

Instrument for Pre-accession (IPA)
Kosovo (UNSCR 1244) – Centralised Programme 2009

TERMS OF REFERENCE

Post-Graduate Level Training of Trainers Programme in Physical Education
& Sport

Project budget: € 1.6 million

24 month duration

EuropeAid/130886/C/SER/KOS



ANNEX II: TERMS OF REFERENCE

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BACKGROUND INFORMATION

1.1 Beneficiary country

Kosovo¹

1.2 Contracting Authority

European Commission Liaison Office to Kosovo (EC Liaison Office).

1.3 Relevant country background

Kosovo's territory is land-locked and small, a little over 10,000 km². The resident population is estimated between 2.0 and 2.3 million. Over 90% of the population is Albanian. The Serb minority represents between 5% and 7%. Other minorities are Bosniaks, Gorani, Roma, Ashkali and Egyptians (RAE) and Turks. A large diaspora from Kosovo lives in the EU and beyond.

Following a decade of repression under the Milosevic regime, the 1998/99 violent conflict in Kosovo and a NATO bombing campaign against Yugoslav military and security targets in Kosovo and Yugoslavia proper in early 1999, on 10 June 1999 the UN Security Council passed United Nations Security Council Resolution 1244, placing Kosovo under UN administration and establishing the United Nations Interim Administration Mission in Kosovo (UNMIK). In 2001, the Provisional Institutions of Self-Government were established and the subsequent years saw an increasing transfer of competences to the Kosovo authorities, thus establishing meaningful self government in Kosovo.

Following internationally mediated but inconclusive status talks since 2005, Kosovo declared its independence on 17 February 2008. Kosovo has fully accepted the obligations contained in the comprehensive proposal for the Kosovo status settlement ("Ahtisaari proposal"). The proposal's decentralisation model allows for extensive self-government in Serb majority municipalities. In the areas of education, culture and health and other key areas Kosovo Serbs will largely manage their own affairs. It also foresees an international supervisory presence.

Kosovo's economy is small and highly open. By regional standards Kosovo is relatively poor with a per capita GDP of around € 1,500 per annum. Imports account for around 60% of GDP and, until now, the main characteristic which best described the economy of Kosovo was a very high level of inflows from sources other than exports, the main ones being remittances from the Diaspora and donor assistance. Economic growth which has been hovering around a moderate 3% over the last two years is mostly driven by the privatisation and liquidation process of socially owned enterprises and by small-scale retail businesses. Foreign investment is still relatively low, partially hindered by regular power cuts. Unemployment - at more than 40% of the population - is a severe problem that encourages outward migration. Kosovo's tie to the Euro has helped keep inflation low, although recently it picked due to higher world market prices for food and oil. In general, Kosovo's macro-economic policies over the last few years can be characterised as stable.

The EU presence in Kosovo is made up of three components: the International Civilian Office with a European Union Special Representative component (ICO/EUSR), the European Security and

¹ Under UNSCR 1244/99

Defence Policy mission EULEX and the European Commission. The purpose of the International Civilian Office/EUSR is to oversee the implementation of the status settlement. The EUSR will also offer the EU's advice and support in the political process and promote overall EU coordination and coherence in Kosovo. The mandate of EULEX Kosovo is to assist Kosovo authorities, judicial authorities and law enforcement agencies in their progress towards sustainability and accountability and in further developing and strengthening an independent multi-ethnic justice system and multi-ethnic police, customs and correctional services.

As the rest of the Western Balkan region, Kosovo enjoys an enlargement perspective. The European Commission plays the key role in implementing this policy by deploying all tools under the Stabilisation and Association Process (SAP), such as regular reporting and a European Partnership. The Commission provides sound policy advice and guidance to Kosovo's reform efforts. This is backed up by substantial financial assistance, delivered via the Instrument of Pre-Accession (IPA, former CARDS) with a total volume of nearly € 2 billion Euro to date, to build and improve Kosovo's institutions, foster socio-economic development and further advance Kosovo's regional integration. A regular policy and technical dialogue is held under the umbrella of the SAP Tracking Mechanism (STM).

1.4 Current state of affairs in the relevant sector

The Government of Kosovo has defined education as one of the four priority sectors for Kosovo. teacher training and teacher development is recognised in the Kosovo Education Strategic Plan 2011-2016 as one of the sectors of education of most importance to the enhancement of quality education in schools of Kosovo and for the skills and knowledge development of children and young persons of Kosovo. Investment in skills, knowledge and competence of children and young people is of particular importance in Kosovo given the fact that it holds the youngest population in Europe. Approximately 50% of the population is under 25 years of age and about 20% between 15 and 25 years of age (UNDP 2006).

In the education sector very little investment has been made in physical education of children and young persons. Most schools have very inadequate sports training facilities and little time is given in the existing curriculum to physical education. The Government of Kosovo and education community in Kosovo recognise that physical education of children and young people is integral to their quality education. In the on-going revision and modernisation of the Kosovo Curriculum Framework there is allocation of school time to physical education.

The EU has also recognised the importance of sport and physical education for the holistic development of children and young people in Kosovo, both for education and leisure activities. Furthermore the EU has invested funds in construction and renovation of sports, cultural and youth facilities to the benefit of Kosovo youth. The EU has also allocated funds for the construction of a Multi-Purpose Sports Facility in Mitrovicë/Mitrovica.

Assessments of training capacity of physical education teachers and coaches for sports clubs has been made by EU experts as part of preparation and ground work made for planned EU investment in the Mitrovicë/Mitrovica sport centre. The recent assessment of University level curriculum in Physical Education and Sports undertaken as part of the current EU TEMPUS

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programme² has identified some important capacity limitations of physical education teachers in schools in Kosovo, among youth NGOs and the Kosovo Sports Federation as well as limitations in the practice of teacher training in the field of physical education of the University of Pristina. As part of the EU TEMPUS programme the Pristina University Faculty of Sports Science is undergoing up grading of the undergraduate and Masters curriculum provided as well as of the equipment for the Faculty. But in order to bring to standard the level of physical education and sports training and coaching an upgrading of existing physical education teacher trainers, teachers and sports trainers is required.

This IPA project is intended to address these capacity development needs in Kosovo, to up skill and build up a body of EU standard skilled and qualified physical education trainers of and for Kosovo. The upgraded Trainers will be available to train PE teachers to ensure appropriate, well structured and safe physical education, sports training and coaching for children and young people in Kosovo. This body of up skilled physical education trainers would be available for both the formal and informal physical education provision in Kosovo – practicing in schools or in sport centres such as the Multi-Purpose Sports Facility in Mitrovicë/Mitrovica, or youth clubs across Kosovo.

The Law on Sport, Law 2003/24 sets out the legal base for sports activities in Kosovo including the role of sports federations and sports clubs. Section XI relates to sports and physical education in schools and university.

The legal base for the education sector is provided by the Law No.2002/2 on Primary and Secondary Education (promulgated 31.10.2002), the Law No.02/L-42 on Vocational Education and Training, the Law No.03/L-068 on Education in the Municipalities, the Law no. 03/L-060 on National Qualifications and the Law No. 2002/3 on Higher Education promulgated on 12.05.2003 accompanied by a number of relevant Administrative instructions.

The Law on Primary and Secondary Pre-University Education and the Law on Higher Education have been revised recently and are in the process of finalization and adoption. In addition to being aligned to the Law of Education in Municipalities, the new Law on Pre-university education introduces new requirements for teacher qualifications and the new employment status of teachers. Every teacher is required to complete at least 100 hours of in-service teacher training over a 5 year period to obtain the skills required to retain a teachers license.

MEST has recently developed a new comprehensive Kosovo Education Strategic Plan (KESP) 2011-2016. The KESP underpins the sector-wide approach in education which aims to build a comprehensive and holistic approach to education, to improve donor coordination in education and increase its effectiveness. Teacher Education is one of the sub-sectors in the Strategy.

According to existing data on teacher qualifications for primary, lower secondary and upper secondary education in Kosovo, 18 percent of teachers in Kosovo are not qualified in accordance

² Harmonising Sport Science Curricula in the Balkans in the EU perspective

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with the terms of Administrative Instruction 5/2010 issued by MEST. It is estimated that between 60% and 70% of the current teaching body need to be supported by the teachers' professional development programmes. Since September 2008, MEST has begun a process of teacher licensing with the aim of improving the quality of education in Kosovo through raising of teaching standards and motivation of teachers through continuous professional development/in-service teacher training.

The legal body to set the frame for, and to assure the sustainability of, Teacher Training is the State Council for Teacher Licensing (SCTL). The SCTL was established by the decision of the Minister of Education, Science and Technology with the Administrative instruction No.01/2009.

MEST is in the process of review and modernisation of its curriculum and finalization of the new Kosovo Curriculum Framework (KCF). The new Curriculum Framework promotes a shift from content-based to competency-based learning. The new learning context will require teacher trainers and teachers to understand new pedagogical concepts and to acquire new skills and competences in education. At present the pre-service teacher training delivered in Kosovo does not align with the new Curriculum Framework requirements.

1.5 Related programmes and other donor activities:

EU support to education and sports

The EU has been an essential donor partner supporting Kosovo's education system since 1999. EU support has been granted for primary, secondary education, vocational education and training and higher education. EU funded projects for vocational education and training in Kosovo have include:

-The TEMPUS project; 'Harmonising Sport Science Curricula in the Balkans in the EU perspective: A project to harmonise the content and structure of sport science curricula among the Academy of Physical Education and Sport in Tirana, the Faculty of Physical Education of Pristina University and the Faculty of Physical Education of Tetovo University. The project has worked to align Bachelor and Master curricula in Sport Science with the Bologna Process; and has worked to upgrade study programmes and upgraded the University and Faculty structure to international standards.

-The Young Cells Scheme³, an EU project managed by the EC Liaison Office, supports students of Kosovo through a post-graduate scholarship programme providing opportunities for the students to study in European Universities.

³ Young Cells Scheme is an EU initiative to strengthen the human capacity of selected public institutions to meet the obligations arising from Kosovo's European Perspective at all levels of the government; and to offer scholarships for civil servants and/or graduated students, including entry, and mid level management, (particularly women and minorities) in EU universities in EU-integration related sectoral areas.

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-The EU Sector Wide Approach (SWAP) for Education project⁴ 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 development and teacher training structure in Kosovo.

-The project 'Education in Kosovo: Inter-Culturalism and Bologna process'⁵. 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.

-The EU KOSVET V⁶ - supports the development and implementation of the National Qualifications Framework (NQF).

-IPA 2009 Teacher Training and Capacity Building of school Directors in Kosovo⁷ technical assistance project to support development of teacher trainers and teacher training in core subjects for pre-university education.

-IPA 2009 support to culture, youth and sport⁸: for activities developed in service of reconciliation; better access to leisure activities for youth in Pristina; higher quality of health by creating a better environment; international sports and cultural cooperation facilitated; environmental improvements as a result of sports facilities; Kosovo's international profile on the sports scene raised. The support consists of both technical assistance and works including the construction of a Multi-Purpose Sports Facility in Mitrovicë/Mitrovica.

The EU also provides funding support to education for the building of schools through the IPA budget line for Municipal Social and Economic Infrastructure and investment in Kosovo Higher Education is also made through the EU programmes TEMPUS and Erasmus Mundus supported and managed through the European Commission DG Education and EACEA.

Support from other donors

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.

The World Bank has been supporting the education sector since the end of the Kosovo conflict in 1999. *The Education Participation and Improvement Project (EPIP)*, (May 2003 – December 2006) aimed at improving educational attainment at the level of primary and secondary education.

⁴ under IPA 2008, began October 2009, €3 million

⁵ under IPA 2007 €1.4 million

⁶ under IPA 2008, September 2009 - August 2011, €2 million

⁷ under IPA 2009 € 3.5 million 24 months

⁸ under IPA 2009 €14 million

The success of the EPIP led to follow up grant of USD 10 million (December 2007) for the project '*Institutional Development for Education*' (IDEP).

OBJECTIVE, PURPOSE & EXPECTED RESULTS

2.1 Overall objective

The overall objective is to improve the provision of quality physical education and sports for young people and children in Kosovo and, thereby, increase the opportunities for leisure and sports training for all in Kosovo and increase the quality of life of Kosovo inhabitants.

2.2 Purpose

The aim of this project is to organize and deliver a post-graduate Masters level training of trainers programme for sport and physical education teachers and teacher trainers in Kosovo. This training of trainers (ToT) programme will serve to upgrade the skills, knowledge and competences of teacher trainers of physical education and sport in Kosovo and, in particular, will provide highly trained personnel available to work inside the new Mitrovicë/Mitrovica Multi-Purpose Sports Facility as Teacher Trainers and Trainers in the different types of sport provided by this Facility. The training of trainers programme will align with the demands and standards of the Kosovo quality assurance, assessment and accreditation for Higher Education programmes in Kosovo and will be compatible with the requirements of the Qualifications Framework of the European Higher Education Area. This project will also, more generally, support quality improvements in pre-service and in-service training of teachers of sport and physical education in Kosovo and align with the demands of the Teacher Licencing system in Kosovo.

2.3 Results to be achieved by the Consultant

- 1) Finalise the design, development and implementation of a coordinated, coherent and sustainable post-graduate level training of trainers programme in physical education (PE) and sports that serves to upgrade the skills, knowledge and competences, both theoretical and practical, of teacher trainers of physical education and sports in and of Kosovo. This ToT programme will deliver highly trained PE and sports trainers with expertise in the sports popular and most practiced by local people in Kosovo and in those specific sports to be provided by the new Mitrovicë/Mitrovica Multi-Purpose Sports Facility. The post-graduate training of trainers programme will align with the demands and standards of both the European and Kosovo quality assurance, assessment and accreditation for Higher Education programmes and will recognise the demands of the new Kosovo Curriculum Framework and teacher licencing system in Kosovo;
- 2) Measurable quality improvements in pre-service teacher training provision for physical education and sports teacher trainers and teachers in Kosovo is demonstrated;
- 3) Delivery of a sustainable European standard in-service teacher training programme for physical education and sport to Kosovo;
- 4) Establishment of effective monitoring and evaluation systems for the post-graduate programme and of pre-service and in-service teacher training in Physical Education in Kosovo.

ASSUMPTIONS & RISKS

3.1 Assumptions

- Commitment and effective cooperation with the beneficiaries notably Pristina University Faculties of Sports Science and the Faculty of Education, MEST, Ministry of Culture, Youth and Sports and the Federation of Physical Education Teachers of Kosovo;
- Pristina University decision making authorities approve the post-graduate programme and agree to incorporate it as part of the programming of the Faculty of Sports Science;
- That the post-graduate programme meets the accreditation criteria of the Kosovo Accreditation Agency;
- Establishment of the post-graduate training of training framework and clear strategic plan for teacher training development;
- Accurate information on student teachers' qualifications and professional development is made available;
- Effective coordination with other relevant activities and donor support in this field;
- The new Mitrovicë/Mitrovica Multi-Purpose Sports Facility works effectively and cooperatively with this ToT programme and hires those best performing students graduating from this post graduate ToT course as trainers and teacher trainers in its Facility.

3.2 Risks

- Inadequate communication and cooperation between decision makers and stakeholders;
- Limited institutional and operational capacity of the beneficiary institutions involved;
- Limited involvement of the beneficiary institutions with a role in design, implementation, monitoring and evaluation of the post-graduate training programme;
- Pristina University decision making authorities do not approve the post-graduate programme and do not agree to incorporate it as part of the programming of the Faculty of Sports Science;
- That the post-graduate programme does not meet the accreditation criteria of the Kosovo Accreditation Agency;
- Lack of measures taken by MEST, MYCS and Pristina University to follow up upon and to embed the training of trainers programme in the education and training system of Kosovo to assure its sustainability.

SCOPE OF THE WORK

4.1 General

4.1.1. Project description

This post graduate training of trainers (ToT) programme will serve to up-skill and up-grade both theoretically and practical skills of at least 50 young physical education and sports trainers and teacher trainers in Kosovo. It will provide Kosovo with high quality physical education teacher trainers available for the training of physical education and sports teachers working with all children and young people in Kosovo, not only elite sports persons. The project will also

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contribute more generally to improving the quality of pre-service and in-service training of PE teachers in Kosovo.

The ToT programme will focus on those specific sports popular and regularly practiced already in Kosovo and those specific sports which will be supported and provided for by the new Mitrovice/Mitrovica Multi-Purpose Sports Facility. It is envisaged that the students graduating successfully from this ToT programme will have the appropriate and required skills to work with and in the new Mitrovice/Mitrovica Multi-Purpose Sports Facility as Trainers and Teacher Trainers as well as with the Pristina University and with public sector schools and youth clubs in Kosovo. The new Mitrovice/Mitrovica Multi-Purpose Sports Facility will provide high quality sports facilities which can also be available to train PE teachers. Synergies must be established between this ToT programme, the Pristina University Faculties of Sport Science and Education and the Mitrovice/Mitrovica Multi-Purpose Sports Facility. Details regarding cooperation are to be defined during inception phase and once the Mitrovice/Mitrovica Multi-Purpose Sports Facility Governing Board has been established.

After successfully completing the training the students participating in this training of trainers programme will have the knowledge, skills and competence to train physical education teachers in and across Kosovo to European standard in sports sectors of priority to Kosovo.

The project will, thereafter, together with the Pristina University and the Federation of Physical Education Teachers of Kosovo, support the graduates from the Training of Trainers programme in their work to plan, develop and implement an in-service program for physical education teachers in Kosovo. The graduated trainees should be able to start trainings of public sector teachers during the life time of this project. In this respect, the graduated trainees would be working in and with the new Mitrovice/Mitrovica Multi-Purpose Sports Facility as Trainers and Teacher Trainers as well as with the Pristina University and with public sector schools and youth clubs in Kosovo.

The post-graduate training of trainers programme is to be delivered by international and local experts inside Kosovo working with the University of Pristina.

The contractor is expected to work closely together with the Ministry of Education (MEST), the Ministry of Culture, Youth and Sport (MYCS), the Kosovo Accreditation Agency (KAA), the Federation of Physical Education Teachers of Kosovo and the University of Pristina - notably the Faculty of Sports Science and the Faculty of Education - to finalise the design, structure and procedures for implementation, monitoring and evaluation of the post-graduate training of trainers programme.

This Training of Trainers programme must meet the quality assurance and accreditation requirements of the Kosovo Accreditation Authority and of the European Qualifications system. The programme is also to recognize and compliment the requirements of the education reform process in Kosovo and the new Kosovo Curriculum Framework as well as the demands of the Teacher Licencing system in Kosovo.

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This post-graduate training of trainers programme is to include well considered and appropriate preparatory trainings for the students/trainees.

The training programme should be designed in a way that promotes inclusion and participation of students coming from both majority and minority communities of Kosovo and it should include course trainings on how physical education teachers should work with special needs children and children with disabilities.

Among **the selection criteria**, the young students participating in this post-graduate programme should have completed as a minimum a Bachelors Degree in Physical Education and Sports; they should have complete pedagogical training also and have two to three years of professional experience in the field of physical education and sports. Priority will be given to high performing younger students at the early stages in their career in PE and Sports.

The selection process must ensure gender balance, transparency in the procedures and include verification of qualifications and certificates of the candidate. The selection process will include face-to-face interview and assessments to evaluate level of relevant experience, skills and competence - theoretical and practical performance - and motivation for applying to the ToT programme.

As part of the ToT programme, in order to benefit from this programme and graduate from it successfully the trainees must commit to working with the public sector in Kosovo in the field of physical education and sport and teacher training for a minimum period of two consecutive years. Such an obligation will be enshrined in a written declaration of commitment that the selected trainees will sign at the start of the training programme. Trainees will receive their qualification and certificate on successful completion of the post-graduate programme and of the two years professional experience with the public sector. As part of this commitment the trainees which successfully complete the ToT programme will work as teacher trainers for the University of Pristina, for the Mitrovice/Mitrovica Multi-Purpose Sports Facility and for public sector primary and secondary schools in Kosovo. Their teacher training programme and activities will be guided by the priorities identified by the MEST Teacher Training Department and Teacher Licencing Council, the Pristina University and the Federation of Physical Education Teachers of Kosovo. The graduated trainees will have the possibility to become active members of the Federation of Physical Education Teachers of Kosovo and, thereby, to support the institutional development of PE and sports activities and policy development in PE and sports for Kosovo.

4.1.2. Geographical area to be covered

Kosovo

4.1.3. Target Groups

The beneficiaries of this project are:

- Pristina University - Faculty of Sports Science and Faculty of Education;
- Ministry of Education Science and Technology (MEST), including the Division on Teacher Training;
- Ministry of Culture, Youth and Sports;
- Higher education institutions that provide physical education teacher training;
- The Federation of Physical Education Teachers of Kosovo;
- School directors, Physical Education (PE) teachers, teacher trainers of PE;
- Children and young people;
- Local communities including representatives of minority communities.

4.2 Specific activities

The consultant is expected to ensure achievement of the results listed under Section 2.3 above. In order to achieve the results the Consultant may propose complementary project activities to those identified in this section if they can be clearly justified.

During the implementation of the project, the Consultant is to review, summarize, update and build upon, as appropriate, materials and tools developed under former EU projects with particular attention to those developed by the TEMPUS project 'Harmonising Sport Science Curricula in the Balkans in the EU perspective', the EU Education SWAP project (IPA 2008) and the EU teacher training project (IPA 2009). The Consultant is to work and ensure coordination and complementarily with other EU projects which are supporting the education, sports and leisure domain as well as with the activities of other donor partners present in this field.

Capacity building, coaching, mentoring and training activities will be organized by the Consultant based on the needs identified of the Beneficiaries and subject to agreement by the Contracting Authority. The support is to include coaching and mentoring of the local teacher trainers during the training delivery itself.

The project is to develop and implement an information, communication and dissemination strategy, using the assistance of a professional communications and PR consultancy and using appropriate communication tools to raise awareness, among relevant actors at local and central level, about the project.

Task 1 – Finalise the design, develop and implement an effective and sustainable training of trainers programme of teacher trainers in physical education and sports

-Finalise the design, develop and implement a sustainable Training of Trainers programme at post-graduate level for physical education and sports teacher trainers with reference to Annex 1 of this TOR (an indicative basis for such a programme). The post-graduate programme is to include both theoretical and practical training and to have developed clear learning outcomes for each element of the course and provision of appropriate course material/learning materials, text books and guideline

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manuals. The training must relate to priority sports practiced in Kosovo and sports to be provided by the Mitrovica/Mitrovica Multi-Purpose Sports Facility.

-Define criteria, processes and procedures for transparent selection of trainees/students for this post graduate programme and then undertake the selection process with reference to Section 4.1 of this TOR.

-Design, develop and implement appropriate preparatory trainings for the students/trainees of the post-graduate course.

-Work with the beneficiary institutions in particular Pristina University, to prepare, organize and make the practical arrangements to assure the programme meets the quality assurance and accreditation requirements of the Kosovo Accreditation Authority and of the European Qualifications system and to effectively implement the modules of the post-graduate programme with, and within, the Faculty of Sports Science of Pristina University.

-Put in place quality management systems for the post-graduate training of trainers programme and provide on-going monitoring and evaluation of students.

Task 2: Support to quality improvements of pre-service teacher training programme in physical education

-Work with and support MEST and Pristina University Faculty of Sports Science and the Faculty of Education to advance and modernize to European standard the pre-service teacher training programme in physical education and sports at the Pristina University;

Task 3: In-service teacher training programme for physical education and sport

-Support the further quality development and modernization of the in-service teacher training program for physical education teachers in Kosovo for primary and secondary schools and for sports centres in Kosovo running school sports and physical education programmes for children and young people.

-Support the creation and sustainable development of local Kosovo based training providers (training of trainers and teacher trainers) for physical education (PE) and sports to include start-up assistance to the graduated trained trainers in order for them to initiate their first PE trainings and in-service evaluations and to assist them in preparing their first year of training of teachers of physical education. This work is to be done involving the MEST, the MYCS, the Pristina University and the the Federation of Physical Education Teachers of Kosovo and the new Mitrovica/Mitrovica Multi-Purpose Sports Facility.

Task 4: Assessment, Monitoring and Evaluation

-Assess existing monitoring and evaluation systems for pre and in-service teacher training in the PE sector, make recommendations on how to develop and improve those systems and support the beneficiary institutions to progress the systems accordingly;

-Develop and put into implementation quality assessment and quality management systems for all aspects of the post-graduate training of trainers programme and provide on-going monitoring and evaluation programme itself.

-Promote and cultivate professional support, mentoring and contact network of the trained trainers to support the creation of a sustainable networks of local training providers in Kosovo. Such a network could be established with or as part of the Pristina University or the Federation of Physical Education Teachers of Kosovo.

4.3 Project management

4.3.1 Responsible body

The Contracting Authority is the European Commission Liaison Office in Pristina, which is responsible for managing this contract

4.3.2 Management structure

The Contracting Authority will establish the Project Steering Committee (PSC). The function of the PSC will be to guide the Consultant/Consultancy in achieving its tasks, to monitor progress of the project activities and to ensure timely achievement of results as set out in these TORs.

The Consultant will ensure the provision of secretarial and administrative support. The PSC will meet at the end of the Inception phase (45 days after the Contract commencement date), on quarterly basis as well as whenever any of its members deems it necessary. The Team Leader of the Consultant/Consultancy shall submit the inception report, quarterly progress reports and the final report to the members of the PSC at least one week prior to PSC meetings. All PSC decisions related to the Action will require the final endorsement by the Contracting Authority - the European Commission Liaison Office to Kosovo.

5. LOGISTICS AND TIMING

5.1 Location

The project headquarters will be based in Pristina but activities will be carried out across Kosovo.

5.2 Commencement date & period of execution

The commencement date will be determined by a Commencement Order to be issued by the Contracting Authority after the contract signature.

The period of execution of the contract will be 24 months from the commencement date.

Depending on the outcome of the initial contract and if necessary further support is needed by the beneficiary, additional services related to the activities covered by this contract may be requested, subject to budget availability and fulfilment of the applicable procurement, contractual and financial requirements.

6. REQUIREMENTS

6.1 Personnel

6.1.1 Key experts

All experts who have a crucial role in implementing the contract are referred to as key experts.

All experts mobilised under this contract must:-

- be proficient in written and spoken English;
- have excellent communication and analytical skills;
- be proficient in report drafting and drafting of course materials, handbooks and manuals; a
- have excellent team working abilities.

Any qualifications, skills and experience stated in the respective CV of an expert must be substantiated by supporting documents (with accurate translation into English), such as copies of degrees or diplomas and employers' certificates.

Working days that can be invoiced are those carried out in the beneficiary country.

Please note that civil servants and other staff of the public administration of the beneficiary country cannot be recruited as experts.

The key expert should spend all of his/her time input in Kosovo.

**Key Expert 1: Team Leader/Senior expert in physical education teacher training and sports:
(minimum 410 working days)**

Qualifications and skills

- A Bachelors Degree⁹ (where a university degree has been awarded on completion of three years study in a university or equivalent institution) but preferably a Masters Degree in Physical Education or other relevant discipline or 15 years of relevant professional experience. A PhD in Physical Education and Sports or other relevant discipline (following the award of the degree) is an advantage.

General professional experience

- 8 years to 12 years of relevant professional experience.

Specific professional experience

- 5 years to 10 years of experience in the field of pedagogical training;
- Experience in leading teams in the public or private sector and/or in donor funded projects in two to three projects of a similar complexity for the relevant field.

⁹ EPSO website-Annex 1 (http://europa.eu/epso/on-line-applications/pdf/guide-1242-171104_en.doc)

- Specific experience in physical education and sports teacher training development gained in two to three countries covered by article 19 of IPA regulation¹⁰;

Job description

The team leader will have overall responsibility for implementing the programme according to the TORs and will be the primary contact point between the Contracting Authority and responsible for communication with the beneficiaries and other key stakeholders.

S/he will be in charge of implementing general institutional needs and identifying the needs for mobilisation of short term local and international expertise.

The team leader will be responsible for the co-ordination of activities between all the Beneficiaries (in particular Pristina University) and the experts and ensuring timely and proper reporting to the contracting authority.

The Team Leader will also be responsible for coordination of the training programme and project activities and providing support to the beneficiaries in finalising the training programme design and in building of structures, tools and capacities to ensure effective project implementation.

6.1.2. Other experts

CVs for experts other than the key experts are not examined prior to the signature of the contract. They should not have been included in tenders. The Consultant shall select and hire other experts as required according to the profiles identified under these Terms of Reference and proposed in the organisational methodology. They must indicate clearly which profile they have so it is clear which fee rate in the budget breakdown will apply. All experts must be independent and free from conflicts of interest in the responsibilities accorded to them.

The selection procedures used by the Consultant to select these other experts shall be transparent, and shall be based on pre-defined criteria approved by the Contracting Authority, including professional qualifications, language skills and work experience. The selected experts shall be subject to approval by the Contracting Authority.

The non-key experts proposed should have professional experience in and cover as a minimum the following areas:-

- Teaching in physical education and sports to Masters level – practical and theoretical;
- Teacher Training in physical education and sports coaching to and at Masters level across different fields of specific sports –practical and theoretical;
- Teachers' performance management at Masters level;
- Active and student-centered teaching methodologies;
- Implementation of competence based curriculum at University level;
- Assessment and quality assurance in the field of education at University level;

¹⁰ Council Regulation (EC) No 1085/2006 of 17 July 2006 establishing an Instrument for Pre-Accession Assistance (IPA)

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- Other technical fields as necessary for the assignments proposed.

The profiles of the Experts who will be recruited to carry out those assignments, are as follows:

Pool of Senior Experts (minimum 665 working days)

-A Bachelors Degree¹¹ (where a university degree has been awarded on completion of three years study in a university or equivalent institution) in Physical Education or other relevant discipline or 15 years of relevant professional experience. A Master and PhD in Physical Education and Sports or other relevant discipline (following the award of the degree) is an advantage.

-8 to 12 years of general professional experience;

-5 years of specific experience in related areas relevant to their assignment;

Pool of Junior Experts (minimum 652 working days)

-Bachelors degree (where a university degree has been awarded on completion of three years study in a university or equivalent institution) in the relevant fields or 15 years of relevant professional experience.

-5 to 8 years of general professional experience;

-3 years of specific experience in related areas relevant to their assignment;

-Knowledge of Albanian and/or Serbian would be a distinct advantage.

The required time input of the non-key experts in this contract is minimum 1317 working days.

Note that civil servants and other staff of the public administration of the beneficiary country cannot be recruited as experts.

Working on Saturdays and Sundays will not be accepted unless the Contracting Authority explicitly requests the Contractor to work during the weekend. The experts employed by the Contractor for this contract shall be working maximum 22 working days paid per calendar month.

The selection of experts shall be subject to approval by the Contracting Authority. All experts must be independent and free from conflicts of interest in the responsibilities accorded to them.

6.1.3 Support staff and backstopping

Backstopping costs are considered to be included in the fee rates. The costs of support staff (secretarial, interpretation, translation) must be included in the fee rates of the experts.

¹¹ EPSO website-Annex 1 (http://europa.eu/epso/on-line-applications/pdf/guide-1242-171104_en.doc)

6.2 Office accommodation

Office accommodation and training facilities should be provided within the premises of the University of Pristina if suitable.

6.3 Facilities to be provided by the Consultant

The Consultant shall ensure that experts are adequately supported and equipped. In particular it shall ensure that there is sufficient administrative, secretarial and interpreting provision to enable experts to concentrate on their primary responsibilities. It must also transfer funds as necessary to support its activities under the contract and to ensure that its employees are paid regularly and in a timely fashion.

The Consultant will be required to show due diligence in all matters arising from its responsibilities, including the management of the team of experts, the timely submission of reports, the timely presentation of all Project outputs and the maintenance of good working relations with beneficiaries, all relevant institutions of Kosovo.

If the Consultant is a consortium, the arrangements should allow for the maximum flexibility in project implementation. Arrangements offering each consortium member a fixed percentage of the work to be undertaken under the contract should be avoided.

6.4 Equipment

No equipment is to be purchased on behalf of the Contracting Authority/beneficiary as part of this service contract or transferred to the Contracting Authority/beneficiary at the end of this contract. Any equipment related to this contract which is to be acquired by the beneficiary must be purchased by means of a separate supply tender procedure.

6.5 Incidental expenditure

The Provision for incidental expenditure covers the eligible costs incurred under this contract. It cannot be used for costs which should be covered by the Consultant as part of its fee rates, as defined above. Its use is governed by the provisions in the General Conditions and the notes in Annex V of the contract. It covers:

- Travel costs and subsistence allowances for missions to be undertaken as part of this contract from the base of operations in the beneficiary country. Any subsistence allowances to be paid for missions undertaken as part of this contract from the base of operations in the beneficiary country must not exceed the per diem rates published on the Web site:

http://europa.eu.int/comm/europeaid/index_en.htm at the start of each such mission;

- Costs related to organizing workshops and training arrangements for beneficiaries or stakeholders relating to the training course to be carried out in Kosovo (if such arrangements cannot be hosted by the beneficiary) including rental of venue, hiring of equipment, catering, printing materials, interpretation, local transport costs of trainees etc;

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-Costs for the preparation and production of information/publication materials and training materials and manuals, text books, fact sheets, brochures, information material, advertisements, production costs of interactive and audio-visual materials and other materials for the activities to be performed under these terms of reference;

-Costs relating to exhibitions, local promotion of events, promotion of programme activities etc;

-Costs arising from the translation of training materials and publications in both Albanian and Serbian.

For the avoidance of doubt, the day-to-day translation for the consultants, who are not fluent in Albanian or Serbian, including the translation of the quarterly progress reports from English into Albanian and Serbian (see further below), shall be deemed to be included in the fee rate of the experts and shall not be reimbursed separately from the incidental expenditure;

The Provision for incidental expenditure for this contract is €180,000.00. This amount must be included without modification in the Budget breakdown.

Any use of the incidental expenditure is subject to a prior written approval of the Contracting Authority.

6.6. Expenditure Verification

The Provision for expenditure verification relates to the fees of the auditor who has been charged with the expenditure verification of this contract in order to proceed with the payment of pre-financing instalments if any and/or interim payments if any.

The Provision for expenditure verification for this contract is **€20,000**. This amount must be included without modification in the Budget breakdown. This provision cannot be decreased but can be increased upon approval of the Contracting Authority.

7. REPORTS

7.1. Inception report

Please refer to Article 26 of the General Conditions. The Consultant should submit an Inception Report within 6 weeks after the commencement day of the contract.

The inception report will define clearly the aims and objectives of the technical assistance to be provided and will include a brief Logical Framework Analysis table with a number of suitably quantifiable indicators. These indicators should be compiled according to Project Cycle Management best practice methods and the following programme evaluation criteria:

- Relevance,
- Efficiency,
- Effectiveness,
- Impact,
- Sustainability.

Note: If there are proposed changes to the original TOR due to changes of circumstances after arrival on site, these are to be discussed and agreed with the Contracting Authority and the Recipient Agencies before submission of the inception report.

The Inception Report will set out a detailed work plan for completion of the activities in the rest of the project, together with detailed work plans for interrelated, sequential and complex activities with an agreed project log frame matrix. The expected achievement of the results listed in the TOR should be clearly identified with any milestones; and identify the counterpart staff and other commitments to be made by the Recipient Agency. The Contractor will ensure that the work plans are monitored weekly and that they are available in an updated form for regular meetings with the ECLO Task Manager in Pristina.

7.2 Interim progress reports

Interim progress reports must be prepared on quarterly basis during the period of execution of the contract, with the first report submitted 3 months after the inception phase of the project. Invoices shall be submitted every six months with the corresponding experts' timesheets, the financial report and an expenditure verification report defined in Article 28 of the General Conditions, and Interim Progress Report in English. The Contracting Authority may request translation of relevant presentation materials and reports in Albanian and/or Serbian if needed.

In addition, an updated financial report must be submitted with each of the above progress reports. The updated financial report must contain details of the time inputs of the experts, of the incidental expenditure and for the provision for expenditure verification.

7.3 Final report

There must be a final report and final invoice at the end of the period of execution. The draft final report must be submitted at least one month before the end of the period of execution of the contract. The Final Report will provide a comprehensive description of the works performed by the Contractor, and details of the implementation of technical, financial and administrative elements of the programme. The Report will include an assessment of the success of the programme in terms of its impact, lessons learned and future recommendations. The Contractor will present it to the PSC for comments and approval in English language.

The Final Report shall reflect the findings of the tasks outlined above. The Report shall be prepared according to a standard EC12 format, providing information on:

- Analysis in accordance with each of the required services listed above;
- Activities undertaken and project deliverables;
- Problems encountered (and solutions found or not found);
- Recommendations.

The final progress report must be accompanied by the final invoice and an expenditure verification report (as defined in Article 28 of the General Conditions and in accordance with the template in Annex VI of the contract) confirming the final certified value of the contract. The final payment

¹² http://ec.europa.eu/europeaid/work/procedures/implementation/services/index_en.

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will be subject to approval of the Final Report and the acceptance of the expenditure verification report as referred to in Article 28 of the General Conditions of Contract.

The Contractor shall in particular provide the Contracting Authority with electronic and hard copies of: (i) Training material prepared under this project; (ii) Presentation materials, leaflets, and any other task or subtask report produced.

All reports shall be prepared and submitted in the English language, and in Albanian and/or Serbian language if requested by the Contracting Authority, as part of the normal work of the consultant and the cost for that translation shall be deemed to included in the fee rates of the experts and will not be reimbursed separately under the provision for “incidental expenditure”.

Copyright on all reports and other material prepared under this contract shall reside with the European Commission.

7.4 Submission & approval of progress reports

Three hard copies and an electronic copy (CD) of all reports referred to above and all deliverables mentioned in section 4.2 of this TOR must be submitted to the Contracting Authority. All reports and deliverables should be submitted in English with translations in Albanian and/or Serbian languages.

The Contracting Authority is responsible for approving the reports and deliverables taking into account comments of the beneficiary.

No report or document shall be distributed to third parties prior to the approval by the Contracting Authority. The Contractor shall pay particular attention to the confidentiality of data. Reports, as well as press statements, etc, made by the Contractor will make clear that any opinions expressed therein remain those of the Contractor and do not represent the opinion of the Contracting Authority.

Copyright on all reports and other material prepared under this contract shall reside with the European Commission.

All reports referred to above must be submitted in 3 hard copies as well as in electronic format (every report one Word document file) to the Programme Manager identified in the contract. The progress reports must be written in English, and in Albanian and Serbian if requested by the Contracting Authority. The Programme Manager is responsible for approving all reports.

8. MONITORING AND EVALUATION

8.1 Definition of indicators

Suitable objectively quantitative and qualitative indicators will be agreed between the Contracting Authority and the Consultant. However, Tenderers are expected to specify valid, useful, practical and comparable performance measures indicating progress towards achieving expected results.

Every project report needs to hold quantified data on minorities and women involved in and benefiting from the project activities.

8.2 Special requirements

EU-funded projects managed by the European Commission should achieve a high and consistent level of visibility. A sufficient level of awareness can only be achieved through coherent branding of all EU projects. The role of contractors and implementing authorities in raising public awareness is thereby crucial. The Contractor shall comply with the provisions of the European Commission's requirement for visibility.

The project should also be used as a platform to raise awareness about, and promote the inclusion in the project of relevant cross-cutting issues relating to gender, minorities, the inclusion of persons with disabilities, environment and age. The dimension of minority inclusion, equal opportunity and gender equality, in particular, will be integrated in all levels of the project and will be a joint responsibility of the Contractor and the beneficiary. This will contribute to establishing a suitable foundation for the mainstream of cross-cutting issues, especially gender equality, in the future. The approach should follow the gender guidelines of the Gender Toolkit published on the EuropeAid website: http://europa.eu.int/comm/europeaid/projects/gender/index_en.htm.

ANNEX

Post-Graduate Masters Training of Trainers Programme in Physical Education and Sport (indicative)

Background

This programme is to be a modular post-graduate training of trainers programme providing both physical and theoretical training.

1) Module on Biomedical sciences

Specific objective of this module: To allow teachers to acquire basic scientific understanding in these related subjects and to be able to integrate them within the teaching of physical education

Content

Revision about physiology of physical activity and field applications

The main topics include:

- the physical/chemical laws governing these exchanges,
- the signals allowing the exchange of information between and within cells,
- the mechanism of muscular contraction, models of muscular contraction,
- the functioning of the immune system.

The main applicable topics include: the basics about nutritional homeostasis in humans, the regulation of weight, energy food, needs analysis in macro-and micronutrients (vitamins, ions etc),

- water balance and regulation of appetite,
- adaptation of nutrition in human physical activity, balanced nutrition and exercise to aid ergogenic. specific performance,
- metabolic pathways to energy supply during exercise, their participation on the supply and their modes of activation,
- Mechanisms of protein synthesis and their involvement in the phenomenon of training the cardio-circulatory adaptation to physical exercise, physical activity and sports in particular environments such as altitude, hyperbaric conditions or heat stress.

Revision of biomechanics and field applications

The main topics include:

KINEMATICS - Functions and graphs

Kinematics in one dimension

- Vectors
- Three-dimensional kinematics

DYNAMIC POINT - The laws of dynamics of point

Evaluation of forces

- Repositories in motion
- Work, energy, power
- Fluid mechanics
- Collisions

DYNAMIC SOLID - Translation solids

Moment of force and angular momentum

- Rotation around a fixed axis
 - General dynamic of solids
- The main applicable topics include:
- Part 1: Joint forces and muscular moments during an athletic movement
 - Part 2: Energy, work and muscular power during an athletic movement
 - Part 3: The mechanisms of terrestrial locomotion
 - Part 4: The mechanisms of terrestrial locomotion
 - Part 5: Analysis of athletic movements

Bases for sport training and field applications

The main topics include:

- Sporting performance
- Process of training
- Principles of training
- Methodology and planning of training
- Physiological bases of training
- The training of physical and cognitive skills
- Determinants of performance

Physical characteristics of children and teenagers and field applications

The main fundamental and applicable topics include:

- Organic, motor, psychological, affective and social evolutions and their interrelations in the development of personality,
- Effects of those elements on the motivation to participate in physical activity,
- Effects of those elements of the image one has from the body,
- Reminders on the definition of
- Growth, aging, development, periods of life
- Evolution of the main physiological systems with aging,
- Differentiation of growth and aging,
- Relationship between age and motivation in relation with physical activity,
- Consequences of the evolution of the perception of the body while aging and consequences on physical activity.

Traumatology of physical activity (contraindications) and first aid

The main fundamental and applicable topics include:

- Etiology of common sports injuries: the techno-pathy concept
- Basic principles in sports injury prevention
- Common sports injuries: overuse injuries, accidents
- Psychological issues in competitive sports
- Basics about the pre-participation physical examination: why, how, when?
- Essentials in sports injuries treatment: the relative rest concept and progressive return to competition
- Some ethical issues in competitive sport: doping, high-level competition in the child

Requested methodology: theoretical seminars should alternate with complete illustrations of the application of principles within scholar and/or sport environments

Time requirements in relation to ECTS: 2 weeks; 2 X 3 hours/day; total of 60 h (evaluation included)



2) **Module on Pedagogy of physical education and coaching**

Intervention in contexts of school and sport

Specific objective of this module: Beyond the presentation of the objectives of the physical education of today, the trainees/students will learn about the modern physical education teaching approaches underlining the importance of their pre-interactive, interactive and post interactive decisions.

It is important to identify the objectives of Physical Education teaching and to determine how to reach these objectives. The trainees/students will have also to develop their competences in reflexive praxis and to acquire a constructive approach through the elaboration of new teaching units.

Content

Intervention in contexts of school and sport

The main topics include:

- Research paradigm used in sport pedagogy
- Research methods used in sport pedagogy
- Main findings of the research in sport pedagogy
- Current developments of the research in sport pedagogy

The main applicable topics include:

- Understanding of the evolution of the teaching effectiveness concept
- Identification of the variables influencing teaching-learning process
- Identification of the data to collect in order to improve ones teaching practice

Learning to teach physical education (P.E.)

The main fundamental topics include:

- Physical education: representations, objectives and standards
- Concept of literacy
- Pre, inter and post interactive phases of teaching
- Lesson organization and management
- Pupils' motivation
- Class management and control

The main applicable topics include:

- Identification of current goals of PE
- Understanding of the current missions of PE teachers
- Lesson and unit planning
- Practice of routines in PE lessons
- Upgrading exercise and learning tasks

Teaching strategies

The main topics include:

- The learning theories (place and role of the learner)
- The definition of the concept of teaching strategies
- The need for multiple models in physical education
- The description of the main instructional models
- The spectrum of teaching styles

The main applicable topics include:

- Identification of teaching styles/instructional models
- Transformation of the teaching context to apply specific teaching styles/instructional models

Physical education adaptations to the specific context of Kosovo

The main themes include:

- The analysis of the current teaching practice in Kosovo
- The Kosovo standards and education policies
- The beliefs and expectations
- The context (students, teachers, schools, sport facilities)
- The strategies to implement teaching styles/instructional models

The main applicable topics include:

- Identification of local resources
- Description of practical approaches to teaching in non privileged contexts

Physical activity and psychology

The main themes include:

- The definition of physical activity and its false representations
- The impact of physical activity
- The measure of physical activity
- The determinants and barriers of physically active lifestyle
- Motivation theories
- The psychological roles of the teacher

The main applicable topics include:

- Description of field practices in physical activity measurement
- Exercising in providing support to physical activity
- Identification of motivational teaching behaviours
- Identification of the barriers limiting physical activity

Promotion of physical activity

The main fundamental topics include:

- The theories and models of physical activity promotion (from the cost-benefit to the ecological models)
- The identification and description of the actors involved in the physical activity promotion
- The accessibility of physical activities
- The implementation of a Health Enhanced Physical Activity
- The community and the physical activity
- The description of successful projects
- The concept of sport policy

The main applicable topics include:

- Understanding of the PE teacher's role as physical activity agent at a community level
- Identification of concrete actions to be implemented at a community level
- Development of projects to be locally implemented
- Writing of a sport policy project

Active school's concept

The main themes include:

- The representation of the mission of the schools in health/physically active lifestyle education
- The identification of the health related content that can be developed in physical education
- The definition of the concept of lifelong physical activity
- The presentation of the principles to apply in order to involve physical education in physical activity promotion
- The description of the active school models
- The description of an instrument designed to assess the place given to physical activity at school
- The presentation of concrete examples of procedures implemented in schools to increase physical activity

The main applicable themes include:

- Understanding the central role of the PE teacher and being able justify it
- Development of projects to be implemented in local schools
- Writing of a school policy supporting physical activity and sport
- Evaluation of the place provided to physical activity in a school

Requested methodology: On the basis of the participants' representations, curriculum should utilize active approaches in order to build professional competences and should illustrate results from research focused on the analysis of teaching learning process. Teachers' educators should elaborate and put into practice teaching units. They should analyze the teaching process in order to improve the answers of the teachers about their behaviors and their effects on children and adolescents. They should alternate theoretical teaching and practical exercises.

Time requirements in relation to ECTS: 4 weeks; 2 X 3 hours/day; total of 120 h (evaluation included)

3) Module on management and organization

Specific objective of this module: To allow the teachers to acquire basic notions of sport management, in order to develop their competences in the organization of sport activities and in the management of sport associations

Content

Sport and society (including ethics in sport)

The main fundamental topics include:

National sport systems

National " physical cultures "Birth and development of the international sport movement

Major characteristics of national sport systems in Europe

European sport configurations

Essential variables

Four basic configurations

Sport systems in the countries of the Europe Union

European legislation and sport :

Principle of indirect intervention,

Proportional application of free circulation, concurrence and public markets rules

Selected readings on the above mentioned topics

Sport structure

The main fundamental topics are:

- general principles of the public law and their application with the framework of sport activities,
- macro- and micro- economics of the physical and sport activities,
- structure and the functioning of the institutions involved in the organization of physical and sport activity

Quality management in sport settings

The main topics are

to be determined in accordance with the particular situation in Kosovo

Models for the management of sport organizations

The main topics are:

- deployment of activities according to the needs and possibilities,
- decision making in a complex environment,
- analysis models to be applied to sport systems and organizations,
- sport federations and organizational configurations.
- from analysis to action,
- understanding the non-profit sector according to private and public aspects,
- the concept of sustainable development as a way to integrate private and public aspects as well as economic, social and ethical preoccupations,
- balanced scorecards (Norton & Kaplan) as a tool for the operationalization of goals and indicators

Requested methodology: It should alternate theoretical teaching and practical activities to allow the acquisition of know-how transferable in scholar and sport environments. Educators should elaborate and evaluate specific exemplar situations. There should also be detailed analysis of specific cases.

Time requirements in relation to ECTS: 1 weeks; 2 X 3 hours/day; total of 30 h (evaluation included)

4) Module on teachers' supervision

Specific objective of this module: the participants to acquire competences expected from supervisors in charge of in-service PE teachers' education (PETE)

Content

Theoretical and practical aspects of current practices in physical education teacher education

The main fundamental topics include:

- The current requirements in teacher education (with reference to EU guidelines and recommendations)
- The theory of adults education
- The actors involved in teacher education

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- The stages of the teacher education (socialization, pre-service education, induction, in-service education)
- The current state of the research on PETE
- The current models of PETE and teaching competencies standards
- The characteristics of in-service PETE
- The reflective PE teacher

The main applicable topics include:

- Identification of the role of the actors involved in teacher education
- Identification of the priorities in teacher education
- Experience in reflective thinking
- Writing of a local teaching competencies' standard

Physical education teachers' supervision principles

The main topics include:

- The definition of supervision
- The supervisors' representation of their work
- The supervising relationship
- The teachers' resistance to the change
- The supervision strategies and models
- The teacher evaluation: theory and practice

The main applicable topics include:

- Identification of techniques and tips to be an effective supervisor
- Identification of behaviours linked to resistance to change
- Description of approaches aiming to regulate resistance to change
- Developing evaluation systems
- Experience of strategies designed to improve teacher knowledge, understanding and skills

Principles of communities of practice

The main topics include:

- The definition of the concept
- The review of a literature of the research on this field in PE and sport
- The presentation of projects involving PE teachers

The main applicable topics include:

- Identification of the role of the supervisors in the implementation of teachers' communities of practice
- Development of a local project

Principles of action-research (collaborative research)

The main topics include:

- The definition of the concept
- The description of the principles
- The review of the literature on action research/collaboration research in PE
- The presentation of projects involving PE teachers

The main applicable topics include:

- Understanding of the interest of action research/collaboration research
- Identification of the arguments aiming to support the implementation of action research/collaboration research in PETE
- Development of a personal project

Field experience

The main fundamental topics include:

- The application of the theory in the practice
- The use of supervision systems
- The providing of supervision feedback
- The analysis of supervision meetings (feedback)

The main applicable topics include:

- Acquisition of competencies in teaching supervision
- Development of a personal implement programme

Requested methodology: It should alternate between theoretical teaching and practical exercises. Participants should test various supervision approaches. They should elaborate and put into practice action research projects.

Time requirements in relation to ECTS: 4 weeks; 2 X 3 hours/day; total of 120 h (evaluation included)

5) Module on basic physical education content

Specific objective of this module: To illustrate didactic processes to use within the particular Kosovo school context which each participant should be able to master. Content will be focused on team sports and collaborative games, basic motor skills' development, opposition activities, aesthetic activities, active life style development, etc.

Content

Team sports and collaborative games

Basic motor skills' development

Opposition games

Aesthetic activities

Active life style development

The main fundamental topics include:

- The epistemological basis
- The current teaching approaches in team sports and collaborative games, opposition activities, aesthetic activities, active life style development
- The illustration and practice of field practice
- The available resources

The main applicable topics include:

- Identification of contents
- Preparation of teaching units
- Field experiences

Requested methodology: Practice of sport disciplines adapted to teaching in large groups. Should elaborate and put into practice teaching units. They should be prepared to refereeing, assuming manual assistance and animating activities.

Time requirements in relation to ECTS : The work should be organized in two groups of 25 people during four weeks. There will be 6 half days of practice per week and 4 half days of personal work, visits, documentation and/or evaluation

6). Module on specialization in one team sport (one sport by each candidate election) Specific objective of this module: To provide a greater expertise to the participants in teaching and coaching of one team sport

Content

Specific and developed training in pedagogy and strategy
Either Basketball or indoor football or Volleyball or Handball
The main fundamental topics include (for each sport):

- The epistemological basis
- The current teaching approaches
- The illustration and practice of field practice
- The available resources
- The development of teachers able to be good models

The main applicable topics include (for each sport):

- Identification of contents
- Preparation of teaching units
- Field experiences

Organization and time requirements: There should be four groups of +/- 12 persons. The module should comprise three weeks, with 6 half days for practice per week, plus 4 half days of personal work, visits, documentation and/or evaluation.

7). Module on specialization in an individual sport (two by election maximum one A and one B)

Specific objective of this module: To provide a greater expertise to the participants in teaching and coaching, two individual sports.

Content

Specific and developed training in pedagogy and strategy
Either Swimming (A) or Badminton (A) or Gymnastics (A) indoor athletics (A) and either climbing indoor (B) or Judo or Karate sports (B) or aerobic gym (B) or table tennis (B)
The main fundamental topics include (for each sport):

- The epistemological basis
- The current teaching approaches
- The illustration and practice of field practice
- The available resources
- The development of teachers able to be good models

The main applicable topics include (for each sport):

- Identification of contents
- Preparation of teaching units
- Field experiences

Organization and time requirements: Each participant should participate to two cycles (one activity "A" and one activity "B") thus, 2 times 4 groups of +/-12 persons. The activities "A" are practiced during three weeks and the activities "B" during two weeks. In each unit, there should be 6 half days of practice par week plus 4 half days of personal work, visits, documentation and/or evaluation.

8). Module on general education

Specific objective of this module: To provide transversal competences in order to generate better prospect of professional development to participants

Content

New Information technology (ITC)

Documentation technologies

Time management and other transversal professional competences

English language

The main topics are

- reading strategies in the foreign language,
- decoding strategies for listening comprehension in the foreign language,
- English grammatical structures,
- Development of English vocabulary pertaining to the science of motricity.