

**Progress Report**  
**Reform of Teacher Education and Training**  
**Kosovo\***

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\* This 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.

Field	Proposal	State of play 2016	State of play 2017	State of play 2018
Initial Teacher Education (ITE)	Establishment of an Institute for Teacher Training Research	The Institute for Research and Development in Education (IDRE) was established by the Faculty of Education (FE) at the University of Prishtina, and based on the FE Development Plan 2013-2018.	The institute for Research and Development in Education started with activities according to the planning.	<p>The Institute for Research and Development in Education has not yet managed to generate stable funding for activities, but is working with various stakeholders to acquire funding. However, IHZhA, through cooperation with various institutions / organizations, has managed to organize workshops, and training to improve the quality of teaching and learning:</p> <ol style="list-style-type: none"> <li>1. Preparation of CL 1-5 teachers to supervise, monitor, evaluate students, during professional practice,</li> <li>2. Associate Professor and Indianas University of the Symposium on Professional Development in the Field of Scientific Research (Fedu Staff),</li> <li>3. Partner in the application of various grants for program improvement, professional capacity building which directly influences the quality preparation of pre-service teachers. Etc.</li> </ol>

	Development of curricula for pre-service teaching training component	<p>The Faculty of Education has prepared two training programs for pre-service teachers:</p> <ul style="list-style-type: none"> <li>○ Training program for mathematics</li> <li>○ Training Program for curriculum development.</li> </ul>	300 mentor teachers have been trained by the Faculty of education	The Faculty of Education has accredited all pre-primary teacher education programs at the Master level, including the subjects of mathematics, biology, chemistry, physics, history, geography, teaching in Albanian, as well as the master program for inclusive education and master in pedagogy for vocational schools. The second generation of students is now completing their studies.
	Develop academic and management capacities for pre-service teacher training for long-term impact	Trainings for capacity building have been developed in the frame of twinning program with experts from Finland.		<p>The Faculty of Education has created several mechanisms in which quality is ensured. The Fed has external and internal rating systems. External evaluation is mainly done by the Agency for Accreditation of Programs, while the internal evaluation includes the following steps:</p> <ol style="list-style-type: none"> <li>1. At the University level, internal evaluations happen every semester electronically (online) for all professors, teaching methodology, evaluation, content of materials, literature etc.</li> <li>2. Working groups have been created in which various curriculum syllabi are evaluated. This is intended to provide course</li> </ol>

				<p>content that is essential/ relevant for students, and to develop the knowledge and skills of pre-service teachers.</p> <p>3. Close collaboration with preschool institutions, schools (kl1-12), to receive feedback on student performance during pedagogical practice.</p> <p>4. Implement peer observation, etc.</p>
Preparing VET teachers in alignment with the VET development framework	<p>Masters' level program for teachers of non-educational profiles within the Faculty of Education.</p> <p>Training programs are offered on didactic methodology / teaching methodology.</p> <p>4300 teachers are trained (18.6%) in order to pilot the curriculum framework in 95 schools at all levels, including in vocational schools.</p> <p>Guidelines for teachers’ training for the implementation of NQF were drafted.</p>	The sectorial core curriculum for VET are designed.	<p>The Faculty has accredited a program of professional pedagogy at the master level to give the teachers of Education and Training professional skills development in areas such as: curriculum implementation, contemporary teaching methodology, contemporary student assessment approaches, research skills, and pedagogical practice in schools.</p> <p>During 2018, they are expected to graduate the first generation of this course. The second generation is now completing the studies.</p> <p>MEST has also finalized the VET Curriculum Framework and is in the process of incorporating the Core Curriculum for Profiles.</p> <p>It is also in the process of drafting the VET strategy in the country, as well as preparing guidelines for plans and programs and</p>	

				assessments.
	Restructuring university programmes to train new teaching staff to implement KCF	Revision of courses in the Faculty of Education and other faculties for teachers' training.	The Low on Higher Education is still in process because of political issues that are happening in Kosovo.	The design of the Master program included the principles and philosophy of the CCC. There are processes for future accreditation of primary and pre-primary teacher education programs to advance the concept of implementing the new curriculum reform. By decision of Minister Arsim Bajrami, all teachers should be prepared through programs offered by the Public Faculties of Education. Starting from the early education of children (age 0-6), to high school. Subject teachers first have to complete the respective faculty of certain areas and then have to attend one of the MA programs (depending on the profile) to prepare in the pedagogical aspect to be a teacher. The preparation of teachers in recent years has also been considered successful by progress reports.
	Introduce a one-year pre-service practical teaching programme for graduates from	The National Strategy for Development (2017-2021) provides the establishment of a platform dedicated to the preparation stages of	The National Strategy for Development (2017-2021) is approved. It contains the component of	

	non-teaching faculties	the teachers before starting their career.	teachers development.	
	Support and develop capacities in the academic staff in ITE as well as for providers of in-service teacher training	Development and modernization of HE programs according to the needs in the field of ITE.  Improvement of pre-service teacher's training programs in accordance with the requirements of the new KCF and priorities of MEST.		Faculty of Education currently has no activities in in-service teacher education.
<b>Continuing professional development (CPD)</b>	Establish an induction programme for new teachers	IDRE is responsible to draft the induction Program for new teachers.	9324 teachers have been trained by MEST for curriculum implementation for 3 languages: Albanian, Bosnian and Turkish	Administrative instructions for the entry phase program of new teachers have been drafted. Its approval is expected by the end of June.
	Developing a clear platform for mentoring and monitoring teacher performance	An assessment Toolkit for performance evaluation and legal documents were drafted.	The criteria for teachers professional evaluation are designed.	The monitoring and evaluation of teachers was carried out in the three phases of training according to curriculum areas for the pre-primary level classes 1, 6 and 10. A general report was also issued from the evaluation process. During the process, assessment of files based on the results of the new Curriculum was done for a minimum implementation period of 4 months.

	Develop school-based procedures along with external procedures for evaluating and identifying teacher training needs	The division for professional development prepared a framework for monitoring and evaluating the implementation of CPD programs.	<b>The strategic framework for Kosovo teacher development is approved;</b>  9324 teachers have been trained by MEST for curriculum implementation for 3 languages: Albanian, Bosnia and turkey	<b>The strategic framework for teachers' development</b> was distributed in all schools and information meetings were held for its implementation in all schools
<b>QA and evaluation</b>	Development of a system for monitoring and quality assurance for teacher training	The professional development framework: - is distributed to all stakeholders willing to support teacher CPD. - the basis for the the monitoring and assessment of the implementation of CPD programs..	The evaluation for 9100 teachers was done after they have been trained for the new curriculum implementation.  The certification will be done based on the curricula implementing results.	8200 teachers were certified after their files were evaluated for the implementation of the new curriculum for pre-primary students, grades 1, 6 and 10.
	More transparency and clarity on the teacher appraisal	Performance evaluation was conducted on 147 teachers during the pilot phase.	The teacher performance evaluation it is not done.	The Law on Inspectorate has been reviewed once again this year and has received the approval of the

	system	A concrete plan has been prepared by the Education Inspectorate for the evaluation of teachers' performance.		parliamentary committee.  An Administrative Instruction on the Assessment of Teacher Performance has been revised and its approval is expected.
	Development of instrument for performance evaluation	Criteria and tools for the evaluation of teachers' performance have been drafted.  The Administrative Instruction for the evaluation of teachers' performance has been approved.		All documents related to the assessment of teachers' performances have been completed: the evaluation package and the activity plan for the beginning of teachers' performance evaluation process from September 2018.
<b>Legislation and policy</b>	Harmonising the financing of the CPD system with the legal infrastructure and budget policies		Documents 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	The system of teacher licensing and professional development of teachers is planned in the funding formula. The Administrative Instruction on Financing and Professional Development of School-Based Teachers has been revised.



			institutions performance in pre-University Education. 5. Administrative Instruction for the state council on teachers licensing.	
	Strengthening the cooperation between pedagogical faculties, private training providers and schools to improve the quality of teacher trainings	A minimum of hours for the professional development of all teachers will be provided and compulsory for teachers to get their licences renewed or be promoted.  Activities for CPD of school teachers according to the needs of schools and in line with long-term professional development framework are foreseen.		MEST has approved 33 teacher training programs provided the various institutions. The second edition of the Training Catalogue for Accredited Programs is published.
<b>Specific programs for different areas.</b>		The accreditation of academic programs for teachers of specific fields is under consideration.		245 teachers have been re-qualified for pre-primary and primary level 1-5.
<b>Upgrading teachers qualification</b>		Another issue under consideration is the advancement of teachers according to their qualifications.	From 2012 to 2017 up to 23.336 (96.55%) teachers have been awarded with career licence.	The process career licensing for teachers has continued. So far, 70 teachers are licenced. 1200 teachers were trained for the implementation of the new curriculum for pre-primary classes 6,7,10 and 11 as a preparation for the school year 2018/2019.