



Strategic Plan 2025–2028

Teach For Kosova

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ABBREVIATIONS

CSR—Corporate Social Responsibility

DRC—Danish Refugee Council

NED—National Endowment for Democracy

NGO—Non-governmental Organization

PISA—Programme for International Student Assessment

SDG—Sustainable Development Goals

TACL—Teaching As Collective Leadership

TFA—Teach For All

TFK—Teach for Kosova

ToT—Training of Trainers

TPA—Teacher Performance Assessment

GLOSSARY

Anti-Gypsyism—According to the European Commission, anti-gypsyism is “antigypsyism is a form of racism which manifests itself and affects Roma in numerous, multi-faceted ways, due to a number of essential features. Among these, the following have been referred to as particularly distinctive: antigypsyism is historically rooted and has its origins in how the social majority view and treat those they consider ‘gypsies’; it is, therefore, deeply entrenched in social and cultural attitudes, what makes it particularly commonplace, persistent and recurring, albeit constantly adapting to changing economic, social and political realities; it is structural and exists both at institutional, social and interpersonal level; it is based, as it also occurs with other forms of racism, on a process of ‘othering’ which builds on both demeaning, negative as well as positive, exoticizing stereotypes, that can in turn lead to attitudes which can be malevolent but also benevolent in nature; it can be unintentional and even unconscious; it may sometimes result in a process of internalization by Roma themselves” (European Commission, 2018).

Brain Drain— The outflow of skilled or highly educated individuals from a specific country to another.

Fellows—Individuals who benefit from the Fellowship Program.

Logic Model— A visual representation of relationships between a program’s resources, its activities, and the outcomes it aims to achieve.

Placement— The process of hiring an individual for a specific position.

Selection Model— Teach for Kosova’s system of selecting Fellows.

Summer Institute— A 5-week intensive training program for teachers offered by the Fellowship.

Summer School— The Fellowship’s practice program.

SWOT Analysis— A method used to assess a project by analyzing its strengths, weakness, opportunities, and threats.

TFK Fellowship—Teach for Kosova’s primary program funding training and support for new teachers.

A. EXECUTIVE SUMMARY

Teach For Kosova (TFK) is a non-governmental organization working to ensure that every child in Kosova has access to a quality, inclusive, and equitable education, delivered by capable, diverse, and empowered teachers. Founded in 2018, TFK develops a new generation of teacher-leaders who drive classroom excellence and systemic change. Through its Fellowship Program, Alumni Network, and community initiatives, TFK strengthens teaching quality, professional development, and civic participation in schools and municipalities across Kosova.

Mission, Vision, and Core Purpose

Vision: A Kosova where every child, regardless of gender, ethnicity, economic status, abilities, or geography, has the opportunity to learn, lead, and thrive in an equitable education system.

Mission: To recruit, train, and support a diverse network of teachers and leaders who work to expand educational opportunity and strengthen communities through teaching, research, and advocacy.

Core Purpose: To improve education quality and inclusion by transforming how teachers are recruited, trained, and supported, while fostering civic participation, community trust, and public accountability in education.

Key Achievements (2019–2025)

- **Fellowship Growth and Reach:** Over 50 Fellows placed in public schools, directly impacting more than 5,000 students across Kosova. By 2026, the Fellowship Program will expand to 63 Fellows, benefiting 6,300 students annually.
- **Diversity and Inclusion:** Recruited Fellows include at least 20% men and 10% Roma, Ashkali, and Egyptian participants, challenging stereotypes that teaching is a “female profession” and diversifying the educator workforce.
- **Training System:** The TFK Institute delivers over 250 hours of training annually, emphasizing inclusion, leadership, and pedagogy aligned with national teacher standards.
- **Community Engagement:** Through the TFK Summer School, over 100 students annually—30% from minority backgrounds—receive free, inclusive education. Parents and local actors participate actively, building community-school partnerships.
- **Evidence-Based Policy Influence:** In partnership with the Kosova Pedagogical Institute (KPI), TFK established the Alumni Research Hub, producing policy studies on teacher deficits, gender inclusion, and digital education.
- **Institutional Strengthening:** Through partnerships with the EU, MESTI, and Teach For All, TFK has developed robust systems for governance, monitoring, and accountability, positioning itself as a trusted education partner nationally and internationally.

Strategic Priorities for 2025–2028

1. **Strengthen Teacher Quality and Inclusion**

- Expand and professionalize the Fellowship Program to address teacher shortages, gender disparities, and quality gaps.
- Train and support teachers in inclusive pedagogy, environmental education, and digital literacy.
- 2. **Build Civic and Community Engagement**
 - Deepen collaboration with parents, students, and local communities through school-based projects and participatory education initiatives.
 - Empower Fellows and alumni to act as civic leaders who mobilize communities and foster social cohesion.
- 3. **Advance Research and Policy Impact**
 - Scale the Alumni Research Hub in collaboration with KPI and MESTI to produce data-driven policy recommendations.
 - Disseminate findings through community consultations and public dialogues to increase citizen participation in education reform.
- 4. **Ensure Organizational Sustainability**
 - Strengthen internal systems, diversify funding streams, and invest in staff capacity.
 - Expand partnerships with municipalities, private donors, and international networks to secure long-term sustainability.

Alignment with National and International Priorities

The 2025–2028 Strategic Plan aligns with:

- **Kosova’s Education Strategy 2022–2026**, by promoting quality, inclusion, teacher professionalization, and institutional resilience.
- **EU priorities** under the *European Education Area*, *Green and Digital Transitions*, and *IPA III Framework for the Western Balkans*, by embedding digital literacy, environmental education, and gender equality into teacher training.
- **European values of community participation and social inclusion**, by strengthening local engagement, fostering collaboration among teachers, parents, and municipalities, and empowering citizens to play an active role in improving education outcomes.

Through this strategic plan, TFK will continue to bridge the gap between education policy and community needs, positioning teachers and citizens as co-creators of change. By linking classroom practice, community participation, and policy influence, TFK contributes to a more equitable and democratic Kosova.

B. ORGANIZATIONAL PROFILE

1) About Teach For Kosova (TFK)

Founding story, legal status, and organizational evolution

Teach For Kosova (TFK) is a non-profit, non-partisan organization founded in 2018 and registered under the laws of Kosova to advance educational equity. TFK emerged from a coalition of educators, community leaders, and young professionals who recognized a persistent gap between students’ potential and the

opportunities available in under-resourced schools. Since inception, TFK has evolved from a volunteer-led initiative into a professional organization with accredited training, a multi-year Fellowship pipeline, and formal cooperation with public institutions (MoUs with Municipal Education Directorates and collaboration with the Ministry of Education, Science, Technology, and Innovation—MESTI—and the Kosova Pedagogical Institute—KPI).

2) Governance and Leadership Structure

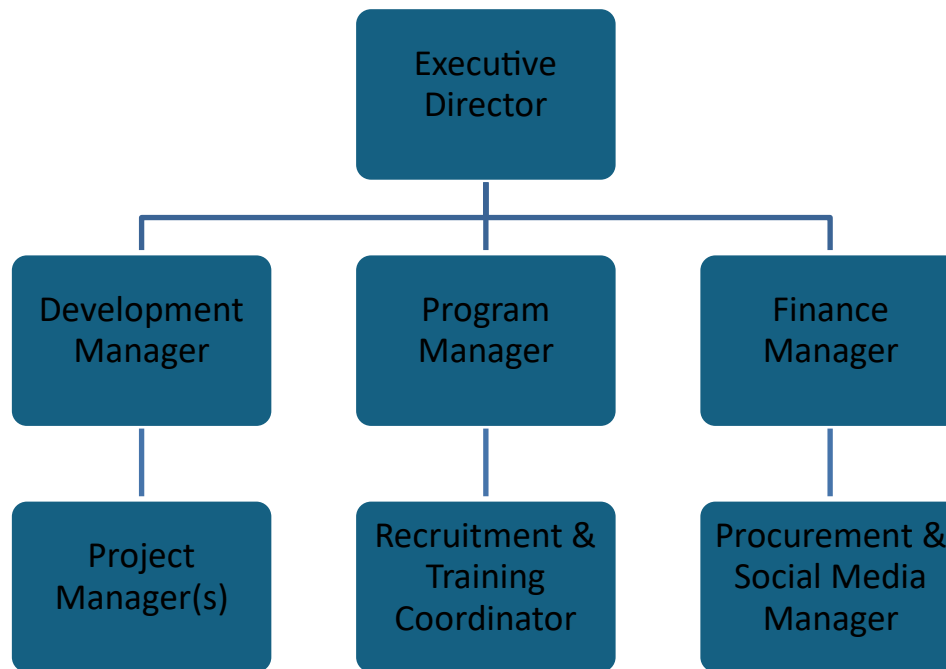
TFK Board of Directors

- Provides fiduciary oversight, strategic guidance, and safeguarding of mission and values.
- Approves annual plans and budgets; appoints and evaluates the Executive Director; oversees risk and audit.

Executive & Management

- **Chief Executive Officer (CEO):** PhD candidate in education leadership; has overseen the first six Fellowship cycles; leads strategy, partnerships, and institutional relations (MESTI, KPI, municipalities, Teach For All).
- **Development Manager:** PhD candidate in mass communication; 10+ years in grants for education and marginalized communities; leads fundraising, donor compliance, and strategic communications.
- **Fellowship Program Manager:** PhD in economics; Assistant Professor, University of Prishtina; leads the TFK Institute, monthly training, assessments, and school partnerships; supervises instructional coaching and Summer School.
- **Recruitment Manager:** TFK alumnus; with TFK since 2018; leads national recruitment cycle, university partnerships, assessment centers, and diversity targets (male and Roma, Ashkali, And Egyptian outreach).
- **Finance Manager:** 20+ years of NGO finance; EU-project experience; leads budgeting, financial reporting, audits, procurement oversight, and internal controls.
- **Procurement/Operations Manager:** With over 10 years of experience, he manages procurement, vendor compliance, logistics for training, Summer School, retreats, and research activities.
- **Project Managers:** TFK has two Project Managers with extensive experience in educational program design, implementation, and evaluation. They lead the planning, execution, and monitoring of TFK's educational projects, ensuring that all initiatives align with the organization's strategic priorities and deliver measurable impact in classrooms and communities across Kosova.

Organizational Chart



Decision-making & transparency mechanisms

- **Annual strategy & budget** approved by Board; quarterly performance reviews against logframe and risk register.
- **Policies:** Procurement; Anti-fraud/Anti-corruption; Conflict of Interest; Safeguarding/Child Protection; Data Protection (GDPR-aligned).
- **Financial controls:** Segregation of duties; three-quote procurement; donor-compliant documentation; external audits.
- **Transparency:** Annual report (activities, impact, finances); donor reporting; MEL dashboards shared with leadership and partners (MESTI, KPI, municipalities).
- **Community accountability:** Municipal and school-level consultations; parent forums during Summer School; feedback loops for Fellows, students, and school leaders.

These governance practices enable credible, compliant, and community-responsive delivery—core to EU-standard project management and to civil-society expectations around participation and accountability.

C. CONTEXT & SITUATION ANALYSIS

1) Education Landscape in Kosova

Systemic challenges: Despite a general surplus of teachers, Kosova faces acute shortages in specific subjects (STEM, English, ICT), limited access to practice-based professional development, and persistent inequities for students in under-resourced municipalities and for minority communities (Roma, Ashkali, and Egyptian). Schools report inconsistent classroom quality, weak use of formative assessment, and gaps in inclusive pedagogy and digital competencies. New teachers—often graduates of non-pedagogical faculties—enter classrooms with little mentored practice. Gender imbalance persists (low presence of men in primary/early grades), narrowing student role models and reinforcing stereotypes.

Strategic alignment. TFK’s model responds directly to priorities from the MESTI Education Strategy 2022–2026 (teacher preparation and continuous development; quality assurance; equity and multiculturalism). It also operationalizes EU priorities (European Education Area; green and digital transitions; gender equality) by embedding digital literacy, environmental education, and gender mainstreaming across training and classroom practice.

What TFK brings.

- Targets system gaps by recruiting candidates in STEM/English/ICT, with intentional inclusion of men and Roma, Ashkali, And Egyptian candidates.
- Delivers 200+ hours of accredited, phased training (TFK Institute), followed by placement in public schools and in-service coaching.
- Runs an annual Summer School (100+ students; ~30–50% minority), directly supporting learning and strengthening school–family–community ties.
- Builds an Alumni Research Hub (with KPI) to generate evidence for policy and to sustain community-rooted leadership beyond the Fellowship.

This end-to-end pipeline—recruit → train → place → coach → research & advocate—translates policy intent into measurable classroom and community results.

2) Stakeholder and Policy Context

Public sector partners.

- **MESTI:** Policy alignment, accreditation/quality assurance, strategic dialogue.
- **Municipal Education Directorates (MEDs):** School matching, local coordination, cost-sharing pilots, ongoing oversight.
- **Public schools & universities:** Host placements, co-design recruitment pipelines, and provide practice contexts.

Knowledge & research partners.

- **Kosova Pedagogical Institute (KPI):** Co-leads research, trains alumni researchers, validates instruments, and supports policy uptake.
- **Teach For All network:** Peer learning, technical templates, leadership frameworks, and moderation of quality standards.

Civil society, donors, and community ecosystem.

- **Local NGOs and community groups** (including networks advocating for Roma, Ashkali, and Egyptian inclusion and youth participation) support outreach, family engagement, and barrier-reduction (transport, participation of girls, digital access).
- **Donors and private sector** (EU, USAID, DRC, NED, corporate CSR via the 10% donation mechanism, and diaspora partners) diversify and stabilize resources.
- **Community engagement** (per best practice emphasized in domestic grant-making guidance) is embedded through parental meetings, school-community projects, and Fellow-led initiatives that cultivate shared ownership and accountability.

Policy fit. TFK complements (not duplicates) state functions by supplying **operational capacity** that ministries and DKAs often lack—continuous classroom coaching, data feedback loops, and rapid recruitment into shortage subjects—while keeping government in the driver’s seat for standards and scale.

3) SWOT Analysis

Strengths

- Driven staff characterized by energy and passion.
- Financial sustainability secured through 2024.
- Completion of four Summer Institutes with zero dropouts and three successful summer schools.
- Growing interest from Kosovar diaspora in the Fellowship and Summer School programs.
- Strong reputation within the education community and civil society in Kosova.
- Continuously improving relationships with municipalities and schools, with increasing project-based and placement partnerships.
- Consistent achievement of Fellow recruitment targets with an acceptance rate under 10%.
- Collaborations with universities to attract high-level talent.
- Fair and thorough recruitment process via the Assessment Center.
- Ongoing support for Fellows throughout the two-year Fellowship.
- Diverse funding sources.
- Alumni employed as full-time staff members (3 out of 8).

- Partnership with Teach for All.
- Enhanced visibility amplifying organizational accomplishments.
- Expanded opportunities for Fellows and children from the Roma, Ashkali, and Egyptian communities.
- Annual budget growth throughout organizational operations.

Weaknesses:

- Placement of Fellows as full-time public-school teachers remains a challenge.
- Insufficient unrestricted funding.
- Lack of engagement with vocational schools.
- Absence of a permanent training venue for Fellows.
- Delay in the development of the alumni movement.

Threats

- Current legal requirement necessitates a degree in education for teacher employment.
- Overall teacher surplus in Kosova.
- Risk of failing to place Fellows as teachers or in projects by September.
- Politicization and nepotism affecting local teacher hiring processes.
- Underdeveloped Corporate Social Responsibility in Kosova, limiting funding diversification.
- Decline in student enrollment numbers each year.
- Challenges in finding qualified Fellows from minority communities.
- Emigration of Fellows or potential candidates.
- Proliferation of private schools in Kosova, negatively impacting the quality of the public education system.

Opportunities

- Registered as a non-profit organization in the United States, 501(C)(3), enabling international fundraising.
- New partnerships with local CSOs and local institutions.
- Former cohorts of Fellows as ambassadors and advocates for the program.
- Potential to expand activities and services to additional cities.
- Opportunities for training existing teachers in Kosova.

- Ongoing funding opportunities from Teach For All.
- Membership in a coalition of NGOs focused on enhancing pre-university education in Kosova.
- Utilization of accreditation for fundraising efforts.
- Subject-specific vacancies in schools throughout Kosova present recruitment opportunities.

4) TFK's Comparative Advantage

Position in the ecosystem: TFK sits at the interface of policy and practice—translating national strategies into classroom-level change through a pipeline that recruits to shortage subjects, prepares and places Fellows, coaches in schools, and feeds evidence back to institutions.

What differentiates TFK.

- **System-aligned recruitment** (STEM/English/ICT) with explicit inclusion targets (men; Roma, Ashkali, And Egyptian communities) and rigorous, competency-based selection.
- An **accredited, phased Institute** integrated with real classroom practice (Summer School + placement) and monthly coaching—a depth of support uncommon in short-course PD models.
- **Community-first practice:** Fellows run projects with parents and local groups, strengthening social capital and building trust around schools—central to sustained change.
- The **Alumni Research & Policy Hub** (with KPI) converts classroom learning into policy-relevant evidence, positioning alumni as credible advocates and future system leaders.
- **Global quality assurance** and innovation access via Teach For All—allowing TFK to benchmark, adapt, and continuously improve while rooting solutions **in Kosova's** context.

In sum, TFK offers a coherent, community-anchored, and evidence-driven solution that complements public mandates, accelerates inclusion, and measurably upgrades teaching quality—advancing MESTI objectives and the EU's education, digital, green, and equity priorities.

D. PROGRAM OVERVIEW – WHAT WE DO

1) The Fellowship Program

Teach For Kosova's (TFK) Fellowship Program is the organization's flagship, system-oriented initiative—a two-year teaching and leadership development program that places outstanding graduates and professionals in public schools across Kosova. Fellows serve full-time as teachers in communities facing teacher shortages and learning inequities, while receiving intensive training, mentorship, and support.

Recruitment and selection take place each November–February cycle, emphasizing diversity, equity, and inclusion as central principles of TFK’s model. The Fellowship deliberately targets underrepresented groups in the teaching profession—specifically aiming for at least 20% male Fellows and 10% Fellows from Roma, Ashkali, or Egyptian communities.

This focus responds directly to systemic inequities within Kosova’s education workforce. Teaching in Kosova remains a highly feminized profession, with fewer than one in five teachers being men, particularly at the primary level. The absence of male role models in early education reinforces traditional gender norms and limits boys’ engagement and empathy development—issues recognized in both the MESTI Education Strategy (2022–2026) and the EU Gender Equality Framework for the Western Balkans. By actively recruiting male Fellows, TFK works to diversify classroom role models, promote gender balance, and challenge the stereotype that teaching is a “female profession.”

Simultaneously, the inclusion target for Roma, Ashkali, And Egyptian Fellows addresses structural exclusion and underrepresentation of minority communities in education. Roma, Ashkali, and Egyptian children in Kosova face higher dropout rates, language barriers, and limited access to quality instruction. Few teachers come from these backgrounds, leading to a lack of culturally responsive pedagogy and limited trust between schools and marginalized families. By recruiting and supporting Fellows from these communities, TFK not only improves representation but also builds bridges between schools and historically excluded populations.

This inclusive recruitment approach—strengthened through outreach to universities, diaspora networks, and community organizations—aligns with EU and national priorities for equitable education, social cohesion, and civic inclusion. It ensures that the teaching force better reflects the diversity of Kosova’s students, cultivating classrooms where every child feels seen, supported, and inspired to learn.

Once selected, Fellows begin a structured journey that combines preparation, practice, and continuous growth, supported through three major program components:

TFK Institute – Accredited Teacher Preparation and Leadership Training

The TFK Institute is the cornerstone of the Fellowship’s preparation phase. Accredited by the Ministry of Education, Science, Technology, and Innovation (MESTI), the Institute provides 200+ hours of professional training each year across three sessions (April, July, and November).

Training content covers pedagogy, curriculum design, assessment, classroom management, and leadership, ensuring Fellows meet national teaching standards while embodying TFK’s inclusive values. The Institute also integrates cross-cutting EU and national priorities, including:

- **Gender equality and social inclusion** – Understanding and addressing gender dynamics and barriers to participation in education.
- **Environmental education** – Embedding sustainability concepts in lesson planning and student engagement.
- **Digital inclusion** – Equipping Fellows with tools to integrate technology effectively, especially in resource-limited contexts.

Training combines theory and practical application through workshops, microteaching simulations, and supervised practice, supported by facilitators from TFK, MESTI, the Kosova Pedagogical Institute (KPI), and the Teach For All network.

TFK Summer School – Practical Teaching Experience and Community Engagement

The Summer School is the practical bridge between theory and teaching practice. Organized annually in July as part of the Fellowship’s preparation phase, it provides Fellows with hands-on teaching experience before entering full-time classroom placements.

The program serves over 100 students annually, with approximately 30–50% belonging to minority groups. It functions as both a learning lab for Fellows and a community service initiative for students and families in under-resourced areas.

Fellows design and deliver lessons based on the national curriculum, integrating interactive and inclusive teaching practices. Learning extends beyond the classroom, including activities such as environmental projects, art workshops, robotics clubs, and literacy circles—initiatives that foster creativity, teamwork, and critical thinking.

By collaborating with municipal education directorates, local NGOs, and parents, the Summer School strengthens ties between schools and their surrounding communities, promoting participation and ownership in education—a principle central to both the MESTI Education Strategy (2022–2026) and EU community engagement frameworks.

3. Mentorship and Continuous Professional Development

After placement in public schools, Fellows receive intensive, structured mentorship from the TFK Program Team and trained alumni coaches throughout their two-year Fellowship. This model ensures that Fellows maintain high teaching quality and continuously improve their leadership practice.

The mentorship framework includes:

- **Monthly professional development sessions** focused on inclusion, pedagogy, and leadership.
- **Regular classroom observations** by TFK staff and alumni mentors, followed by structured debriefs and individualized feedback.
- **Peer learning and reflection circles** that foster collaboration, shared problem-solving, and innovation among Fellows.
- **Annual retreats** to consolidate learning, well-being, and long-term leadership development.

Through this continuous support, Fellows translate training into sustainable classroom impact. By 2026, with 63 Fellows teaching across public schools, the Fellowship will reach an estimated 6,300 students directly each year, improving teaching quality, inclusion, and student engagement system wide.

2) Community Engagement

Community engagement is one of Teach For Kosova’s central pillars, ensuring that education reform is rooted in local ownership, inclusion, and civic participation. Beyond the Fellowship, TFK implements community-based projects that empower Fellows, alumni, students, and families to work collectively toward equitable, sustainable, and innovative learning environments. These projects complement national priorities under Kosova’s Education Strategy (2022–2026) and the EU’s Education and Skills Agenda by advancing inclusion, gender equality, environmental awareness, and youth engagement.

Current Projects

Climate Education & Leadership (CEL)		
Project Info	Description	Expected Results
Donor: Teach For All Budget: €55,000 Duration: April 2025 – March 2026	<p>The CEL project aims to integrate climate education into Kosova’s education system and position teachers and students as active environmental leaders. Through this initiative, TFK embeds climate education modules into all training stages, including a dedicated “Climate Week” during the Summer Institute. Fellows are equipped to teach localized, context-specific environmental content and to guide student learning on sustainability topics.</p> <p>The project also supports the establishment of student-led Climate Clubs in schools, where students co-design and implement environmental projects addressing local issues like waste management and air pollution. Public events such as the annual Climate Fair bring together municipalities, NGOs, and schools to showcase youth-led climate solutions, reinforcing community collaboration.</p>	<ul style="list-style-type: none">• Climate education integrated into all TFK training cycles.• Ten student Climate Clubs established across Kosova.• Strengthened collaboration between schools, municipalities, and civil society on environmental sustainability.

Let Girls Thrive		
Project Info	Description	Expected Results
Donor: Teach For All Budget: €160,000 Duration: April 2023 – March 2026	This project advances gender equality in education by empowering women Fellows and alumni as agents of change and by improving learning outcomes for girls—especially those from marginalized communities. Through targeted mentorship, gender-sensitivity workshops, and leadership	<ul style="list-style-type: none">• Sixteen women teacher-leaders trained and leading gender-inclusive initiatives.• Over 1,000 girls supported through improved access and engagement in schools.

	<p>training, TFK develops women teacher-leaders who advocate for inclusive school practices and design gender-responsive teaching approaches.</p> <p>At the student level, Fellows establish Girls’ Clubs and mentorship initiatives to promote confidence, life skills, and civic participation among girls. The project also collaborates with MESTI to institutionalize gender equality and reproductive health education through new elective courses, ensuring long-term systemic change.</p>	<ul style="list-style-type: none"> Two elective courses on gender equality and reproductive health co-developed with MESTI.
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Promoting Critical Thinking and Active Citizenship Among Youth		
Project Info	Description	Expected Results
<p>Donor: National Endowment for Democracy (NED) Budget: €134,000 Duration: July 2022 – February 2026</p>	<p>This project builds democratic values, critical thinking, and civic participation among Kosovar youth—especially from Roma, Ashkali, Egyptian, Bosniak, and Turkish communities. Through the creation of Civic Activism Clubs, students learn how to analyze social issues, organize community initiatives, and engage in dialogue with local institutions.</p> <p>By fostering collaboration across diverse ethnic groups, the program strengthens social cohesion and mutual understanding. Fellows facilitate civic education sessions, while municipal authorities and parents are actively involved to reinforce sustainability and community recognition.</p>	<ul style="list-style-type: none"> Ten Civic Activism Clubs established in schools across Kosova. Increased participation of minority youth in civic and educational initiatives. Enhanced sense of belonging and empowerment among participants.

Empowering Roma, Ashkali, and Egyptian Communities through Education		
Project Info	Description	Expected Results
<p>Donor: Swedish International Development Cooperation Agency (SIDA), through Danish Refugee Council Budget: €147,000 Duration: March 2023 – November 2025</p>	<p>This initiative promotes educational inclusion and empowerment within Roma, Ashkali, and Egyptian communities. TFK leads the education component, focusing on three objectives:</p>	<ul style="list-style-type: none"> 60 Fellows trained and 24 minority Fellows certified as teacher-leaders. 300 students benefitting from inclusive learning experiences.

	<ul style="list-style-type: none"> • Recruiting and training 60 Fellows (24 from minority backgrounds) to serve as inclusive educators and community leaders. • Organizing inclusive Summer Schools for 300 children, half from minority communities, emphasizing literacy, creativity, and social-emotional learning. • Delivering professional development workshops to 240 public school teachers, enabling them to apply culturally responsive pedagogy in multiethnic classrooms. 	<ul style="list-style-type: none"> • 240 teachers trained in culturally responsive teaching.
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Community Impact and Vision

Through these projects, TFK has built a strong reputation for mobilizing teachers, students, and communities around shared goals of inclusion, sustainability, and active citizenship. Each initiative reinforces the organization’s mission to connect classroom practice with community engagement—empowering educators and youth to become changemakers in their own localities.

TFK’s community engagement model now forms a vital complement to its Fellowship Program, ensuring that education in Kosova is not only high-quality and equitable but also deeply participatory and community-owned.

3) Alumni Network and Research Hub

After completing the Fellowship, graduates join the TFK Alumni Network, a growing movement of educators, researchers, and civic leaders. The Alumni Research and Policy Hub, co-led with the Kosova Pedagogical Institute (KPI), trains alumni in research design, data collection, and policy analysis.

Through this collaboration, alumni produce studies and policy briefs that inform national education priorities, including:

- Teacher shortages and workforce planning.
- Gender inclusion and the role of male educators.
- Digital and environmental transformation in schools.

The Hub connects grassroots classroom data to policy, reinforcing evidence-based decision-making and advancing EU-aligned education reforms.

4) Partnerships and Systemic Advocacy

TFK's policy and advocacy efforts are designed not only to influence education reform but also to create pathways for alumni leadership across Kosovo's education ecosystem. Collaboration with key institutions such as MESTI, municipal education directorates, and the Teach For All network ensures that policy dialogue is informed by classroom realities and grounded in community experience.

Through these partnerships, TFK contributes to the development of national teacher standards, inclusive education frameworks, and evidence-based reform agendas. The organization regularly participates in MESTI working groups, contributes research generated by the Alumni Hub, and co-develops recommendations that strengthen teacher recruitment, professionalization, and support systems.

TFK's alumni exemplify this system-leadership trajectory. Graduates like Sala Shala, who now serves as a member of the local municipal assembly, and Fatbardha Daku, an active education advocate and community organizer, illustrate how the Fellowship cultivates leaders who extend their influence beyond classrooms to policymaking and civic governance.

In addition, TFK aims to formalize an alumni school leadership pipeline, supporting former Fellows to become school directors, instructional coaches, and policy advisors. This approach builds long-term institutional capacity and embeds TFK's vision of inclusive, learner-centered education within the very structures that shape the public school system.

By positioning teaching as a foundation for public leadership, TFK's systemic advocacy bridges policy and practice, ensuring that national education transformation is led by those with direct classroom experience and a deep commitment to equity and community engagement.

E. STRATEGIC FRAMEWORK

Vision Statement: *The vision* of TFK is to cultivate collaboration among students, educators, and policymakers, ensuring that every child—regardless of community or ethnicity—has the foundation to learn, thrive, and shape a brighter future for themselves and their communities.

Mission Statement: *The mission* of TFK is to identify, empower, and support young professionals from diverse academic fields to transform education in Kosovo. TFK is committed to expanding access to education for all children and promoting equity in educational opportunities throughout the region.

Core Values

TFK is guided by a set of core values that form the foundation of our mission to eradicate educational inequity and empower every child in Kosovo with the tools for lifelong success. Our unwavering commitment to these values drives us forward in our pursuit of a brighter and more equitable future for all children in Kosovo.

Leadership —TFK believes that leadership is the catalyst for transformative change. Our vision is to cultivate leaders who can inspire and reshape the educational landscape in Kosovo. Through the Fellowship program, TFK seeks individuals from diverse backgrounds who are eager to step into leadership roles as educators, advocates, and change agents. These leaders will work to achieve visible and lasting results for their students, uphold a strong sense of opportunity, and strive to instill this sense in others, all while maintaining a personal commitment to achieving the best possible outcomes during their time of influence.

Lifelong Learning —TFK recognizes that learning is a continuous journey and is dedicated to cultivating a culture of ongoing education among the Fellows, alumni, and the communities we serve.

We believe that by nurturing a thirst for knowledge, we empower students to embrace the mindset of lifelong learners themselves, equipping them with the skills and adaptability necessary for success in an ever-changing world.

Equity — is at the heart of TFK's mission. We are committed to ensuring that every child has an equal opportunity to succeed. TFK advocates for fair resource allocation, inclusive policies, and equitable access to educational resources, striving to remove barriers and create an environment where all children can thrive regardless of their background or circumstances.

Empowerment — TFK empowers its Fellows to become change-makers in their classrooms and communities. Through comprehensive training and ongoing support, we equip them with the tools and confidence needed to drive positive change and inspire those around them. Our commitment to empowerment fosters a dynamic environment where Fellows can lead initiatives that make a meaningful impact on the lives of their students and the broader community

Social Change — TFK's goal is to catalyze social change by directly addressing educational inequity. We work tirelessly to dismantle the barriers that prevent all children in Kosovo from accessing quality education, irrespective of their background or ethnicity. TFK recognizes the interconnectedness of education with other pressing social issues. Our approach is holistic, as it aims to integrate educational reform with wider societal transformations, fostering an environment where all individuals can thrive.

Social Inclusion — TFK is committed to fostering an inclusive society where every individual is valued and respected. We champion the inclusion of marginalized communities and work to create a more equitable education system that embraces diversity. Through our initiatives, we work to ensure that all voices are heard and that everyone can fully participate in educational and special environments.

Commitment — TFK's commitment lies at the core of its mission, as we spare no effort in our endeavors. TFK Fellows, who are entrusted with vitals task, are expected to uphold this commitment by assuming full responsibility for the advancement of their students. They exhibit unwavering resilience when confronted with challenges, surmount obstacles with determination, and effectively manage their energy levels during high-pressure situations. This dedication allows them to sustain motivation and drive progress forward, ensuring that every student has the support they need to succeed.

Transparency — TFK operates with transparency and openness in all its endeavors. We believe that by sharing our successes and challenges openly, we can foster trust and accountability within the community. This commitment to transparency allows us to engage stakeholders effectively, encourage collaboration,

and create a culture of shared learning and growth that benefits everyone involved.

Respect — for all individuals is a cornerstone of TFK's values. We instill in our Fellows and students the importance of treating one another with dignity and respect, fostering a supportive and inclusive environment.

Community Based — TFK's work is rooted in the communities we serve. We believe that sustainable change is best achieved by understanding and actively involving the local community in our efforts.

Integrity — TFK holds itself to the highest standards of integrity. Our actions and decisions are guided by honesty, ethics, and a commitment to doing what is right for our students and communities. TFK Fellows support and challenge each other to achieve the best results for their students, while also holding themselves and each other accountable.

Diversity — TFK celebrates diversity in all its forms. We believe that a diverse group of leaders and educators is essential for effectively addressing the different needs of our students and communities.

Quality — TFK provides high-quality education and support. We set high standards for our Fellows to ensure every child receives the best education possible. Our Fellows are committed to continuous learning and adaptation, actively reflecting, seeking feedback, and using data to make informed decisions. TFK Fellows foster a belief in their students and colleagues that intelligence is attainable and can be developed.

Teamwork — Collaboration is central to TFK's approach. We foster a culture of teamwork, where Fellows and alumni engage with empathy, respect, and humility in building relationships. They collaborate effectively with all community members, including colleagues, school partners, parents, mentors, and municipal officials. Our Fellows proactively share resources, strategies, ideas, and best practices, influencing their peers and learning from one another.

Theory of Change

TFK's theory of change centers on recruiting exceptional individuals committed to a two-year teaching journey in high-needs schools. Through rigorous training and ongoing support, these dedicated educators create impactful learning environments, addressing immediate classroom needs. Simultaneously, they immerse themselves in understanding systemic challenges, establishing the foundation for long-term advocacy.

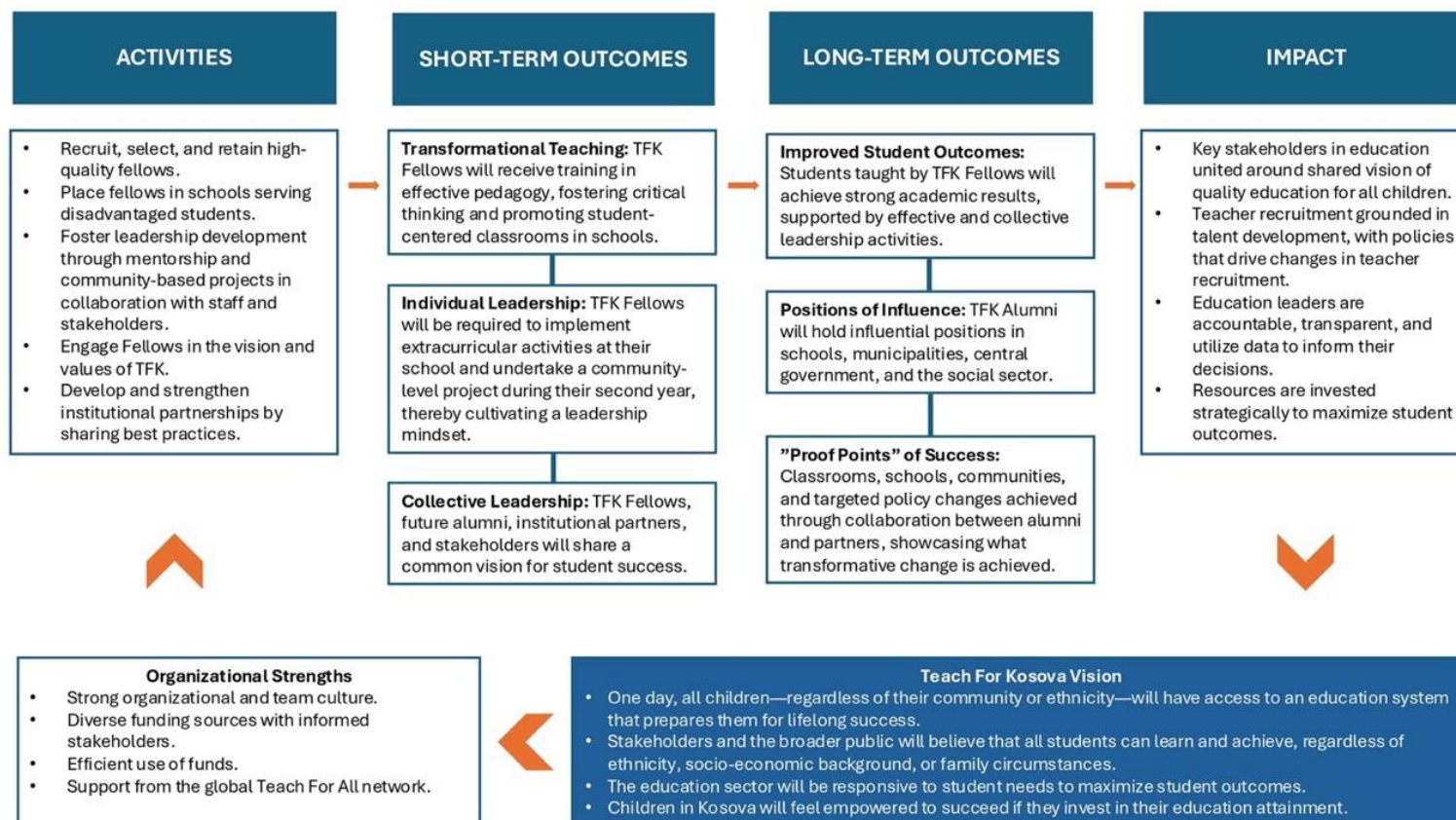
Upon completing their initial commitment, these Fellows transition into the alumni network, becoming lifelong advocates for educational equity. Supported by TFK through ongoing training and guidance, they collaborate with communities and policymakers to advocate for policy changes and inclusive practices.

This collective effort creates a sustained movement that transforms Kosova's education system, leading to improved educational outcomes, reduced disparities, and increased opportunities for all children. Through this process, TFK fosters a future where every child has access to quality education, breaking down barriers and building a more equitable society.

Cover Map: Teach For Kosova has established collaborative partnerships with 15 municipalities across the nation, underscoring its commitment to

advancing education in Kosovo. Within this framework, TFK Fellows play an instrumental role by actively participating in educational initiatives and projects across 27 public schools throughout the country. This synergy between Teach For Kosovo and its network of municipalities and schools embodies a dedicated endeavor to enhance the educational landscape and provide equitable opportunities for students in Kosovo.

The Logic Model



F. STRATEGIC GOALS & OBJECTIVES (2025–2028)

Goal 1: Strengthen the Fellowship and Alumni Network

TFK’s Fellowship is the engine of organizational impact: it recruits high-potential graduates and young professionals, prepares them through the TFK Institute (200+ accredited hours), immerses them in real classrooms via Summer School and two-year public-school placements, and sustains growth through monthly coaching, observations, and alumni mentorship. Over six years, TFK has learned what works in Kosova: competency-based selection; targeted outreach to address subject deficits (STEM, English, ICT) and representation gaps (men and Roma, Ashkali, Egyptian); practice-rich training aligned with MESTI standards; and tight loops between classroom evidence and program design (TACL framework, observation feedback, Fellow surveys).

From 2025–2028, TFK will (i) widen and diversify the talent pipeline; (ii) deepen preparation and retention; (iii) place Fellows where system needs are greatest; and (iv) convert Fellowship gains into long-term leadership pathways—school leadership, municipal/MESTI roles, and civic/policy influence—sustained by a structured Alumni Network and a growing research center. This goal ensures continuity from recruitment to alumni leadership, turning classroom impact into durable, system-level change.

Goal 1 — Objectives, Actions, Outcomes, Indicators

Objective	Key Actions	Expected Outcomes	Indicators
1.1: Improve recruitment and training systems	<ul style="list-style-type: none"> Implement a policy-coherent, competency-based recruitment cycle (Nov–Feb) across universities, municipalities, NGOs, and diaspora channels. Co-design and continuously refine selection tools with school directors/MEDs (rubrics, micro-teaches, group tasks). Continuously update the TFK training curriculum to remain responsive to Kosova’s evolving educational needs. 	<ul style="list-style-type: none"> Larger, higher-quality applicant pool. Stronger brand recognition. Partnerships with MEDs and other school directors. Kosova-aligned training material. 	<ul style="list-style-type: none"> # of applicants per year: Baseline 2023: 100 → Target 2028: 170 (sex; Roma, Ashkali, and Egyptian; municipality of origin). TFK’s records on annual recruitment and selection updates. TFK’s records on annual training material updates.
1.2: Increase diversity and teacher retention	<ul style="list-style-type: none"> Targeted outreach to men and Roma, Ashkali, and Egyptian communities (campus talks, community partners, male Fellow/alumni ambassadors; scholarships/stipends where feasible). Continuous mentorship to prevent teacher retention through individual meetings, monthly workshops, and in-class observations. 	<ul style="list-style-type: none"> Increased male, Roma, Ashkali, and Egyptian representation in cohorts. Higher two-year completion and reduced early exits. 	<ul style="list-style-type: none"> Men in cohorts: 20% → ≥25%. Roma, Ashkali, and Egyptian in cohorts: 10% → ≥15%. Two-year Fellowship completion: 75% → ≥90% (sex; Roma, Ashkali, And Egyptian).

1.3: Align placements to subject deficits (per MESTI)	<ul style="list-style-type: none"> • Prioritize placement in STEM, English, ICT and underserved municipalities. • Formalize placement MoUs with MEDs and schools. • Coordinate timetables/loads with DKAs and principals to maximize student reach. 	<ul style="list-style-type: none"> • Fellows fill hard-to-staff subjects and schools, improved equity of access to qualified teachers. • Formal MoUs with MEDs. • Greater municipal coverage and predictable placement pipeline. 	<ul style="list-style-type: none"> • % Fellows in STEM/English/ICT: 50% → ≥70%. • Municipalities hosting Fellows: 4 → ≥10. • 4 MoUs per year signed.
1.4: Develop policy and school-leadership pathways for Alumni	<ul style="list-style-type: none"> • Establish Alumni Network & Research Hub. • Provide prep and mentoring for principal roles to support Alumni with their applications to school boards and municipal posts. • Encourage civic leadership (e.g., local assemblies) and policy engagement; alumni mentor current Fellows. 	<ul style="list-style-type: none"> • Alumni produce research on education pressing issues in Kosova. • Alumni move into formal principal roles in Kosova schools. • Alumni move into formal leadership and policy roles shaping teacher standards, school improvement, and inclusion. 	<ul style="list-style-type: none"> • Alumni finalize 2 research papers annually. • Alumni in school leadership/policy roles: 0 → ≥2 (sex; Roma, Ashkali, and Egyptian; role type). • Alumni in formal leadership roles: 2 → ≥4

Goal 2: Improve Quality and Inclusion in Education

Quality education and inclusion remain the backbone of sustainable development in Kosova. Despite progress, challenges persist in teacher preparedness, classroom practices, and equitable learning outcomes—particularly among girls, rural students, and Roma, Ashkali, and Egyptian communities. Through the Fellowship Program and broader training initiatives, TFK seeks to strengthen teacher competence, embed inclusive pedagogies, and ensure that every student—regardless of background—has access to engaging, high-quality learning.

TFK’s commitment to inclusion is embedded in its partnership with MESTI, Teach For All, and the municipal education departments (MEDs). It prioritizes teacher capacity building, gender-responsive pedagogy, digital literacy, environmental and climate education, and evidence-based approaches that align with the Kosova Education Strategy 2022–2026 and EU priorities on social inclusion and green transition. By equipping teachers and Fellows with 21st-century skills, TFK contributes directly to improving learning outcomes, reducing dropout rates, and cultivating a more inclusive education system.

Goal 2 — Objectives, Actions, Outcomes, Indicators

Objective	Key Actions	Expected Outcomes	Indicators
2.1: Deliver inclusive, evidence-based teacher training	<ul style="list-style-type: none"> • Strengthen TFK Institute and in-service modules under the TACL (Teaching as Collective Leadership) framework. • Integrate inclusive pedagogy, gender equity, and socio-emotional learning modules. • Partner with Teach For All and national experts to co-deliver workshops. 	<ul style="list-style-type: none"> • Fellows and in-service teachers demonstrate improved instructional quality and inclusive practices. • Fellows and in-service teachers cover topics on gender equity, socio-emotional learning in school subjects. 	<ul style="list-style-type: none"> • Hours of training delivered/year: 200 hours. • % of Fellows demonstrating inclusive practice in teaching: 70% → ≥90%. • Number of external trainers engaged/year: 3 → ≥5.

		<ul style="list-style-type: none"> Fellows are trained from Teach for All experts on inclusive practices. 	
2.2: Enhance student learning outcomes and gender balance	<ul style="list-style-type: none"> Track student progress through learning outcome tools and perception surveys. Increase the participation of male Fellows in teaching positions. Introduce gender-sensitive teaching resources and classroom practices. 	<ul style="list-style-type: none"> Students in TFK classrooms show measurable improvement in academic outcomes and self-efficacy. Increased gender balance in classroom participation and leadership. Gender equity issues covered in Fellow's classrooms. 	<ul style="list-style-type: none"> % students improving in literacy/numeracy: 40% → ≥60%. Gender participation: 5 male Fellows → ≥10 No. of gender-focused classroom projects/year: 3 → ≥8.
2.3: Develop training programs for in-service teachers (non-Fellows)	<ul style="list-style-type: none"> Deliver continuous professional development to 100+ non-Fellow teachers via partner municipalities. 	<ul style="list-style-type: none"> In-service teachers adopt TFK teaching methods this way by enhancing teaching quality system-wide. 	<ul style="list-style-type: none"> No. of non-Fellow teachers trained/year: 0 → ≥100. TFK reports.
2.4: Enhance digital education training across Kosova	<ul style="list-style-type: none"> Expand cooperation with partners such as Zgjoji LMS and Kosova Makers League for AI and coding integration. Train Fellows and teachers in digital pedagogy, blended learning, and EdTech tools. 	<ul style="list-style-type: none"> TFK formalized partnerships with local and international digital education NGOs. Improved digital literacy among teachers and students. 	<ul style="list-style-type: none"> TFK MoUs. % Fellows using LMS regularly: 0% → ≥50%.
2.5: Enhance climate education curriculum for Kosova schools	<ul style="list-style-type: none"> Expand cooperation with partners such as Balkan Green Foundation for environmental education. Train Fellows and teachers in environmental pedagogy. Partner with municipalities on green school initiatives. 	<ul style="list-style-type: none"> TFK formalized partnerships with local and international NGOs working on climate change. Improved climate literacy among teachers and students. MoUs signed with municipalities for green school initiatives. 	<ul style="list-style-type: none"> TFK MoUs % Fellows teaching climate change issues: 20% → ≥50%.
2.6: Strengthen teacher performance assessment mechanisms	<ul style="list-style-type: none"> Scale TFK's 2022–2023 TPA pilot nationally with MESTI and five partner municipalities. 	<ul style="list-style-type: none"> Institutionalized, data-driven teacher performance system across municipalities. 	<ul style="list-style-type: none"> Municipalities using TPA system: 5 → ≥15. Teachers evaluated through TPA annually: 500 → ≥1,000.

Goal 3: Strengthen Community Engagement

TFK recognizes that schools thrive when communities are actively involved. A central pillar of TFK's strategy is community ownership of education. Through projects like *Let Girls Thrive* and *Climate Education Lab (CEL)*, Fellows and alumni bridge schools with families, local institutions, and civic actors to drive shared responsibility for student learning and inclusion.

Between 2025–2028, TFK will formalize this work through structured parental engagement, school-community planning, and participatory projects that model accountability, transparency, and collective leadership.

Goal 3 — Objectives, Actions, Outcomes, Indicators

Objective	Key Actions	Expected Outcomes	Indicators
3.1: Increase participation of parents/families in school activity and monitoring	<ul style="list-style-type: none"> • Train Fellows to organize family learning days and parent–teacher circles. • Gather parent feedback through annual satisfaction surveys. 	<ul style="list-style-type: none"> • Improved parent–teacher collaboration • Families actively support student learning. 	<ul style="list-style-type: none"> • Parent participation rate in school events: 30% → ≥70%. • % parents reporting active communication with teachers: 45% → ≥85%.
3.2: Partner with schools to develop coherent and actionable school development plans	<ul style="list-style-type: none"> • Support schools to draft inclusive development plans via participatory workshops. • Align Fellow projects with school goals and MESTI standards. 	<ul style="list-style-type: none"> • Schools demonstrate greater coherence in planning and resource allocation. 	<ul style="list-style-type: none"> • Schools with actionable plans supported by Fellows: 5 → ≥25.
3.3: Initiate and support community dialogue on education reform and development	<ul style="list-style-type: none"> • Host municipal education forums with TFK Fellows, Alumni and local authorities. • Engage CSOs, youth councils, and local media in public dialogues. 	<ul style="list-style-type: none"> • Strengthened public discourse on education accountability and innovation. 	<ul style="list-style-type: none"> • Community dialogues organized/year: 2 → ≥10. • Average attendance per forum: 30 → ≥100.
3.4: Partner with schools and communities to develop community-based projects	<ul style="list-style-type: none"> • Expand CEL and Let Girls Thrive models into new schools. • Provide microgrants and mentoring for Fellow-led projects. 	<ul style="list-style-type: none"> • Increased civic participation and ownership in education; enhanced social cohesion. 	<ul style="list-style-type: none"> • No. of community projects/year: 5 → ≥25. • TFK reports.

Goal 4: Advance Research, Advocacy, and Policy Engagement

Policy engagement ensures that TFK’s classroom learnings shape systemic reform. By establishing an Alumni Research Hub, developing policy partnerships with MESTI, municipalities, and universities, and engaging in data-driven advocacy, TFK contributes evidence to improve teacher recruitment, retention, and school leadership pathways. Alumni such as Sala Jashari and Fatbardha, now serving in local assemblies, exemplify how the Fellowship cultivates civic leadership committed to education reform.

Between 2025–2028, TFK will deepen its policy footprint—turning evidence into influence and alumni into system leaders.

Goal 4 — Objectives, Actions, Outcomes, Indicators

Objective	Key Actions	Expected Outcomes	Indicators
4.1: Produce education research to inform policy	<ul style="list-style-type: none"> Establish the Alumni Research Hub for educational research. Conduct studies on teacher supply, gender equity, and inclusion. Publish annual research papers. 	<ul style="list-style-type: none"> Data-driven evidence informs national strategies and policy debates. 	<ul style="list-style-type: none"> Policy briefs/reports produced/year: $0 \rightarrow \geq 4$. No. of research publications: $0 \rightarrow \geq 5$.
4.2: Strengthen partnerships with MESTI, municipalities, and universities	<ul style="list-style-type: none"> Co-develop frameworks for Fellow placement, accreditation, and teacher pathways. Engage alumni in advisory roles in MESTI or municipal boards. 	<ul style="list-style-type: none"> Strong institutional linkages promote evidence-based reforms and professional pathways. 	<ul style="list-style-type: none"> Formal MoUs signed: $3 \rightarrow \geq 15$. Joint working groups established: $1 \rightarrow \geq 6$. Alumni in policy/leadership positions: $6 \rightarrow \geq 30$.

Goal 5: Ensure Organizational Sustainability and Growth

To sustain its mission, TFK must build resilient structures—financially, operationally, and institutionally. Over 2025–2028, the organization will strengthen staff capacities in management, M&E, visibility, and fundraising; improve financial systems and HR policies; diversify funding sources; and expand its Board and Assembly to reflect diverse voices. TFK’s sustainability strategy ensures that the organization continues to deliver impact at scale while remaining transparent, accountable, and mission-driven.

Goal 5 — Objectives, Actions, Outcomes, Indicators

Objective	Key Actions	Expected Outcomes	Indicators
5.1: Diversify funding and ensure long-term stability	<ul style="list-style-type: none"> Strengthen cooperation with donors, NGOs, and private sector. Develop CSR partnerships and multi-year grant pipelines. Launch donor stewardship and visibility campaigns. 	<ul style="list-style-type: none"> Financial stability and resilience; reduced dependency on single donors. 	<ul style="list-style-type: none"> Annual budget reports Multi-year donor agreements signed: $3 \rightarrow \geq 6$. CSR partnerships active: $2 \rightarrow \geq 10$.
5.2: Invest in staff and operational capacity	<ul style="list-style-type: none"> Deliver capacity-building in management, M&E, fundraising, visibility, and ToT. Establish internal mentorship and global exchange via Teach For All. 	<ul style="list-style-type: none"> Stronger leadership pipeline within TFK; improved efficiency and impact delivery. 	<ul style="list-style-type: none"> Staff trained in M&E and management: $50\% \rightarrow 100\%$. Annual performance appraisals conducted: $50\% \rightarrow \geq 100\%$.
5.3: Strengthen governance and institutional coherence	<ul style="list-style-type: none"> Diversify Board and Assembly membership for broader representation. 	<ul style="list-style-type: none"> Transparent, inclusive governance; enhanced credibility. 	<ul style="list-style-type: none"> Board/Assembly members: $3 \rightarrow \geq 5$ (sex; sectoral diversity).

	<ul style="list-style-type: none"> • Implement governance review and ethics framework. 		<ul style="list-style-type: none"> • Annual governance meeting reports.
5.4: Enhance PR and communications	<ul style="list-style-type: none"> • Implement communications strategy focused on storytelling, recruitment visibility, and policy advocacy. • Strengthen media and online engagement presence. 	<ul style="list-style-type: none"> • Increased visibility, public trust, and alumni engagement. 	<ul style="list-style-type: none"> • Media features/year: 5 → ≥10. • Social media engagement growth: +50%. • Stakeholder satisfaction on visibility.
5.5: Improve HR and financial management systems	<ul style="list-style-type: none"> • Update HR policies to ensure inclusivity, flexibility, and compliance. • Implement modern accounting systems and regular audits. 	<ul style="list-style-type: none"> • Transparent, efficient, and compliant operations. 	<ul style="list-style-type: none"> • Audit compliance rate. • Staff satisfaction index: 80% → ≥90%. • HR policy review cycle: ad hoc → annualized.

G. TARGET GROUPS FOR THE ORGANIZATION

Teach For Kosova (TFK) operates at the intersection of education, youth leadership, and community transformation. Its strategic focus for 2025–2028 centers on building an inclusive, multi-level ecosystem of actors who jointly drive educational equity and social change. The organization’s interventions—through the Fellowship, alumni initiatives, and community engagement projects—target several interrelated groups that collectively represent the engine of systemic transformation in Kosova’s education system.

1. Primary Target Groups

a. Fellows (Early-Career Educators and Changemakers)

TFK’s core target group is a diverse cohort of Fellows—young graduates and professionals—who commit to a two-year Fellowship teaching in under-resourced public schools across Kosova. Fellows are trained through the TFK Institute, Summer School, and continuous mentorship, building their leadership capacity to become transformative educators.

Special focus is given to:

- Recruiting men to challenge gender stereotypes in teaching (at least 20% male participation).
- Recruiting candidates from Roma, Ashkali, and Egyptian communities (minimum 10%) to advance representation and equity.
- Equipping all Fellows to integrate digital, climate, and gender-responsive education into classroom practice.

Through the Fellowship, these individuals become both educators and community leaders, modeling civic engagement, empathy, and innovation within their schools.

b. Alumni Network (Leaders in Education and Society)

TFK Alumni—graduates of the Fellowship—represent the long-term lever for systemic change. They remain engaged through professional development, research, and advocacy platforms such as the Alumni Research Hub.

TFK supports alumni to:

- Take on leadership positions within the education system (school directors, MED officers, policymakers).
- Lead evidence-based advocacy for inclusive education.
- Establish or collaborate with NGOs, startups, and community initiatives that extend educational opportunities beyond schools.

The alumni network serves as a multiplier of the Fellowship’s impact—turning classroom experience into long-term leadership for system improvement.

c. Students in Public Schools (Ages 6–15)

Students in Kosovo’s public education system—especially in rural, minority, or socioeconomically disadvantaged areas—are the ultimate beneficiaries of TFK’s mission.

Through the work of Fellows and alumni, these students gain access to:

- High-quality, inclusive, and engaging learning experiences.
- Extracurricular opportunities in STEM, environmental education, civic engagement, and gender equality.
- Mentorship and empowerment programs that foster critical thinking, creativity, and agency.

By emphasizing student voice and participation, TFK cultivates a generation of young citizens equipped to lead sustainable, inclusive communities.

2. Secondary Target Groups

a. Partner Schools and Municipal Education Directorates (MEDs)

TFK partners directly with public schools and MEDs in multiple municipalities. These institutions benefit from:

- Trained Fellows who fill teacher shortages and introduce innovative teaching methods.
- Access to professional development programs, teacher assessments, and leadership workshops.
- Strengthened collaboration with civil society, parents, and local communities.

TFK's cooperation with MEDs aligns with MESTI's Education Strategy 2022–2026 priorities for teacher quality, inclusion, and system accountability.

b. Communities and Families

TFK's model is community-based. Families and local actors are engaged as partners in building inclusive learning environments. Through its community projects—such as *Climate Education & Leadership (CEL)*, *Let Girls Thrive*, and *Promoting Critical Thinking and Active Citizenship*—TFK fosters civic participation, environmental stewardship, and gender equality.

Parents and community leaders are empowered to:

- Participate in school-based activities and Climate or Civic Clubs.
- Co-lead initiatives that promote intercultural dialogue, sustainability, and girls' empowerment.
- Strengthen community ownership of education outcomes.

This community-driven approach ensures that educational change is not imposed, but co-created with those most affected by inequality.

c. Policymakers and Institutional Partners

At the systemic level, TFK collaborates with the Ministry of Education, Science, Technology, and Innovation (MESTI), municipal governments, and international organizations (Teach For All, EU, SIDA, NED, etc.).

These partnerships support:

- Policy development (e.g., Teacher Performance Assessment).
- Integration of inclusive and climate education into national curricula.
- Institutional capacity-building and alignment with EU education standards.

By contributing to policy reform, TFK extends its impact beyond classrooms to the broader governance and accountability of education in Kosovo.

d. Civil Society and Donor Community

TFK engages peer organizations, networks, and funders as partners in innovation and advocacy. Working with local NGOs, donor agencies, and international education movements ensures cross-sector collaboration and sustainability.

These partnerships enable:

- Joint initiatives in teacher training, civic engagement, and gender equality.
- Shared learning and knowledge exchange across sectors.
- Expanded funding and visibility for Kosovo's education ecosystem.

3. Tertiary Target Groups (Indirect Beneficiaries)

- **Higher Education Institutions:** Universities benefit through collaboration in Fellow recruitment, research, and teacher preparation alignment.
- **Private Sector Partners:** Businesses engaged in CSR and youth innovation programs contribute resources and mentorship opportunities.
- **Wider Society:** As Fellows, alumni, and students model equity and leadership, they inspire societal change toward a more inclusive, participatory, and educated Kosova.

Summary

Target Group	Level of Engagement	TFK Intervention/Program	Expected Change
Fellows	Direct	Fellowship (training, placement, mentorship)	Enhanced teacher leadership and inclusion in public schools
Alumni	Direct	Alumni Network, Research Hub	Leadership roles in education and advocacy for equity
Students	Ultimate Beneficiaries	Teaching, Clubs, Community Projects	Improved learning outcomes and civic engagement
Schools & MEDs	Institutional Partners	Teacher training, leadership programs	Strengthened local education capacity
Communities & Families	Community Partners	CEL, Let Girls Thrive, Civic Clubs	Empowered local actors and inclusive education culture
Policymakers & MESTI	Systemic Partners	Policy advocacy, research, collaboration	Evidence-based policy and improved teacher standards
Civil Society & Donors	Strategic Partners	Joint projects, shared learning	Stronger education ecosystem and sustainability

H. FINANCIAL SUSTAINABILITY

1. Funding and Resource Mobilization Strategy

Teach For Kosova (TFK) operates within a mixed funding model designed to ensure both programmatic continuity and long-term institutional resilience. The 2025–2028 period will focus on expanding and diversifying income streams through international donors, corporate partners, municipalities, and diaspora engagement.

TFK’s approach to financial sustainability builds on its credibility with international and local partners, strong project management systems, and a proven record of cost-effective implementation. The organization’s resource mobilization strategy is guided by three priorities:

- **a. Strategic Donor Partnerships:**
TFK will sustain and expand cooperation with multilateral and bilateral agencies—including the European Union, Austrian Development Agency (ADA),

GIZ, and the British Embassy—to secure multi-year programmatic grants aligned with EU priorities in digital education, inclusion, and youth empowerment. Priority will be given to programs that integrate climate education, gender equality, and teacher development.

- **b. Corporate and Philanthropic Engagement:**

Building on partnerships with the private sector (Meridian, Coca-Cola HBC, Balfin Group, Ecolog, Gjirafa, HIB, and others), TFK continue to encourage companies to co-fund the Fellowship, support the Summer School, and contribute to alumni-led community projects. The organization will also strengthen its collaboration with philanthropic foundations and CSR programs to fund innovation and sustainability initiatives.

- **c. Municipal and Co-Funding Models:**

Building on successful past experiences (e.g., 2019–2020 co-funding agreement with the Municipality of Fushë-Kosovë), TFK aims to establish cost-sharing partnerships with additional municipalities. These partnerships will focus on co-financing teacher placements, professional development programs, and the implementation of inclusive education projects. TFK will pursue formal Memoranda of Understanding (MoUs) with 10+ municipalities to secure local budget contributions toward Fellow stipends, training, and school-based initiatives.

- **d. Diaspora Engagement:**

Through collaboration with diaspora organizations such as Albanian Professionals and Entrepreneurs Network (APEN) in the United States, TFK has developed a Diaspora Education Fund to channel donations, mentorship, and project sponsorships from Kosovars abroad. Diaspora engagement will also strengthen TFK’s advocacy and global visibility. TFK will continue with its third fundraising event in the U.S. next June 2026.

2. Financial Management and Accountability

TFK’s financial management system is structured to ensure integrity, transparency, and compliance with international donor standards. All financial operations are overseen by the Finance and Operations Department, under the supervision of the Executive Director and Board of Directors.

Key mechanisms include:

- **Audited Financial Statements:** Annual external audits conducted by accredited audit firms.
- **Donor-Specific Financial Reporting:** TFK provides detailed quarterly and annual reports aligned with donor requirements, ensuring traceability of expenditures and alignment with approved budgets.
- **Internal Controls and Procurement:** Transparent procurement procedures and internal review mechanisms ensure cost efficiency, fairness, and compliance with anti-fraud and conflict-of-interest policies.
- **Financial Policy Framework:** TFK maintains updated financial and procurement manuals, approved by its Board, ensuring consistent application across all projects.
- **Digital Financial Systems:** Transition toward a digital financial management system will strengthen monitoring, reduce administrative overhead, and support real-time reporting for grants and partners.

TFK’s accountability approach is also public-facing—summaries of key financial results and donor contributions are published in its annual reports and shared with stakeholders to foster transparency and trust.

3. Donor and Portfolio Composition

TFK maintains a diversified and expanding donor base across international agencies, local institutions, municipalities, corporate partners, and philanthropic entities.

a. International and Bilateral Donors

- European Union / European Commission
- Teach For All
- USAID
- British Embassy
- Austrian Development Agency (ADA)
- GIZ – German Development Cooperation
- Kosova Civil Society Foundation (KCSF)
- Kosova Foundation for Open Society (KFOS)
- Japan Embassy in Kosova
- UNDP
- National Endowment for Democracy (NED)
- Community Development Fund (CDF)
- Danish Refugee Council
- German Marshall Fund (GMF)
- Swiss Caritas
- UEFA Foundation for Children
- Canadian Fund for Local Initiatives (CFLI)
- Albanian-American Development Foundation (AADF)

These partnerships enable TFK to implement strategic programs in teacher training, community engagement, and youth leadership, while aligning national education priorities with EU integration and the SDGs.

b. Local Institutions and Municipal Partners

- **Municipalities:** Prishtina, Ferizaj, Prizren, Podujevë, Mitrovicë, Lipjan, Fushë-Kosovë, Skenderaj, Shtime, and Gjakovë.
These municipalities provide in-kind and financial co-funding through shared program costs, school-based logistics, and support for professional development.
- **Government and Public Institutions:**

- Office of the President of Kosova
- Ministry of Education, Science, Technology and Innovation (MESTI)
- Ministry of Foreign Affairs and Diaspora
- Ministry of Culture, Youth, Sports, and Innovation
- Ministry of Finance
- Association of Municipalities

These institutions provide both strategic alignment and potential financial contributions toward scaling inclusive and innovative education initiatives.

c. Corporate and Private Sector Partners

- **Companies:** Meridian, Bucaj Corp (Burger King), Coca-Cola Hellenic Bottling, Ujë Tepelena, Balfin Group, Ecolog, Tepelene, ASK Foods, HIB, Gjirafa, ICK, Starlabs, Frakton, RIT AUK, Deloitte, and the American School of Kosova (Summer School partner).
These companies have supported the Fellowship, Summer School, or specific thematic programs (gender equality, climate education, digital skills).
Over 2025–2028, TFK aims to formalize a Corporate Partnership Framework to sustain annual CSR-based contributions and volunteer engagement.

d. Philanthropic, Diaspora, and Volunteer Networks

TFK collaborates with a growing network of diaspora partners across **Europe and the United States**, who serve as both financial supporters and advocates for educational equity in Kosova.

These partners contribute through fundraising campaigns, mentorship opportunities, and direct sponsorship of Fellows and community projects.

- **Diaspora Partners:** Various diaspora organizations and professional networks in Europe and the U.S., including APEN (Albanian Professionals and Entrepreneurs Network), which mobilizes Kosovar professionals abroad to support Fellowships and mentor students.
- **Volunteer and Mentorship Networks:** Alumni, educators, and professionals who contribute their expertise to training, mentorship, and alumni development initiatives.

4. Strategic Financial Outlook (2025–2028)

Over the next three years, TFK’s financial sustainability framework will:

- Secure multi-year EU and bilateral funding for core Fellowship operations and innovation projects.
- Expand municipal cost-sharing to at least 10 municipalities.
- Establish a corporate donor base contributing 10% of annual program costs.

- Mobilize diaspora contributions through structured annual campaigns.
- Maintain a reserve fund covering at least six months of operational costs by 2028.
- Achieve full donor compliance and audit clearance annually.

Through this blended approach, TFK will not only sustain its programs but strengthen its autonomy, transparency, and resilience as one of Kosovo's leading education NGOs.

I. MONITORING, EVALUATION, AND LEARNING (MEL)

Overview of MEL Framework

Teach For Kosovo (TFK) applies a rigorous Monitoring, Evaluation, and Learning (MEL) framework that ensures all programs contribute directly to measurable impact on teaching quality, student learning, and community empowerment.

The MEL system is grounded in results-based management (RBM) principles and aligns with EU and MESTI education sector indicators. It links inputs, activities, and outputs to short-, medium-, and long-term outcomes through a clear results chain.

The MEL framework captures progress across three strategic dimensions:

1. **Teacher Development and Classroom Impact** – measuring how Fellows improve teaching quality, student engagement, and inclusion.
2. **Community and Systemic Change** – tracking school and municipal collaboration, family participation, and advocacy outcomes.
3. **Organizational Learning and Sustainability** – evaluating TFK's institutional growth, alumni influence, and stakeholder satisfaction.

Each program (Fellowship, Summer School, Alumni Network, and Community Engagement) includes its own logical framework with baselines, targets, and impact metrics reviewed annually.

Data Collection Methods and Responsibilities

TFK employs both **quantitative and qualitative** data collection tools to ensure evidence-based decision-making:

- **Pre- and post-training surveys** assess Fellows' competencies and shifts in attitudes on inclusion, gender equality, and climate education.
- **Observation rubrics** and classroom monitoring by mentors and alumni-coaches assess teaching effectiveness.
- **Student learning assessments** measure academic progress and socio-emotional development.
- **Stakeholder feedback mechanisms** (teachers, directors, municipal officers, parents) capture satisfaction and partnership outcomes.

- **Community project tracking tools** monitor participation rates, gender balance, and sustainability indicators.

Data collection responsibilities are distributed as follows:

- **MEL Officer** – oversees data design, quality assurance, and alignment with donor reporting standards.
- **Program Manager** – ensure accurate field-level data collection and integration with digital systems.
- **External Evaluators** – conduct independent assessments when required by donors such as the EU or ADA.

Annual Review Process and Reporting

TFK's MEL cycle follows an annual rhythm:

1. **Quarterly progress reports** monitor implementation and financial performance.
2. **Annual internal review workshop** synthesizes program data, identifies key learning, and informs strategic adjustments.
3. **Stakeholder dissemination sessions** share findings with donors, municipalities, and community partners.
4. **External audit and evaluation** verify data reliability and transparency.

The MEL findings feed into TFK's **Annual Impact Report**, which is shared publicly and used to refine Fellowship design, community project strategy, and alumni engagement priorities.

Feedback Loops and Adaptive Management

TFK's MEL system is not only evaluative but also adaptive. Continuous learning mechanisms ensure insights translate into action:

- Biannual Fellow and alumni reflection sessions guide improvements to the Institute and mentorship model.
 - Feedback from schools and municipalities informs the next recruitment cycle and placement decisions.
 - Lessons learned from EU-funded initiatives (such as digital inclusion and gender mainstreaming) are integrated into new project proposals.
- This culture of learning ensures that TFK evolves in step with Kosova's educational needs and remains responsive to both community feedback and systemic opportunities.

J. COMMUNICATIONS AND PUBLIC ENGAGEMENT

Brand Strategy and Storytelling Priorities

Teach For Kosova's communication strategy positions the organization as a national driver of educational equity and innovation. Its storytelling approach centers around authentic narratives from classrooms, Fellows, and communities—illustrating real transformation through education. Key priorities include:

- Promoting the TFK Fellowship brand as a prestigious, impactful program for emerging leaders.
- Showcasing alumni success stories to inspire civic leadership and trust in public education.
- Using visual storytelling and data-driven narratives to communicate impact to donors, media, and the public.
- Strengthening TFK's digital presence through coordinated use of social media, newsletters, and targeted campaigns.

National Media and Community Outreach

TFK employs a multi-channel outreach strategy to engage national media, schools, and local communities. Activities include:

- Regular features and interviews in national media on teacher leadership, education reform, and community engagement.
- Regional events and community exhibitions led by Fellows and students to highlight inclusive education, gender equality, and environmental stewardship.
- Partnerships with municipal communication offices and the Ministry of Education to align advocacy messages with national priorities.
- Production of educational materials, videos, and policy briefs that translate TFK's experience into public learning tools.

This approach not only builds visibility but also reinforces TFK's role as a credible partner in shaping education policy and civic culture.

Advocacy Campaigns and Thought Leadership

TFK's advocacy and public engagement efforts aim to elevate teachers and education reform in Kosova's national dialogue. By leveraging its network of Fellows, alumni, and municipal partners, TFK drives collective action on:

- **Gender equality and positive masculinities** through projects like *Let Girls Thrive* and *Boys as Allies*.
- **Climate and sustainability education** through the *CEL* program and collaboration with municipal eco-clubs.

TFK will also strengthen its thought leadership role through policy forums, joint research publications, and representation in regional and EU-level education networks. Its communications aim not only to inform but to influence—building a public movement for quality, inclusive, and future-ready education.

K. RISK MANAGEMENT

The Risk Management table provides a comprehensive overview of the primary risks TFK faces in pursuing educational reform in Kosova. These risks span a wide range, including financial instability, challenges in teacher placement, fellow retention issues, and political interference in the education system. Within the table, we evaluate both the likelihood and impact of each risk and outline strategies for effective mitigation.

#	Risk	Probability	Mitigation
1	Financial instability	Medium	Fully funded until the end of 2024; however, there is a lack of unrestricted funding.
2	Failing to place teachers in schools	High	The teacher surplus in Kosova can be alleviated by aligning our recruitment practices with the needs of municipalities.
3	Fellow recruitment	Medium	Fellows emigrate abroad or exit the Fellowship Program.
4	Political interference in education	Medium	Kosova's education system is heavily politicized.
5	Scaling the program	Medium	Pressure to grow our program exists Despite a teacher surplus and limited staff capacity.
6	Government Change	Low	There is lack of political stability in Kosova.
7	Status quo	Medium	As an organization striving for educational reform, we face resistance from certain interest groups.

L. PARTNERSHIPS AND NETWORKS

Teach For Kosova (TFK) recognizes that lasting educational transformation requires collaboration across sectors and levels of influence. Over the 2025–2029 strategic period, TFK will continue to strengthen and expand its partnerships with key national, regional, and international actors to ensure sustainability, innovation, and systemic impact.

1. Strategic Partnerships

TFK will maintain and deepen its collaboration with:

- **Teach For All**, the global network providing strategic guidance, international expertise, and peer learning opportunities that strengthen TFK’s Fellowship model, leadership development, and research capacity.
- **MESTI (Ministry of Education, Science, Technology and Innovation)**, ensuring full alignment with national education priorities, teacher standards, and institutional frameworks.
- **Municipal Education Directorates (MEDs)** across Kosova, fostering local ownership through joint Fellow placements, teacher development initiatives, and shared monitoring systems.

These partnerships ensure that TFK’s programs remain policy-relevant, evidence-based, and institutionally embedded.

2. Civil Society, Private Sector, and Academia

TFK will continue to collaborate with:

- **Civil society organizations** to expand community engagement, inclusion, and gender equality efforts, leveraging joint advocacy for education reform.
- **Private sector partners** such as Balfin Group, Ecolog, and Meridian, to co-develop mentorship, internship, and school innovation programs that connect education with employability and sustainability.
- **Academic institutions** including the University of Prishtina and RIT Kosovo, to strengthen teacher training, joint research, and innovation in education technology.

Through these alliances, TFK fosters a cross-sectoral ecosystem that links learning to leadership, employment, and community development.

3. Regional and International Networks

TFK remains an active member of regional and global education networks, including Teach For All's Europe Hub and collaborations with organizations such as ADA (Austrian Development Agency), UNICEF, and GIZ. These relationships provide access to technical support, joint advocacy platforms, and cross-border learning exchanges. TFK will continue to represent Kosova in international education dialogues, sharing local innovation while learning from global best practices in teacher leadership, digital inclusion, and civic education.

Together, these partnerships form the foundation for Teach For Kosova's systemic impact and long-term sustainability. By working collaboratively with institutions, communities, and international allies, TFK ensures that its efforts extend beyond individual classrooms to influence education policy, empower local leadership, and strengthen civic participation across Kosova. Through this networked approach, TFK continues to build a movement of educators and partners united by a shared vision: a future where every child in Kosova has access to an excellent, equitable, and empowering education.

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