

PART 2

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The Education Development Office

The Education Development Office is attached to the Ministry of Education, Science and Technology. It is headed by the Senior Education Officer. This Officer is assigned at the municipal level in order to (a) assist the municipality in the delivery of education, (b) implement Ministry policies, and (c) enforce quality standards as regards the delivery of education contents.

Given the variety of tasks of the EDO, the SEO should consider to delegate different areas of responsibility to the various members of the EDO.

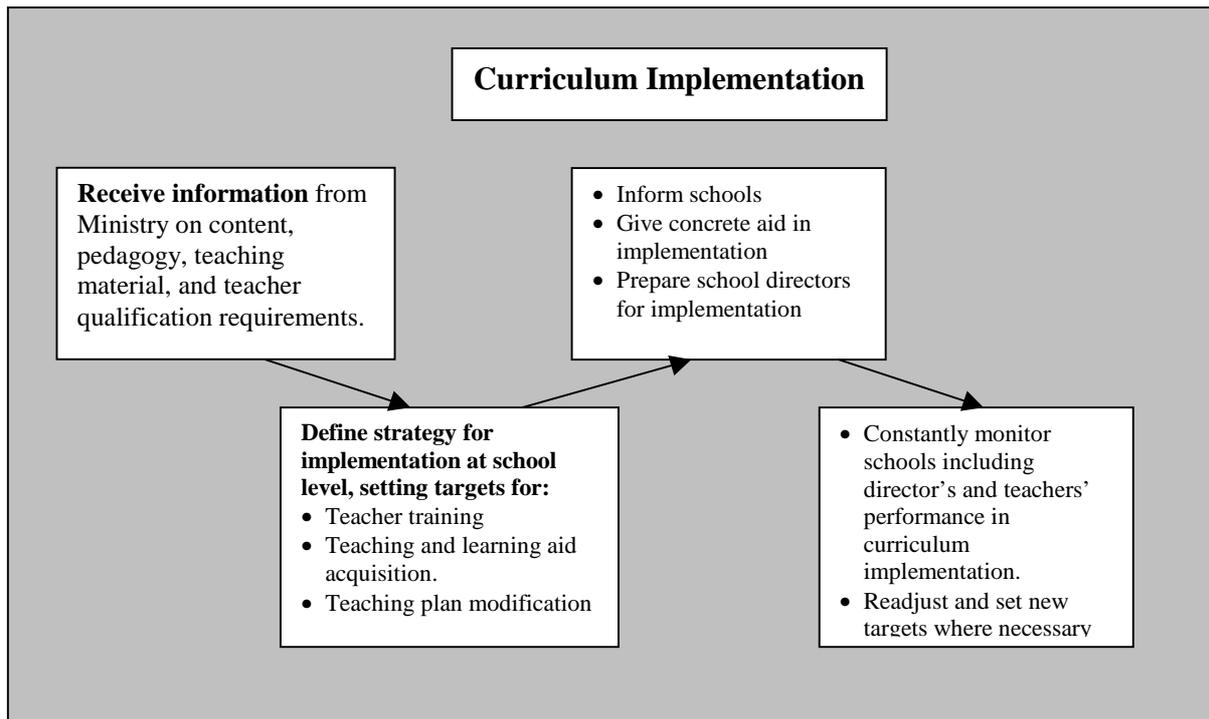
The EDO is expected to work in close cooperation with the MDE in order to ensure and optimal education delivery in the municipality.

1. Curriculum implementation¹

One of the most significant processes in Kosovar education throughout the next years will be the introduction of new primary and secondary school curricula drawn up by UNICEF in cooperation with the Ministry. The implementation of new curricula is a major effort which requires cooperation and dedication at all levels of the education system. It should be regarded as a long and gradual process which can be divided into several stages and components.

In this context, the EDO plays the role of overall coordination as well as constant supervision and monitoring of implementation. Based on information received from the Ministry, the EDO should formulate strategies for curriculum implementation, distribute concrete tasks to schools, and devise ways to monitor and supervise the ongoing progress in schools.

¹ See PSE Section 12 on the Ministry's responsibilities for curricula.
For further information on ongoing curriculum reforms consult: Curriculum



a. Preparation of teaching staff

Whenever new components of the curriculum are completed, the Ministry will inform the EDO and provide materials concerning content, methodology, learning and teaching material requirements as well as teacher training requirements.

The EDO should then ensure that all subject teachers concerned receive in-service training and materials where needed.

b. Aid schools in creation of new class schedules and give official approval

The implementation of a new curriculum requires substantial changes in schools' class schedules in order to comply to new teaching and subject requirements. Preparing a new class schedule is a complex and lengthy process. The EDO, wherever necessary, should lend support to schools in achieving this task. Most importantly all new class schedules need to be officially approved by the EDO before they are implemented at schools.

c. Assist schools in creating school based curricular components

The new curriculum framework provides for a so-called school based curriculum in addition to the compulsory Kosovo-wide curriculum. The school-based curriculum accounts for about 20% of the total curriculum and allows schools to individually decide on, and create syllabi for, courses in a variety of subject fields. While schools may decide to simply offer more hours of a particular subject already taught at the school (i.e. offering students the opportunity to extend their knowledge in a language or in a science subject) they could also create new courses which are not part of

the official curriculum. In such cases teachers of a school will play the leading role in defining a new syllabus for a course taught in the context of the school based curriculum. For these purposes, the EDO should assist schools whenever needed. In particular, the EDO could use experience from other schools in the municipality, encourage cooperation among schools, and establish contacts with (curriculum) specialists who might give valuable advice to the school.

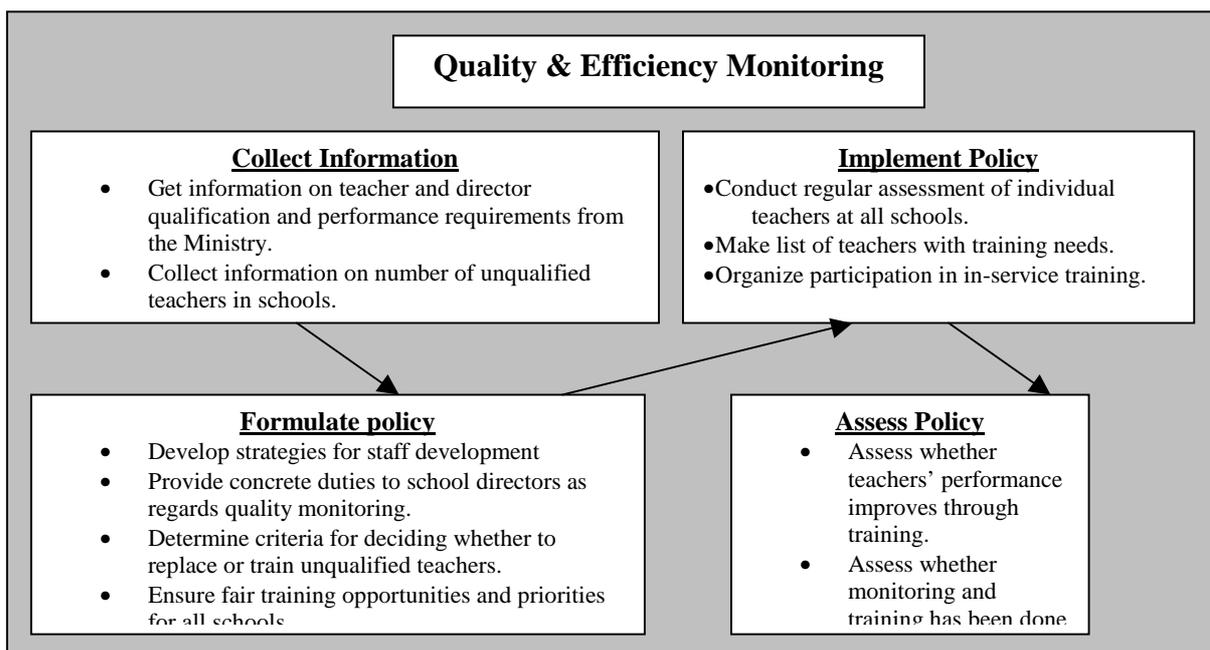
d. Approve schools’ proposals for school based curricula

All schools are required to obtain official approval by the SEO for their school based curriculum.

2. Quality and Efficiency monitoring

Quality and Efficiency monitoring are among the most important tasks of the EDO. Partly as a consequence of the exceptional circumstances of the parallel system and the isolation suffered during this time by the Kosovar education system, the qualification of teachers and their ability to deliver quality teaching varies greatly. At a point where the entire school system is modernizing at a rapid speed, it is important to ensure that teachers catch up in terms of knowledge and teaching methodology. This can of course not be achieved in the short term. Rather it should be seen as an ongoing process whereby teachers continuously acquire new skills and qualifications whether through self-teaching via reading or through in-service training.

It is a core goal for education in Kosovo that children receive the same high standard of education no matter where they live and which school they attend. The only way to achieve this is to combine regular monitoring of individual teachers’ performance with a program of in-service training courses for all subjects and at all levels.



a. Regular visits to schools and classes to assess teachers

The only way to effectively monitor teachers is to regularly visit schools and attend classes. All members of the EDO should endeavor to constantly up-date their knowledge of teaching methods and content. Taking into account their particular subject backgrounds, all EDO officers should undertake regular school visits to assess the quality of teaching at all levels and in all subjects. Ideally, every teacher should be assessed at least once a year. Schools should not be notified of such visits in order to ensure that the lessons attended are not especially prepared. Amongst other factors, teachers should be assessed on the basis of the following criteria:

- Subject knowledge
Teachers need to have a profound knowledge of their subject and have to follow the official curriculum.
- Teaching methodology
Great efforts are currently undertaken to introduce interactive teaching methodologies to Kosovo. Ex-cathedra teaching ought to be relegated to history. Teachers should be encouraged and increasingly be required to use modern teaching methods.
- Pedagogical skills:
At all levels of schooling it is highly important that teachers understand the varying needs and abilities of their pupils and treat them accordingly. Without a good knowledge of child development teachers will not be able to do their jobs properly. In particular, teachers should be capable of assessing individual needs and give guidance and orientation to children (as well as their parents) on how to optimally use and develop their individual capabilities and interests.

If the result of the teacher assessment is unsatisfactory, the EDO may recommend disciplinary steps as explained further in Part 3, Section 2.f.ii.

b. School director assessment

School directors are responsible both for the pedagogical and administrative management of their schools. The primary concern of the EDO is the pedagogical management, the elements of which are described in detail in the section on school directors' tasks below in this handbook. The EDO should assess how school directors perform in the management of their teaching staff as regards pedagogical matters and how they succeed in causing pupils to learn; how they implement new curricula and teaching methodologies at their schools; how they endeavor to advance their own skills and knowledge; whether they succeed in building up good relations with pupils and parents alike and are aware of and open to their interests, problems, and concerns. Most importantly the EDO should monitor that school directors follow all instructions and guidelines issued by the Ministry and implement its policies.

c. Identify qualified and unqualified personnel and training needs

Currently there is a large number of unqualified teachers in the Kosovar education system. It is an important goal of the Ministry to ensure that, in the medium term, such teachers are either brought up to acceptable standards through in-service training or are replaced by qualified teachers. The Ministry has put in place a simple system whereby a roster of qualified teachers is created from which municipalities will select candidates in order to replace unqualified teachers. It is therefore very important that the EDO maintains close cooperation with the MDE in order to promptly deal with issues of teacher replacement or in-service training.

In addition, the EDO has the task of ensuring that teachers are placed in positions which best reflect their individual qualifications and skills.

d. Organize training and ensure fair distribution of training opportunities. Cooperate with MED in this.

The provision of in-service training to teachers is a prerogative of the Ministry. In cooperation with major donors, notably the Canadian International Development Agency (CIDA), the Ministry has set up the Kosovo Educator Development Programme (KEDP) which coordinates teacher training in Kosovo. At various points during the year and for a variety of levels and subjects, teacher-training courses will be offered. Once the EDO has identified training needs the Ministry should be contacted in order to organize training. Thereafter, it is crucial that the EDO coordinate with the MED in (a) the possible provision of training spaces and materials in the municipality, and (b) in order to ensure that all teachers participating in training will be replaced at their school for the time of their absence.

3. Municipal education performance monitoring

In order to ensure that Municipalities exercise the responsibilities devolved to them in an effective and correct manner, the Ministry sets a variety of performance standards in education which municipalities are to meet through their independent administration of budget and employment. These standards, to be published by the Ministry, cover issues such as:

- Education standards, e.g. curriculum implementation, teacher provision for all subjects and levels;
- Budget and spending transparency, and accountability;
- School building standards;
- Compliance with Ministerial guidelines on teacher qualifications and appointment processes
- Equity, poverty alleviation and minority rights

The SEO has the task of monitoring these standards constantly and to advise the Ministry whenever these standards are not met by the municipality.

a. Request all necessary information from MED

The EDO has the right to request all necessary information from the MDE in order to determine whether or not a municipality complies with given minimum standards. This includes notably regular financial reports on all municipal education spending.

b. Issue quarterly joint report with MDE on municipal education performance.

Every three months, the EDO and the MDE shall produce a joint report, to be submitted both to the Ministry of Education and the Municipal Assembly, on the performance of school education in the municipality. This report shall include information on education spending during the 3 month period, the number of people employed in various staffing categories, capital works undertaken, and a narrative report showing whether the municipality has met the various education standards set by the Ministry.

4. Examinations and performance ratings

a. Oversee and monitor examinations in all schools

The EDO is responsible for the supervision and monitoring of examinations in the municipality, in particular entrance examinations and final examinations. In the case of upper-secondary school entrance examinations, the EDO has the task to distribute the examinations, prepared by the Ministry, to the schools, and to oversee their organisation and conduct. In the case of final exams, the SEO should monitor exams for transparency and fairness.

b. Ensure fairness and transparency, detect abuse

Examination procedures must be transparent. Access to exams should be open to all pupil with the appropriate qualifications. Moreover, exam results must be determined solely on the basis of the performance of the pupil. The EDO is responsible for the regular monitoring of the preparation and conduct of exams. Cases of presumed corruption should be dealt with swiftly and harshly. Education staff members found to engage in corruption, in particular in the context of examinations, should be dismissed immediately.

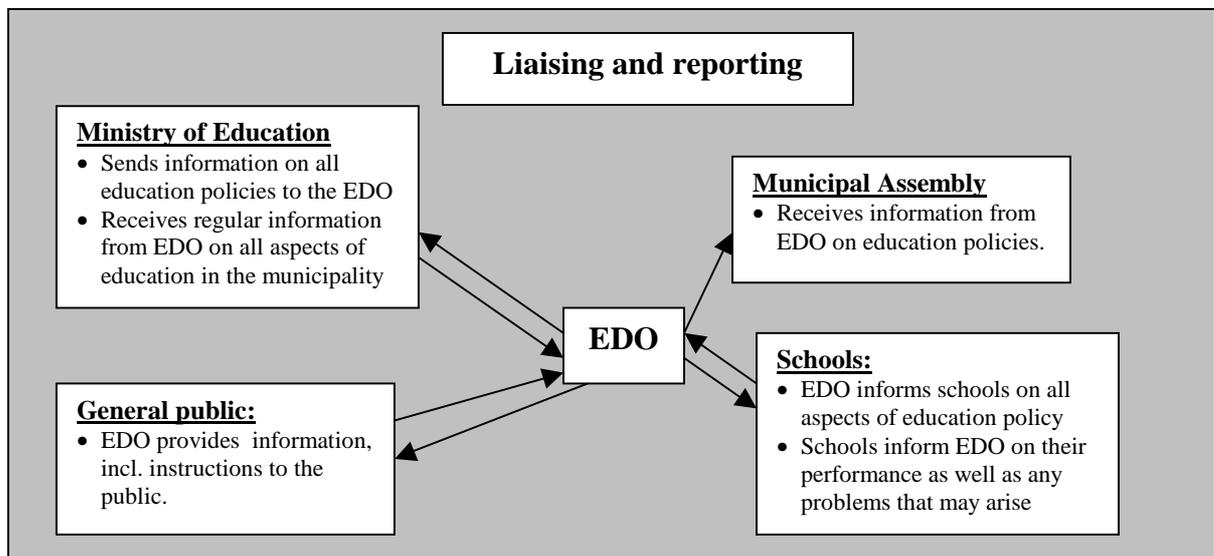
c. Standardised assessment

The EDO will be responsible for assisting the Ministry with standardised assessments on a sampling or universal basis. The results of such assessments will aid the Ministry in monitoring overall student and teacher performance at all levels and in all subjects.

5. Liaising, information, and reporting

EDO staff are members of the Ministry. As such they are expected to maintain close liaison with the central offices. To this purpose, the Ministry

has the office of the EDO focal point which handles matters of liaison between the central and the municipal offices.



a. Liaison with the Ministry

EDOs should regularly provide information to the Ministry on all aspects of education in their respective municipality. Moreover, they are expected to bring any issues which may require action by the central offices to their attention. SEO's also serve as advisors to the Ministry on all aspects of Education policy.

b. Inform schools on all policies issued by the Ministry

The EDO links schools to the Ministry. As such, the EDO is responsible for the transmission of all relevant information from the Ministry. For this purpose, the EDO should devise a quick and efficient system of information distribution to all schools in the municipality.

c. Education focal point for the community

The EDO should provide resources and information on all aspects of education to the community. It should take initiatives on pre-school and adult education wherever necessary and possible and should liaise with universities where necessary. The officers of the EDO are expected to listen closely to, and follow up on, educational concerns among the general public. This may include individual parents as well as representatives of minorities or particular communities.

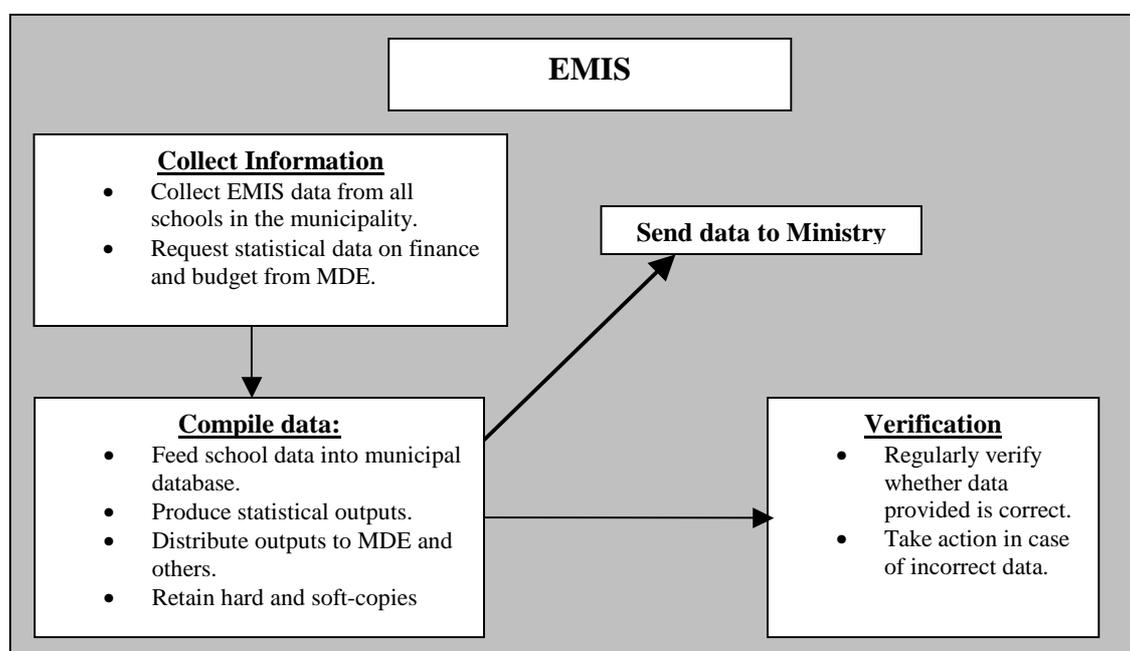
EDO offices will receive all instructions, guidelines, and directives issued by the Ministry. These should be filed and kept for public access.

d. Inform Municipal Assembly on education strategy

If the Municipal Assembly so requests the SEO should inform the Assembly on policies of the Ministry and their relevance for and likely impact on the Municipality.

6. EMIS

The Education Management Information System (EMIS) is currently being implemented throughout all Kosovar schools as well as the education administration. The purpose of the EMIS is to obtain precise and up to date data on all aspects of school education in Kosovo. This data is used for statistical applications, which help decision makers at all levels to conduct effective planning and to analyze the current situation. The Education Development Office plays a key role in this system.



a. Collect and compile individual school data

Twice a year, in April and in October, the EDO is responsible for the collection of data from all schools in the municipality and from the Municipal Directorate of Education. Under current conditions this data is provided in the form of paper forms or floppy disks. However, in the near future, it is hoped that more and more schools and municipalities will be connected to the internet which would greatly facilitate the transfer of EMIS data. The EDO will compile all school data, produce statistical outputs for the purpose of municipal education planning, and send the complete data-set to the Ministry. EDO staff should verify that the data provided by school directors is correct. This is of utmost importance as such data is the basis for the Kosovo education budget. Knowingly submitting incorrect

data is a serious breach of professional duty and can lead to the immediate dismissal of the person found responsible.

The EDO office should keep backup copies of all data as hard copies as well as on floppy disks.

b. Produce statistical outputs for municipal education planning

The software provided by the Ministry offers a variety of statistical outputs which can greatly facilitate all aspects of education planning at the municipal level. The EDO should share any such data with the MDE.

In particular, EMIS data can be used for following purposes:

- Roll count:
EMIS will enable municipalities to produce exact student numbers, which will form the basis for the calculation of the municipal education budget.
- Following trends in growth and composition of the pupil body which may indicate a need for additional schools, community oriented education programs, or the merging of schools.
- Maintaining teacher pupil ratios:
EMIS data allows municipal authorities to regularly monitor teacher pupil ratios of individual schools. Cases of over- or understaffing can thus be detected and dealt with.
- Determining transport needs for individual schools as well as for the municipality as a whole.
- Monitor the attendance of girls:
A large discrepancy in numbers of boys and girls of compulsory school age at a school is an indication that girls are being kept at home by their parents. The MDE and EDO should then undertake steps to contact the director and the teachers of the school, as well as the school board in order to seek ways to increase girls' attendance at the school.
- Tracking, recording, and comparing the level of equipment for different schools and thus ensuring fair and equal spending on such matters.