

### **Reference to the Comprehensive Proposal**

The aim of the *Comprehensive Proposal for the Kosovo Status Settlement* is to define the provisions necessary for a future Kosovo that is viable, sustainable and stable. It includes detailed measures to ensure the promotion and protection of the rights of communities and their members, the effective decentralization of government, and the preservation and protection of cultural and religious heritage in Kosovo. With respect to the protection and promotion of community rights, the Settlement addresses key aspects to be protected, including culture, language, education and symbols. The proposal focuses in particular on the specific needs and concerns of the Kosovo Serb community, which shall have a high degree of control over its own affairs. The decentralization elements are described in the Proposal's Annex III and include enhanced municipal competencies on education for Kosovo Serb majority municipalities and the existence of a public Serbian language university.

### **Reference to MIPD for Kosovo**

Contribution for the participation in the Tempus Programme is foreseen within the national envelope. Due to economies of scale it is programmed under the Multi Beneficiary MIPD (2007-2009) where the priority sector for Education is described in more detail.

However, education is also mentioned in the national MIPD for Kosovo (2007-2009) which indicates that Kosovo's education system is over-stretched and under resourced. Significant

policy-making and capital investment deficits are apparent. The challenge will be to enhance the quality of the educational system and ensure that qualifications provided to the extremely young population of Kosovo correspond to labour market needs. Also, the education-related provisions of the future Status settlement for Kosovo should be taken into consideration.

### **Reference to National Development Plan**

In the draft Kosovo Development and Strategy Planning (KDSP) 2007-2013, the Policy Priority Statement refers to Education in the following terms: education should "ensure a high quality, professional, decentralised education system with effective links to the labour market that enables young people to optimise their potential and their life opportunities". Furthermore, the KDSP Education, Science and Technology chapter addresses the Higher Education sector by promoting the participation of Kosovar HE institutions in international cooperation projects of research/scientific character and by clearly emphasizing "the harmonisation of programme of studying based on programmes of developed countries and on the Bologna Process".

More generally, this project fits within the overall KDSP objective, which is to ensure the implementation of the provisions of the future Status settlement, particularly those related to the Kosovo multiethnic society and the respect of the highest Human Rights standards.

### **Reference to national/ sectoral investment plans (where applicable)**

In Kosovo's Draft Medium Term Expenditure Framework dated 30 May 2007, the Kosovo's "vision for the education sector" is described as follows: "Kosovo to become an inseparable entity of the European Area of Higher Education and for higher education to take an essential role in the sustainable development of Kosovo society. Building on these strategy documents, the KDSP TWG has identified the following specific priority policies and measures:

1. Provision of quality education for all students at all levels of the education system through:  
(i) building new schools and expansion of existing facilities in urban areas in order to reduce the number of daily shifts to two; (ii) undertaking a review of the curricula; (iii) improving the management of the system and the quality of teaching; (iv) allowing the competitive participation of the private sector at all levels of education provisions;
2. Improvement of access to education for all ethnic communities, women and disadvantaged groups by adopting adequate standards, establishing scholarships and making special provision for the disabled;
3. Development of a competitive tertiary education system with provision relevant to labour market needs and allowing for flexible learning paths.

The MTEF is largely based on the following strategy papers:

- e. MoU Between the Ministers responsible for Education, Science and Research in South-Eastern Europe, 4 May 2007
- f. MEST Strategy for Higher Education 2005-2015, 2005
- g. MEST Strategy for the Development of Pre-University Education in Kosovo 2007-2017, September 2006
- h. Implementation Plan of the MEST Strategy for the Development of Pre-University Education in Kosovo 2007-2017, Spring 2007

## Reference to other reports and documents (where applicable)

### General Policies:

- a. CoE Warsaw Summit, 2005 – Final Declaration and Action Plan ([http://www.coe.int/t/dcr/summit/default\\_EN.asp](http://www.coe.int/t/dcr/summit/default_EN.asp))
- b. CoE Parliamentary Assembly Recommendation 1780 (2007), 'Current situation in Kosovo' adopted by the Assembly on 24 January 2007. Cf § 3.1 'Expand the role of the Council of Europe in Kosovo, in particular as regards 3.1.5 'intercultural dialogue and cultural heritage'.  
(<http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta07/EREC1780.htm>)
- c. Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship  
([http://www.coe.int/t/dg4/education/edc/Documents%5FPublications/Adopted%5Ftexts/092\\_Rec\\_2002\\_12\\_EDC\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/edc/Documents%5FPublications/Adopted%5Ftexts/092_Rec_2002_12_EDC_en.asp#TopOfPage))
- d. The Coe/UNESCO convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)  
(<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=165&CM=8&DF=5/24/2007&CL=ENG>)
- e. Recommendation No. R(2000)4 of the Committee of Ministers on the education of Roma children in Europe  
(<http://wcd.coe.int/ViewDoc.jsp?id=336669&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75>)
- f. Recommendation Rec(2001)15 on history teaching in twenty-first-century Europe  
(<http://wcd.coe.int/ViewDoc.jsp?id=234237&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75>)

### Education for Democratic Citizenship

- a. The 2005 European year of Citizenship through Education (2005 EYCE) marked the culmination of eight years' work by the Council of Europe to define concepts, policies and strategies and to promote good practice in the area of education for democratic citizenship (EDC).  
([http://www.coe.int/t/dg4/education/edc/EYCE\\_2005/Default\\_en.asp](http://www.coe.int/t/dg4/education/edc/EYCE_2005/Default_en.asp))
- b. EDC Pack  
([http://www.coe.int/t/dg4/education/edc/Documents\\_Publications/EDC\\_Pack/](http://www.coe.int/t/dg4/education/edc/Documents_Publications/EDC_Pack/))

### Higher Education and Research

- a. Berlin Communiqué  
([http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/030919Berlin\\_Communique.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/030919Berlin_Communique.PDF))
- b. Bergen Communiqué  
([http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050520\\_Bergen\\_Communique.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf))
- c. London Communiqué  
(<http://www.coe.int/t/dg4/highereducation/EHEA2010/London%20Communique%20-%2018-05-2007.pdf>)

### Language Policies

- a. Common European Framework of References for Languages of the Council of Europe adopted by the EU for the development of its language competencies indicators.