

IPA 2011 Annual Programme Education and Cultural Diversity: 12-2011/2
--

1. Basic information

- 1.1 CRIS number:** 2011/022-939
1.2 Title: Education and cultural diversity
1.3 ELARG statistical code: 01.26
1.4 Location: Kosovo*

Implementing arrangements

- 1.5 Contracting authority:** European Commission Liaison Office to Kosovo
1.6 Implementing agency: European Commission Liaison Office to Kosovo
 The Council of Europe

1.7 Beneficiary:

Project activity	Beneficiary (institutions, target group etc)	Contact point responsible for activity coordination
Project 1; Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016	Ministry of Education (MEST)	
Project 2: Support to returnees and RAE in education	Ministry of Education (MEST); Ministry of Interior; The Office for Good Governance; Returnees, RAE communities	
Project 3: Cultural and natural heritage	Ministry of Culture Youth and Sports (MCYS) Ministry of Education Science and Technology (MEST) Ministry of Environment and Spatial Planning (MESP) Ministry of Agriculture and Rural Development (MARD) Ministry of Interior (MoI) Ministry of Local Governance (MLG) Ministry of Trade and Industry - tourism department (MTI) Ministry of Transportation (MoT)	Vjollca Aliu– Director of Cultural Heritage Department (MCYS) Gianluca Silvestrini, Head of the Regional Cooperation Division, Directorate General of Education, Culture and Heritage, Youth and Sport, Council of Europe

Financing

- 1.8 Overall cost (VAT excluded):** EUR 9.5 million
1.9 EU contribution: EUR 7.0 million
1.10 Final date for contracting: 3 years after signing the financing agreement
1.11 Final date for execution of contracts: 2 years following the final date for contracting
1.12 Final date for disbursements: 1 year after the final date for execution of contracts

* Under UNSCR 1244/1999.

2. Overall Objective and Project Purpose

2.1 Overall Objective

Project 1: Support to Kosovo Education Strategic Plan (KESP) implementation, quality assurance in education

The overall objective is to provide inclusive and equitable access to a quality pre-university education for all students of the 13 years of compulsory education.

Project 2: Support measures of Returnee and Roma, Ashkali, Egyptian (RAE) communities to Education

To ensure greater social cohesion, confidence between majority and minority communities and promotion of socioeconomic development of disadvantaged returnee and RAE communities by supporting active measures for the integration and inclusion of RAE communities in Kosovo into education and into schooling in particular.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Contribute to increased intercultural dialogue and cooperation through a process of developing multidisciplinary heritage planning and management practices both at local and central levels, with a participatory approach.

2.2 Project purpose

Project 1: Support to KESP implementation, quality assurance in education

To improve the quality and relevance of education through the implementation of the new modernised curriculum (KCF), capacity building of educators, implementation of quality assurance measures in education and provision of adequate school supplies relevant the new curriculum.

Project 2: Support measures of Returnee and RAE communities to Education

To support returnees (notable forced returnees) and minority RAE communities to integrate into the education system in Kosovo through targeted measures promoting their access to education and schooling and by promoting intercultural understanding in the school system in Kosovo.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

The project aims at setting up a viable process of planning and cultural heritage management in Kosovo, with a stronger emphasis on community wellbeing, where all the involved stakeholders would find value in participating in order to ultimately benefit their constituency.

2.3 Link with AP/NPAA / EP/ SAA

EP/STM

Project 1: Support to KESP implementation, quality assurance in education

The Kosovo government's **European Partnership Action Plan 2010** makes explicit reference to the Government of Kosovo commitment to measures for improvement of quality in education, recognising it as one of key weaknesses of the education system in Kosovo. It refers to the work undertaken to establish the Kosovo Curriculum Council and the Teacher Licensing Council which has worked to modernise the Kosovo curriculum and structures for teacher development.

The EU Progress Report on Kosovo 2010 stressed the needs to improve quality control, inclusion and teaching curricula through significant investment in institutional development of pre- and in-service teacher training aiming to implement the new curriculum framework.

Project 2: Support measures of Returnee and RAE communities to Education

The European Partnership Action Plan (EPAP) sets out the commitment to protection of human rights and promotion of sustainable return of minority communities and refers to the work the Government has undertaken in this regard. The EPAP refers to the RRK programme (Sustainable Support on Return of Minorities in Kosovo Plus) and the issue of regulation of informal settlements measures to find a sustainable solution for accommodation and integration of Roma community members in Kosovo society with reference to the RAE Strategy and Action Plan on Informal Settlements as well as the “Handbook on Sustainable Return.”

The EC Progress Report on Kosovo 2010 stresses that enhanced political willingness is needed to address the socioeconomic and educational needs of RAE communities. The living conditions of these communities and their access to education, health care and social protections remain a very serious concern. The Report identifies that there is still no comprehensive plan to regulate the informal settlements. The weak communication between the municipal and central authorities prevents resolution of the legal status of informal settlements. The lack of civil status registration is a further obstacle to access to services. Reintegration of forced returnees from Roma, Ashkali and Egyptian communities is of particular concern. A higher level of synergy is required between the frameworks on voluntary returns and forced returns. Employment opportunities for forced returnees of RAE communities are scarce. Overall, the returns process remains a challenge for Kosovo’s institutions. Limited access to property, delayed property restitution proceedings and the scarcity of economic opportunities continue to be the main obstacles to sustainable returns.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

(Review by ECLO) As a short-term priority, the European Partnership 2007 calls for Kosovo to fully enforce the law on cultural heritage and to set up an effective mechanism to monitor its implementation. The project's approach is also in line with the medium-term priorities of the European Partnership which mention the need to develop an integrated conservation policy for cultural heritage as well as to actively engage in increasing the general awareness of and respect for cultural heritage.

This priority is addressed and translated into relevant actions under the European Partnership Action Plan (EPAP priority Nr. 90), among which appear: finalisation of the bye laws, regional development projects on Cultural Heritage (CH) with other Ministries, capacity building for CH Division (MCYS), awareness raising campaigns, organisation of European Heritage Days, signature of MoU with Ministry of Education for development of CH curricula.

2.4 Link with the Multi-Annual Indicative Planning Document (2011-2013) for Kosovo

Project 1: Support to KESP implementation and quality assurance in education

Education is identified as an MIPD priority within the framework of economic development. IPA support is required to improve the skills levels and employment prospects of its workforce, particularly by enhancing the performance of education systems and by facilitating the transition from education to employment, entry of young people to the labour market and support their skills set through support for issues such as non-formal learning, participation, volunteering and mobility. Support for delivery of a quality education system in Kosovo is consistent with this objective. The MIPD also highlights need for improved efficiency and effectiveness in services delivery, including at local level which includes education services.

Project 2: Support measures of Returnee and RAE communities to Education

The MIPD highlights the need to prioritise access to education of vulnerable and socially excluded groups. It identifies persons belonging to minority communities and vulnerable groups' concerns to be reflected in all activities programmed under IPA.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

The MIPD stresses the rights of persons belonging to minorities communities to be respected which is in keeping with promotion of cultural diversity and cultural tolerance in Kosovo. The MIPD refers to inclusive growth and thereby recognizes activities promoting cultural diversity have a positive socioeconomic impact in Kosovo.

2.5 Link with national sector strategies

Project 1: Support to KESP implementation and quality assurance in education

The KESP

The Kosovo Education Strategic Plan 2011 -2016 (KESP) has been developed as a six-year plan that links life-long learning and inclusion in education and is based on a learning model that reaches out to all learners offering equal opportunities and quality education. It is the key action plan for education sector investment. Annual Implementation Plans will be developed by MEST that will be one of the key steps for on-going support to the sector. MEST will put in place steps for a regular review of education sector performance including the impact of major investment decisions.

Priorities presented in the KESP are:

- Improving the quality of teaching and learning and promoting quality learning outcomes;
- Improving the quality of higher education by ensuring quality control, the application of European standards and a review of academic structures organization
- To implement the new Kosovo Curriculum Framework (KCF) in compliance with the Strategy for Development of Pre-university Education in Kosovo (2007-2017).

The MTEF 2008-2011 sets out the main goals of the education system as:

- I. Enhancing education quality at primary and secondary level*
- II. Primary and secondary education for all citizens
- III. Provision of quality in higher education and transformation of universities into scientific research institutions;
- IV. Professional education and lifelong learning.

Goal I: “*Enhancing education quality at primary and secondary level*” will be achieved through these objectives:

1. Creation of a system for evaluating students, teachers, and educational institutions;
2. Equipment of schools with teaching aids and computer centres, distribution of textbooks for free for the primary level and to poor families;
3. Enhanced commitment and priority-setting in teaching and learning, with a special focus on three main pillars of knowledge and skills: *Mathematics, English*

Goal II

- b) *Reviewing curricula and textbooks at all education levels*, in order to make the educational system comparable with neighbouring and other European countries;
 - b) *Refurbishment of school space in order to provide quality conditions for teaching and learning;*
 - c) Equipping schools in Kosovo with computers and quality internet access, with a special focus on secondary schools;
3. *Improvements in the quality of teaching:*

The Kosovo Curriculum Framework: The new Kosovo Curriculum Framework (KCF) has been developed in order to modernise approaches to schooling, develop learner-centred and outcomes-based teaching methodologies as well as teaching and learning materials in line with the new social, economic, labour market and technological developments. The Ministry of Education is in the process of developing modernised learning materials and syllabi in accordance with the demands of the new KCF.

Project 2: Support measures of Returnee and RAE communities to Education

This project is consistent with and supportive of the following strategies of Kosovo:

- MEST Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo
- The Strategy for Integration of RAE communities in Kosovo (2009-2015) (Dec 2008)
- The Kosovo Action Plan on the implementation of the strategy for Integration of RAE Communities (2009-2015)
- Kosovo Education Strategic Plan (KESP) 2011-2016
- The Action Plan for Implementation of Roadmap of Government of Kosovo on Visa Liberalisation Regime with European Union (2009-2011)

The Strategy for Integration of RAE communities in Kosovo (2009-2015) (Dec 2008)

The project 2 is consistent with supporting the aims, objectives and planned activities of the Strategy for Integration of RAE communities in Kosovo Section 2.2 Education.

In KESP 2011-2016, the MEST has planned for further modernization of the pre-university curricula education. MEST has not yet developed the curriculum for Serbian language and there are weaknesses in respect of the quality and presentation of the materials for language learning in languages of minorities in Kosovo. A further concern is that 75 % of teachers of foreign languages in Kosovo are either unqualified or under-qualified.

The **MEST Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo** (July 2007), Section 4.1 (p21) entitled: *Significant improvement of participation in and quality of education for members of Roma, Ashkali, and Egyptian communities commits to Roma Language teaching* includes *Measure 6*: Including Roma language as a taught subject and *Measure 7* Additional language programs for children of Roma community.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Link with National Development Plan (Review by ECLO) The draft Kosovo Development and Strategy Plan (Article 8.3.3 and 8.3.4) includes this reference to cultural heritage as one of the main aims: building a democratic society, whereby the quality and promotion of cultural activities will serve the economic development of Kosovo. The objective remains to protect and promote cultural heritage values (objective 3).

Link with national/ sectoral investment plans (Review by ECLO) The 'Standards for Kosovo' adopted by the United Nations Interim Administration Mission in Kosovo (UNMIK) on 30 March 2004 fixed the main objectives of the long process facilitating development of strategies and tools to ensure the preservation and enhancement of all heritage in Kosovo, irrespective of the cultural or religious origin.

The 2006 MCYS Strategy for Integrated Conservation of Cultural heritage covers architectural, archaeological and moveable heritage in Kosovo. The main objectives of the strategy are the adoption of measures to safeguard, preserve, restore and enhance buildings and sites, and the integration of these assets into the physical environment of contemporary society through revitalisation and rehabilitation programmes which respect the historical authenticity of buildings and sites of monumental and cultural significance and their settings.

3. Description of project

3.1 Background and justification

Project 1: Support to KESP implementation, quality assurance in education

The Pre-University education is the largest sub-sector within the education sector of Kosovo and serves on daily basis almost 20% of the Kosovo population. The education system encompasses pre-school education (children aged 0-3 and 4-5) to upper secondary school (aged 15-18 in grades 10-12/13) with

half of the student population of upper secondary school attending vocational education and training schools.

The Ministry of Education, Science and Technology finalized and approved recently a fully costed, five year strategic plan for the period 2011-2016 called Strategic Plan for Education in Kosovo 2011-2016 (KESP). Among the priorities are development of quality educational standards, improving quality of teaching and learning linked to curriculum and teacher development.

A new Law on Pre-University Education will replace the 2002 Law on Pre-University Education. In addition to being aligned to the Law on Education in Municipalities of Kosovo, the new Act will introduce innovations in the system including extension of compulsory education from age 5 to 18 (13 years) and further devolution of responsibilities from municipalities to schools which in turn, requires capacity support at local level to prepare local level implementers to manage the new responsibilities.

In 2009 the process of curricular reform was started by reviewing the Kosovo curricular framework. The New Curriculum Framework was developed to introduce new modernised approaches to schooling, learner-centred and outcomes-based teaching methodologies as well as teaching and learning materials in line with the new social, economic, labour market and technological developments.

However, improved access, new institutions and devolution of responsibilities have brought about a new situation which calls for measures to ensure implementation of the new Curriculum in accordance with inclusive education approach, with quality assurance and assure sustainable structures are in place. This will require significant expertise and resources in the field of curriculum, capacity development of educators and teachers and in development of new teaching and learning materials, as well as support in learning resources to serve the new curriculum implementation. The European Union has supported the education sector in Kosovo with key interventions in curriculum reform, teacher training, qualifications development and quality assurance in education.

This EU project is to provide funds to support to KESP implementation in the priority fields of curriculum development, teacher development, quality assurance in education and provision of basic supplies to schools required for a good education and delivery of the new curriculum in schools.

Work is underway to develop a pooled fund to support capacity building in the education sector, with a likely start date in the first half of 2012. This is a potentially valuable instrument to harmonise assistance in the education sector and the EC is therefore following its development closely. A contribution to the fund from this IPA cycle is an option, once an assessment is made of the fund's objectives and management arrangements.

Project 2: Support measures of Returnee and RAE communities to Education

EU member states hosting sizable numbers of Kosovo minorities are keen to return them to Kosovo and have begun some initiatives to encourage the returns process. The Government of Kosovo recognizes the need to take measures to accommodate the returnees but limited work has been done in this regard and little or no work done to facilitate the inclusion of forced returnees, notably forced returnees from RAE communities, into the education system in Kosovo.

The UNHCR¹ has reported that between 2007-2010 of the individuals forcibly returned to Kosovo from EU member states, over 15% were from RAE communities; but this percentage figure is increasing year on year. Children returnees, in general, have regularly attended school in their former host countries however, the forced returns process puts an end to the children's schooling in most cases. The reasons for this include language barriers, lack of recognition of qualifications (often due to missing school certificates), lack of language courses and bridging classes, absence of adapted working methods for teachers.

¹ Statistical Overview provided by UNHCR OCM, May 2010; A total of 1,318 forced returnees belonged to minority communities (averaging about 440 per year), including Ashkali, Egyptian, Gorani, Bosniaks and Turks. Plus, another 332 minorities covered by the UNHCR Position Paper (Serbs, Romas or Albanians in minority situations) were forcibly returned in the years 2007-2009 (an average of around 110 every year)

Access to a quality education is the basis, the foundation, on which a member of society can build the knowledge and skills required to live independently and to find work. Children and young people from returnee communities are particularly vulnerable to exclusion from education given the language and cultural barriers they experience as abovementioned.

The Government of Kosovo and the Ministry of Education has not yet prepared the means to prepare returnees into the education system in Kosovo. Little work has been done to accommodate the support needs of RAE communities in general into education and schooling.

This situation has been outlined in EU and CoE reports and statements such as those of the CoE Commissioner for Human Rights and the Parliamentary Assembly of the CoE.

The IPA 2011 programme can provide specific, targeted support through a new joint EU/COE project on access to education for vulnerable groups, notably returnee communities and RAE communities to education.

Given the experience of the Council of Europe in working with the European Commission in the field of education in Kosovo²; given the experience of the COE in developing and implementing support initiatives to RAE, Roma and returnee communities in the education field, the COE is an important partner of the European Commission for this project and has the experience, expertise and means to work successfully with the Kosovo institutions to implement the aims and objectives of the project.

The CoE is leading the [International Task Force for the Education of Roma](#)³ and has developed guidelines for policy makers and a rich array of [materials](#) for teachers, pupils, general public and media. The Language Policy Division of the Council of Europe, in co-operation with the European Roma and Travelers Forum (ERTF) and with financial support from Finland, has developed and published a Curriculum Framework for Romani and two European Language Portfolio (ELP) models for Romani language. The CoE's [European Centre for Modern Languages](#) based in Graz, Austria, can provide support for the implementation of these instruments for the benefit of the Roma children concerned and, on a larger scale, for the benefit of the society of which they are part. The Council of Europe also hosted a [high level Roma meeting in October 2010](#) that gathered, *inter alia* the Secretary General of the CoE, EU Commissioner Reding and representatives of the 47 member states and the Roma community, with the resulting '[Strasbourg Declaration](#)', which includes reference to education.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Legal framework

All the existing laws :

- The Cultural Heritage Law adopted in November 2006, and the 7 bye laws adopted by the Minister of Culture, Youth and Sports in September 2008.
- The Strategy for Integrated Conservation of Cultural Heritage signed by the Minister of Culture Youth and Sports in 2010. No progress has been made regarding its implementation.
- The Law on Spatial Planning No 2003/14 which regulates spatial planning over the entire territory in Kosovo.
- The Law No 03/L-039 on Special Protective Zones of 2008 aims at protection of Serbian Orthodox Monasteries, Churches.

² IPA 2007 Education project – joint management project between EU and COE 'Inter-culturalism & Bologna Process'.

³ 10 members up to now: Council of Europe, European Commission, OSCE/ODIHR, UNESCO, UNICEF, FRA, OSI, Roma Education Fund, International Step by Step Associations, European Wergeland Centre.

have been taken into account by the PCDK project in its work in harmonisation with the European Conventions in the process of the production of guidelines based on the seven sub-laws.

Cooperation between the European Commission and the Council of Europe

The Regional Programme for Cultural and Natural Heritage in South East Europe was launched in 2003 by the CoE. Within this programme, the second component on “Integrated Rehabilitation Project Plans / Survey of the Architectural and Archaeological Heritage” (IRPP/SAAH), is run jointly between the Council of Europe and the European Commission, and has led to the setting up of management tools and mechanisms related to the rehabilitation of cultural heritage in Kosovo. A further extension of the programme was established in 2004 as a result of the CoE initiative for an Emergency Action Plan to respond to the events of March 2004. Subsequently, an independent project was launched promoting the establishment of an ‘ad hoc’ body known as the Reconstruction Implementation Commission (RIC) for the reconstruction of Serbian Orthodox Religious Sites. The EC provided funding for the functioning of the RIC mechanism, first under CARDS and later through IPA.

EU and CoE developed joint actions together, supporting the RIC mechanism first under IPA 2007, and then under IPA 2008 through the Joint Project EU/CoE Support to the Promotion of Cultural Diversity in Kosovo, where the RIC mechanism was considered one of the four components of the project.

The PCDK – Phase 2 project constitutes a natural continuation of the Joint Project EU/CoE Support to the Promotion of Cultural Diversity in Kosovo, building on the substantial work conducted since October 2009.

The EU/CoE Support to the Promotion of Cultural Diversity in Kosovo (PCDK) joint project, with its four components, adopted an innovative operational plan in close co-operation with all relevant stakeholders in Kosovo between October 2009 and April 2012. A number of significant tasks have been achieved throughout this project and the time invested to ensure inclusivity and participation in the process has been tremendous. The CoE believes that the PCDK project and its unique approach has added to the efforts to bring issues on cultural and natural heritage to public debate, involving all layers of society. However, the Council of Europe is aware that there more substantial work must be done. At present, the PCDK project has achieved the involvement of a large number of individuals and institutions to gather around the issues of cultural and natural heritage and seek solutions to today’s problems in this field.

The CoE’s holistic and pragmatic approach to cultural and natural heritage, including elements of education, economic development and capacity development, brings various aspects of community needs together for the better utilisation of cultural and natural heritage. This approach encourages the use of local resources through active participation of local stakeholders in line with central level authorities for better protection, maintenance, and management of cultural and natural heritage in Kosovo. Detailed information on the currently implemented PCDK project can be found at www.coe.int/pcdk.

Through on-going consultations with involved stakeholders, this project was prepared to provide a viable step forward in the process of cultural heritage management in Kosovo. Furthermore, the project will have a strong emphasis on extensive public information and awareness raising activities, encouraging participation by all the involved stakeholders in order to ultimately benefit their constituency.

3.2 Assessment of project impact, catalytic effect, sustainability and cross-boundary impact

Project 1: Support to KESP implementation, quality assurance in education

The project is consistent with and a continuation of previous EU support to education in Kosovo. EU funds have been provided to support the creation of a sector wide approach to education, investments in development educational structures which establish means to develop and modernise the curriculum appropriate for the current labour market of Kosovo and of Europe. EU funds have also supported

development of the teacher licencing system and structures to guide in-service and pre-service teacher training and support quality assurance mechanisms.

The project will support the implementation of Kosovo Education Strategic Plan and investment in the key priorities of the Government of Kosovo for the field of education. The project will provide cofinancing support to the Government of Kosovo for basic equipment to disadvantaged schools required for a good pre-university education and for implementation of the new curriculum.

The technical assistance provided by this project will invest in institutional development at both central and local and municipal level. The project will also work with the Faculty of Education of Pristina University - a central institution for teacher training and provision of training of trainers - on how to develop pre-university teacher training to European standard and in accordance with the demands of the new curriculum. The project will also support development and revision to the system of text book and learning material production to improve development of quality learning materials and text books. The project will work with MEST, the education inspectorate, Municipal Education Departments and School Directors on both internal and external assessment procedure and practice and advancement of quality assurance measures to be taken forward by the Ministry of Education.

Project 2: Support measures of Returnee and RAE communities to Education

- The project will support implementation of commitments and priorities set out in the policy documents for education and will serve to develop the central and local institutional structures to support returnee integration into the schooling system in Kosovo. The project will work to build local expertise on the specific issues and challenges to be addressed in matters relating to inclusion of returnees to education. The project will also work with local NGO's and with the local experts thereby embedding the activities in the daily work of the institutions and experts.

The project will work together with other related projects in this field to ensure synergies and collaborative working with the relevant line Ministries. It will also require cofinancing commitment from the Government of Kosovo as a pre-condition.

- The representatives of the RAE communities of Kosovo working in and with the project will also become part of the Council of Europe pan European networks of experts addressing Roma and minority issues. The project office will provide liaison with similar agencies in the region as appropriate.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

The public perception of the value and management of cultural heritage in Kosovo has gradually improved in recent years. However, time and energy is still required to better conditions and practices, in order to arrive at a desirable level which is satisfying to stakeholders. Considering the significant number of cultural and natural heritage sites in Kosovo, the potential of better management and utilisation for income generation through use of these resources still requires further work. As the momentum toward developing a respect for cultural heritage in Kosovo has increased in recent years, the efforts of a number of initiatives call for further support, harmonisation and cooperation.

The PCDK project has based its work on the tools and mechanisms that have been developed since 2003 and works toward consolidating these tools according to general political and institutional objectives in Kosovo. Necessary measures for a successful transfer of the RIC mechanism into a sustainable implementing framework has been taken. It is hoped that this transfer will be finalised within the life of the current PCDK project. Increased capacity of Kosovo Institutions will ensure further development of expertise in Kosovo as well as the institutionalisation of those useful management tools. Beyond the existing four components of the current PCDK project, the idea of a 'heritage community network' was introduced, with the inclusion of community volunteers, NGOs, municipal and regional working groups (MWG and RWG) as well as an inter-ministerial working group (IMWG) to increase co-operation on joint local development practices.

Setting an inclusive human resource infrastructure for the project was a time consuming but worthwhile strategic move for sustainability of the action, as well as possible extension and continuation of the project in other regions in Kosovo beyond 2012.

With this forward thinking in mind, RWGs were established in all regions, being informed and updated about the progress made in the Peje/Pec region. Although other regions are not directly involved in the Local Development Pilot Project (LDPP) component of the project, they are well informed about the project components, which could be well adapted in case of the continuation of the PCDK project. It is expected that with increased intensity of activities in 2011, the cultural heritage network across Kosovo will be more informed, connected and coordinated in order to produce concrete joint actions. CoE considers that time and energy invested in human resources, encouraging the “culture of community practice” is fundamental to the sustainability of this action. This approach will promote more government transparency and accountability, as well as the informed contribution of civil society regarding regional and national strategy development, which aims at a change of behaviour as regards joint work.

All the proposed activities in the project are a natural flow of the currently implemented project, carrying progress to the next step where MCYS and involved stakeholders are empowered and gradually take a more proactive role in their duties.

At a time when economic development through cultural heritage and tourism is considered a realistic possibility for development in Kosovo, joint action with wide range participation is seen as essential for the continuation of activities. Considering the decentralisation process which has taken place in the Kosovo public administration, a community based approach to cultural heritage management, in line with the legal framework ensured and monitored by the Ministry, seems to be a viable path to future work with cultural heritage in Kosovo. Assuming that the MCYS will dedicate more personnel and time in support of this network, skill building through the PCDK project will also provide the local authorities with the capability to come closer to the objective of effective protection and management of cultural and natural heritage in Kosovo. Increased involvement of CSOs will also decrease the burden on the MCYS in implementation of projects and allow them to dedicate more time and energy to the legal framework and enforcement of law.

Encouragement of public and private partnerships through a culture of dialogue among institutions, communities and the private sector will contribute to highlighting the importance of synergy and an integrated approach to cultural and natural heritage as an effective means to local economic improvement. Through proposed activities, opportunities for regional partnerships will also allow regions to have initiatives for new ideas and put forward positive and constructive example of cooperation for better sustainability opportunities with all stakeholders. Stakeholders will also benefit from the process with positive political implications, as has been shown in RIC activities.

This project will set an example to encourage and empower communities to move forward with confidence into the development process, which essentially should come from within the social structures and communities themselves. For this constructive process to be long lasting and sustained, an inclusive and synergetic approach is crucial and should be enforcing institutions to better manage cultural and natural heritage in Kosovo. The current and proposed PCDK project is expected to be a significant contribution to this process, involving a dynamic perception of heritage and calling for new professional and political practices.

3.3 Results and measurable indicators

Project 1: Support to KESP implementation, quality assurance in education

1. Implementation of new curricula across all schools in Kosovo and delivery of teacher professional development and capacity building of education institutions aligned to the new curriculum requirements to include application of practical as well as theoretical teaching methodologies;

2. Quality Assurance in education: support for development and implementation of quality assurance systems in education by MEST, Municipal Education Departments (MEDS), education and school inspectorate, and in implementation of external as well as internal, self-assessment and quality assurance performed by schools and by external assessors..

3-Schools Supplies: Schools in Kosovo equipped with minimum school supply packages to include basic equipment and materials corresponding to the new curriculum demands and requirements of a good education, (including science equipment linked to practical teaching methodologies). Priority given to schools in most need.

Measurable Indicators:

-Kosovo schools running classes using the new curriculum;

-regular and systematic assessment procedures undertaken by MEST, MEDS and school inspectorate and school directors with reference to quality assurance guidelines for education and standards for professional development of teachers;

- essential and basic supplies required for the new curriculum, delivered to at least 80 priority schools.

Project 2: Support measures of Returnee and RAE communities to Education

Results and measurable indicators:

Expected Results:

1. Increase access to school, increase enrolment in schools, regular attendance and retention of school-age returnee children .

1.2 Increase access to school, increased enrolment in schools and regular school attendance of RAE children.

2. Increased capacity of the education system, in particular of teachers and school directors, to secure better opportunities for school achievement of returnee children and RAE children in general.

3. Recognition and active usage of the skills and competencies of returnees in the education system, in the Kosovo labour market and in Kosovo society.

4.-Visible social integration of returnee children among their peers in school and in the local community

5-Improved status and increased prevalence of Romani language taught as a subject and used in Kosovo schools

6-Monitoring, evaluation and impact assessment undertaken to provide data on the extent to which project activities have been successful in promoting sustainable integration of returnees and RAE children in the Kosovo education and schooling system.

Measurable Indicators:

At least 45% of returnee children, children of Roma and other disadvantaged communities enrolled and retained in school.

All School Directors and at least 5 teachers in all targeted mainstream schools have received awareness training and have developed a school plan on how to promote and ensure equal access to quality education for returnee children, children of RAE and other disadvantaged communities.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Expected results

- 1 Demonstrated example of an integrated community based heritage planning and management mechanism with an inclusive approach where cultural and natural heritage is protected, maintained and managed by the community according to legislation on cultural heritage in line with international standards.
- 2 Increased understanding and technical capacity of the local and regional authorities, civil society organisations, law enforcement units on cultural and natural heritage protection and management.
- 3 Increased awareness and active participation of students, school pupils, interested public entities and individuals also issued from minorities in the activities for promotion of the importance of common heritage and diversity in Kosovo.
- 4 Local economic development strategies and pilot action in line with the concept of cultural co-operation, sustainable territorial development and social cohesion with a particular focus on cultural and natural heritage in Kosovo. Strengthened democratic dimension of cultural exchange and cultural tourism through grassroots networks, local and regional authorities, universities and professional organisations with emphasis on public-private partnerships.

Measurable indicators

- 1.a. 4 Town Hall meetings organised (in selected project area) on the local project design and implementation
- 1.b. The rehabilitation works on at least two sites are implemented.
- 1.c. At least two courses organised on disappearing artisanship.
- 1.d. At least one natural site rehabilitated and promotional activities organised
- 1.e. At least 6 trainings organised for further professional development of local stakeholders
- 1.f. Strategic plan developed for rehabilitated site(s)
- 1.g. At least two campaigns organised on Environment and Cultural Heritage

- 2.a. 4 periodic training sessions for Kosovo police organised
- 2.b. At least 3 training sessions on integrated approach to cultural heritage organised by Inter-ministerial working groups members;
- 2.c. At least 6 short term scholarships provided to government officials for specific courses on Cultural and Natural Heritage.
- 2.d. Seven heritage watch-dogs for monitoring law enforcement and representing the voice of civil society.
- 2.e. 10 small pilot initiatives developed and implemented for creating mutual learning platforms and promoting regional cooperation.
- 2.f. 8 organised training sessions for Cultural and Natural Heritage Management.

- 3.a. At least one school per municipality participates in the heritage week.
- 3.b. Curriculum adopted by MEST.
- 3.c. The elective course being offered and taught at least in two universities.
- 3.d. Together with pupils and marginalised groups, at least 100 visits to the cultural and natural sites in Kosovo.
- 3.e. At least six speakers invited to deliver lectures in Cultural heritage and Cultural Diversity.
- 3.f. Initiating at least 4 TV/radio programmes and at least 2 campaigns on Cultural Heritage and Cultural Diversity
- 3.g. Supporting a number of traditional activities during EHD
- 3.h. A comprehensive Web-site created and regularly updated.

- 4.a. 4 feasibility studies and draft strategic plans with wide community participation.

- 4.b. A guideline on signalisation for cultural and natural sites and information points in four regions in Kosovo.
- 4.c. An action plan and six initiatives with public –private partnership. Increased tourist flow through cultural tourism
- 4.d. Active involvement of all parties in joint project implementation.

3.4 Activities

Project 1: Support to KESP implementation, quality assurance in education

1. Curriculum Development and Implementation in the class room

- Develop and apply methodology for implementation of the new Curriculum in schools;
- Development of new, updated teaching and learning materials for the new core curriculum;
- Continuous professional development and support of teachers school directors, MED staff, education staff regarding new, modernised curriculum implementation;
- Support schools, school directors and teachers through peer support forum and advisory network for exchange of good practice and shared learning;
- Monitoring and evaluation of curriculum implementation programme;

2. Quality Assurance in Education

- development and application of teacher professional standards first through piloting in lead schools;
- development and application of guidelines for internal and external quality assurance monitoring and evaluation of continuous professional development and in-service teacher training;
- Capacity building of school inspectorate for monitoring and evaluation of implementation of new curriculum by teachers in the class room.

3. Packages of essential school supplies:

- comprehensive needs analysis of basic supplies and equipment needs for priority schools;
- preparation of tender dossier based on needs analysis of priority schools;
- Supply equipment packages to priority schools in selected municipalities.

Project 2: Support measures of Returnee and RAE communities to Education

- 1.1-Support the work of the RAE education mediators and the work of the existing Kosovo learning centres for RAE students;
- 1.2-Set up and support out-of-school programmes (such as home work classes) for returnee children and RAE children;
- 1.3-Set up additional Kosovo language classes for returnee students;
- 1.4-design school scholarships support programme for returnee children and RAE children;
- 1.5-work with MEST and other Ministries to establish effective means and information gathering systems to locate, monitor status of returnee and RAE children

2.1 - Training programme and Training of Trainers programme on methods and systems development and relevant core subject to support integration of children returnees aimed at: teachers, school mediators,

staff of educational learning centres (provided for RAE and returnee children), staff of municipalities and municipal education departments.

2.4 - Development of appropriate training materials and pedagogical resources for use by schools, RAE learning centres and education institutions

2.5-Promote partnership initiatives with countries of temporary residence eg school exchanges,

2.6-Awareness raising activities among school directors and teachers in schools in Kosovo of the history and culture of RAE communities

3-Conduct an assessment and identification of professional skills and competences of returnees which can be used in the education and training system of Kosovo and, thereafter, support measures to facilitate access of returnees with relevant background into education and training professions;

4-extra-curricula social and educational activities actively promoting social inter-action of returnee children together with the children of Kosovo;

5-Training for teachers of Romani language and develop support measures with MEST and other relevant line Ministries on teaching of Romani language in schools in Kosovo

6-Develop with MEST and relevant line Ministries appropriate means for inspection, monitoring and evaluation of the quality of education and level of participation of returnee children and RAE children in the education system in Kosovo.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Component 1: Community well-being through Common Heritage

Based on the successor RIC (Reconstruction Implementation Commission) mechanism proposed, a balanced approach will emerge focusing on tangible and intangible cultural and natural heritage. The proposed mechanism would have a holistic and pragmatic approach to cultural and natural heritage, including the elements of education, economic development and capacity building, and will bring various aspects of community needs together for the better utilisation of cultural and natural heritage for community wellbeing. This approach encourages the use of local resources through active participation of local stakeholders in line with central level authorities for better protection, maintenance, and management of cultural and natural heritage in selected area in Kosovo. Such an approach would entail the following elements in each individual project to be implemented under the proposed mechanism:

- Community dialogue for local development through common heritage
- Reconstruction / restoration of two sites in selected area
- Revitalisation of a local and authentic artisanship
- Rehabilitation and promotion of a natural heritage site for public use
- Professional Development Training
- Feasibility study and a strategic plan for the use of the rehabilitated sites
- Awareness raising on Environment and Cultural Heritage

If there is interest, support for this component could take place in terms of capital investment and/or in form of contribution to key human resources to ensure the structure of the mechanism as it is currently being done in the context of PCDK project.

Component 2: Capacity Development for Heritage

Activity 1 - Kosovo Police (KP) training on Cultural Heritage: As the KP assumes more responsibilities for the protection of cultural heritage sites, particularly SOC sites, it is essential that KP members receive proper education about the sites they are protecting, to better understand the relevant laws and a law enforcement approach appropriate to the field of cultural heritage.

Activity 2 - Support to IMWG training team activities: During the PCDK project, it is planned that members of IMWG will receive a number of trainings, including Training of Trainers, where they could become a part of an Inter-ministerial Training Team on the issues of cultural and natural heritage. During the follow up period, this group will be supported in organising and conducting training sessions locally and regionally where they can play an active role in assessing, designing and delivering training in Kosovo as well as in the region. This activity would also include providing short term scholarship for government officials (primarily IMWG members) for specialised training on Cultural and Natural Heritage.

Activity 3 - Community Based Heritage Watch Groups: The RWG established during the PCDK projects will be encouraged to create a community based “heritage watch-dog”, which will eventually be linked to the new RIC mechanism focusing on community well-being through common heritage. This local watch group will monitor the law enforcement and represent the voice of civil society, advocating effective protection, maintenance and management of cultural and natural heritage in their respective areas.

Activity 4 – Civil Society Organisation (CSO) mobilisation – small project initiatives for local development through Cultural Heritage: While Ministries are being supported in their roles and structures, a stronger civil society would increase the cooperation and effective management of cultural and natural heritage in Kosovo. This activity would allow small NGOs and informal groups to design small scale projects geared toward capacity development of civil society to be able to focus on small pilot initiatives. These small projects ideally would involve short term study visits to establish partnerships and skill building and initiate small projects to open up the regions to outside world, building reputation, creating mutual learning platforms and promoting regional cooperation.

Activity 5 - Training in Cultural and Natural Heritage management of involved Local and Regional authorities: Assuming the objectives of PCDK Capacity Building component are achieved, involved authorities would be provided with training in Cultural and Natural Heritage Management, including strategic planning of cultural and natural heritage sites.

Component 3

A. Education and public awareness

Heritage week in schools: Following pilot activities in 14 schools and as per the request of the MEST, a Kosovo wide “Heritage Week” in Kosovo will be introduced and celebrated. Each school will be encouraged to design the week’s activities. Competitions will be organised to raise awareness and for each school to promote cultural and natural heritage in their area.

Curriculum design: The current PCDK project will produce a course design on cultural heritage and cultural diversity, with a bottom up approach, together with students, parents and teachers. After a trial period in the school system, curriculum design is planned in cooperation with the Joint Project “Interculturalism and the Bologna Process”, implemented by the Directorate of Education and Languages.

Elementary school and university modules monitoring: The output of the current PCDK project education component will be monitored and respectively promoted in the summer university and teacher training sessions.

Site visits: A large number of trips organised during the PCDK project will continue at schools, as well as for the general public and minority groups

Speakers' club: Speakers from inside and outside of Kosovo will be invited to speak in schools and universities on various topics on diversity and heritage. This activity will bring students, communities and scholars together to look into issues of overcoming stereotypes.

B. Public Information / Public Relations

Awareness raising: Specific attention will be given to TV/radio programmes, events, campaigns, revitalisation of traditional artisanship, sports, games and oral history. In the context of this component, training on public information and public relations will be provided to MCYS.

European Heritage Days: A number of activities including a European Heritage Bus as well as other activities that have proven impact will be included in the programme.

Website for regional promotions: Regions, in line with the local development through a cultural heritage component, will be assisted in providing updated online resources on cultural tourism, including 'where to go' and 'what to do'.

Component 4: Local Development through Cultural Heritage

Extension of LDPP to other regions: The activities being implemented in Peje/Pec region will be extended to other regions of Kosovo, producing feasibility studies and developing strategic plans. The experience of the Peje/Pec region as well as already established RWG will facilitate this process.

Signalisation and information points in other regions: Signs for cultural and natural heritage sites will be produced and utilised in accordance with MCYS, MoT and municipalities. During the current project, information points will also be established at the entrances of the Peje/Pec region. From the lessons learned from the pilot action, similar information points with signs will be used in Kosovo.

Action Plan for Peje/Pec region (w/ priority list for donors and private sector): Following the strategic plan developed for Peje/Pec region, an action plan will be focusing on the donors, private sector initiatives. Component 2 – Activity 4, focusing on small local initiatives will play a part in this activity as well.

Possible project in Decan/i (depending on developments): During the current PCDK project, possible cooperation between the local community and the Monastery of Decan/i will be assessed. If the conditions are met and there is interest from all sides, a joint project will be drafted to be implemented during the period of proposed project. Depending on the developments and willingness, this activity could be integrated with component 1 as well.

Contracting arrangements

Project 1: Support to KESP implementation, quality assurance in education

Service Contract following an open tender – €3.0 Million - 36 month contract duration.

Supplies Contract, open tender - €1.0 Million.

Project 2: Support measures of Returnee and RAE communities to Education

A Contribution Agreement with the Council of Europe – 24 month duration.

The EU contribution to this contract will be indicatively €1.0 Million.

The Council of Europe contribution to this contract will be €0.1 Million

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

In order to implement this activity and in line with the Financial Regulation, a contribution agreement will be signed with the Council of Europe. This agreement will provide for contributions from the CoE and the EC amounting € 2.3 in total. If any co-financing element from the MCYS made available, this will be dedicated to works on some of the sites as capital investment as well as goods and services. This will be managed as parallel co-financing by the beneficiary.

Project management and administration

Project 1, Support to KESP implementation, quality assurance in education the European Commission Liaison Office in Pristina will manage the procurement, implementation, quality control, reporting and coordination with other donors of the development assistance and of the financial and technical cooperation related to the actions described in this project fiche, taking remedial actions if and when needed.

Project 2 is to be managed in accordance with the rules governing Contribution Agreements with International Organisations. The project is to be managed by the EC Liaison Office and implemented by the Council of Europe

Project 3: the contribution agreement will be implemented through joint management between both organisations – in close cooperation with the Cultural Heritage Department within the MCYS.

3.5 Conditionality and sequencing

The project includes the following conditions:

- Co-financing support commitment from beneficiary, the Government of Kosovo and the beneficiary line Ministry.
- Active commitment and engagement by beneficiaries and stakeholders in the project activities and the follow up requirements required by the project of local and central administrations.
- Appointing the relevant staff by the beneficiaries to participate in the project activities.

Project 1: Support to KESP implementation, quality assurance in education

Commitment of education institutions to the education reform process including financial co-financing commitment to the process.

Effective engagement of teachers, school directors, University Rectorate and Faculty of Education as well as MEDs and MEST in project objectives and activities.

Project 2: Support measures of Returnee and RAE communities to Education

Government commitment and full endorsement of the project's objectives and active support and cooperation of the Government and all relevant stakeholders in the project activities

Mapping to identify the geographical location of returnee communities to ensure that project activities and investments target the most appropriate geographical locations;

Government commitment to RAE Strategy Implementation and co-financing of measures to promote integration of returnees into education, training and the labour market of Kosovo.

Majority and minority community dialogue and mutual willingness to cooperate;

Engagement of central and local level stakeholders and beneficiaries, including provision of socioeconomic support measures such as housing/accommodation for RAE returnees;

Co-ordination with other international organisations active in Kosovo and former host countries of RAE returnees.

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

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

The project includes the following conditions:

- Successor mechanism of the RIC is endorsed by stakeholders
- Organisation, selection and (gender balanced) appointment of members of working groups, training sessions, steering and coordination committees, seminars and study visits by the beneficiaries as per the project work plan.
- Endorsement by all key stakeholders of the tendering documentation not relevant for works and services, as well as the individual contracts to be engaged.
- Appointment of relevant staff by the beneficiaries to participate in training activities as per work plan.
- Appropriate co-ordination with other international organisations active in Kosovo.
- Commitment of all relevant local communities, as well as of MCYS towards the elaboration of new procedures and their implementation within the expected new institutional framework.

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

Sequencing:

Project 2 will be implemented over the course of two years. The project, during the inception phase will research into the current situation regarding returnees and RAE communities in respect to the education environment in particular and in order to identify the most pressing needs and the areas where the project should focused attention.

After having identified the locations and the number of people involved, it is anticipated that the first stage of the work will be dedicated to the preparation of teaching and training materials and to the establishment of the different working teams and areas (trainers, mediators, schools, teachers, RAE communities). The promotion of partnerships with countries of temporary residence through exchanges and scholarships should be prepared during the first year of the project and launched at the beginning of the second year of the project.

Project activities, including the trainings, home-work clubs and other out-of-school activities will be run in parallel during the whole duration of the project. Given that, under the IPA 2007 education project 'Inter-Culturalism and Bologna Process' the EU/CoE project has already provided support for RAE mediators and learning centres, this component of the project can extend its work involving local and central level authorities to ensure continuity and sustainability.

3.6 Linked activities

Project 1: Support to KESP implementation, quality assurance in education

The project represents the continuation of the Education projects approved under IPA 2007, IPA 2008 and IPA 2009.

This activity builds-on previous EU assistance to support in the field of education.

Name of project (Amount €million)	Start End	Activities/Results
'Education in Kosovo: Inter-Culturalism and Bologna process' (under IPA 2007 €1.4 million).		The project has supported teacher training in the field of multicultural education, history and language policies and the teaching of RAE culture and history as well as to support MEST in revision education legislation. The project is co-funded and implemented by Council of Europe.
EU KOSVET V (under		- supports the development and implementation of the National

IPA 2008, September 2009 - August 2011, €2 million)		Qualifications Framework (NQF).
EU IT EDUCATION PILOT PROJECT (under IPA 2008, started in February 2010, €2 million)		includes support for teacher training and training of education professionals in use of ICT in education.
EU Sector Wide Approach (SWAP) for Education (under IPA 2008, started in October 2009, €3 million EU)		provides support to the Ministry of Education Science and Technology (MEST) to strengthen the education system in Kosovo and provide support to modernize the Kosovo curriculum and teacher training structure in Kosovo.
USAID “Basic Education Programme” (from October 2010)		supports school management capacity building, strengthening assessment of learning outcomes and improvement of in-service teacher training in basic education in Kosovo.
'Institutional Development for Education' (IDEP) WORLD BANK funded project		<i>The World Bank</i> has been supporting the education sector since the end of the Kosovo conflict in 1999. <i>The Education Participation and Improvement Project (EPIP)</i> , (May 2003 – December 2006) aimed at improving educational attainment at the level of primary and secondary education. The success of the EPIP led to follow up grant of USD 10 million (December 2007) for the project <i>'Institutional Development for Education' (IDEP)</i> .
German Technical Cooperation Agency's (GTZ) and Swiss Contact		provide support in the area of VET with projects such as the “ <i>Renewal of basic and continuing vocational training</i> ” (July 2000 to December 2009), the GTZ project “ <i>Capacity development in the Basis Education Sector</i> ” (January 2010-December 2012) aims to improve quality of education in selected municipalities including capacity development for in-service teacher training;
The Swedish International Development Agency (SIDA)		provided funding for a feasibility study on SWAP in the education sector in Kosovo and provided support for the development of the comprehensive Kosovo Education Strategic Plan (2011-2016).

Project 2: Support measures of Returnee and RAE communities to Education

Name of project (Amount €million)	Start End	Activities/Results
EU SIMRAES	2010-2012	Creation of Roma learning Centres and out of school activities for minorities populations
Interculturalism and the Bologna Process (EUR 1.4 million)	June 2008-December 2011	Training of Roma school mediators and teachers Translation of teachers manuals for Roma education (history and culture); Assistance in drafting curriculum in Romani
Return and Reintegration in Kosovo – Phase II (EUR 4.0 million)	Aug 2009-Jul 2011	Support for the Ministry of Communities and Returns to implement effective policies and operational frameworks for return. Contribution to a stable multi-ethnic society in Kosovo based on tolerance and promotion of human and minority rights, enabling the sustainable return and reintegration of at least 160 minority IDPs and refugees. Assistance for municipalities in designing and managing return and reintegration projects in coordination with all stakeholders

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2

Project	Achievements to 2010	2011 Objectives	Link with project proposal
Reconstruction Implementation Commission (RIC)	RIC has managed to conduct its activities in 30 out of the 35 sites originally assessed by the international community in 2004. RIC has conducted remarkable work over the course of six years, in cooperation with all stakeholders.	Set up a project implementation mechanism, in relation to the Ljubljana Process II funding mechanism, acceptable by all with a wider mandate, including both religious and non-religious sites, with increased attention to tangible and intangible cultural heritage as well as natural heritage, while utilising lessons learnt from the RIC experience	Encourages the development of a community-based heritage planning and management mechanism in line with laws on cultural heritage with an inclusive approach for the wellbeing of all communities in Kosovo.
Institutional Capacity Building Plan (ICBP) RPSEE - Component A	- Cultural Heritage Law adopted with the aid of the Legislative Support Task Force - Strategy for the integrated conservation of cultural heritage adopted (2006) CoE. No. 02/L-88 - 3 sub-laws finalised for adoption and their implementation	Pending an official request	Implementation of laws and strategy integral to the success of the project.
Ljubljana Process II (Follow up as a Joint Programme of the “Integrated Rehabilitation Project Plan (IRPP/SAAH) - programme of the Prioritised Intervention List (PIL)” RPSEE - Component B	- PIL 2008 and 2010 set by MCYS and partners - Management mechanism in place for the survey and feasibility studies of rehabilitation projects for each selected monument. - Technical documentation for 25 sites of diverse origin prepared for the fund-raising and implementation projects; - funds secured for ... rehabilitation projects (including through IPA	- The Ljubljana Process (II) will be developed further under the management of the Regional Cooperation Council. The PIL 2010 will be implemented in order to present projects to be funded in all monuments selected to promote local economic development dynamic. The PIL should define the priorities to be developed and	- Promoting regional economic development within the relevant Kosovo institutions involving inter-ministerial strategies - Provide an important opportunity to promote the notion of social and economic sustainable development through the enhancement of cultural and natural heritage.

	funds)	implemented as part of the successor of the RIC.	
Programme of Local Development Pilot Projects (LDPP) SEE - Component C	- Confirmation of the Pec/Peje as a pilot regional project; - Reference and connection established between component 4 of the PCDK and the LDPP (implemented in 7 countries of the region);	Sustainable local economic development (inter-ministerial tourism development strategy, preparatory actions for tourism development centres, development of public/private partnerships) strategy with a focus on improved living conditions for local communities in the Pejë/Peć region.	- PCDK experience on Cultural Tourism strategies will be impacted on LDPP initiative in the countries of the region; - LDPP network and experiences in different integrated fields related to local development will support the implementation of the PCDK project..

More specifically linked with the PCDK LDPP component, there are several EU funded projects dealing with economic development :

-Tourism Development Project implemented in the Peje/Pec region by the NGO Cultural Heritage without Borders (CHwB).The project aims at setting up a regional tourism business infrastructure.

-Diversifying Economic Activity in the Region West (DEAR WEST) implemented by the Macedonian Enterprise Development Foundation (MEDF) with the aim to establish the foundations for diversified economic activities related to tourism in West Kosovo

-Dukagjini and Rugova Valley Access Action Programme managed by Peje/Pec municipality and with the expected result to develop the tourism/leisure, agriculture and transport services industries in Dukagjini Region

The PCDK will cooperate with the implementing bodies in order to avoid conflicts, overlapping of activities and stimulating the synergies during the implementation of the projects.

3.7 Lessons learned

-the importance of a clear political commitment and engagement by the beneficiaries, stakeholders and relevant donors;

-the need for realistic objectives and time-lines and effective application and follow-up of recommendations;

-the need to actively reach out to and assure the full involvement of representatives of minority, disadvantaged and discriminated groups in the process and work of the project order to achieve their inclusion in education and the socio-economic empowerment of disadvantaged communities.

Conditions: Often project implementation is hampered by either insufficient staff and resources allocated to (newly established) institutions or insufficient operational funds available in the government budget to allow for appropriate implementation of the mandate of the concerned department. A condition for the commencement of project activities will be the availability of financial resources and qualified personnel from the beneficiary side to guarantee smooth implementation of project activities

Transparent, good communication and coordination within the government: effective communication and close coordination with government and government activities and with other donor partners is essential as is commitment of the government to the project aims and objectives and direct and integrated involvement of government institutions in the project delivery to assure ownership and sustainability. Further improvements – in line with the spirit of EU accession – could be realised in a stronger government leadership in the coordination efforts among central and local, municipal levels. The project Steering Committee shall address this important issue;

Balance between different measures: The provision of technical assistance for capacity building remains a very high priority. However, technical assistance will not be effective if the working environment of the counterparts is not up to standards. Therefore a balanced approach with both technical advisory support and material support is essential to realise the expected impact of the projects. The current project will set aside a budget for material support to beneficiaries.

Commitment of the Government and interaction with relevant stakeholders: clear political commitment and engagement by the beneficiaries, stakeholders and relevant donors is crucial for an efficient and smooth implementation of both projects, as well as is transparent communication and coordination between project partners/beneficiaries. Realistic objectives and time-lines should be set in order to ensure an effective application & follow-up of recommendations;

Co-financing: from beneficiary line Ministries to assure ownership, commitment by the beneficiary in the project objectives and actions and sustainability of the project over the longer term; in respect to Project 3, previous experience in similar projects showed that financial support from municipalities (significantly) increases ownership for, and political will to promote, project activities. This project will seek cash or in-kind co-financing from target municipalities.

Socio-economic measures: Support to development of modernised education system and a quality education will enhance socio-economic opportunities for young people of Kosovo and provide for a better functioning system which meets the needs of a modern labour market. Specific support to forced returnees and RAE communities in the field of education is a pre-condition to social integration of these communities and a means from which to move out of poverty and social deprivation providing greater prospects for employment;

Cross-cutting Issues: to address gender equality, minority inclusion, inclusion of persons with disabilities to the projects will be integral to the good functioning of the project and achievement of the overall aims and objectives of the project.

Gender issues are particularly important in the returns sector (the conflict and its aftermath have had gender-specific consequences with women facing distinct disadvantages and constraints). Project activities must also ensure proactive mainstreaming of cross-cutting issues throughout project design and implementation.

The CoE Committee of Ministers' recommendation on gender mainstreaming in education (2007) 13 will be used as a reference for *this Project 2: Support measures of Returnee and RAE communities to Education*.

Expansion of the network: In respect of project 3, inclusion of the civil society organisations and working groups established within the framework of the current project will build further confidence between local and regional authorities and other stakeholders and encourage wider participation and responsibility sharing.

4. Indicative Budget (amounts in EUR million)

			SOURCES OF FUNDING									
			TOTAL EXP.RE		IPA EU CONTRIBUTION		BENEFICIARY CONTRIBUTION					PRIVATE CONTRIBUTION
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	%(2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	CoE EUR (z)	EUR (d)	% (2)
Project 1: KESP Implementation			6.0	4.0	67	2.0	33	2.0				
Contract 1 - Service Contract	X		3.0	3.0	100							
Contract 2 - Supply Contract		X	1.0	1.0	100							
Contract 2 - Parallel co-financing		X	2.0			2.0	100	2.0				
Project 2: Returnee and RAE Education			1.2	1.0	83	0.2	17	0.1		0.1		
Contract (Contribution Agreement with CoE)	X		1.0	1.0	100							
CoE Contribution	X		0.1			0.1	100			0.1		
Co-financing from Government of Kosovo	X		0.1			0.1	100	0.1				
Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo – Phase 2			2.3	2.0	87	0.3	13			0.3		
Contribution agreement to CoE	X		2.0	2.0	100							
CoE Co-financing		X	0.3			0.3	100			0.3		
TOTAL IB			6.2	6.0	97	0.2	3	0.1		0.1		
TOTAL INV			3.3	1.0	30	2.3	70	2.0		0.3		
TOTAL PROJECT			9.5	7.0	74	2.5	26	2.1		0.4		

Note: Amounts net of VAT

- (1) In the Activity row "X" is used to identify whether IB or INV
- (2) Expressed in % of the **Total** Expenditure (column (a))

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

Contract	Start of Tendering/ Negotiations	Signature of contract	Project Completion
Project 1: Service Contract	Q4 2012	Q2 2013	Q2 2016
Project 1: Supply Contract	Q2 2013	Q4 2013	Q4 2014
Project 2: Contribution Agreement with CoE	Q1 2012	Q1 2012	Q2 2014
Project 3: EU/CoE support to the promotion of cultural diversity in Kosovo – Contribution Agreement with CoE	Q1 2012	Q2 2012	Q4 2014

6. Mainstreaming cross-cutting issues

6.1 Equal Opportunity

The promotion of inclusive education, equity, equality of opportunity, is the basis and fundamental objective of both education projects. Minority inclusion is the primary focus of this project 2. The projects' design, implementation will ensure gender equality and the full participation of RAE minority communities and returnees in all aspects of the project and in particular in the decision making structures for the project such as the project steering committee.

Both the European Commission and the Council of Europe are equal opportunities employers and there will be a concerted effort to recruit project staff members and experts which respect gender balance and strong representation of RAE communities, minority communities in general; in this respect there will be as active promotion and recruitment of qualified staff and experts from minority communities to the project.

Furthermore, gender and minority inclusion, inclusion of persons with disabilities and equity issues will be actively mainstreamed throughout the project within target institutions/organisations and activities/outputs.

For Project 3: A network of Gender/Equal Opportunity Officers exists both in Ministries and Municipalities. The importance of this dimension is reflected in the Kosovo Civil Service Law, the Law on Gender Equality, and the Anti Discrimination Law. This dimension is also reinforced in the IPA, European Partnership Action Plan and the draft Kosovo Development and Strategy Plan. In the implementation of the Project specific attention will be given to the need to reflecting gender balance and equal opportunities.

The project will ensure mainstreaming of gender and minority issues both within the target institutions and the outputs (services provided by these institutions).

Team of experts involved in the project must possess relevant skills to ensure effective mainstreaming of gender equality and minorities inclusion/participation.

6.2 Environment

The project will promote and advance respect for the environment, especially with regards to awareness raising amongst education professionals, teachers and students and in the work on teaching and learning materials developed by the project.

The project will support education of children of returnee and RAE communities which will enhance their awareness of environmental sustainability issues. Both the European Commission and the Council of Europe promotes environmental awareness and environmentally friendly policies in their projects (eg such as through use of recycled paper and efficient use of resources).

For Project 3: The reconstruction works will be consistent with Environmental implications as set out in relevant Regulations consistent with the Law on Environmental Protection. It should be noted that the Kosovo Environmental Action Plan awaits formal Assembly approval.

According to the Administrative Instruction Nr. 9/2004 Article 5, issued by the MoESP, it seems that a Simplified EIA Report is required for these types of projects including waste water treatment and road construction.

6.3 Minorities

-The projects will work pro-actively to assure participation of minority groups and their representative organisations throughout the project activities. Minority groups meaning Serb Minorities, Turkish Minorities, RAE as well as other disadvantaged groups such as persons with disabilities will be proactive engaged into the project activities.

-To involve representatives from Minority groups in consultations regarding the decision making and steering of the project as well as the monitoring and evaluation activities of the projects to ensure most appropriate methods are used to involve minorities and ensure their equal opportunity to benefit from the activities.

The project 2 has a specific focus on minority inclusion into the education system, thereby will be contributing to improved social cohesion among all communities in Kosovo.

For Project 3: The equitable treatment of Minorities has formed a fundamental element in the implementation of the UN Standards and is reflected in The Kosovo Civil Service Law and Anti Discrimination Laws and is a key priority for the European Partnership.

The Comprehensive Proposal for the Kosovo Status Settlement also underpins the imperative of promoting a multi ethnic society in its General principles and Annexes II and III. Formal recognition of these key issues will form a compulsory part of any planning process.

The target groups will include minority communities. Materials for the public awareness campaigns will be provided in minority languages (Serbian and Turkish).

ANNEXES

- I- Log frame in Standard Format
- II- Amounts contracted and Disbursed per Quarter over the full duration of Programme
- III Description of Institutional Framework
- IV - Reference to laws, regulations and strategic documents:
- V- Details per EU funded contract (*) where applicable:

ANNEX I - Logical framework matrix

LOGFRAME PLANNING MATRIX FOR Project Fiche 12 Education and Cultural Diversity		Programme name: IPA 2011	Project: 36 month duration
		Contracting period expires: Ref to section 1.10	Disbursement period expires: Ref to section 1.12
		Total budget: EUR 9.5 million	IPA budget: EUR 7 million
Overall objective	Objectively verifiable indicators	Sources of Verification	
To enhance the quality of pre-university education in Kosovo, including for minority communities, and to encourage cultural diversity through increased intercultural dialogue and co-operation	<p>Improved enrolment figures and examination results</p> <p>School Inspectors report improvements in school management and teaching practices;</p> <p>Improved attitudes between communities and between locals and returnees</p> <p>Enrolment at different levels of education of returnees, RAE and other disadvantaged communities</p> <p>Well understood and established system for multidisciplinary heritage planning and management practice both at local and central level</p>	<p>-Annual statistics in EMIS</p> <p>-School-specific and national consolidated Quality Assurance reports</p> <p>-Records and inventory of teaching and learning materials distributed to schools</p> <p>-Tracer studies of school leavers.</p> <p>- Media analysis</p> <p>- Opinion polls</p> <p>- Reports from EC, MCYS, MEST, MESP</p> <p>- Ex post project evaluations</p>	
Project purposes	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1) To improve the quality and relevance of education through the implementation of the new modernised curriculum (KCF), capacity building of educators, implementation of quality assurance measures in education and provision of relevant school supplies</p> <p>2) To support returnees (notably forced returnees) and minority communities (especially RAE) to integrate into the education system in Kosovo by increasing access to education and by promoting intercultural understanding in the Kosovo school system</p> <p>3) To establish a viable process of cultural heritage management in Kosovo with participation by all relevant stakeholders.</p>	<p>Schools running classes using the new curriculum;</p> <p>Effective understanding of MEST, MED and school officials, school directors and teachers on curriculum implementation;</p> <p>Adequate essential supplies delivered to priority schools</p> <p>Percentage of returnees and RAE children of school age attending school</p> <p>Number of returnee children and RAE children with high achievement</p> <p>Number of returnee children and RAE children dropping out from school</p> <p>Increased role of Kosovo central institutions in the management of Cultural and Natural Heritage through strategic planning.</p> <p>Enforcement of the law on heritage at local and regional level.</p>	<p>-EMIS,</p> <p>- Municipal education authorities' reports</p> <p>- School inspectorate reports</p> <p>- Results from national tests</p> <p>- Curriculum implementation reports</p> <p>- Reports prepared by teachers and RAE mediators</p> <p>- CoE reports (PACE, ECRI, Human Rights Commissioner, etc)</p> <p>- Reports from UNMIK, OSCE and UNHCR</p>	<p>- Kosovo Curriculum Framework and new core curriculum finalised;</p> <p>- Government commitment to active measures supporting returnee and RAE inclusion in education</p> <p>-Clear mapping and identification of where returnee communities are located in Kosovo and where returnee children are enrolled in school in Kosovo</p> <p>-Full endorsement of project's objectives and active support and cooperation by all relevant stakeholders.</p> <p>-Stable political situation.</p>

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>Implementation of new curricula across all schools in Kosovo</p> <p>Delivery of teacher professional development and capacity building of education institutions aligned to the new curriculum</p> <p>Development and implementation of quality assurance systems in education by MEST, MEDS and schools inspectorate</p> <p>Delivery of essential equipment and supplies to schools most in need</p> <p>Increased enrolment in schools, regular attendance and retention of school-age returnee and RAE children</p> <p>Increased capacity of the education system, in particular of teachers and school directors, to secure better school achievement of returnee and RAE children</p> <p>Recognition and active use of the skills and competencies of returnees in the education system, the Kosovo labour market and Kosovo society.</p> <p>Visible social integration of returnee children among their peers in school and in the local community</p> <p>Improved status and increased prevalence of Romani language taught as a subject and used in Kosovo schools</p> <p>Increased public attention, interest and debate on Environment and Cultural Heritage</p> <p>Kosovo police receive proper education about the sites they are protecting and the relevant laws</p> <p>Increased capacity of local and regional authorities on cultural and natural heritage management.</p> <p>Increased awareness among general public about cultural and natural heritage</p>	<p>Schools running classes using the new curriculum;</p> <p>Regular and systematic assessment procedures undertaken by MEST, MEDS and school inspectorate</p> <p>Adequate essential and basic supplies delivered to priority schools required for the new curriculum</p> <p>Number of returnee children registering in school and number of drop-out cases</p> <p>Number of teachers trained on returnee and RAE integration</p> <p>Number of RAE mediators trained and employed by Government of Kosovo</p> <p>Number of returnee children attending additional courses in the language of schooling.</p> <p>Number of activities aimed at facilitating integration organised in school and local communities</p> <p>Number of teachers trained to teach Romani.</p> <p>Romani language materials available and used in schools</p> <p>Children registered to Romani courses</p> <p>Participation in town hall meetings and training courses on heritage</p> <p>School participation in heritage week</p> <p>Adoption of curriculum on heritage by MEST</p> <p>Number of school visits to cultural and natural sites</p>	<p>Municipal education authorities reports</p> <p>School performance evaluation reports, individual performance assessment reports</p> <p>School visit and activity reports</p> <p>School inventories of packages, guidelines for use of resources</p> <p>Reports of school mediators and municipality education offices</p> <p>Education statistics</p> <p>UNMIK/OSCE monitoring reports</p> <p>Project progress/monitoring reports</p>	<p>Kosovo Curriculum Framework and new core curriculum finalised;</p> <p>Engagement of key stakeholders at both central and local level – education professionals, teachers and school directors</p> <p>Effective coordination across central and local levels of government and among donor partners active in education;</p> <p>Accurate needs assessment of school equipment and co-financing from Government of Kosovo and MEST for school supplies.</p> <p>Responsible authorities provide effective support to returnees in terms of access to public services, housing, employment, recognition of education records, etc.</p> <p>The flow of returnees does not exceed the capacity of local communities to integrate the newcomers</p> <p>Funds for capital investment for cultural heritage are allocated from various donors.</p>

Activities	Means	Costs	Assumptions
<p>1. Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016</p> <ul style="list-style-type: none"> -Develop and apply methodology for implementation of the new Curriculum in schools -Continuous professional development and support of teachers school directors, MED staff, education staff regarding new, curriculum implementation -Development and application of teacher professional standards first through piloting in lead schools; - Development and application of guidelines for internal and external quality assurance for continuous professional development and in-service teacher training; - Supply equipment packages to priority schools in selected municipalities. <p>2. Support to returnees and RAE in education</p> <ul style="list-style-type: none"> - Support the work of the RAE education mediators and existing Kosovo learning centres for RAE students; - Set up and support out-of-school programmes for returnee and RAE children - Set up additional language classes for returnee students; - Design school scholarships support programme - Establish information gathering systems to locate and monitor returnee and RAE children - Training programmes on methods and systems development and relevant core subject to support integration of returnees - Promote partnership initiatives with countries of temporary residence eg school exchanges - Assessment and identification of professional skills 	<p>One service contract for TA and one Supply Contract;</p> <p>Contribution Agreement with the Council of Europe</p>	<p>EUR 3.0 million EUR 1.0 million</p> <p>EUR 1.0 million</p>	<ul style="list-style-type: none"> -Kosovo Curriculum Framework and new core curriculum finalised; -active engagement of municipalities and schools -teacher training institutions understand and effectively engage in the process; -schools have capacity to maintain and upgrade learning resources -schools engage with the project and recognize and use the resources delivered by the project Support from MCYS and other relevant actors to the activities in the area of natural and cultural heritage Key staff remain in place Continued positive cooperation with NGOs Adequate staffing resources mobilised at central and municipal level to carry out project tasks.

<p>and competences of returnees</p> <ul style="list-style-type: none"> - Train teachers in Romani language <p>3. Cultural and natural heritage</p> <ul style="list-style-type: none"> - Community dialogue sessions on local development through common heritage - Rehabilitation works in selected sites and feasibility study for their future use - Training courses, including to local authorities, Kosovo Police, local communities - Public awareness campaigns - Curriculum design for heritage issues - Draft a feasibility study and draft strategic plan for cultural tourism in 4 regions in Kosovo 	<p>Contribution Agreement with the Council of Europe</p>	<p>EUR 2.0 million</p>	
---	--	-------------------------------	--

Pre-conditions:

- KCF and core subject curricula finalised and curricula for each learning area and key stage are in place;
- Teacher training development standards are finalized and approved
- Engagement of central and local level stakeholders and beneficiaries; good cooperation between relevant stakeholders
- Provision of minimal housing for RAE returnees and RAE community
- Organisation, selection and (gender balanced) appointment of members of working groups, training sessions, steering and coordination committees, seminars and study visits by the beneficiaries, as per the project workplan
- Endorsement by all key stakeholders of the tendering documentation not relevant for works and services, as well as the individual contracts to be engaged.
- Participation by the beneficiary in the tender process as per EU regulations.

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

	2012				2013				2014				2015				2016	
Contracted	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Project 1; Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016 : Service Contract						3.0												
Project 1; Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016 : Supplies								1.0										
Project 2: Support to returnees and RAE in education			1.0															
Project 3: EU/COE support to the promotion of cultural diversity in Kosovo - Contribution Agreement with CoE		2.0																
Cumulated Total		2.0	3.0	3.0	3.0	6.0	6.0	7.0										
Disbursed	2012				2013				2014				2015				2016	
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Project 1; Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016 : Service Contract						0.9				0.63				0.63				0.84
Project 1; Support Implementation of the Kosovo Education Sector Strategic Plan 2011 – 2016 : Supplies										0.85				0.075				0.075
Project 2: Support to returnees and RAE in education			0.85				0.075				0.075							
Project 3: EU/COE support to the promotion of cultural diversity in Kosovo – contribution agreement with CoE				0.64				0.86				0.5						
Cumulated Total			0.85	1.49	1.49	2.39	2.465	3.325	3.325	4.805	4.88	5.38	5.38	6.085	6.085	6.085	6.085	7.0

ANNEX III Description of Institutional Framework

The Ministry of Education, Science and Technology (MEST)

The Ministry of Education, Science, and Technology (MEST) was established in 2002, based on Constitutional Framework for Self-Governance in Kosovo and under UNMIK Regulation 11 - 3 March 2000 on the establishment of the Administrative Department of Education and Science.

The main responsibilities of the Ministry of Education, Science and Technology are to:

- Improve the quality of, and access to, the education system in Kosovo.
- Bring the education system in Kosovo in line with European Union standards.
- Integrate all children of Kosovo into compulsory education from ages six to eighteen.
- Encourage the development of the scientific community as a highly qualified market for innovation and development in a comprehensive system of higher education.
- promote life-long learning opportunities for all.

The Ministry is also responsible for the formulation of an overall strategy for the development of Education, Science and Technology in Kosovo and the promotion of a single, unified, non-discriminatory and inclusive educational system.

The Ministry of Culture, Youth and Sports (MCYS) is comprised by the Department of Culture, Department of Youth and the Department of Non-residential Affairs.

The Department of Culture in the MCYS manages these institutions: Kosovo Center for Cultural Heritage (former Institute for the Protection of Monuments) and six other Centers for Cultural Heritage in Pristina, Prizren, Peja/Pec, Gjakova/Djakovica, Mitrovica and Gjilan/Gnjilane. The Archaeological Institute and the Museum of Kosovo are also managed by this department. These institutions are responsible for the restoration, conservation, protection and presentation of the cultural heritage values.

Each municipality also comprise a Director for Culture (including Cultural Heritage), who reports to the local Centers for Cultural Heritage , and then at central level to the MCYS

ANNEX IV - Reference to laws, regulations and strategic documents:

Project 1: Support to KESP implementation, quality assurance in education

A new Law on Pre-University Education will replace the 2002 Law on Pre-University Education. In addition to being aligned to the Law on Education in Municipalities of Kosovo, the new Act will introduce innovations in the system including extension of compulsory education from age 5 to 18 (13 years) and further devolution of responsibilities from municipalities to schools which in turn, requires capacity support at local level to prepare local level implementers to manage the new responsibilities.

In 2009 the process of curricular reform was started by reviewing the national curricular framework. The New Curriculum Framework has been developed in order to introduce new approaches to schooling, learner-centred and outcomes-based teaching methodologies as well as teaching and learning materials in line with the new social, economic, labour market and technological developments.

However, improved access, new institutions and devolution of responsibilities have brought about a new situation which calls for measures to ensure implementation of the new Curriculum in accordance with inclusive education approach, with quality assurance and sustainable structures in place. This will require significant expertise and resources in the field of curriculum, capacity development of educators and teachers and in development of new teaching and learning materials, as well as support in learning resources to serve the new curriculum implementation.

The European Union has supported the education sector in Kosovo with key interventions in curriculum reform, teacher training, qualifications development and quality assurance in education.

With the assistance of the EU and other development partners, MEST has embarked on an ambitious programme of strategic reform, having adopted a sector-wide approach in 2010 in line with Government of Kosovo policies and legislative reform.

Reference list of relevant laws and regulations

Regulation NO. 2002/19 on the Promulgation of a Law Adopted by the Assembly of Kosovo on Primary and Secondary Education in Kosovo

Legal Base: Law NO. 2002/2 on Primary and Secondary Education in Kosovo (13.10.2002)

Law No. 2003/14 on Higher Education

Law no. 02/L-42 on Vocational Education and Training

Pre-University Education Strategy (2007-2017)

Law No. 03/L-068 on Education in the Municipalities of the Republic of Kosovo

Reference also to the:

Revised draft Law on pre-university education

Revised draft Law on higher education

Law on minorities

Law on local self-government

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo⁴ – Phase 2

Reference list of relevant laws and regulations:

- Law on Cultural Heritage in Kosovo 02/L-88

Reference to AP /NPAA / EP / SAA

EP/STM –

Project 1: Support to KESP implementation, quality assurance in education

The Kosovo government's European Partnership Action Plan 2010 makes explicit reference to the Government of Kosovo commitment to measures for improvement of quality in education, recognising it as

⁴ "All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

one of key weaknesses of the education system in Kosovo. It refers to the work undertaken to establish the Kosovo Curriculum Council and the Teacher Licensing Council which has worked to modernise the Kosovo curriculum and structures for teacher development.

Project 2: Support measures of Returnee and RAE communities to Education

In the chapter of the "Key priorities" entitled "Human rights and the protection of minorities" the EPAP places a political priority on the facilitation and encouragement of the return of refugees and displaced persons from all communities. It sets out a commitment to protection of human rights and promotion of sustainable return of minority communities and work the Government has undertaken in this regard. The EPAP refers to the RRK programme (Sustainable Support on Return of Minorities in Kosovo Plus) and finding a sustainable solution for accommodation and integration of Roma community members with reference to the RAE Strategy and Action Plan on Informal Settlements as well as the "Handbook on Sustainable Return."

In reference to the Action Plan for Implementation of Roadmap of Government of Kosovo on Visa Liberalisation Regime with European Union (2009-2011) measure 5.1. refers to the importance of strengthening management capacity in the area of migration control.

European Commission Progress Report

The Progress Report on Kosovo 2010 stressed the needs to improve quality control, inclusion and teaching curricula through significant investment in institutional development of pre- and in-service teacher training aiming to implement the new curriculum framework.

The Progress Report 2010 places great importance on the need to urgently address and prepare the means to integrate and promote socioeconomic inclusion of returnee communities and Roma, Ashkali and Egyptian communities as a particular concern.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo5 – Phase 2

As a short-term priority, the European Partnership 2007 calls for Kosovo to fully enforce the law on cultural heritage and to set up an effective mechanism to monitor its implementation. The project's approach is also in line with the medium-term priorities of the European Partnership which mention the need to develop an integrated conservation policy for cultural heritage as well as to actively engage in increasing the general awareness of and respect for cultural heritage.

This priority is addressed and translated into relevant actions under the European Partnership Action Plan (EPAP priority Nr. 90), among which appear: finalisation of the sub laws, regional development projects on CH with other Ministries, capacity building for CH Division (MCYS), awareness rising campaigns, organisation of European Heritage Days, signature of MoU with Ministry of Education for development of CH curricula.

The 'Standards for Kosovo' adopted by the United Nations Interim Administration Mission in Kosovo (UNMIK) on 30 March 2004 fixed the main objectives of the long process facilitating development of strategies and tools to ensure the preservation and enhancement of all heritage in Kosovo, irrespective of the cultural or religious origin.

Reference to Multi-Annual Indicative Planning Document (MIPD)

Project 1: Support to KESP implementation and quality assurance in education

Education is identified as an MIPD priority within the framework of economic development. IPA support is required to improve the skills levels and employment prospects of its workforce, particularly by enhancing the performance of education systems and by facilitating the transition from education to employment, entry of young people to the labour market and support their skills set through support for issues such as non-formal

⁵ "All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

learning, participation, volunteering and mobility. Support for delivery of a quality education system in Kosovo is consistent with this objective. The MIPD also highlights need for improved efficiency and effectiveness in services delivery, including at local level which includes education services.

Project 2: Support measures of Returnee and RAE communities to Education

The MIPD highlights the need to prioritise access to education of vulnerable and socially excluded groups. It identifies persons belonging to minority communities and vulnerable groups' concerns to be reflected in all activities programmed under IPA.

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo6 – Phase 2

The MIPD stresses the rights of persons belonging to minorities communities to be respected which is in keeping with promotion of cultural diversity and cultural tolerance in Kosovo. The MIPD refers to inclusive growth and thereby recognizes activities promoting cultural diversity have a positive socioeconomic impact in Kosovo.

Reference to National Development Plans

Priorities presented in the KESP:

- Improving the quality of teaching and learning and promoting quality learning outcomes by defining and helping learners learn what they need to learn and teaching them how to learn;
- Improving the quality of higher education by ensuring quality control, the application of European standards and a review of academic structures organization
- To implement the new Kosovo Curriculum Framework (KCF) in compliance with the Strategy for Development of Pre-university Education in Kosovo (2007-2017).

The [MEST Strategy for the Integration of Roma, Ashkali and Egyptian Communities in Kosovo](#) (July 2007), Section 4.1 (p21) entitled: *Significant improvement of participation in and quality of education for members of Roma, Ashkali, and Egyptian communities commits to Roma Language teaching* includes *Measure 6: Including Roma language as a taught subject and Measure 7 Additional language programs for children of Roma community.*

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo7 – Phase 2

The draft Kosovo Development and Strategy Plan (Article 8.3.3 and 8.3.4) includes this reference to cultural heritage as one of the main aims: building a democratic society, whereby the quality and promotion of cultural activities will serve the economic development of Kosovo. The objective remains to protect and promote cultural heritage values (objective 3).

The 2006 MCYS Strategy for Integrated Conservation of Cultural heritage covers architectural, archaeological and moveable heritage in Kosovo. The main objectives of the strategy are the adoption of measures to safeguard, preserve, restore and enhance buildings and sites, and the integration of these assets into the physical environment of contemporary society through revitalisation and rehabilitation programmes which respect the historical authenticity of buildings and sites of monumental and cultural significance and their settings.

⁶ "All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

⁷ "All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

ANNEX V- Details per EU funded contract (*) where applicable:

Project 1: Support to KESP implementation, quality assurance in education

Service Contract following an open tender – €3.0 Million - 36 month contract duration.

Supplies Contract, open tender - €1.0 Million.

Project 2: Support measures of Returnee and RAE communities to Education

A Contribution Agreement with the Council of Europe – 24 month duration.

The EU contribution to this contract will be indicatively €1.0 Million.

The Council of Europe contribution to this contract will be € 0.1 Million

Project 3: EU/CoE Support to the Promotion of Cultural Diversity in Kosovo8 – Phase 2

The following activities will be implemented through contribution agreement with the Council of Europe:

The project will include the following 4 components:

1. Community well-being through Common Heritage

- Community dialogue for local development through common heritage
- Reconstruction / restoration of two sites in selected area
- Revitalisation of a local and authentic artisanship
- Rehabilitation and promotion of a natural heritage site for public use
- Professional Development Training
- Feasibility study and a strategic plan for the use of the rehabilitated sites
- Awareness raising on Environment and Cultural Heritage

2- Capacity Development for heritage

- Kosovo Police (KP) training on Cultural Heritage
- Support to inter-ministerial working groups (IMWG) training team activities
- Community Based Heritage Watch Groups
- Civil Society Organisation (CSO) mobilisation – small project initiatives for local development through Cultural Heritage
- Training in Cultural and Natural Heritage management of Local and Regional involved authorities

3 –A. Education and public awareness

- Heritage week in schools:
- Curriculum design:
- Elementary school and university modules monitoring:
- Site visits
- Speakers club

3- B. Public Information / Public Relations

- Awareness raising:
- European Heritage Days:
- Website for regional promotions

4- Local Development through Cultural Heritage

- Extension of Local Development Pilot Projects (LDPP) to other regions:
- Signalisation and information points in other regions:
- Action Plan for Peje/Pec region (w/ priority list for donors and private sector
- Possible project in Decan/i (depending on the developments)

⁸ "All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo