Tempus-Meeting Nis / Serbia
14th – 16th September 2014
Aim of the project

The overall aim of the project “Post-Graduate Level Training of Trainers Programme in Physical Education and Sports” was to improve provision of quality physical education and sport science in Kosovo and to improve the opportunities for leisure physical activity and quality health- and performance-oriented fitness- and sport training for all people in Kosovo.
Background  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.

Capacity limitations of physical education teachers in schools in Kosovo and limitations in the practice of teacher training in the field of physical education of the University of Pristina

This IPA project was 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.
According to estimates, about 45% of the labour force in Kosovo is unemployed. The most affected are the youngsters between the ages of 15–25, with an unemployment rate of 73% (KAS, 2013).

These unemployment rates for youth in Kosovo are the highest compared to countries in the region and are almost 4-5 times higher than the average in the EU (Eurostat, 2013).
Task Master Level Programme

To fulfil these aims the project includes a pre-service training component:

- aiming to upgrade the competences, the knowledge and skills of 50 students participating in an accredited master programme
  - jointly provided by international and local experts
- at the Faculty of Sport Sciences at Pristina University

- Developing a Master Programme
- Teaching Staff Recruitment
- Accreditation of this Programme
- Student Recruitment
Post-Graduate Level Training of Trainers Programme in Physical Education & Sport

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Task CPD Programme

To fulfil this task the project has to include an in-service component providing continuous professional development to physical education teachers trying to improve their understanding of new teaching styles and methods corresponding to European standards and about the paradigm shift from a performance oriented PE curriculum to a health oriented PE curriculum in line with the Kosovo Curriculum Framework.

- In-Service Analyses
- Developing a CPD-Programme
- Teaching Staff Recruitment
- Accreditation of this Programme
- Student Recruitment
Task Master Level Programme

To fulfil these aims the project includes a pre-service training component: aiming to upgrade the competences, the knowledge and skills of 50 students participating in an accredited master programme jointly provided by international and local experts at the Faculty of Sport Sciences at Pristina University

- Developing a Master Programme
- Teaching Staff Recruitment
- Accreditation of this Programme
- Student Recruitment
In the new “Kosovo Curriculum Framework, 2011” physical education is mentioned in all curriculum key stages within the curriculum area “health and wellbeing”.

The aim of the curriculum area

“...is to provide students with knowledge and skills and guide them towards healthy living so that they can be able to take over the responsibility for health and wellbeing of their own and of others.

It also provides students the opportunity to develop and practice habits, attitudes, qualities, values and behaviours that will help them to deal with life successfully.”

(Kosovo Curriculum Framework, 2011).
Physical education teaching at school in Europe today is not limited to training of physical skills and in teaching tactical and bodily awareness, and it has more than just a recreational dimension. Internationally learning outcomes of physical education lessons today include and focus on learning and practicing skills that enhance **lifelong fitness, good health and social values.**
Internationally learning outcomes of physical education lessons today include and focus on learning and practicing skills that enhance lifelong fitness, good health and social values.

Pupils should improve their knowledge, their competence and skills to:

- Enhance health-related physical fitness and to understand the value of these activities for improving or maintaining health later in life.

- Improve understanding of social principles and concepts (fair play and respect, social awareness personal interaction and team effort and social inclusion).
The curriculum should provide students with authentic experiences that are thorough and enjoyable and that contribute to their desire to become and stay physically active throughout their lives.


We have to create positive experiences for all children
### Quality physical education as a regular planned programme of teaching and learning activity throughout the entire school year has following objectives

- To encourage the adoption of active and healthy lifestyles
- To develop a feeling of personal wellbeing/wellness
- To develop a broad repertoire of movement competence
- To develop the capacity to apply and develop skills in specific activity contents (sport, dance,… )
- To learn to appreciate what means to be fit and/or healthy
- To inculcate a sense of important values in sport (fair play, solidarity…)
- To ensure safe practices in physical education
- To develop an appreciation of cross curricula links in relation physical education
- To promote an appreciation of the social and cultural significance of sport physical activity
- To develop the ability to evaluate own and others performance
- To develop a sense of leadership and the ability to organise others
- To contribute to the development of a sense of citizenship
- To provide opportunities for all pupils to learn and achieve, regardless of ability, gender or social and cultural background
Estimation of demographic changes in Kosovo (Medium Variant) comparing children 0-14 yrs and elderly inhabitants 65+ yrs

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

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<table>
<thead>
<tr>
<th>Fields of Study</th>
<th>Single Subject Specialist (Secondary Education)</th>
<th>Generalist (Pre-Primary Education, Primary Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weighting (ECTS &amp; Percent)</td>
<td>Weighting (ECTS &amp; Percent)</td>
</tr>
<tr>
<td></td>
<td>240 ECTS / 100%</td>
<td>24 ECTS / 10%</td>
</tr>
<tr>
<td>Practical Activities (Theory and Practice)</td>
<td>36-48 ECTS</td>
<td>6 ECTS</td>
</tr>
<tr>
<td></td>
<td>15-20%</td>
<td>25%</td>
</tr>
<tr>
<td>Educational &amp; Teaching Sciences (Pedagogy / Didactics)</td>
<td>24-48 ECTS</td>
<td>6 ECTS</td>
</tr>
<tr>
<td></td>
<td>10-20%</td>
<td>25%</td>
</tr>
<tr>
<td>Natural and Biological Sciences (General &amp; Applied)</td>
<td>36-48 ECTS</td>
<td>3 ECTS</td>
</tr>
<tr>
<td></td>
<td>15-20%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Social Sciences / Humanities (General / Applied)</td>
<td>36-48 ECTS</td>
<td>3 ECTS</td>
</tr>
<tr>
<td></td>
<td>15-20%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Scientific Work (Bachelor Thesis)</td>
<td>12-24 ECTS</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>5-10%</td>
<td></td>
</tr>
<tr>
<td>Teaching Practica (incl. school-based practice)</td>
<td>24-48 ECTS</td>
<td>6 ECTS</td>
</tr>
<tr>
<td></td>
<td>10-20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Petry, K., Froberg, K., Madella, A. & W. Tokarski (Eds.) (2008), Higher education in sport in Europe: From labour market demand to training supply. Maidenhead: Meyer & Meyer Sport
A one-year Master programme (60= ECTS) has been designed originally consisting of 7 (seven) intensive modules based on recommended study fields, learning outcomes and competences outlined in the European Physical Education Teacher Education (PETE) Curriculum (AEHESIS Petry et al., 2008).

<table>
<thead>
<tr>
<th>Fields of Study 1st Semester Modules</th>
<th>Main Teaching Subjects</th>
<th>ECTS / Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational &amp; Teaching Sciences (Pedagogy / Didactics) (General &amp; Applied)</td>
<td>Exercise Pedagogy Didactics in PE &amp; Sport Educational Practices in PE /&amp; Club-Sport Children in Sport</td>
<td>8 / 200-240</td>
</tr>
<tr>
<td>Natural &amp; Biological Sciences (General &amp; Applied)</td>
<td>Sport &amp; Exercise Physiology Biomechanics Theory of Training Motor Development</td>
<td>8 / 200-240</td>
</tr>
<tr>
<td>Social Sciences &amp; Humanities (General &amp; Applied)</td>
<td>Exercise Pedagogy Didactics in PE &amp; Sport Educational Practices in PE /&amp; Club-Sport Children in Sport / Health</td>
<td>8 / 200-240</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>Research Techniques in Sport Science and PE Qualitative Research, Quantitative Research</td>
<td>6 / 150-180</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fields of Study 2nd Semester Modules</th>
<th>Main Teaching Subjects</th>
<th>ECTS / Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Exercise Assessment, Interpretation and Prescription</td>
<td>Assessment of Sport Skills and Motor Abilities Physical Fitness and Activity Ass. &amp; Pres. in Youth Physiological, Biomechanical, Psychological Ass. Classroom Grading</td>
<td>8 / 200-240</td>
</tr>
<tr>
<td>Health Aspects of Physical Activity</td>
<td>Evidence of and concepts and methods in health promotion Planning, prescribing and administrating of health promotion programs in PE</td>
<td>8 / 200-240</td>
</tr>
<tr>
<td>Specialization in Exercise Science Coaching Expertise in Individual and Team Sport (Choose from Elective Subjects)</td>
<td>Select two subjects in the Area of Individual Sport and two subjects in the Area of Team Sport from subjects offered</td>
<td>6 / 150-180</td>
</tr>
<tr>
<td>Research Thesis or Research Project</td>
<td>Supervision &amp; Mentoring (for students graduated from a 4 yrs bachelor or a master programme)</td>
<td>8 / 200-240</td>
</tr>
</tbody>
</table>

Submitted for accreditation (KAA) 30th December 2011 and accredited following external assessment and audit performed by international experts on behalf of KAA on 09th July, 2012 following a positive advisory report.
A programme extension to at least 90 ECTS (corresponding to at least 3 semesters) had been necessary to be in line with guidelines of the European Framework for Qualifications in the European Higher Education Area as well as the local quality assurance guidelines of Kosovo Accreditation Agency and with Kosovo’s Law for Higher Education 2011.

This required a time-line extension of the project also of six months which was officially granted by the European Union Office on 28th of August 2012.
Post-Graduate Level Training of Trainers Programme in Physical Education & Sport

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The programme extension report of the additional semester (description of the 3 teaching modules including description of the teaching subjects, its content, learning outcomes and competences) has been submitted to Kosovo Accreditation Agency on 08th January 2013 and has been approved following external evaluation by international experts, on 15th February 2013. This programme extension was officially accredited by Kosovo Accreditation Agency on 08th July 2013.
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54 STE’s from 15 European Countries
41 JSTE’s Kosovo

Austria
Czech Republik
Denmark
France
Germany
Greece
Italy
Norway
Poland
Portugal
Slovakia
Slovenia
Sweden
Switzerland
United Kingdom
The post graduate programme prepared students for future employment or advanced study. The program has been designed in a way that graduates of this program have the competences to work as:

- PE teachers and PE and sports trainers in schools as well as sports training in non-formal education, as for example the Mitrovica multi-purpose sport facility.
- The profession however is generally not restricted by venue and graduates may work in fitness facilities, health clubs, in the leisure and recreation sector or in civic and social organizations, or in personal training.
- They also will have the competences and skills to work as Master Trainers in the In-Service Teaching Process (working in the continuous professional development process of physical education teachers – PE teacher further education) and thereby lead to measureable and sustainable quality improvements in pre-service teacher training.
- It is also aspired to motivate young scientists to continue a research and teaching career at the university.
- The graduates will have acquired the competences to empower children and adolescents to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life working in youth and health projects outside the school environment.
Extensive Teaching and Learning Material has been developed
(summerized in the Course Book approx. 3000 pages – available on Moodle)

2 Textbooks (Sport Pedagogy and Exercise Physiology) have been developed and published

One textbook translated (Research Methodology – Qualitative Research)
Currently 28 students graduated from the Master programme –
5 more have partly fulfilled the requirements and still have the chance to graduate from the programme which is accredited until October 2014
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Assessment / Monitoring / Quality Assurance

- External assessment and monitoring by Kosovo Accreditation Agency
  (programme accreditation following international audit) on 09\(^\text{th}\) of July 2012

- Internal assessment and monitoring procedures systematically collecting feedback from students assessing teaching and organization of each module, teaching subject and lectures of the programme respectively.

- Final Report provided by Prof. Parisi & Prof. Klissouras
An extensive in-service analyses has been performed

5 in-service modules have been developed and have been accredited for teacher licensing

5 weekend CPD seminars have been performed (corresponding to 100 teaching hours)

Teaching and learning material has been developed

30 PE teachers have been up-skilled and received the corresponding license.

Internal assessment has been performed
Challenge all classes be taught by qualified physical education specialists

In Kosovo currently in many schools physical education is provided by teachers who have no training in physical education (pre-school) or have only minimal subject-specific initial teacher education – classroom teacher – primary school (2 contact hours / wk)

theory -didactics of physical education in the 3rd semester and 2 wk/hrs (exercise/ practice of physical education 4th semester).
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Challenge all classes be taught by qualified physical education specialists

<table>
<thead>
<tr>
<th>Pre-School Education</th>
<th>Primary Education</th>
<th>Lower Secondary Education</th>
<th>Upper Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty of Education – pre-primary school programme</td>
<td>Faculty of Education Generalist 3 yrs Bachelor (180 ECTS)</td>
<td>Faculty of Sport Sciences Specialist 3 yrs Bachelor (180 ECTS)</td>
<td>Faculty of Sport Sciences Specialist 4 yrs Bachelor or Master (at least 240 ECTS)</td>
</tr>
<tr>
<td>• High Pedagogical School – course for educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty of Philosophy Branch of Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diplomas from educational faculties, with additional supplementary trainings for pre-school educators certified by MEST</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISCED 0 Pre-primary</th>
<th>ISCED 1 6 – 10 yrs</th>
<th>ISCED 2 11-14 yrs</th>
<th>ISCED 3 15-17 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6 yrs</td>
<td>Grade 0 5-6 yrs</td>
<td>Grade 1 6 yrs</td>
<td>Grade 2 7 yrs</td>
</tr>
<tr>
<td>2hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
</tr>
<tr>
<td>11.11%</td>
<td>8.33%</td>
<td>7.14%</td>
<td>6.67%</td>
</tr>
</tbody>
</table>

Time Allocation & Specific Curriculum Development (Content, Learning Outcomes, Competences) – Kosovo Curriculum Framework
Challenge all classes be taught by qualified physical education specialists.
Post-Graduate Level Training of Trainers Programme in Physical Education & Sport

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Lisa MacCallum et al. Designed to Move, 2012
The human body was designed to move and therefore needs regular physical activity in order to function optimally and avoid illness.
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Lisa MacCallum et al. Designed to Move, 2012
School-based physical education is the most widely available source to promote physical activities among young people.

Therefore, every effort should be made to encourage schools to provide physical activities on a daily basis in all grades, inside or outside the curriculum and in cooperation with partners from the local community, and to promote interest in life-time physical activities in all pupils.

Teachers at school are one of the main actors for children and young people's physical activity. However, there are other important actors such as educators in kindergartens, coaches in sport and social clubs and, in particular for children up to the age of 12, their parents.
Physical Education has the capacity to provide experiences that will nurture healthy physical, psychological, and emotional development in children and youth if they are:

- Fun and enjoyable for participants
- Provide a safe means for developing activity skills
- Foster moral sensitivity and caring
- Realize the pleasure and beauty of movement skill
- Exercise a spirit of creativity, adventure, and discovery
- Inspire a sense of community
Creating physical education programs that motivate:

**FUN ⇔ ENJOYMENT** is the primary reason for students to participate in physical activity *(Blankenship, 2008)*

| Challenge – | When students are challenged and subsequently succeed, they feel competent (enhance self-worth ⇔ increased intrinsic motivation) |
| Curiosity – | Curious students seek knowledge and strive to learn about themselves and the world. Curiosity leads to problem solving and feelings of efficiency (helping to successfully tackle the barriers they face in life). |
| Control - | Self-control leads to feelings of autonomy, self-direction, and accomplishment. (External control diminishes autonomy and motivation for self-direction) |
| Creativity - | Allows students to be individuals and presents opportunities for self-expression. Creative environments are noncompetitive and allow everyone to feel special. |

*Ayers & Sariscsany, 2011*
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Instructional strategies that support high-quality physical education emphasize the following:

- The need for inclusion of all students
- Adaptations for students with disabilities
- Opportunities to be physically active most of the class time
- Well-designed lessons
- Out-of-school assignments to support learning
- Not using physical activity as punishment
Regular student assessment within a high-quality physical education program features the following:

- The appropriate use of physical activity and fitness assessment tools
- Ongoing opportunities for students to conduct self-assessments and practice
- Self-monitoring of physical activity
- Communication with students and parents about assessment results
- Clarity concerning the elements used for determining a grading of student proficiency system.