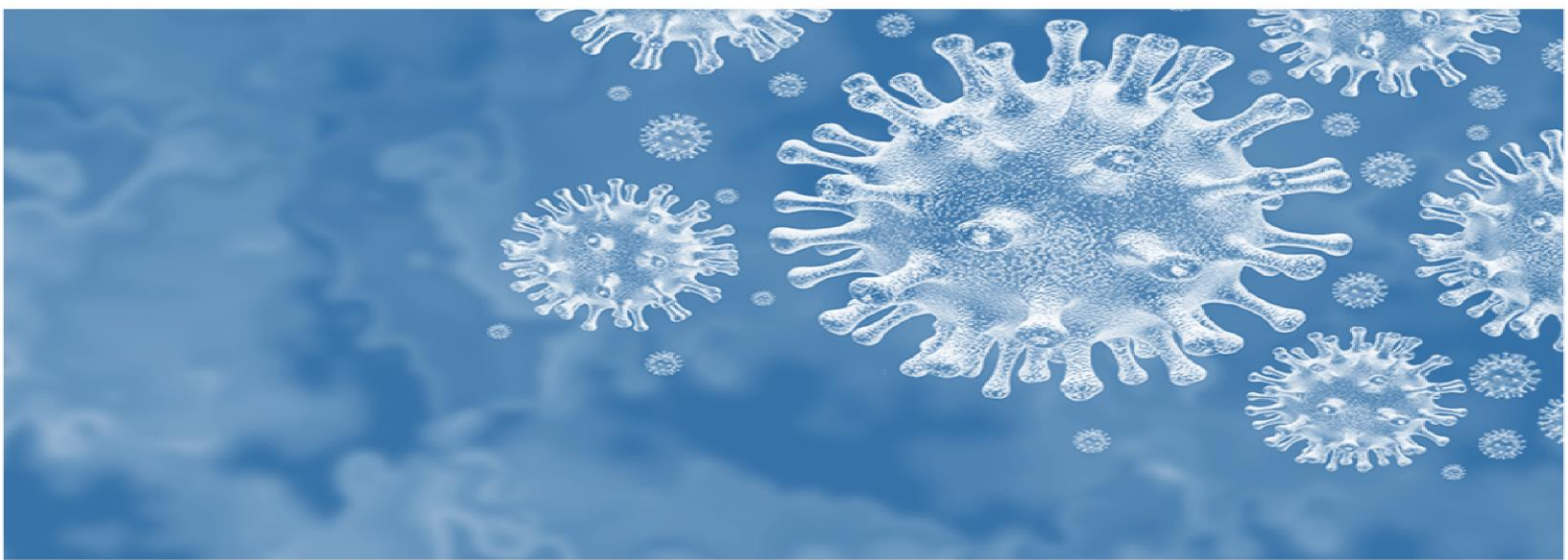




Akademia e Kosovës për Siguri Publike
Kosovska Akademija za Javnu Bezbednost / Kosovo Academy for Public Safety

Divizioni për Sigurimin e Cilësisë
Odeljenje za Osiguranje Kvaliteta / Division for Quality Assurance

General report identifying challenges during the COVID-19 pandemic



List of abbreviations

IHE: Institution of Higher Education

KAPS: Kosovo Academy for Public Safety

FPS: Faculty of Public Safety

IPS: Institutions of Public Safety

SC: Steering Council

NQA: National Qualifications Authority

KP: Kosovo Police

PIK: Police Inspectorate of Kosovo;

EMA: Emergency Management Agency

KCS: Kosovo Correctional Service

KBS: Kosovo Probation Service

KC: Kosovo Customs

DQA: Division for Quality Assurance

UMS: University Management System

ITD: Information Technology Division

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Executive Overview

The COVID-19 pandemic once again confirms that it has been and remains a challenge for the function and alteration of the operative view for all public security institutions around the world, including Kosovo. What characterizes the COVID 19 pandemic was the impact on the functioning of public security institutions and this made everyone rise beyond the impossible.

In August 2020, the Assembly of Kosovo approved the "Law on the prevention and combating of the COVID-19 Pandemic in the Territory of the Republic of Kosovo", followed by the "State Strategy for the Prevention, Management and Control of the COVID 19 Pandemic" of 2021, "The manual for protection against the spread of COVID-19". "State vaccination plans against COVID 19", various guidelines that addressed the approach, offered extensive instructions on personal hygiene that became part of campaigns and announcements in all state institutions.

On the other hand, the field of public safety as a vital part was a challenge in itself, testing and raising the level of readiness, especially in the field of raising public safety capacities in the country as the only institution with a mandate to offer higher education and training validated by SC of NQA.

During the pandemic, KAPS was at the peak of requests for training and educational activities which were planned based on the analysis of training needs by Public Security Institutions. Throughout the year 2019-2020, the young cadets of the 55th generation were trained in AKSP, namely their training started on 11.11.2019, while on 12.03.2020 it was interrupted in the 18th week of training, with Decision no. 01/ 07 dated 11.03.2020 of the Government of the Republic of Kosovo.

The Academy, as part of the preparation for the continuation of its activities, drafted documents such as: "**Plan for good governance in KAPS during the pandemic**", "**Plan for the realization of professional training "New Police" online through the distance learning platform E-training**". This increased the training capacity and the re-functionalization of the online system of the "Moodle" platform, where for a week the training and education staff were trained by DTI officials in KAPS and the platform was functionalized by opening accounts and providing access to **432 new cadets**.

In analogy with other educational institutions in the Republic of Kosovo, the teachers of the Faculty of Public Safety have continued to develop distance learning. The continuation of the educational process in the Faculty of Public Safety, for **215 regular students** of this faculty, was the same as the continuation of the educational process in higher education institutions in the Republic of Kosovo. The years 2021-2022 found KAPS more prepared and with an integrated and functional online learning always in compliance with the measures and instructions for all those who attended training and educational activities in KAPS. During this period of time, two research conferences were held which addressed the challenges of the COVID-19 pandemic in public safety with a wide range of researchers from around the world.

Introduction

KAPS is an institution established by Law no. 04/L-053 for the Academy of Kosovo for Public Safety, responsible for the provision of training and higher education, the implementation of policies and strategies of training, higher education as well as the development of capacities in the field of public safety. The Academy offers services to all public security institutions but

without being limited to

- *Kosovo Police;*
- *Police Inspectorate of Kosovo;*
- *Correctional Service;*
- *Probationary Service;*
- *Kosovo Customs;*
- *Emergency Management Agency;*

Quality assurance at KAPS is part of continuous development for all processes and activities at the Kosovo Academy for Public Safety. The implemented quality system provides an overview of the principles of quality management in AKSP and shows how those principles can form the basis for improving performance and organizational improvement. The principle of continuous improvement is the main principle and part of the vision of the Academy.

In October 2022, in the following of activities to improve quality within KAPS, in order to identify challenges and continuous improvement, the DQA has carried out the electronic questionnaire on the identification of challenges during the COVID-19 pandemic in KAPS.

Questionnaire realization

In October 2022, DQA launched the questionnaire/survey regarding the challenges that KAPS encountered during the COVID-19 pandemic. The questionnaire was anonymous and in electronic format addressed through the domain platform dsc.aksp@aksp-ks.org which is also related to the processing of electronic data using the licensed Google Forms system. The responses were answered through the electronic system which, as part of a questionnaire for evaluating the performance of KAPS in facing the challenges of the COVID-19 pandemic, contained 15 questions in a comment and analytical format. A total of 52 questionnaires were distributed to 52 respondents.

Questionnaire findings

The electronic questionnaires completed by FPS students, teaching and training staff on their challenges during the period of the COVID-19 pandemic in KAPS is based on respondents selected from the respective fields. DQA has made the electronic distribution of questionnaires as well as preliminary and reminder notices through the electronic system. Namely, 52 questionnaires were distributed, when **20 students, 6 professors, 10 officials** from the civil staff of the field of training were surveyed, including instructors, trainers and officials of different levels, as well as **16 professional training cadets**, while the total number of responses received there were a total of **416 responses** in the evaluative format in terms of percentage and evaluation grade, while in terms of providing comments, we received **364 comments**, which in total gives us the number of **780 responses** provided by the respondents within the questionnaire/survey.

All the findings that have been provided by the answers of the respondents have been honest data provided in the evaluation, comment and their proposals are an essential part in the continuous improvement within the processes in KAPS and especially in the identification of challenges in dealing with COVID-19. This report simultaneously expresses the general statistics and recommendations that emerge from the totality of responses at the level of KAPS.

EVALUATION REPORT

Objective: The objectives of the questionnaire are to collect feedback information from personnel regarding the identification of challenges in the organization, management and general coordination of KAPS during the COVID-19 pandemic.

Purpose: By means of this assessment, it is expected to achieve continuous improvement and quality assurance in challenges of similar natures, following the example of improvement and application of improvement mechanisms in order to increase quality.

Date of assessment/survey	<u>7/10/2022</u>
No. completed questionnaires:	52 respondents or 100% of respondents
No. total number of respondents	52 survey participants

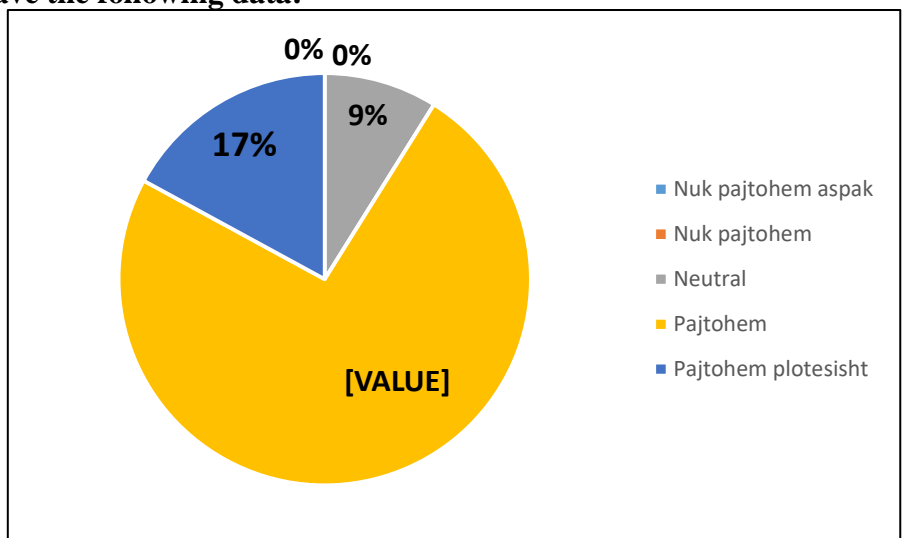
Categorization of the assessment according to the % obtained resolution into assessment grade

I do not agree at all	0%-20%	evaluation grade 1	<i>Clarification: Evaluation grade 5 (five) represents maximum evaluation, while evaluation grade 1 (one) represents minimum evaluation.</i>
I do not agree	21%-40%	evaluation grade 2	
Neutral	41%-60%	evaluation grade 3	
I agree	61%-80%	evaluation grade 4	
I completely agree	81%-100%	evaluation grade 5	

From the received evaluation we have the following data:

I do not agree at all	0	0%
I do not agree	0	0%
Neutral	37	9%
I agree	308	74%
I completely agree	71	17%
total responses	416	

Average satisfaction	81.6%
Overall grade	4.08



ANALYSIS OF NUMERICAL VALUES OBTAINED

The questions of the questionnaire		I do not agree at all	I do not agree	Neutral	I agree	I completely agree	average satisfaction	evaluation grade
What was the level of impact of the pandemic on the development of online learning?	An increase in digital knowledge/capacity has been noted	0.00%	0.00%	17.31%	17.31%	65.38%	80.00%	4.00
	Raising the level of analytical learning	0.00%	0.00%	19.23%	80.77%	0.00%	76.15%	3.81
	Raising the pedagogical capacities of online learning	0.00%	0.00%	34.62%	65.38%	0.00%	73.08%	3.65
	Virtual exchanges and interactive online learning are achieved	0.00%	0.00%	0.00%	80.77%	19.23%	83.85%	4.19
	The use of digital infrastructure to communicate with students has been implemented	0.00%	0.00%	0.00%	63.46%	36.54%	87.31%	4.37
What was the level of your institution in the implementation of online learning?	The institution has provided digital access and support	0.00%	0.00%	0.00%	88.46%	11.54%	82.31%	4.12
	The institution has technical and logistical capacities (equipment and platform)	0.00%	0.00%	0.00%	82.69%	17.31%	83.46%	4.17
	The institution has facilitated access and provided professional IT support	0.00%	0.00%	0.00%	65.38%	34.62%	86.92%	4.35
	The internship part has been facilitated (based on protective measures)	0.00%	17.31%	34.62%	30.77%	17.31%	69.62%	3.48
	The institution has provided real-time training and guidance for online learning development	0.00%	0.00%	0.00%	82.69%	17.31%	83.46%	4.17

Challenges identified

In our questionnaire regarding the identification of challenges, we posed this question:

What were the challenges in organizing, managing and coordinating online learning?

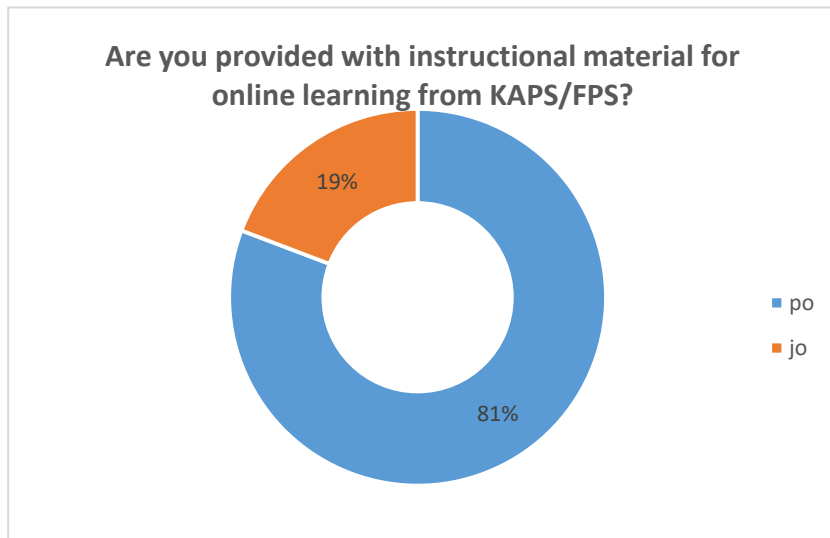
These are the comments/feedback summarized as follows:

- *Lack of direct lecturer-participant contact during training, where the lack of communication prevents working in smaller groups and direct communication,*
- *Practicing knowledge in practice is almost impossible,*
- *The preparation and acquisition of knowledge for the development of online learning as well as the failure to achieve some goals due to the limitation of technical follow-up elements in some cases,*

Despite the opportunities in using the "Moodle" platform, which is a donation from the Twinning Project, the platform in the field of implementation was relatively left aside despite the fact that AKSP possessed technical or professional mechanisms for capacity building in the advancement of online learning. From the professional officials of the Information Technology Division, despite the general and individual instructions in the use of the "Moodle" online platform, video instructions and materials were provided in a detailed form that clarified the use of this platform. All this produces a lot of burdens with increased hours of overtime and the creation of task forces in the field of ITD. Also, after all the preparations, testing and standardization of the intranet and internet system were done first. Then they started monitoring and analyzing the network and providing feedback in the test phase.

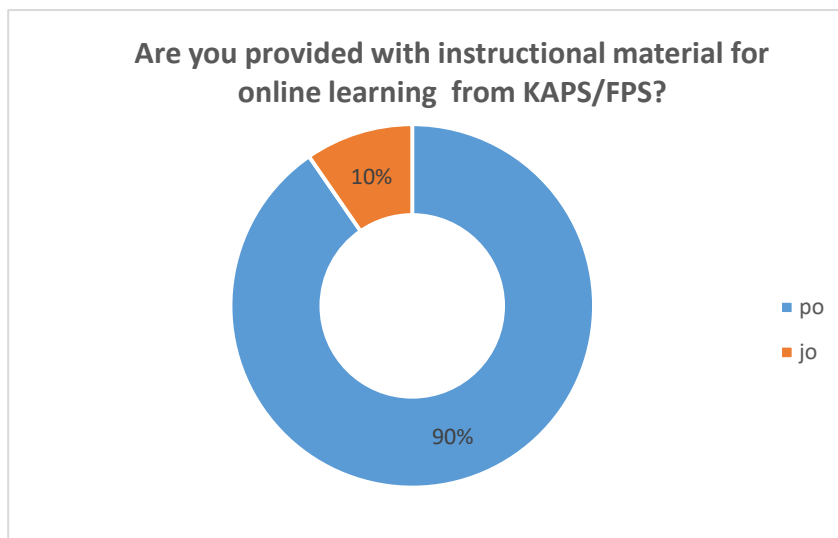
After the test phase, trainings, instructions and implementation assistance were offered for staff familiarization in the use of the "Moodle" platform. This also made the training and teaching staff to be trained in the use of the platform, not only in the interface model but also in the implementation and operational one in uploading teaching materials. The evaluation goes through the electronic system as well as part of the testing. It was also achieved that in higher education the subjects of the diploma are also protected through the online system, extensive video-conferencing and the creation of working groups of the fields of interest, including the respective IPS.

In our question



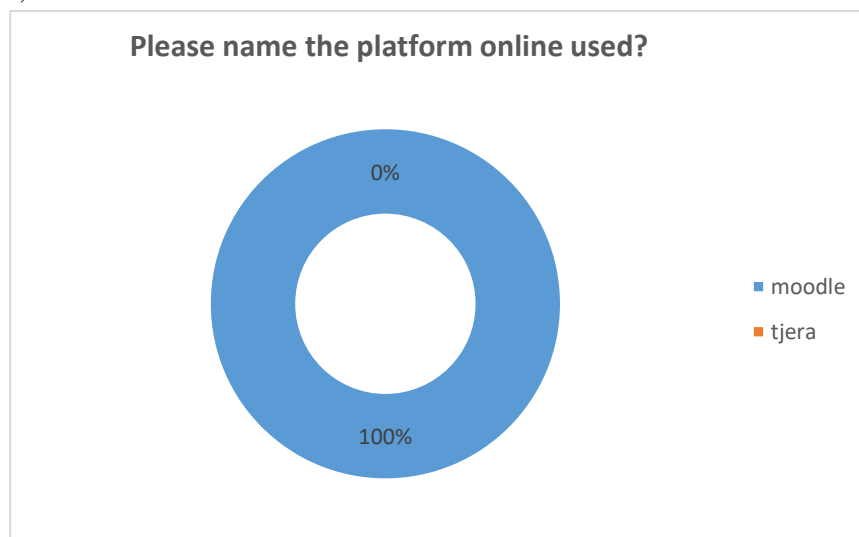
- From **52 respondents** we have the following data:
- 42 respondents or 81% of them answered that they received instructional material from KAPS, and
- 10 respondents or 19% of them answered that they did not receive instructional material from KAPS

In our question;



- **From 52 respondents we have the following data:**
 - 47 respondents or 90% of them answered that they received guidance material from KAPS, and
 - 5 respondents or 10% of them answered that they did not receive instructional material from KAPS

In our question;



- **From 52 respondents we have the following data:**
- 52 respondents or 100% of them answered that they used the "Moodle" platform for online learning offered at KAPS.

Online learning system is almost impossible to provide interactivity in the field of training where the practical part is required, especially that of public safety, when educational programs depend on the internship part. In order to achieve facilitation for the internship, KAPS has not yet developed the multimedia unit for the advancement of the online system through the video library - or the creation of a database in video format and its digitalization as a whole.

It remains a challenge to find ways to implement practice in activities/trainings/courses that have a practical part - mandatory internship. In order to achieve advancement in online learning, AKSP must foresee its digitalization in total, especially in raising professional human capacities and logistic support.

Identified advantages

In our prioritization questionnaire, we asked this question:

What were the advantages in organizing, managing and coordinating online learning?

These are the comments/feedback summarized as follows:

- *Continuation of raising the capacities of public security officials and advancement in the use of*

technological equipment among law enforcement officers.

- *Lecturers and participants have the convenience to access from any place, to receive their lessons even without being physically present in the classroom.*
- *Dynamic e-learning program.*

From the data for the years 2019-2022, KAPS has managed to operationalize the online learning platform 100% by moving to various fields of application such as lectures, uploading materials, evaluation and extensive testing to the defense of the diploma topic at FPS. **52 local trainers of IPS** and **10 trainers/experts from abroad** in KAPS were successfully trained and **432 accounts** were opened for access to "Moodle", more than **1000 training materials** were uploaded for **432 new cadets**.

The evaluation goes to the online system as a whole, tests were conducted and diploma thesis defense were organized in the FPS through the online system. Video conferences were conducted and interest groups were established in the academy in the fields of management, education and support with logistic. For **215 regular students** of this faculty, accounts were opened from the aksp-ks.org domain, they were assisted along the various stages in the extensive lectures to the students' graduation through the online platform. The dynamics of developments at AKSP rose to a high level in the face of challenges with the COVID-19 pandemic and offered new opportunities that facilitated educational processes in the academy.

KAPS staff managed to be immunized through the vaccination of **143 officials** with anti-covid vaccines, and in addition to the lectures from the medical sector on the awareness of maintaining the well-being of officials and participants in the education process, the academy campus raised the level of readiness in the face of COVID -19 through the control, monitoring and implementation of the decisions and recommendations of the NIPHK and the Ministry of Health.

Summarized comments

These are the comments/feedback summarized as follows:

- *Given the situation with the global pandemic COVID-19, KAPS as an institution responsible for providing training and higher education in the field of public security, it is important to advance human resources as well as information technology equipment that will be used in the future for the implementation of online courses/trainings;*
- *Access to the Online Platform is an excellent opportunity to develop professionally without being obliged to be physically at the Academy, this opportunity should be used for theoretical training even in post-pandemic times;*
- *I do not prefer the development of online learning because it is not effective enough and I consider that the learning developed with physical presence is much more effective;*
- *This is an important step in providing the opportunity to continue learning in a different form than what we are used to;*

- *Online learning at different times and especially now is a new challenge and a very good experience;*

Recommendations

The Division for Quality Assurance in KAPS, after reviewing the responses from the respondents and after analyzing all the questions and comments, at this stage of the institution's development, recommends to the senior management of KAPS that the following steps to be taken:

- *KAPS is encouraged to explore the advancement of systems and at the same time the advancement of the educational environment by adapting to virtual learning through online learning;*
- *To constantly invest in training of the academy's personnel in the various online learning platforms with special emphasis on the "Moodle" that KAPS uses, offering the staff competence through the certificate for the training attended;*
- *The training/educational staff should examine the focus of the program contents on the development of the skills and abilities of the participants in the educational and training programs at KAPS;*
- *To increase the number of collaborations and agreements with other HEIs, local and international, with special emphasis on the exchange of experiences in the field of online learning;*
- *To examine the possibility of rearranging the schedule of educational programs, especially in the theoretical one, enabling online learning to be implemented and advanced further, some of the training programs that are essentially theory, to be completely transferred to the online system with the possibility of modifying the theoretical classes;*
- *Examining the possibilities of creating a database from the field of video format which would assist the practical aspect of teaching;*

- *KAPS to examine the possibility of increasing the capacities and services offered by the multimedia unit, especially in terms of professional resources in number as well as logistical support for the creation of multimedia, virtual or simulation rooms which would also facilitate the internship-the practical part;*