1. Basic information

 1.1 CRIS Number:

 1.2 Title: **EDUCATION AND EMPLOYMENT**

 1.3 ELARG Statistical code: **02.26**

 1.4 Location: **KOSOVO**

 Implementing arrangements:

 1.5 Contracting Authority (EC): the European Commission Liaison Office in Pristina

 1.6 Implementing Agency: the European Commission Liaison Office in Pristina

 1.7 Beneficiary

Project component	Beneficiary	Contact point responsible for component coordination
1. Sector-wide approach in education	Ministry of Education (MEST)	Mr. Besim Mustafa: Besim.mustafa@ks-gov.net
2.Vocational Training (VET) capacity building & Employment promotion	Ministry of Education, Ministry of Labour, and Ministry of Youth (DOY)	Ministry of Education. VET. Ms Fikrije Zymberi. fikrije.zymberi@ks-gov.net Tel: 044-126-436 Ministry of Labour. Mr Hafizi Leka: hafizleka@gmail.com Ministry of Youth. Mr Ilir Hoxha : ilir.s.hoxha@gmail.com

 1.8 Overall cost (VAT excluded)[1]: **11.7 million Euro**

 1.9 EU contribution: **10 million Euro**

 1.10 Final date for contracting:

 Three years after the signature of the financing agreement between the European Commission and the Kosovan Authorities

 1.11 Final date for execution of contracts:

 Two years after the final date for contracting.

 1.12 Final date for disbursements:

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

2. Overall Objective and Project Purpose

2.1 Overall Objective:

Support the Kosovo Government in improving the quality and efficiency of the provision of education and training services in a lifelong learning and employability perspective.

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[1] The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated (see Section 7.6)

2.2 Project purpose:

The project will support the improvement of the education and training system both in terms of internal and external efficiency. Component 1 will contribute to enhancing the management and quality of the general education system, through the development and implementation of a sound sector-wide approach. Component 2 will focus on improving the employability of young people and disadvantaged persons by means of a comprehensive vocational education and training (VET) strategy responsive to labour market needs, as well as company-based training services and development of entrepreneurship skills. The two components are closely connected and complementary

2.3 Link with Action Plan/NPAA/European Partnership/Stabilisation and Association Process

European Partnership
This project is consistent and responds to a number of the priorities and recommendations of the European Partnership to:
-fully implement the legislation on VET and start implementing the law on Qualifications;
-continue the development of a national framework for monitoring and evaluating teaching
-strengthen the mechanisms for quality assurance in the education sector
-continue efforts to link vocational education and training and the higher education sector with labour market and economic needs

2.4 Link with Multi-Annual Indicative Planning Document for Kosovo (under UNSCR 1244) - MIPD, 2007-2009
The project directly responds to the MIPD concern that "Kosovo's education system is over-stretched and under resourced. Significant policy-making and capital investment deficits are apparent". It addresses the challenge of how to "enhance the quality of educational system and to ensure that qualifications provided to the extremely young population of Kosovo correspond to labour market needs". The project and its components are consistent with the MIPD concern for the need to address the chronic unemployment problem, particularly among young people in Kosovo.[2]

2.5 Link with National Development Plan

The Kosovo Government makes Education one of the four pillars (the "4 Es") of the development of the country, together with Energy, Europe and Economy. It also sets priorities on economic development and reduction of unemployment. This project, in its whole and through its Component 2 should contribute to achieving these objectives. The Medium Term Expenditure Framework emphasises the need to improve human resource development and service delivery in the field of education and orientate education to the labour market and the world of work. The MTEF highlights the challenge of unemployment and the urgent need to promote the employability of jobseekers through training and the promotion of entrepreneurship and support for self-employment.

The national strategies benefit from an operational tool with the existence of a **Medium-Term Expenditure Framework (MTEF) for 2008-2010**, which gives the overall expenditure forecast and also a rough frame for budget planning.

2.6 Link with national/sectoral investment plans

In the education field, the project supports the **Strategy for Development of Pre-University Education in Kosovo (2007-2017**)[3], which aims at strengthening and making the education sector

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[2] MIPD for Kosovo 2007-2009: pages 13. 16, 17, 19
[3] The seven strategic objectives of the pre-university strategy are: (i) quality and efficient governance, leadership and management of the education system, (ii) a functional quality assurance system of learning based on standards comparable to those of developed countries, (iii) inclusion, equity and respect of diversity in education, (iv) pre- and in-service teacher training and development, (v) adequate and healthy physical environment for learning and teaching, (vi) sustainable links between education and global social and economic developments, and (vii) mobilizing resources for education.

operate more effectively through reinforcement of planning, budget and monitoring tools, as well as capacity development associated efforts.

This project serves the vision of this strategy as "*Kosovo – a knowledge society, integrated in European trends and offering equal opportunities for personal development to all its individual members, who in return contribute to a sustainable economic and social development*" , as well as the stated mission of "*building an inclusive education system that offers conditions for quality education and training for all individuals by promoting lifelong learning habits and values of democratic citizenship*" [4].

The project will give concrete support to the work necessary to meet the seven strategic objectives of the Pre-University Education Strategy[5] in particular in respect of improving the quality and efficient governance of the education system, teacher training and professional development and linking education with social and economic development.

In the employment field, Component 2 of the proposed project will contribute to the achievement of the objectives of both the draft **Kosovan Employment Strategy (2008-2013)[6]** – notably in respect of expanding and improving investment in human capital and ensuring an inclusive labour market, and the **Kosovo Youth Employment Action Plan (2006-2009)[7]** – especially through improving the quantity and quality of basic education (objective 1), on fostering enterprise creation thanks to the entrepreneurship skill training (objective 2) and the promotion of social inclusion through active labour measures targeting the most disadvantaged young people.

Furthermore, the project includes many social inclusion or targeted activities and, thereby complies also with the education component of the **Strategy for Integration of Roma, Ashkali, and Egyptian Communities in Kosovo 2007-2017**,

3. Description of the project

3.1 Background and justification:

Background on institutional & legal framework, and political commitment on which the project is based

The Government of Kosovo has put education as one of the four priority sectors for Kosovo. Education is recognised as key for building an inclusive and peaceful society, reducing poverty, promoting economic growth, and facilitating European integration. At least two main laws provide a legal framework for it: the **Law NO. 2002/2 on Primary and Secondary Education in Kosovo (13.10.2002),** which defines the roles and responsibilities of the central and municipal levels, and the recently promulgated **Law on Vocational Education and Training NO 02/L-42,** which stipulates the need to regulate the system of formal vocational education and training in compliance with the needs of economic and social development in Kosovo, labour market demands and needs of individuals, which also regulates the provision of formal and vocational education and training in Kosovo.

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[4] Strategy for Development of Pre-University Education in Kosovo (2007-2017) page 9

[5] Quality and efficient governance, leadership and management of the education system (objective 1); a functioning system for ensuring quality learning based on European standards (objective 2); in-service and pre-service teacher training and professional development (objective 4); sustainable linking of education with global social and economic development (objective 6); advancing the material situation in education (objective 7).

[6] The Kosovan Employment Strategy 2008-2013 has four key objectives : (i) to expand and improve investment in human capital, (ii) to ensure an inclusive labour market, (iii) to reduce the incidence of employment in the informal economy, (iv) to establish a modern employment protection system.

[7] The Kosovo Youth Employment Action Plan identifies three strategic objectives: (i) Improve the quantity and quality of basic education as a means of providing the highest rate of return in enhancing employability, (ii) Increase decent work opportunities for young people by increasing the net rate of enterprise creation, (iii) Prevent the social exclusion of young people through targeted labour measures aimed at increasing the number of disadvantaged youth participating in employment activation.

Connecting education, VET and the labour market

The political commitment finds concrete expression in the higher education development strategy (2005-2015) and even more in the pre-university education strategy (2007-2017) launched in June 2007. To date, these strategies are not fully budgeted for nor connected with annual action plans, which hampers their implementation. Vocational education and training (VET) is lagging behind. Several interventions in this field co-exist, (supported essentially through external financing) but are supported in an ad-hoc way. There lacks the strategic framework needed to link the general education interventions on the one hand with those supporting labour market measures, on the other. **This project will bring these aspects together – education, VET and labour market measures to the overall benefit of education, employment and economy of Kosovo.**

Background on initial efforts on better donor coordination for a country-driven sector wide approach

Until recently, because of this lack of operational framework, donor coordination has remained weak and ad hoc, thereby hampering aid effectiveness. The expressed commitment of the Government of Kosovo in support of a SWAP in education provides an opportunity to move towards greater coordination and harmonization in favour of a genuine sector-wide approach. In the current context of Kosovo, SWAp is to be understood as the process related to a national, coherent sector strategy being supported by partners, but not yet through national budget channels. In other words, the SWAp is for now "*an approach to support a locally owned program for a sector in a comprehensive and coordinated manner and it is not seen as an instrument*"[8].

Following a meeting, in September 2007, of donor partners with the Kosovan Government to explore SWAp Education possibilities, an agreement was made on the need to conduct a feasibility study on SWAp. The Swedish International Development Agency (SIDA) has funded this feasibility study. The findings of this study (expected around May 2008) should lead to concrete recommendations on the next steps and the priority gaps to be filled in order to move towards a genuine SWAp.

As the present IPA project belongs to this process, therefore some flexibility has been kept in the definition of the content of the activities, to allow adaptation to the needs and outcomes of the SIDA feasibility study and ensure full complementarity with other DPs' interventions, which are not fully known and coordinated yet. Most probably, this should include support to the curriculum development. In all instances, to accompany the process towards the SWAp, special focus will be put on supporting capacity development within the MEST, especially in terms of planning, budgeting, human resource management, monitoring and evaluation.

Besides these new needs brought by the change towards an holistic approach, some needs will remain valid. The project has already identified areas where improvements are crucially needed, in particular in the field of VET and of Information Technologies (IT).

Need for IT teacher training, as a quality factor for the teaching and learning environment.

The education sector urgently needs capital investment to improve the daily functioning of the schools and the quality of education. The pre-university education strategy has ranked the introduction of ICT in all schools among its highest priorities and makes an explicit reference to building infrastructure for processing data in education[9].

Kosovan schools have the lowest number of computers and other ICT equipment per student in the Region. Unless immediate measures are taken, Kosovo will lag severely behind all countries in the Region. MEST is already working with partner organizations in Kosovo to develop the content for e-learning, with some content already on-line. The IT sub-component will, on a pilot basis, support on-going efforts by providing IT training and e-learning to teachers to improve their competence in school administration and the gathering of education data as well as make the first steps of bringing

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[8] Definition agreed upon during the meeting jointly organized in September 2007 by EC/ETF and the World Bank with all Kosovan authorities and education donors on the possible education sector wide approach in Kosovo.

[9] Pre-University Education Strategy (2007-2017) measures 4.5.3 & 4.1.4

e-learning into the class rooms.

VET Strategy development, Quality Assurance and the National Qualification Framework (NQF)
In addition to the absence of a strategic framework for VET, or as a consequence of it, Kosovo has little or no system of quality assurance and accreditation in vocational education and training (VET) nor a national qualification framework in post-secondary vocational education and training. The existing arrangements for quality assurance in pre-university education in VET are outdated and not sensitive to emerging markets and labour market needs. Neither is it adequate for regulating the growing number of private VET providers. The current accreditation and qualification framework requires considerable support to assure alignment with the European Standards and European Qualifications Framework in order to secure quality national standards and in order that Kosovan qualifications in VET are recognised Europe-wide.

This work will build on the results and outcomes of EC-funded KosVET II on Quality Assurance Framework (2005), KosVET III on the establishment of the Council of VET and the development of the National Qualification Framework (2006-2009). It will also build on EC-funded KosVET IV on the establishment of a demand-led skills-development program. Such support to pre-university-level VET system will complement the work recently started by the Kosovo Accreditation Agency for Higher Education. *The development of a VET Strategy framework will form part of and be encompassed by the SWAP education activities. It is essential to assure Vocational Education and Training are part of, and not isolated from, the main educational framework.*

Need for renewed and targeted actions in vocational and in-company training and accreditation addressing youth employability
Outside the formal education system, other types of education and training interventions can help the Government address socio-economic difficulties, such as high unemployment rates among young adults. Kosovo suffers from persistently high unemployment (40% on average with 53.8% inactivity rate). Young people constitute 51.5% of the population but they are nearly twice as likely as adults to be unemployed (49.5%). Most of them are long term unemployed with also strong disparities among ethnic groups[10]. Current linkages between vocational training and labour market needs are very weak which delays the economic development of the country through its young labour force. Drawing from these observations, and in line with the previously mentioned European Partnership for Kosovo, the European Employment Strategy and also with the European Social Fund priorities, *Component 2* will address the issue of unemployment and employability of job seekers by focusing on *in-company training and entrepreneurship* with complementary *targeted measures for disadvantaged groups*, including women, RAE, low-skilled long-term unemployed persons and persons with disabilities.

In-company training schemes, according to the Kosovo Youth Employment Action Plan, have a history of yielding good results and effective integration of job seekers into the labour market in Kosovo. This initiative will bring together European and Kosovan companies with a view to developing the capacity and competency of Kosovan companies in the delivery of in-company training according to European Standards. Trainees are to benefit from in-company training delivered both in Kosovo and in EU member states. This will be to the benefit of both Kosovo companies and trainees – recipients of improved quality of VET in-company training. Complementary targeted and pro-active measures for disadvantaged groups will consist of, in particular, awareness raising measures towards employers as well as outreach and capacity building support to disadvantaged groups. It will provide an opportunity for disadvantaged groups to obtain direct contact with employers, use their skills and, in so doing, break down the prevailing negative perception existing among employers that disadvantaged groups are unemployable and without abilities. Such pro-active measures exist in all European countries, are an essential part of the promotion of social inclusion and are strongly promoted by the European Commission itself.

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[10] (72.2 % of young Roma, Ashkali and Egyptian (RAE) communities and 88.6% of young Serbs) and gender (Only 25.3% of women are economically active in Kosovo and 60.7% are unemployed).

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

Component 1 – Sector Wide Approach in Education

The critical conditions for moving forward with the sector-wide approach have been met: political commitment, the existence of a legal, strategic and budget framework through the MTEF. There is also a clear willingness on the part of the donors to improve coordination and alignment. In this context, *Component 1* will assist the government in steering and phasing-in the reform, using both domestic and external resources efficiently and effectively, and focusing on outcomes.

The IT pilot will test the sustainability of such projects prior to a wider roll-out, by assessing the level of interest and commitment of municipalities (on equipment maintenance, provision of IT human resource support and internet connection), schools, teachers and students. It will reach out to the more disadvantaged schools, in particular lower secondary schools in urban areas with very limited IT capacity, initiate teachers into the use of IT in school administration work as well as in teaching practices to be taken forward and applied across the teaching curriculum.

Component 2 – VET capacity building and Employment

By advancing the VET agenda, through mainstreaming a VET component in the aforementioned SWAp, developing the VET accreditation and qualification system and framework, Component 2 will have a sustainable and catalytic effect on assuring the relevance of VET towards labour market needs. It will align skills and accreditation with the European Qualification Framework and thereby improve the employability of job seekers of Kosovo.

This project will serve to build the capacity of vocational and in-company trainers as well as job-seekers and stimulate contact of Kosovo companies with European companies experienced in providing raining to European Standards. Sustainability will be assured by means of training of trainers, the investment in human resources and the building of entrepreneurship skills in order to promote innovative business start ups to the benefit of the Kosovan as well as the wider European labour market and economy.

3.3 Results and measurable indicators:

Results Component 1 – Implementation of a sector-wide approach in education (including an IT pilot)

Result 1 – The capacities of the Ministry of Education (MEST) to steer the sector-wide approach and roll out the strategy are developed.

Upon confirmation of the SWAp feasibility study findings, this result could involve the elaboration of a comprehensive capacity development plan covering the following fields: policy analysis, strategic planning, financial planning and management, human resource management, monitoring and evaluation and donor coordination.

Result 2 – Selected SWAp priorities, following the feasibility study recommendations, are implemented.

Result 3 – Teachers and students trained in I.T and e-learning and I.T centres in schools and after-school clubs established

Teachers trained and qualified in IT and e-learning methodologies in order to build up and improve the efficiency of the administrative capacity in schools as well as support the development and use of IT and e-learning in the teaching of students horizontally across the core subject areas. Pilot IT support centres in schools and after-schools clubs established and used by both teachers and students for

educational and recreational activities respectively[11] with virtual practice firms in operation across a select number of piloted schools.

Corresponding indicators:
1. Endorsed and detailed implementation plan for the education strategies produced, including realistic time line, costing and monitoring and evaluation (M&E) modalities; number of joint (MEST-Donor Partner) sector reviews; number of development partners directly and actively supporting the process and the strategy;
2. Indicators linked to the selected activities, which will be defined in the next stage.
3. Improved teachers' understanding, knowledge and capacity to use I.T for administrative and teaching purposes with at least 200 teachers trained; increased IT capacity for selected pilot schools (equipment and human resource development) with at least 4 schools piloted; increased business skills capacity of student population following participation in virtual practice firm training schemes.

RESULTS : Component 2 -   Vocational Training (VET) capacity building & Employment promotion measures

Result 1 - legal framework and infrastructure for accreditation of VET providers developed and implemented; national standards established, monitoring and review systems set up for VET qualifications in alignment with the European Qualifications Framework (EQF)

Result 2 – Developed and improved management, technical and administrative capacity of the national authority, other relevant institutions and partners that are part of the accreditation, quality assurance system & National Qualifications Framework (NQF); increased awareness among wider public regarding the role and function of the NQF realised

Result 3 - Increased participation and improved quality of in-company training from Kosovan companies to be achieved following exchanges with and good practice guidance from European companies. This training is to be developed and delivered in accordance with European standards and labour market demand.

Result 4 - The number of unemployed young adults, in particular the most disadvantaged, benefiting from in-company training and entrepreneurial schemes has increased and the quality of technical support to young adults in training and business start-ups and the development of their small business has improved.

Corresponding indicator:
1. Legal framework for accreditation of VET / HRD providers of formal and non-formal education and training, (virtual) training firms, examination / assessment bodies developed and improved upon; Quality assurance / accreditation arrangements for pre-university vocational training   education is integrated into existing Legislation and Administrative Instructions of VET Law;
   Draft Law on Qualifications, is applied and institutional and financial support for the Kosovo National Qualification Authority is incorporated in the national budget;
   Establishment of sector working groups and tripartite consultation (involving social partners and Ministries) on results and consensus of key stakeholders on NQF;
2. Improved efficiency and competency of NQF institutions and staff;

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[11] After school clubs set up where human resource capacity exists to supervise them; pilot schools to include IT technical support and backup, IT equipment and software, provision of internet access (project to fund first 12 months access only to then be taken over by municipality); security features inter alia.

3   Unemployment rate and numbers of unemployed young adults that obtain employment after benefiting from program; Number of companies (European and Kosovan) that have participated in training programme (at least 15 companies selected) ; number of Kosovo companies that have developed in-company training programmes corresponding to European good practice standards

4   Increased entrepreneurial abilities of trained participants demonstrated by number of business start-ups and employability of trainees (at least 300 participants trained)

3.4 Activities for achieving the results:

ACTIVITIES - Component 1: Sector Wide Approach in Education

> **Contracting Arrangements:**
> The preferred implementation instrument for this component:
> -One Service/technical assistance contract for SWAP Education in Kosovo for Capacity Building of MEST and relevant stakeholders;
> -One parallel co-financing service contract from Government Ministry of Education (1.0 €million)
>
> For the IT pilot project:
> -One Service/technical assistance contract for the IT training;
> -One supplies contract for the supply of IT equipment;
>
> -One Works contract covered by parallel co-financing from Government Ministry of Education: to cover any infrastructure restoration work necessary to the rooms and buildings which will house the computer resource centres and after-school clubs – to a value of 0.6 €million

Activity 1.1 for achieving Results 1 and 2 (support to the SWAp design and implementation)

- Structure and functions of MEST reviewed
- Development of a costed and time-bound action plan to be used as an operational tool associated to the sector strategy
- Implementation of a set of activities according to the identified priorities of SWAp feasibility study
- Support to a country-led capacity gap assessment and to the elaboration of a systemic capacity development plan
- On-the-job training sessions and mentoring, through local and international expertise, for MEST key units on their expected core competencies; peer learning and exchange activities on EU policy, project development and management inter alia (all these capacity building activities should be identified in the Capacity Development Plan)
- Specific (financial and/or human resource) support for the Education Aid Coordination Unit, the Policy Analysis and Planning Unit and the Council of Experts for Pre-university Education
- Development of managerial, monitoring and evaluation tools
- Support to the Monitoring and Evaluation (M&E) mechanism (co-organization of joint sector reviews, cost-sharing of the donor-side coordination as required)

Activities 1.2.1 and 1.2.2 for achieving Result 3 IT Pilot: training and infrastructure development for schools

Activity 1.2.1 (institution building)
- Implementation of IT skills training and basic e-learning training targeted at teachers;
- applied courses/activities for students on IT and e-learning and the establishment, training and running of virtual practice firms; I.T learning activities and measures which are geared to encourage the application and use of IT horizontally across core teaching subjects

Activity 1.2.2 (investment)

- Installation of IT equipment and resources in selected schools and student driven after-school clubs with IT technical support and human resources provided necessary to run the IT centres and clubs and supervise their use12.

- Restoration works for IT resource centres and after-school clubs, as required, to make them a secure and a suitable environment to accommodate an IT resource and teaching facility.

ACTIVITIES - Component 2: Vocational Training (VET) capacity building & Employment promotion

Contracting Arrangements:
-One Service/technical assistance contract for Quality Assurance-NQF capacity development
-One Service/technical assistance contract for in-company training and entrepreneurship skills training
-One parallel co-financing service contract from Government Ministry of Youth (0.1 €million)

Activity 2.1 for achieving Results 1 and 2
For Result 1
- Progress NQF legal framework through political and administrative channels
- studies/research/data gathering undertaken on Kosovo labour market skills gaps; identification of VET curriculum gaps, development/updating of curriculum standards (building on KOSVET III);
- Identify good practice of existing accreditation and quality assurance arrangements in other EU countries and adapt these good practice models to the Kosovo context;
- Sector working groups draft, develop clear criteria and procedures for VET / HRD curricula and qualifications for EQF levels 4 & 5 (VET levels) in priority sectors and establish regular working meetings with key partners and stakeholders[13]
- Development of clear criteria and procedures for accreditation of VET teacher trainers, examiners and assessors, accreditation of curricula, training materials and assessment tools for VET priority sectors/professional streams.
- Institutional infrastructure for accreditation of VET/HRD providers' pilot tested; support to National Qualifications Authority for implementation of the accreditation procedure for newly developed and approved curricula relating to EQF levels 4 and 5;

For Result 2
Analyse and assess the training needs for professional development of staff; develop a training programme for those staff and the related bodies responsible for pre-university education in the sector of vocational training[14];
- Deliver training to appropriate staff, to include European best practice exchanges
- Awareness raising activities to wider public about NQF

Activity 2.2 for achieving Results 3 and 4
For Result 3
- Relationship building and best practice exchange to be developed between Kosovan companies and European companies experienced in delivering in-company training according to

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[12] Provision of internet access (project to fund first 12 months internet access only and then the costs to be taken over by municipality); provision security features to be set up and provided by municipality. Kosovan Government and/or Municipalities commitment to covering the maintenance costs for the maintenance/ running of the IT centres.

[13] MEST, National Qualifications Authority (NQA), National Council for Curricula, Council for Vocational Education and Training(CVET), social partners, and other key stakeholders
[14] Building upon the training outputs of the relevant KOSVET II and KOSVET III, and other donors' projects

European VET standards (exchange meetings and workshops; possibly on-site visits – study visits). Particular support will be given to the training of trainers.

For Result 4
- In-company training schemes involving European and Kosovan companies

In-company/on-site training given to young job-seekers linked to labour market demand. Training to be delivered by VET and in-company trainers, from and in both Kosovo and EU member states. Trainers must have understanding and experience of European standards and good practice methodologies. Outreach will be made to particularly disadvantaged groups[15] Validation of skills at the end of the training will be undertaken

- Coaching and technical assistance on entrepreneurship and business skills provided to potential young entrepreneurs (building on KOSVET III), with advise and guidance on how they may benefit from DOY and World Bank micro-credit schemes; Validation of skills at the end of the training will be undertaken.

3.5 Conditionality and sequencing:

Component 1 – SWAP Education
The success of the project relies on the following conditions, that:
-the Government, respective line Ministries and donors will be fully engaged in the project
-there will be a clear allocation of roles and responsibilities among partners
-clear and effective communication channels
-commitment from municipalities, schools, staff and students to the project activities and goals;
-commitment by the municipalities to fund running/maintenance costs of the IT equipment and internet connection (internet costs to be covered by the project for 12 months only);
-security of equipment and suitable environment for equipment;

Component 2 – Vocational Training (VET) capacity building & Employment promotion
The success of the project relies on the following conditions, that:
-adoption of law on Qualifications
-partner and stakeholder commitment and active engagement
-establishment of support structures on Accreditation and NQF for vocational training (VET)
-interest from employers/companies to participate;
-interest from European companies experience in providing in-company training
-good cooperation and coordination among all stakeholders/project partners
-accurate information on labour market skills needs
-interest and take up rate from job-seekers and potential trainees

3.6 Linked activities
Joint Education Sector Feasibility Study for Sector Wide Approach (Kosovo October 2007-April 2008). *Component 1* of the project will directly build on the findings of this study funded by SIDA and entrusted to a consultancy firm. Indeed, the study shall provide Government and development partners with analysis, instrumental and feasible proposals as a basis for increased, more effective and better coordinated support for the education sector in Kosovo.

Component 1 will also closely coordinate with the **World Bank new 10-Million USD project "Institutional Development for Education Project"** which supports specific earmarked components of the national education strategies of Kosovo, namely the Educational Management System (EMIS), and grants space for complementary interventions by other donors.

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[15] Roma, Ashkali, and Egyptian (RAE), persons with disabilities, women, low-skilled long term unemployed persons

For IT specific pilot, *Component 1* will link with, and provide continuity with, **EC funded KOSVET** initiative which has worked on curriculum development in the area of IT.

Component 2 of the project should correspond and lead-on from the following projects:
- **KOSVET III (September 2006- March 2009), 2 meuro:** *Component 2* should be sensitive to and build on KOSVET III measures and contribute to VET system's further modernisation, with a view to developing a competitive enterprise economy and enhancing youth employability, self employment and lifelong learning. In particular, it should build on the National Curriculum Framework developed for career education, the establishment of the Council for VET and the support provided for the establishment of the Kosovo Qualifications Authority and the arrangements for developing, approving, certifying and reviewing vocational qualifications;
- **KOSVET IV (2007-2009), 1.5 meuro**: Given their common objective and field of intervention, *Component 2* will shall be sensitive to and build on the measures of KosVET IV. Its objective is to support to a modern vocational education and training system in Kosovo for both youth and adults, in line with the needs of the labour market, economic development priorities and it gives due reference to key EU policies, through (i) the provision of vocational education and training matching the requests of employers of Kosovo and (ii) the establishment of a training needs assessment service within the Kosovo Chamber of Commerce, (iii) research on the broader possibilities for vocational education and training scholarship and internship within the EU-member states.
- **ECONET project** (2005-2007, to be extended 2007-2009), funded by the Austrian Ministry for Foreign Affairs and the Austrian Development Agency, which pilots virtual practice firms in selected, namely economic schools, according to a curriculum developed by ECONET.

- Close coordination will also be sought with key partners in the VET field, such **as ILO**, which supports the ministry of labour and social welfare for the development of VET Centres, **Swiss-contact and KulturKontakt of Austria** which supports the MEST in the development of virtual practice firms/business simulation networks.

3.7 Lessons learned
The following lessons have been learned from past projects in the field:
-the importance of a clear political commitment and engagement by the beneficiaries, stakeholders and relevant donors
-the importance of transparent and good communication and coordination between experts and project partners/beneficiaries
-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 involve representatives of minority, disadvantaged and discriminated groups in order to achieve their inclusion in education and promote their employability

4. Indicative Budget (amounts in €millions)

ACTIVITIES	IB (1)	INV (1)	TOTAL EXP.RE EUR (a)=(b)+(c)+(d)	IPA COMMUNITY CONTRIBUTION EUR (b)	% (2)	NATIONAL CONTRIBUTION Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	PRIVATE CONTRIBUTION EUR (d)	% (2)
Component 1												
Activity 1.1	X		4.0	3.0	75	1.0	25					
Contract 1.1.1:SWAP Education -TA-Service			3.0	3.0	100							
Contract 1.1.2:[parallel co-financing from Kosovo Ministry]						1.0	100	1.0				
Activity 1.2.1	X		2.0	2.0	100							
Contract 1.2.1:I.T Pilot - TA-Service			2.0	2.0	100							
Activity 1.2..2		X	1.6		62	0.6	38	0.6				
Contract 1.2.2.1:I.T Pilot - Supplies			1.0	1.0	100							
Contract 1.2.2.2:I.T Pilot – Works [Parallel co-financing from MEST]						0.6	100	0.6				
Component 2												
Activity 2.1	X		2.0	2.0	100							
Contract 2.1:TA-Service VET-NQF-Accredit			2.0	2.0	100							
Activity 2.2	X		2.1	2.0	90	0.1	10	0.1				
Contract 2.2.1:Service VET In-company training & entrepreneurship			2.0	2.0	100							
Contract 2.2.2:Parallel co-financing of the MOY						0.1	100	0.1				
TOTAL IB			10.1	9.0	89	1.1	11					
TOTAL INV			1.6	1.0	62	0.6	38					
TOTAL PROJECT			**11.7**	**10.0**	**86**	**1.7**	**14**					

Note: (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)

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1.1 SWAP Education Service Contract	Q4 2008	Q2 2009	Q2 2012
Contract 1.1.2 *Parallel co-financing from Ministry of Education (MEST) for SWAP Education	Q4 2008	Q2 2009	Q2 2012
Contract 1.2.1 I.T Pilot Project Service Contract	Q4 2008	Q2 2009	Q2 2012
Contract 1.2.2.1 I.T Pilot Project Supplies contract	Q4 2009	Q1 2010	Q2 2011
Contract 1.2.2.2 Parallel co-financing from MEST Works contract (for any restoration work of locations for IT centres – after-schools clubs as required	Q42009	Q1 2010	Q2 2011
Contract 2.1 VET-NQF-Accreditation Service-TA contract	Q4 2008	Q2 2009	Q2 2011
Contract 2.2.1 In-company Employment Service-TA contract	Q4 2008	Q2 2009	Q4 2011
Contract 2.2.2 *Parallel co-financing from Ministry of Youth for in-company training project	Q4 2008	Q2 2009	Q4 2011

All projects should in principle be ready for tendering in the 1ST Quarter following the signature of the FA

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

-This project will work pro-actively to secure gender equality and gender balance in the activities to be supported. Gender monitoring of the project activities will be undertaken..

-This action will give particular attention to promoting equal access and gender balance in respect of education and training, development of access to qualifications, accreditation and certification schemes as well as to assure non-discrimination and inclusion by persons from the most disadvantaged groups. Specific attention will be given to the inclusion and active participation by disadvantaged and discriminated groups across the project activities, in order to ensure they can input their experiences and knowledge into the process. The project will develop structures and mechanisms which will ensure disadvantaged groups benefit from the project outcomes. Disadvantaged groups include RAE, persons with disabilities, and persons from the poorest and most socially excluded backgrounds.

6.2 Environment

The project will promote and advance respect for the environment, especially with regards to awareness rising among teachers and students.

6.3 Minorities

-This project 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

-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.

ANNEXES
ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Programme name and number **EDUCATION AND EMPLOYMENT – FICHE**	
		Contracting period expires	Disbursement period expires
		Total budget **11.7 meuro**	IPA budget: **10 meuro**

Overall objective	Objectively verifiable indicators	Sources of Verification	
Support the Kosovo Government in improving the quality and efficiency of the provision of education and training services in a lifelong learning and employability perspective.			-political stability in Kosovo

Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
The project will support the improvement of the education and training system both in terms of internal and external efficiency. *Component 1* will contribute to enhancing the management and quality of the *general education system*, while *Component 2* will focus on improving the *employability* of young people and disadvantaged persons.	-improved efficiency and competency of the education institutions; improved donor coordination -NQF institution in operation -increased employability of job seekers in Kosovo	Labour market survey Data from MEST, MOY and MLSW	-political support and leadership from Kosovan Government and Ministerial level -take-up from target/ client group

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
RESULTS: Component- 1 – Sector Wide Approach in Education			
Result 1 – The capacities of the Ministry of Education (MEST) to steer the sector-wide approach and roll out the strategy are developed.	Endorsed implementation plan for the education strategies produced; joint (MEST-Donor Partner) sector reviews; development partners directly supporting the process and the strategy;	-Project Reports -Participants Register to workshops/seminars -Feedback/responses from participants/stakeholders -updated MEST guideline & procedure documents	
Result 2 – Selected SWAp priorities, following the feasibility study recommendations, are implemented.	Indicators linked to the selected activities defined at the next stage.		
Result 3 – Teachers and students trained in I.T and e-learning and I.T centres in schools and after-school clubs established	Improved teachers' capacity to use I.T for administrative and teaching purposes; IT capacity increase for pilot schools	-participants register - invoices and receipts for equipment -on-site visits, reports, evaluations -feedback from teachers and students -MEST records -auditor reports	Adequate environment (security, power supply); Municipality commitment for meeting maintenance costs; Sustainable provision of IT HR supervision and maintenance
RESULTS: Component 2 Vocational Training (VET) capacity building & Employment promotion			

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
Result 1 - Development and implementation of legal framework and infrastructure for accreditation of VET providers and setting of national standards, monitoring and review systems for VET qualifications in alignment with the European Qualifications Framework (EQF)	Legal framework for accreditation of VET developed and improved upon; Quality assurance / accreditation for VET integrated into existing Legislation and Administrative Instructions of VET Law; Draft Law on Qualifications, is applied.	-Meetings Participants list & reports -Project Reports -Recommendations on legal framework -Updated legal framework published in the Official Gazette	-adoption of Law on Qualifications -set up of National Qualifications Authority -Full commitment of stakeholders -interest from employers/companies to participate;
Result 2 - Improved management, technical and administrative capacity of the national authority, institutions and partners part of the Quality Assurance system & National Qualifications Framework (NQF)	Improved efficiency and competency of NQF institutions and staff;	-Reports by stakeholders -Project reports -Signed agreements	-interest from European companies experience in providing in-company training
Result 3 - Increased participation and improved quality of in-company training from Kosovan companies involving European companies also. This training is to be developed and delivered in accordance with European standards and labour market demand.	Establishment of sector working groups, tripartite consultation and consensus on NQF; Minimum 15 companies that have participated in training programme	-Project reports -Annual reports of MLSW performance -External evaluation report -Reports from National Centre for TNA16	-accurate information on labour market skills needs -interest and take up rate from job-seekers and potential trainees
Result 4 - The number of unemployed young adults, in particular the most disadvantaged, benefiting from in-company training and entrepreneurial schemes has increased and the quality of technical support to young adults in training and business start-ups and the development of their small business has improved.	Increased skills base and officially recognised/accredited skills and entrepreneurial abilities of trained participants	-Annual reports on unemployment by MLSW -Newsletter on labour market -Reports from National Centre for TNA17	

Activities	Means	Costs	Assumptions
Activities Component 1: – Sector Wide Approach in Education			
Activities for achieving Results 1 and 2 (support to the SWAp design and implementation) include -Structure and functions of MEST reviewed & Development action plan as operational tool linked to the sector strategy -Implementation of a set of activities according to the identified priorities of SWAp feasibility study -elaboration of a capacity development plan -On-the-job training sessions and mentoring, through local and international expertise, for MEST key units -Development of managerial, monitoring and evaluation tools and	Technical Assistance/Service contract	3 million euro [+ 25% Parallel co-financing from MEST]	

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[16] Training Needs Assessment
[17] Training Needs Assessment

mechanisms		
Activities for achieving Result 3 IT Pilot project: training and infrastructure development for schools -Implementation of IT skills training and basic e-learning training targeted at teachers and students; -Installation of IT equipment and resources in selected schools and student driven after-school clubs	Technical Assistance/Service contract & Supplies contract (for I.T equipment)	3 million euro = 2 million euro for IT training + 1 million euro for IT equipment *Parallel co-financing from Government Ministry of Education to cover I.T Works to a value of 0.6 meuro
Activities Component 2: Vocational Training (VET) capacity building & Employment promotion		
VET-NQF capacity building (institutions and HRD)		2 million euro from European Commission for service contract
Activities for achieving Result 1 -Progress NQF legal framework through political and administrative channels -Support to National Qualifications Authority for the development of NQA criteria and procedures and national standards for VET qualifications -Support for the implementation of the accreditation procedure **Activities for achieving Result 2** -assess & identify & deliver the staff/HRD training -Awareness raising activities to wider public	One service contract for NQF and Quality Assurance institutional and HRD capacity building	
Employment promotion: in-company training & entrepreneurship		
Activities for achieving Result 3 -Relationship building and best practice exchange between Kosovan companies and European companies on-site visits – study visits; training of trainers. **Activities for achieving Result 4** In-company/on-site training in Kosovo & in EU member states entrepreneurship and business skills for young job seekers	One service contract for VET in-company and entrepreneurship training (2 million euro from European Commission + 100 000 euro co financing from MOY)	One service contract for VET in-company and entrepreneurship training (2 million Euro from European Commission + 100 000 Euro co financing from MOY)

Preconditions:
<u>Component 1</u>
-the Government, respective line Ministries and donors will be fully engaged in the project
-there will be a clear allocation of roles and responsibilities among partners
-commitment from municipalities, schools, staff and students to the project activities and goals;
-commitment by the municipalities to fund running/maintenance costs of the IT equipment and internet connection (internet costs to be covered by the project for 12 months only);
-security of equipment and suitable environment for equipment;
<u>Component 2</u>
-adoption of law on Qualifications
-establishment of support structures on Accreditation and NQF for vocational training (VET)
-interest from employers/companies to participate;
-interest from European companies experience in providing in-company training
-accurate information on labour market skills needs
-interest and take up rate from job-seekers and potential trainees

ANNEX II: amounts (in €million) Contracted and disbursed by quarter for the project

[This table should be consistent with the table in section 5 in the fiche main text]

Contracted	2008				2009				2010				2011				2012			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Sector Wide Approach Education (includes I.T pilot project)						(3 + 3 = 6meuro)														
1.1 - SWAP Education technical assistance/service contract						3.0														
1.2 - I.T Pilot – technical assistance/service contract						2.0														
1.3 - I.T Pilot – supplies contract						1.0														
Vocational Training (VET) capacity building & Employment promotion						(2 + 2 = 4meuro)														
2.1 – VET capacity building for NQF-Accreditation Technical assistance/service contract						2.0														
2.2 – VET In-company training & accreditation Technical assistance/service contract						2.0														
Cumulated Total						10meuro														

	2008				2009				2010				2011				2012			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Disbursed																				
Sector Wide Approach Education																				
1.1 - SWAP Education technical assistance/service contract						0.6		0.42		0.42		0.42		0.42		0.42		**0.3**		
I.T Pilot – technical assistance/service contract + I.T Pilot – supplies contract						0.6		0.7		0.7		0.7		**0.3**						
Vocational Training (VET) capacity building & Employment promotion																				
2.1 – VET capacity building for NQF-Accreditation Technical assistance/service contract						0.4		0.46		0.46		0.46		**0.2**						
2.2 – VET In-company training & accreditation Technical assistance/service contract						0.4		0.35		0.35		0.35		0.35		**0.2**				
Cumulated Total						**2.0**		**3.93**		**5.86**		**7.79**		**9.06**		**9.68**		**9.98**		

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ANNEX III: description of the 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 Kosovan children into compulsory education from ages six to fifteen.
-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 Labour and Social Welfare (MLSW)

This department was established in 2000 under UNMIK Regulation 24 - 21 April 2000 on the establishment of the Administrative Department Labour and Employment. Regulation No 2000/24 charges the labour administration with the formulation and implementation of policy aimed at supporting the unemployed by way of active employment policy measures such as job mediation, job creation, vocational training and re-training and small business development.4

The MLSW is responsible for development and implementation of Labour and Employment Policies in Kosovo. Its activities include the:
1. Composition and orientation of programmes in favour of increasing employment in Kosovo.
2. Assurance of social assistance for unemployed.
3. Capacity building for Labour administration and Labour market services.
4. Enforcing and consolidating basic law for Labour.
5. Opening and developing dialogues for Consultative Tripartite Council

Department of Employment is responsible for implementation of Employment policies. It supervises the regional centres in Kosovo which deal with consolidating and analyzing data for Labour market as well as the 22 municipal offices and 5 sub-offices for minorities.   The Department of Employment together with the Regional Centres provide assistance and support job-seekers to find employment by means of active employment policy measures such as job mediation, job creation, small business development and vocational training. They also are tasked with registering unemployed persons, as well as investigating and analysing the Labour market.

The Ministry of Culture, Youth and Sports

This department was established in 2000 under UNMIK Regulation 48 - 19 August 2000 on the Establishment of the Administrative Department of Youth18 .

Legal bases also include
Regulation No. 2001/19 on the Executive Branch of the Provisional Institutions of Self-Government in Kosovo
Regulation No. 2005/15 Amending UNMIK Regulation No. 2001/19 on the Executive Branch of the Provisional Institutions of Self-Government in Kosovo

Summary of the Ministry's mandate:
To develop policies and implement legislation for promotion of cultural, sports and youth activities and links with members of all ethnic, religious or linguistic communities, including those temporarily or permanently living outside of Kosovo

List of main competences and functions according to REGULATION NO. 2001/19 and REGULATION NO. 2005/15 the Ministry shall include:

-Developing policies and strategies for the youth sector, including the identification of specific at-risk youth groups, the development of programs to address their needs and the promotion of youth clubs, groups and associations;

-Implementing the strategy and operational plan for the youth sector within the framework of the Kosovo Consolidated Budget and in consultation with donors and relevant international agencies and local institutions;

-Conducting a comprehensive situation analysis of the youth sector, including relevant legislation, institutions, programs and activities;

-Identify specific youth groups and develop programs to address their needs.

-Develop programs to identify and address the needs of young women;

-Co-ordinating and co-operating with other Administrative Departments, municipalities, international and governmental agencies and non-governmental organizations in order to promote the coherent and efficient development and implementation of youth policies and resources in such matters as: job training and vocational services, sport and recreational activities, regional and international exchange programs, health and education, juvenile justice and the promotion of youth and human rights;

-Providing information to the youth of Kosovo on the services and programs available to assist them

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18 http://www.unmikonline.org/regulations/2000/re2000_48.htm

Annex IV: Reference to laws, regulations and strategic documents:
Reference list of relevant laws and regulations

UNMIK Regulation 11 - 3 March 2000 on the establishment of the Administrative Department of Education and Science

UNMIK Regulation 24 - 21 April 2000 on the establishment of the Administrative Department Labour and Employment

UNMIK Regulation 48 - 19 August 2000 on the establishment of the Administrative Department of Youth19

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)

Pre-University Education Strategy (2007-2017)

Kosovo Youth Employment Action Plan (2006-2009)

Legal Base - the Law on Vocational Education and Training [Number 02/L-42]

Law No. 2002/09 on the Labour Inspectorate of Kosovo

UNMIK/REG/2001/27 on the Essential Labour Law in Kosovo.

<u>**Reference to AP /NPAA / EP / SAA**</u>

European Partnership20

This project is consistent and responds to a number of the priorities and recommendations of the European Partnership on the need to:

-Reinforce capacity for government coordination and define more precisely the responsibilities of the central and local authorities for ensuring consistency of policy implementation. Strengthen the efficiency of the government's functions of monitoring the performance of the public service.

-fully implement the legislation on VET and start implementing the law on NQF;
-continue the development of a national framework for monitoring and evaluating teaching
-to strengthen the mechanisms for quality assurance in the education sector

-to continue efforts to link vocational education and training and the higher education sector with labour market and economic needs.

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[19] http://www.unmikonline.org/regulations/2000/re2000_48.htm
[20] <u>European Partnership (COM(2007)660)</u> Brussels, 6.11.2007 – pages 22, 25, 30

European Commission Progress Report 2007

This project will meet a number of the issues highlighted in the Progress Report.

The Progress Report states that 'the education and training system is still very narrow' and recognises the need for support to strengthen the mechanisms and institutions for accreditation and setting standards of achievement and quality assurance in the education sector.

The Progress Report also acknowledges that there is a need to support coordination of donors in the education sector and that the budget for education needs to be significantly increased.[21]

It identifies the unemployment problem faced by young people and vulnerable groups in Kosovo and the need to align labour supply and skills with the characteristics of the market[22].

Kosovo Action Plan for the Implementation of the European Partnership

The project meets the aims of the Kosovo EPAP:

Overarching priority 47 on education. Actions include:

-adoption of the National Qualifications Framework of Kosovo

-improve the quality of teaching through on-going teacher training programmes;

-implementation of the Law on Vocational Education and Training

Overarching priority 97 which commits to developing flexible social policies to promote employment and social cohesion and address poverty and social exclusion with particular attention to youth employment. Actions envisaged include:

– Development of cooperation and partnership policies with all relevant institutions which aim to encourage employment, social cohesion, reduce poverty and social exclusion.

– Implementation of the Vocational Training Strategy 20005-2008

-Increase training capacities in the network of vocational training

Reference to MIPD

The project and its components are consistent with the MIPD concern to address the chronic unemployment problem, particularly among young people in Kosovo.

It aligns with the recognition by the MIPD that the education system in Kosovo is over-stretched and under resourced and measures are needed to enhance the quality of education system and to align qualifications with labour market needs.

MIPD calls for the improvement of quality of education and training systems in line with European Standards which is in accordance with the overall aims and objectives of the project.

MIPD supports the need for vocational education and training development schemes, curricula improvement, teacher training with particular attention to the most disadvantaged groups[23].

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[21] Progress Report, Section 4.1.9 – Education & Research
[22] Progress Report, Section 4.1.8 – Employment & Social Policies
[23] MIPD for Kosovo 2007-2009: pages 16, 17, 19

Reference to National Development Plan

Supporting the Unemployed and Job-Seekers in Kosovo: Enhancing Employability, A Strategy for Vocational Training (February 2002)
The Strategy recognised the need to develop social partner involvement in the development of vocational training which is weak. The Strategy aims to encourage active involvement of the private sector, employers' organisations and the interest of employers in vocational training.

Pre-University Education Strategy (2007-2017) stresses the need to improve the quality of education; enhance efficient functioning of pre-university education; ensure equal access for all groups to education including the most excluded. This project is consistent with the seven strategic objectives of the Pre-University Education Strategy, and in particular the strategies relating to
-quality and efficient governance and management of the education system
-quality learning based on European standards
-effective in-service and pre-service training of teaching staff
-advancing the material situation in education

Kosovan Employment Strategy (2008-2013)
Meeting key objectives:
-to expand and improve investment in human capital
-to ensure an inclusive labour market
-to reduce the incidence of employment in the informal economy
-to establish a modern employment protection system

Kosovo Youth Employment Action Plan (2006-2009)
The Action Plan identifies three strategic objectives:
i)-Improving the quantity and quality of basic education as a means of providing the highest rate of return in enhancing employability.
ii)-Increase decent work opportunities for young people by increasing the net rate of enterprise creation
iii)-prevent the social exclusion of young people through targeted labour measures aimed at increasing the number of disadvantaged youth participating in employment activation.

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

<u>Component 1 – Sector Wide Approach in Education</u>

Contracting Arrangements:
The preferred implementation instrument for this component:

-One Service/technical assistance Contract for SWAP Education in Kosovo and Capacity Building of MEST and relevant stakeholders;

For the I.T pilot
-One Service/technical assistance Contract for the I.T training;
-One supplies contract for the supply of I.T equipment

Ssupport to the SWAp design and implementation

-One Service/technical assistance Contract for SWAP Education in Kosovo and Capacity Building of MEST and relevant stakeholders;

*parallel co-financing from Government at 25% (1 meuro).

Tasks under this component include support and guidance to:

- Structure and functions of MEST reviewed

- Development of a costed and time-bound action plan as operational tool associated to the sector strategy

- Implementation of a set of activities according to the identified priorities of SWAp feasibility study

- Support to a country-led capacity gap assessment and to the elaboration of a systemic capacity development plan

- On-the-job training sessions and mentoring, through local and international expertise, for MEST key units on their expected core competencies ; peer learning and exchange activities on EU policy, project development and management inter alia (all these capacity building activities should be identified in the Capacity Development Plan)

- Specific (financial and/or human resource) support for the Education Aid Coordination Unit, the Policy Analysis and Planning Unit and the Council of Experts for Pre-university Education

- Development of managerial, monitoring and evaluation tools

- Support to the Monitoring and Evaluation (M&E) mechanism (co-organization of joint sector reviews, cost-sharing of the donor-side coordination as required)

IT Pilot project: training and infrastructure development for schools

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 For the I.T pilot project:
-One Service/technical assistance Contract for the I.T training;
-One supplies contract for the supply of I.T equipment

*Parallel co-financing from Government Ministry of Education to cover I.T Works (any infrastructure restoration work necessary to the rooms and buildings which will house the computer resource centres and after-school clubs) – to a value of 0.6 meuro

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Tasks under this component include support and guidance for:

- Implementation of IT skills training and basic e-learning training targeted at teachers;

- Installation of IT equipment and resources in selected schools and student driven after-school clubs with IT technical support and human resources provided necessary to run the IT centres and clubs and supervise their use24.

- applied courses/activities for students on IT and e-learning and the establishment, training and running of virtual practice firms; I.T learning activities and measures which are geared to encourage the application and use of IT horizontally across core teaching subjects

Component 2. Vocational Training (VET) capacity building & Employment promotion

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Contracting Arrangements:
-One Service/technical assistance contract for Quality Assurance-NQF capacity development
-One Service/technical assistance contract for in-company training and entrepreneurship skills training

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Capacity building of quality assurance and NQF structures and human resources

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One Service/technical assistance contract for Quality Assurance-NQF capacity development

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Tasks under this component include support and guidance to:

- Analyse and assess the training needs for professional development of staff involved in the establishment of the NQF; develop a training programme for the related bodies responsible for pre-university VET education;
- Deliver training to the staff involved in the establishment of the NQF
- Identify good practice of existing accreditation and quality assurance arrangements in other EU countries and contextualise these good practice models for the Kosovo reality;
- Council for Evaluation and Licensing of Teachers (CCTA) drafts and develops clear criteria and procedures for VET teacher trainers, examiners and assessors, drafts curricula, training materials and assessment tools for VET priority sectors/professional streams.

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[24] Provision of internet access (project to fund first 12 months internet access only and then the costs to be taken over by municipality); provision security features to be set up and provided by municipality. Kosovan Government and/or Municipalities commitment to covering the maintenance costs for the maintenance/ running of the IT centres.

- Conduct studies/research/data collection on Kosovo labour market skills gaps linked to economic development priorities and identify VET curriculum gaps, update the existing curriculum and develop new ones;
- NQA implements the accreditation procedure for newly developed and approved curricula relating to EQF levels 4 and 5;
- Sector working groups draft, develop clear criteria and procedures for VET / HRD curricula and qualifications for EQF levels 4 & 5 in priority sectors and establish regular working meetings with MEST, National Qualifications Authority (NQA), National Council for Curricula, Council for Vocational Education and Training(CVET), social partners, and other key stakeholders;
- Institutional infrastructure for accreditation of VET/HRD providers' pilot tested;

Labour market measures: in-company training & entrepreneurship skills

One Service/technical assistance contract for in-company training and entrepreneurship skills training

*Parallel co-financing from Government - Ministry of Youth of 100 000 Euro to include covering of travel costs of trainees participation in European in-company / on-site traineeship schemes.

Tasks under this component include support and guidance on:

-VET-In-company training involving European and Kosovan companies
In-company/on-site training and VET training given to young job-seekers linked to labour market demand both in Europe and in Kosovo. Training to be delivered by VET and in-company trainers, from and in both Kosovo and EU member states. Trainers must have understanding and experience of European standards and good practice methodologies. Outreach will be made to particularly disadvantaged groups[25] Validation of skills at the end of the training will be undertaken

Coaching and technical assistance on entrepreneurship and business skills provided to young entrepreneurs, with advise and guidance on how they may benefit from DOY and World Bank micro-credit schemes; Validation of skills at the end of the training will be undertaken.

Relationship building and best practice exchange to be developed between Kosovan companies and European companies experienced in delivering in-company training according to European VET standards (through exchange meetings and workshops; possibly on-site visits – study visits). Particular support will be given to the training of trainers.

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[25] Roma, Ashkali, and Egyptian (RAE), persons with disabilities, women, low-skilled long term unemployed persons