



*EU EDUCATION SWAp Project*

---

# **KOSOVO CURRICULUM FRAMEWORK CURRICULUM WRITERS' HANDBOOK**

**Lindita Boshtrakaj  
Luljeta Demjaha  
Eda Vula  
Richard Webber**

**July 2010**



An EU funded project managed by the European Commission Liaison Office to Kosovo  
and implemented by Cambridge Education, Kosova Education Center, Education 2000+ Consulting and Tribal Helm.

## **CONTENTS**

**Section 1 Curriculum Development and Managing Educational Reform**  
**Richard Webber**

**Section 2 Overview Of Curriculum Framework**  
**Luljeta Demjaha**

**Section 3 Learning Outcomes and Writing the Kosovo Curriculum**  
**Richard Webber**

**Section 4 Gender and Inclusion within the Curriculum**  
**Eda Vula**

**Section 5 Competency Based Curriculum and Assessment**  
**Richard Webber**

**Section 6 Competency Based Curricula and Teaching Methodology**  
**Luljeta Demjaha**

**Section 7 Concepts towards Competency Based Curricula  
for Vocational Subjects**  
**Luljeta Demjaha**

**Section 8 Concepts towards Competency Based Curricula for Humanities Subjects**  
**Luljeta Demjaha**

**Section 9 Concepts towards Competency Based Curricula  
for Mathematics and Science Subjects**  
**Eda Vula**

**Section 10 Review of 2001 Syllabi and Textbooks in pilot schools  
in the Light of the New Curriculum**  
**Lindita Boshtrakaj**

## **SECTION 1 CURRICULUM DEVELOPMENT AND MANAGING EDUCATIONAL REFORM**

**Richard Webber**

### **1. Kosovo Curriculum Framework and Educational Reform**

To quote from the Kosovo Curriculum Framework, “In 2007, the Ministry of Education, Science and Technology (MEST) issued its “Strategy for Development of Pre-University Education in Kosovo 2007 -2017”. Objective 4.2 of the strategy “Fully functional system for ensuring quality learning built on standards comparable to those of developed countries” refers to the revision of the Kosovo Curriculum Framework of 2001 as one of the priorities of the MEST by 2010.” The document continues “The 2010 Curriculum Framework constitutes the main reference document...”

So, why did MEST decide that a new curriculum framework was “the main reference document” for its programme of educational reform? What is so special about the curriculum? We might consider that other factors are equally important in influencing educational reform. What about Teacher and Pupil Attendance, Pupil Skills and Attitudes, Teacher Skills and Attitudes, Teacher Training, Teaching and Learning Materials, the number and condition of classrooms, the effectiveness of assessment and inspection or the availability of adequate finance. You might argue that these factors are at least as important as the curriculum. However, as is demonstrated below, without the curriculum as an overall guide now of these factors would have any meaning, purpose or value.

### **2. Kosovo Curriculum Framework: Definitions, Purpose and Objectives**

So we need to consider what is so special about the curriculum and what its purpose is. First of all, we must ask ourselves “What is the curriculum?” If we consult educational reference works we will discover a very large number of somewhat differing definitions and it is not our purpose now to discuss these in detail. However, the definition that is offered in the Curriculum Framework itself is “The aggregate of learning areas, subjects and cross-cutting issues available in an education system. The term normally applies to the “formal” or “intended” (written) curriculum, but can also include the “unintended” or “hidden” curriculum. Distinctions are also made between the “intended” (official), “applied”, “interactive” (resulted from classroom interactions) and “effective curriculum” (what students really learn).” A more simple definition might be “What society decides that pupils should be able to do and how they should achieve this.” Perhaps this definition is too simple but it will help curriculum developers keep in mind the most basic concepts about the curriculum.

Secondly, we must ask ourselves what is the overall purpose of the curriculum. The purpose of the curriculum is to determine what kind of children will leave school to participate in future Kosovar society. More specifically we can understand the purpose of the new curriculum in terms of the objectives implied in the Curriculum Framework.

These objectives include educating children so that they are able to:-

- Be loyal and active citizens of a democratic Kosovo
- Participate in international developments in science, technology and culture
- Be independent and critical thinkers
- Be effective and caring family members
- Be environmentally aware and contribute to sustainable development
- Live harmoniously with their neighbours in a multi-ethnic society and wider world
- Gain employment and contribute to the economic development of Kosovo
- Learn throughout their lives as part of a knowledge society and economy

These objectives represent the aspirations of MEST and Kosovar society for the future of Kosovar children and society. These objectives will be realized through the effective implementation of the Curriculum Framework.

### **3. The Curriculum Framework as the Heart of Kosovo Education**

The Curriculum Framework is not just one single and separate element of the government's education reform process. It is the heart of the process. It determines the nature of all the other elements of the education system. Without the curriculum all the actions and processes in the education system would be isolated from each other and have no overall purpose. As will be shown below, it is the curriculum which integrates and motivates all aspects of the education system.

As regards the teaching and learning process in schools, the curriculum determines what pupils learn, what learning materials pupils use, what pupils are assessed on and what skills and attitudes pupils will have when they leave school. As regards teachers, the curriculum determines what a teacher will plan to teach in each lesson, what teaching materials a teacher will use and how teachers are trained. The curriculum determines what teachers include in their continuous assessment of pupils on a daily basis and in end of term tests.

All national examinations must be compliant with the curriculum. The curriculum thus determines what MEST Examinations Department tests at Grade 5, Grade 9 and Grade 12 and the types of questions that it uses in its tests. Because the curriculum requires mastery of higher order skills such as synthesis and analysis the examinations must use questions that require these skills and not only questions that require information recall.

The curriculum determines the learning areas and subjects to be covered in teaching learning materials and textbooks, Key Competencies to be covered in the textbooks, the proportion of pages to be devoted to each topic within a textbook, the kinds of teaching methodology and assessment techniques suggested for each topic in the textbooks and teachers' guides and the coverage of Cross-Curricular Links and Gender and Inclusiveness issues within the textbooks. The curriculum even determines the content of textbook illustrations through the requirement that there is a balanced representation of individuals of each sex and of diverse ethnic origins.

The curriculum determines the daily life of each school. It determines the length of the school year i.e. now 40 weeks and not 37. The curriculum determines the percentage of



teaching time for each Learning Area and, by implication, how much time is spent on each subject. For instance, 25% of teaching time must be spent on Communication and Expression in each of Key Stages 1 and 2. The curriculum allocation of time for “Physical Education and Sports”, as an example, also indicates how much time children should spend in the classroom on study and how much out of the classroom on sports activities. The curriculum requirements regarding Inclusion determine how pupils and teachers relate to one another in class and out of class. This means that teachers will make sure that in class pupils get an equal amount of attention regardless of their disability, ethnicity, sexual orientation, religion or belief. In the playground it means that pupils will treat each other, in the same manner, with consideration and respect.

The curriculum also determines what the School Director does with his or her day. The School Director’s primary duty is to manage the conduct of teaching and learning in his or her school so that pupils acquire knowledge, skills and attitudes in conformity with the curriculum. The School Director will need to work out how to manage and motivate his or her staff to achieve this, how to manage the best use of school buildings and facilities to maximise learning time and opportunity, how to provide suitable training for teachers and how to involve and enthuse parents and community in the process of educating their children in line with curriculum.

Most importantly, the Kosovo Curriculum Framework will determine the nature of Kosovar society for the coming years as young people leave school and contribute to the wider society for the rest of their lives. The knowledge, skills and attitudes that pupils have acquired at school will determine the wealth of the society by increasing the range of employment opportunities that pupils leaving school are able to undertake. What pupils have learnt at school regarding Inclusion will ensure that Kosovar society has positive attitudes to and practices regarding all its citizens regardless of sex or ethnicity. The curriculum framework will ensure that society is equipped for Lifelong Learning and is thus able to adapt to changing economic and social circumstances. Further, and perhaps most importantly the curriculum will ensure that tomorrow’s young families have the human and technical knowledge and skills to maintain healthy and happy families.

#### **4. The role of Curriculum Developers**

The Implementation Plan of the Curriculum Framework envisages a Preparatory Phase in 2010/11, a Trial Phase in 2011/13 and national implementation in 2013/14. This will be a vast amount of work for all those involved in education in Kosovo. However, all this work will be directly dependant on the Curriculum Developers that will be working under the leadership of the Curriculum Development Working Group Coordinators. The quality of the work carried out in the Working Groups will determine the quality of the curriculum itself. It is difficult to imagine a more valuable and important task than effectively managing the work of the curriculum development working groups. The whole Pre-University education system of Kosovo is dependent on the new curriculum. And the development of that curriculum is directly dependent on the curriculum developers.

## **SECTION 2 OVERVIEW OF CURRICULUM FRAMEWORK**

**Luljeta Demjaha**

### **1. Introduction**

The Curriculum Framework provides the basic guidance for the development and implementation of subject curricula and other curriculum documents. The Framework defines the key competencies to be mastered by all students and the new curriculum Learning Areas. It covers pre-school, primary, lower secondary, upper secondary and non-university tertiary education.

### **2. Aim of the Curriculum Framework**

To provide “a foundation to increase the quality and equity of education services for all students and to reconnect the education system with trends and issues linked to recent education reforms in other progressive systems.” (KCF page 13)

### **3. Principles for development and implementation of the Curriculum Framework (KCF pages 15 to 18)**

1. Leaner-centred teaching – focus on the learner and not the teacher
2. Inclusion of all pupils – ethnic majorities and minorities, girls and boys - gifted and challenged must all be included
3. Competency-based – emphasis on what children will be able to do - curriculum structured around Learning Outcomes
4. Integrated Teaching and Learning – teachers will connect ideas within and between topics and subjects
5. Flexibility – up to 20% of the curriculum will be developed by each school to meet local needs
6. Mobility – curriculum structure allows pupil mobility within Key Stages and between efficient transfer between formal, non-formal and informal education
7. Transparency and accountability – systematic feedback from schools regarding curriculum implementation and use of Inspectorate and Assessment Department to monitor standards (after KCF pages 15 to 18)

### **4. Changes in Kosovo’s education structure**

- Compulsory education starts with pre-primary grade and ends with grade 12.
- School year is extended to 40 weeks.
- Tertiary education (ISCED 4) is officially included in Kosovo’s education system, which mainly offers higher vocational education and training



**5. Key Competencies to be mastered by students during compulsory education (KCF pages 30 to 38)**

Six key competencies	Final outcomes
<p><b>1. Communication and expression competency</b></p> <ul style="list-style-type: none"> <li>○ To communicate and express oneself through languages, symbols, signs and artistic codes</li> <li>○ To engage and contribute in productive dialogue</li> <li>○ To follow rules and be creative.</li> </ul> <p><b>2. Thinking competency</b></p> <ul style="list-style-type: none"> <li>○ To learn, understand, analyze, judge, synthesize</li> <li>○ To develop abstract thinking</li> <li>○ To make informed decisions</li> <li>○ To link decisions with consequences</li> <li>○ To evaluate /self-evaluate</li> <li>○ To solve problems</li> </ul> <p><b>3. Learning competency</b></p> <ul style="list-style-type: none"> <li>○ To demonstrate capacity in literacy, mathematics, sciences, information and communication technology and citizenship</li> <li>○ To learn how to learn</li> <li>○ To identify and process information independently, effectively and responsibly</li> </ul> <p><b>4. Life, work, and environment-related competency</b></p> <ul style="list-style-type: none"> <li>○ team work skills</li> <li>○ organizational and leadership skills</li> <li>○ entrepreneurial skills</li> <li>○ conflict management, risk assessment</li> <li>○ independent and responsible actions</li> <li>○ active in environment protection and development</li> </ul> <p><b>5. Personal competency</b></p> <ul style="list-style-type: none"> <li>○ to know oneself and others</li> <li>○ to demonstrate self-confidence</li> <li>○ to manage emotions and stress</li> <li>○ empathy for and with others</li> <li>○ to demonstrate ability for healthy lifestyle</li> <li>○ to make responsible choices for health, diet and exercise.</li> </ul> <p><b>6. Civic competency</b></p> <ul style="list-style-type: none"> <li>○ to manage diversity constructively</li> <li>○ to demonstrate tolerance and respect</li> <li>○ to demonstrate responsibility and civic participation</li> <li>○ to undertake initiatives for changes in society and environment</li> </ul>	<p><b>1. Effective communicator</b></p> <p><b>2. Creative thinker</b></p> <p><b>3. Successful learners</b></p> <p><b>4. Productive contributor</b></p> <p><b>5. Healthy individual</b></p> <p><b>6. Responsible citizen</b></p>

**6. Key Stages of the curriculum**

The Curriculum Framework comprises six curriculum Key Stages. These stages share common features in terms of children’s development, curriculum requirements and teaching and learning approaches. The key competencies to be achieved at the end of each stage of the curriculum, progression requirements, organization of teaching and learning experiences, assessment approaches and evaluation criteria are defined for each stage of

the curriculum. Key stages are of from one to three years duration. Assessment will take place at the end of each Key Stage. (KCF Pages 22 to 25.)

## 7. Learning areas

Kosovo’s curriculum is structured around six learning areas that apply from pre-school up to upper secondary education, including both general and vocational education. These are:-

1. Communication and expression
2. Mathematics
3. Sciences
4. Society and environment
5. Health and welfare
6. Life and work

Learning Areas may comprise one or several Subjects. (KCF pages 43 to 55.)

## 8. Time allocation per learning area presented in percentages (KCF page 55)

	ISCED 0	ISCED 1		ISCED 2	ISCED 3	
		Grades: Pre-primary, 1-2	Grades 3-5	Grades 6-9	Grades 10-12 Gymnasium	Grades 10-12 Vocational education and training
<b>Communication and expression</b>	20%	25%	25%	20%	15 %	15%
<b>Mathematics</b>	20%	20%	20%	15%	15%	10%
<b>Sciences</b>		10%	10%	15%	15%	10%
<b>Society and environment</b>	15%	10%	10%	15%	15%	10%
<b>Health and welfare</b>	20%	15%	15%	10%	10%	10%
<b>Life and work</b>	15%	10%	10%	10%	10%	35%
<b>Optional part</b>	10%	10%	10%	15%	20%	10%

## 9. Optional part of the curriculum (KCF page 56)

“Optional part” means the part of the curriculum defined and selected by the school, which will range from between 10 and 20% of total time allocation. This provides schools with time to engage responsibly in achieving expected outcomes as defined by the Framework, depending on the specifics of school staff, infrastructure, community and environment



## **EU EDUCATION SWAp Project**

---

where the school operates. Some of the possibilities for using the optional part include the following:

- a) Increase of time allocation for specific learning areas for improvement activities for students with learning difficulties;
- b) Use of a list of themes/courses/modules offered by MEST;
- c) Reinforcement of career guidance and preparation for life and work.

School recommendations for the optional part, proposed by the Council/Board, will be approved by municipal education authorities in consultation with respective MEST authorities.

## **SECTION 3 LEARNING OUTCOMES AND WRITING THE KOSOVO CURRICULUM**

**Richard Webber**

### **1. Introduction**

The purpose of this section of the Handbook is to provide curriculum writers with adequate information and skills to complete the practical task of writing Learning Outcomes for the Learning Levels, Key Stages, Learning Areas, Subjects and Topics of the Kosovo Curriculum Framework.

### **2. Competency-Based and Subject-Based Curricula**

The Kosovo Curriculum Framework is “Competency-Based”, that is it is based around statements of what pupils will be capable of on the successful completion of a course of study within the Kosovo Curriculum. Before 2002 the curriculum for schools in Kosovo was “Subject-Based”. The content of Subject-Based curricula is determined by what society and educationalists consider that pupils need to know before they leave school. The structure of the content is determined by the structure of knowledge for each subject as, for instance, that pupils should study the grammar of a language before they attempt to speak the language accurately or should master history of 19<sup>th</sup> century Kosovo before they study the history of 20<sup>th</sup> century Kosovo. As regards the extent of knowledge taught in the subject-based curriculum, the tendency has been to include as much information as possible to fit the time available or even to provide more information than pupils can possibly cover in the time available. This has led to excessively thick textbooks.

However the Kosovo Curriculum Framework is Competency-Based and not Subject-Based. A Competency-Based curriculum is arranged around the concept of providing children with the required skills, attitudes and knowledge to perform the tasks that society and educationalist consider that they will need for their time at school and for the rest of their lives as students, employees, family members and as part of the society of Kosovo. Further, the Curriculum Framework defines a Competency as “A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways”.

### **3. Learning Outcomes in a Competency-Based Curriculum**

A competency-based curriculum is composed of statements of what pupils will be capable of at the successful completion of a course of study. These statements are referred to as “Learning Outcomes”. An example might be “On completion of Key Stage 2 Communication and Expression a pupil will be able correctly to greet a stranger in English” or “On completion of Key Stage 4 History a pupil will be able to analyse political bias in historical documents.” These Learning Outcomes are organised in the Kosovo curriculum Framework into Learning Levels, Key Stages, Learning Areas, Subjects and Topics. When the new curriculum is completed it will consist of many hundreds of Learning Outcomes.

The Curriculum Framework defines Learning Outcomes as follows, “Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the

Curriculum Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.” Examples of Learning Outcomes might be:-

“Students will be able to:-

- Write Learning Outcomes to an international standard
- Recite the two times table accurately and without hesitation
- Draw a house plan using CAD software
- Greet a stranger politely
- Register sales in cash register”

#### **4 The Structure of Learning Outcomes**

The structure of a Learning Outcome includes at least an Activity (A) and an Object (O) and may well also contain one or more conditions (C) and requirements (R). This structure is indicated in the following examples:-

“Pupils will be able

- To calculate (A) the cost of the seminar (O) with a calculator (C) accurately (R)
- To perform (A) the Eagle Dance (O) with the correct steps (R)
- To measure (A) tyre pressure (O) with a digital gauge (R).”

The Actions of Learning Outcomes are expressed by appropriate verbs. These verbs may be used many times to describe the hundreds of Learning Outcomes that will make up the finalised curriculum and it is very important that they are the right verbs. For instance if a Learning Outcome contains the verb “know” it will be very difficult to measure whether a pupil has or has not complied with a certain Learning Outcome. As in the following example

“Pupils will be able

- To know (A) the two times table (O) accurately (R)”

How will we be able to observe the pupil “knowing”? We cannot directly observe the intellectual processes inside the brain. Whereas if we use the verb “recite” in the next example we can much more easily test pupil mastery of the Learning Outcome.

“Pupils will be able

- To recite (A) the two times table (O) accurately (R)”

In this case we can simply ask the child to recite the table out loud and we can easily judge if the child has done it accurately or not.

#### **5. Choosing Appropriate Verbs for Learning Outcomes**

The task of writing learning outcomes has been made considerably easier by the work of the famous American educationist Benjamin Bloom and his classification of the process of knowing into the following taxonomy:-



- 6. Evaluation**
- 5. Synthesis**
- 4. Analysis**
- 3. Application**
- 2. Comprehension**
- 1. Knowledge**

Bloom proposed that our thinking can be divided into the above six increasingly complex levels from the simple recall of facts at the lowest level of “Knowledge” to “Evaluation” at the highest level. So, when we write learning outcomes we must consider what level of knowing is most appropriate for the individual pupil competency we are concerned with. In general terms, it is likely that the lower levels of the hierarchy will apply to the earlier stages of a course of learning and that the upper levels of the hierarchy will apply to the later stages.

The verbs that we choose when writing learning outcomes for each level of Blooms Taxonomy are critical. The verbs in the following table are recommended for use at each level.

<b>Level</b>	<b>Verbs</b>
6. Evaluation	appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticize, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve, revise, score, summarize, support, validate, value
5. Synthesis	argue, arrange, assemble, categorize, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, integrate, invent, make, manage, modify, organize, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize
4. Analysis	analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test
3. Application	apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatize, employ, examine, experiment, find, illustrate, interpret, manipulate, modify, operate, organize, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.
2. Comprehension	associate, change, clarify, classify, construct, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalize, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognize, report, restate, rewrite, review, select, solve, translate
1. Knowledge	arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorize, name, order, outline, present, quote, recall, record, recount, relate, repeat, reproduce, show, state, tabulate, tell

## 6. General guidelines for writing Learning Outcomes

The following guidelines should be kept in mind in writing Learning Outcomes. Each Learning Outcome should be:-

- structurally compete, i.e. it should have at least a verb for the Action (A) and a noun or phrase for the Object (O) and will normally include Conditions (C) and/or Requirements (R) to describe what standard of performance expected
- clear in language, i.e. the meaning of each LO should be clear to pupils teachers, examiners, inspectors, textbook writers etc so that they can each base their responsibilities as regards the new curriculum on a clear understanding of what is required of pupils
- measurable and evaluable, i.e. each LO should contain one or more conditions (C) and/or requirements (R) so that the quality of the child's performance can be assessed. An LO such as "Swim (A) using the butterfly stroke (C)", would not be as easy to assess as an LO such as "Swim (A) using the breaststroke (C) for 100 meters (R)) without stopping (R))"
- suitable to the level of the pupil, i.e. each LO should take into account what a pupil of the age and maturity concerned can reasonably be expected to be capable of. An LO for Key Stage 1 that required pupils to be capable of analytical political thought would not be appropriate
- achievable, i.e. each LO should describe an ability which the vast majority of students at that level can perform with a good level of competence on successful completion of a course of study. LOs should be based on knowledge of the real conditions in which pupils study in Kosovo schools and not on some idealized scenario where all pupils can be expected to attain the highest levels
- independent, i.e. each LO should be separate and should not wholly or partially duplicate the ability described in another LO
- directly related to the philosophy and recommended practices of the Curriculum Framework and specifically in terms of the outlines of Learning Stages on pages 23 to 25, Cross-Cutting Issues on page 44 and the description of Learning Areas on pages 46 to 55
- appropriate to the level for which the LO is intended, i.e. when writing LOs for ISCED levels we should aim at very general LOs, for Key Stages less general, for Learning Areas less general still, for Subjects more specific and for Topics within Learning Areas and Subjects, much more specific.

## 7. Practical Exercise

To help you test whether you have fully understood the guidance on writing LOs given in the preceding section of this paper you may wish to critically examine the following examples. Ask yourself if each LO complies with the guidance given. If you think that an LO does not comply you can explain in what way or ways it does not and then rewrite it in a way that does comply with the guidelines.

1	Original LO	Draw a diagram of the Water Cycle
	Comments	
	Rewritten LO	
2	Original LO	Understand the theory of the “Big Bang”
	Comments	
	Rewritten LO	
3	Original LO	Recite a short poem in Albanian without mistakes in front of the class
	Comments	
	Rewritten LO	
4	Original LO	Add and subtract numbers
	Comments	
	Rewritten LO	
5	Original LO	Sew a pair of trousers and a shirt to the customer’s requirements
	Comments	
	Rewritten LO	
6	Original LO	List the elements in the periodic table in less than two minutes
	Comments	
	Rewritten LO	
7	Original LO	Listen to a political speech with full understanding
	Comments	
	Rewritten LO	
8	Original LO	Say the letters A to M clearly
	Comments	
	Rewritten LO	
9	Original LO	Write a short paragraph in Serbian with correct structure
	Comments	
	Rewritten LO	
10	Original LO	Label the parts of a frog in a diagram
	Comments	
	Rewritten LO	

## 8. Curriculum Writing Process

The writing of the curriculum will be achieved through the preparation of a large number of Learning Outcomes. The writing of Learning Outcomes should proceed from the most general level to the most specific level. Thus, the task will begin with writing LOs for the ISCED levels, then proceed to Key Stages, then to Learning Areas, then to Subjects and then to Topics. Some Learning Areas at certain Key Stages comprise several subjects whereas other Learning Areas for other Key Stages do not. In the case where a Learning Area comprises several subjects the number of LOs does not need to be long for the Learning Area because greater detail will be provided in the LOs for the component Subjects. However, if the Learning Area for a Key Stage does not contain Subjects then the Learning Area for the Key Stage will need to contain many more LOs. In both cases where a more detailed description is required the Subject or Learning Area can be broken down into Topics.

In order to help you in your task of writing Learning Outcomes a Curriculum Writing Template is presented below.

<b>CURRICULUM WRITING TEMPLATE</b>		
ISCED Level		
Key stage		
Learning Area		
Subject		
Topic		
Learning Outcome (1)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
Learning Outcome (2)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
Etc	Etc	

The above Template requires the following steps:-

**Step 1: Identification**

The template first of all requires that the list of Learning Outcomes be identified by level of specificity, proceeding from the most general applicable to the most specific.

**Step 2: Writing the LO**

The writer is then required to write an LO in correct form as discussed above.

**Step 3: Specifying Cross-Curricular Links**

The writer is then required to specify the “Cross-Curricular Links” that the LO can make. This is where the writer is required to indicate how the individual LO can be connected with other parts of the curriculum, that is

with other Learning Areas or Subjects within the Key Stage. This requirement will help writers to ensure that the curriculum is fully integrated and will help teachers and textbook writers to understand how they can link different parts of the curriculum. Useful suggestions regarding cross-curricular links between Learning Areas are provided on pages 46 to 55 of the Curriculum Framework.

#### Step 4: Specifying Cross-Cutting Issues

The writer is then required to specify “Cross-Cutting Issues” that the LO relates to. Such Cross-Cutting issues include: - Education for Peace and Tolerance, Gender Equality, Financial Literacy etc. A full list is provided on page 44 of the Curriculum Framework. This requirement ensures that such Cross-Cutting issues are indeed covered throughout the whole curriculum

#### Step 5: Specifying the Contribution to Key Competencies

The Curriculum Framework specifies certain “Key Competencies”. These are competencies which are regarded as the basic competencies which all children will achieve before leaving school. Additional competencies may be achieved by some children but these Key Competencies are the entitlement of every child. A detailed description of Key Competencies is provided on pages 32 to 38 of the Curriculum Framework. The curriculum writer is required to specify for each LO how it is contributing to the achievement of these Key Competencies.

### **9. General and Specific Learning Outcomes**

As described in the previous section the writing of Learning Outcomes will be undertaken in stages proceeding from the most general ISCED level, through Learning Outcomes and Key Stages to Subjects and Topics. This means that the Learning Outcomes for each of these levels will also need to be appropriate in terms of level of generality and specificity. Learning Outcomes for ISCED Levels and Learning Areas will need to be very general in nature whereas Learning Outcomes for Subjects and Topics will need to be much more specific. In order to help you become aware of the differing levels of Learning Outcome specificity, please examine the following five LOs and decide which LOs are the more general than others and which Learning Level (ISCED, Key Stage, Learning Area, Subject, or Topic) they might be used for.



	<b>Learning Outcome</b>	<b>More General or More Specific?</b>	<b>Learning Level? (ISCED, KS, Learning Area, Subject, Topic)</b>
<b>1</b>	Communicate effectively in English in a restaurant		
<b>2</b>	Order a meal in English in a simple spoken dialogue		
<b>3</b>	Develop effective communication skills		
<b>4</b>	Communicate effectively in English		
<b>5</b>	Communicate effectively in English in everyday situations		

Now, using the numbers to the left of each LO place them in order from the most general to the most specific in the box below.

Most General							Most Specific
--------------	--	--	--	--	--	--	---------------

### 10. Curriculum Writing Templates

In order to assist curriculum writers in ensuring that the Learning Outcomes that they write are in compliance with the requirements of the KCF the following two templates have been prepared. The templates require curriculum writers to specify for each Learning Outcome in what way it contributes to the KCF's prescriptions regarding cross-curricular links, cross-cutting issues, and key competencies as well as, for Learning Areas and Subjects, suggested teaching and assessment methodologies.

<b>General Learning Outcomes for Learning Stage (ISCED Level) or Key Stage</b>					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Contribution to “Key Competencies”	Main Learning Area/Subject Carrier(s)
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

**SUBJECT SYLLABUS TEMPLATE**

Learning Area/Subject Syllabus Identification	
<b>Key stage</b>	
<b>Grade</b>	
<b>Learning Area</b>	
<b>Subject</b>	

General Learning Outcomes for the Whole Subject				
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Contribution to “Key Competencies”
(1)				
(2)				
(3)				
(4)				

(5)				
(6)				

<b>Specific Learning Outcomes for Topic (1) of Subject</b>					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Teaching Methodology	Assessment Methodology
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

<b>Specific Learning Outcomes for Topic (2) of Subject</b>					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Teaching Methodology	Assessment Methodology
(1)					
(2)					
(3)					

## **SECTION 4 GENDER AND INCLUSION WITHIN THE CURRICULUM**

**Eda Vula**

### **1. What is inclusive education?**

The notion of inclusion is still often associated with children who have special needs. Too often programs for various marginalized and excluded groups have functioned as special programs, in specialized institutions and been realized by specialist educators. In developed countries there is increasing recognition that it is better for children with special needs to attend regular schools, albeit with various forms of special support. Studies in these countries indicate that students with disabilities achieve better school results in inclusive settings. But, does it mean that inclusive education is only about students with disabilities? Here are some definitions of inclusiveness which help us to expand our conception of inclusive education:-

“Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.” (UNESCO 2003, p.4)

“The idea of inclusive education provides a useful focus for an account of social justice. Inclusive education means overcoming the barriers to participation of all in education, so as to extend to all learners the human right to education and the right to participation in an inclusive polity. Clearly, this right remains unrealized for learners who ... remain outside of the school system or other structured opportunities for systematic learning.” (Pendlebury and Enslin 2004)

“The idea of ‘inclusive education’, although historically closely related to debates and reforms in the field of special education, actually goes well beyond special education in its approach to social integration. Inclusive education should be understood in the context of an approach to the ‘problems’ of social diversity...” (Armstrong et al, 2010)

These statements need to be understood in the context of the conception of inclusive education outlined in the Kosovo Curriculum Framework which states on page 16,

‘...inclusiveness is understood in its broadest sense to mean any circumstances which impede access to quality education and diversity in its different manifestations (such as minorities; economically disadvantaged groups; children with special needs; returnees and children from the Diaspora; learners in remote areas; talented and gifted students; learners with physical disabilities or who are suffering from illnesses and traumas; students with behavioral problems.’

## **2. What are the principles of inclusion?**

Inclusion is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. A number of treaties and normative instruments have since reaffirmed this right. Three deserve specific mention. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education. The 1966 International Covenant on Economic, Social and Cultural Rights reaffirms the right to education for all and highlights the principle of free compulsory education. Finally, the Convention on the Rights of the Child, the most widely ratified human rights treaty, spells out the right of children not to be discriminated against. It also expresses commitments about the aims of education, recognizing that the learner is at the centre of the learning experience. This affects content and pedagogy, and - more broadly - how schools are managed. Three main principles that are essential to developing a more inclusive curriculum are:-

### **1. Setting suitable learning challenges**

Teachers should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. The curriculum sets out what most students should be taught at each key stage but teachers should teach knowledge, skills and understanding in ways that suit their students' abilities. For students whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. For students whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work.

### **2. Responding to pupils' diverse learning needs**

When planning, teachers should set high expectations and provide opportunities for all students to achieve, including boys and girls, pupils with special educational needs, students with disabilities, and students from all social and cultural backgrounds. Teachers should take specific action to respond to students' diverse needs.

### **3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of students should have particular learning and differential assessment requirements which go beyond the provisions described and, if not addressed, could create barriers to learning. This situation needs to be addressed.

## **3. The importance of gender in the Kosovo curriculum**

'Gender' refers to the socially constructed roles of and relations between men and women. In every society, gender is recognized as a key to development and construct of society in all fields including education, culture, health, science, technology, economics, leadership and management. For this reason, the Kosovo Curriculum Framework pays full attention to this



area and offers great scope for students in exploring the nature of gender and gives students opportunities for understanding the concept of equality.

An inclusive curriculum addresses the child's cognitive, emotional and creative development. It is based on the four pillars of education for the 21st century - learning to know, to do, to be and to live together. The curriculum has an instrumental role to play in fostering tolerance, promoting human rights and gender equality. It is a powerful tool for overcoming differences of opinion and breaking gender stereotypes not only in textbooks but in teachers' attitudes and expectations.

### 5. Practical exercise

So, in writing the Kosovo curriculum, writers need to ensure that the Learning Outcomes that they write

1. ensure that all students, independently of school background and regardless of gender, ethnic belonging, religion or other belief, sexual orientation or disability, have true influence over the work methods, work structures, and educational content, and ensure that this influence increases as they grow in age and maturity
2. acknowledge and respect individual differences, encourage students to collaborate with others with respect in order to increase their competence, self-esteem and well-being
3. impact and support equal participation of boys and girls over their education
4. ensure that all students are equally active participants
5. encourage and respect the interests and abilities of all
6. ensure that responsibilities are shared equally by male and female students
7. provide opportunities for both male and female students to assume leadership roles
8. create a class atmosphere that helps students to be considerate and respect each other

In order to help you relate the gender and inclusion issues outlined in this section of this Handbook to the task of writing the curriculum, please write a learning outcome for each of the eight inclusion-related requirements listed above. You can choose any Learning Area or Subject.

## **SECTION 5 COMPETENCY BASED CURRICULUM AND ASSESSMENT**

**Richard Webber**

### **1. Learning Outcomes as the basis for Assessment**

As discussed in the Section 3 of this handbook, Learning Outcomes have a specific structure. Each Learning Outcome includes at least an Activity (A) and an Object (O) and will normally contain one or more conditions (C) and requirements (R). This structure is indicated in the following examples:-

“Pupils will be able

- To calculate (A) the cost of the seminar (O) with a calculator (C) accurately (R)
- To perform (A) the Eagle Dance (O) with the correct steps (R)
- To measure (A) tyre pressure (O) with a digital gauge (R).”

It is the Requirement (R) in each LO which makes it measureable and assessable. It is the Requirement which enables us to assess to what extent the child does indeed have the ability to perform the particular LO. This is one of the great advantages of a Competency-Based curriculum constructed with Learning Outcomes: it is very clear to teachers and examiners exactly what is to be tested.

Let us consider the following two Learning Outcomes:-

1. Recite the two times table accurately
2. Summarize evidence from history sources to analyze arguments for and against the idea that the Ottoman Empire contributed positively to the development of South-Eastern Europe

We can note that in the first LO the Requirement is “accurately” and in the second LO the Requirement is “to analyze arguments for and against the idea that the Ottoman Empire contributed positively to the development of South-Eastern Europe”. It is these Requirements that will give us the basis for assessment. (As regards the first LO the assessment might take the form of a teacher asking a pupil to recite the two times table in class as part of informal Continuous Assessment. As regards the second LO, the assessment might take the form of a question in a written examination at the end of Grade 12.)

The Requirement of each LO also provides us with the basis for rating the quality of each pupil’s mastery of the ability described in the LO. It provides a rational basis for deciding which pupil gets a high mark and which pupil gets a low mark. Let us consider the following table.



Learning Outcome	Assessment Technique	Rating Criteria				
		Very High Mark	High Mark	Middle Mark	Low Mark	No Mark
Pupils are able to:-						
1. Recite (V) the two times (O) table accurately (R)	Classroom performance	Table recited with complete accuracy	Table recited with one or two mistakes	Table recited with no more than five mistakes	Table recited with between 6 and 10 mistakes	Table recited with more than 10 mistakes
2. Summarise (V) evidence from history sources (O) to analyze arguments for and against the idea that the Illyrians were the first inhabitants of Kosovo (R)	Open-ended written essay	Excellent use of sources to produce a clear analysis	Excellent use of sources with adequate analysis	Adequate use of sources with adequate analysis	Adequate use of sources with poor analysis	Poor use of sources with poor analysis

We can see from the above table that by adapting the Requirement of each LO we can create a range of pupil performance from complete ability to total inability. This will provide us with an accurate and fair way of assessing pupils' abilities.

## 2. Competency- Based Curricula and Assessment Techniques

As we noted in Section 3 of this Handbook, before 2002 the curriculum for schools in Kosovo was "Subject-Based". The content of Subject-Based curricula is determined by what society and educationalists consider that pupils need to know before they leave school. The emphasis is therefore on "knowing", i.e. the first and lowest level of Bloom's Taxonomy, rather than on Evaluation, Synthesis, Analysis, Application and Comprehension, i.e. the

higher levels. This meant that assessment was very much concerned with testing the recall of knowledge. Examination and test questions were of the type “Name the current Prime Ministers of all the Balkan states.” or “List the major exports of Kosovo”, or “Outline the major events of the Battle of Waterloo”. However, a Competency-Based curriculum composed of Learning Outcomes is concerned with pupils’ abilities, i.e. “what they can do.” This has considerable implications for assessment.

To assess pupils studying a Competency-Based curriculum it is necessary to deploy assessment techniques which enable pupils to demonstrate their abilities and not just their knowledge. Thus if we are assessing pupil abilities related to learning a language we must assess their ability to Speak and Listen. When we assess Speaking and Listening it will obviously be necessary to require a pupil to speak out loud for assessing Speaking ability and to listen to someone speaking and react to it for assessing Listening ability. When we assess pupil abilities related to History we will need to assess ability to express opinions. We will not be able to do this effectively through setting only multiple-choice questions requiring recall. We will need to ask pupils to write extended answers so that they can have the freedom to give their own ideas. As regards Physical Education, when we assess pupils’ ability to run we will need to require them to actually run. It will not be enough to ask them to write a paragraph about the process of running. When we wish to test pupils’ ability to dissect a frog we will need to set them a task to be performed in the laboratory and not just ask them to answer some multiple-choice questions about how a frog can be dissected from a theoretical point of view. In short for a Competency-Based curriculum to be effectively assessed it is necessary that a wide variety of creative assessment techniques be used. This has very considerable implications for how assessment should in future be conducted in Kosovo. All teachers will need to be trained in assessment techniques appropriate to a Competency-Based curriculum for use in Continuous Assessment and end-of-year tests. The MEST Department of Examinations will need to adapt its examining techniques effectively to test abilities rather than knowledge and will need to reduce its reliance on multiple-choice questions and introduce more complex and open-ended assessment techniques. This will be a major task and will represent a very significant reform to the practice of assessment in Kosovo.

### **3. Practical Exercise**

In order to help you explore the range of assessment techniques that are required effectively to assess pupils studying a Competence-Based curriculum, please examine the Learning Outcomes below and then write an assessment technique and rating criteria for each.



Learning Outcome	Assessment Technique	Rating Criteria				
		Very High Mark	High Mark	Middle Mark	Low Mark	No Mark
Pupils are able to:-						
1. Swim 100 metres in 4 minutes						
2. Understand a video of a weather forecast in English						
3. Analyse the main causes of the First World War with clear presentation						
4. Distinguish between edible and inedible fungi of Kosovo accurately						
5. Classify the metals in the periodic table providing two examples of each class						

## **SECTION 6 COMPETENCY BASED CURRICULA AND TEACHING METHODOLOGY**

**Luljeta Demjaha**

### **1. The importance of Teaching Methodology in writing the Kosovo Curriculum**

In conducting their task of writing the curriculum members of the various Working Groups will not only be required to write Learning Outcomes for each ISCED level, Key Stage, Learning Area, Topic and Subject but will also be required to indicate the Cross-Curricular, Cross-Cutting and Key Competencies implications of each Learning Outcome, but will also be asked to specify what Teaching Methodology would be most appropriate to each Learning Outcome. This will assist teachers and textbook writers to use the most appropriate means of ensuring that pupils do indeed achieve the competence indicated in each Learning Outcome. In order to assist curriculum writers to specify suitable teaching methodologies for each Learning Outcome, this section of the Handbook first relates competency-based curricula to learning outcomes and then specifies some key methodologies and useful selection criteria.

### **2. Competency Based Curricula**

The Kosovo Curriculum Framework defines the key competencies envisaged for higher education, life and work to be mastered by all learners by the end of compulsory education. The Competency-based approach has important implications for curriculum design as well as for classroom practices as for instance, integration of cross-cutting issues, such as life skills, integrated learning, interactive teaching and learning and a focus on formative assessment. Given the increased complexity of a rapidly changing world, there is currently a widespread interest in competency-based curriculum development as a way of fostering productive and relevant learning. The KCF embraces a competency-based perspective in order to address the diverse learner needs which will meet the relevant present and foreseeable challenges for Kosovo society and the wider world.

An emphasis on “Competencies” does not imply the neglect of knowledge ; however, a competency-based approach, when defining curriculum and learning outcomes, requires the selection and organization of learning experiences that integrate relevant knowledge with values, attitudes and skills. Competency-based approaches are different from approaches which promote excessive and irrelevant rote learning, based solely on memorizing and reproducing pre-fabricated knowledge.

The “Key Competencies” envisaged within the KCF define the main learning outcomes that learners will achieve in a progressive and consistent way throughout the education system. Specific learning areas/subjects may, however, be used as the main ‘carriers’ for the development of particular competencies. In relation to subject areas/subjects, the key competencies are translated into more specific content- and subject-bound competencies and sub-competencies. In compliance with the Kosovo education vision and the policies

underpinning the Curriculum Framework, the following are the key competencies envisaged for the Kosovo education system:

- Communication and expression competencies → **Effective communicator**
- Thinking competencies → **Creative thinker**
- Learning competencies → **Successful learner**
- Life-, work-, and environment-related competencies → **Productive contributor**
- Personal competencies → **Healthy individual**
- Civic competencies → **Responsible citizen**

### **3. Teaching Methodology**

In the competency based curricula there is a need to recognize, support and develop innovative teaching and learning styles. The importance of transfer between learning areas should be recognized, valued and encouraged. There is a range of opportunities for students to develop experiences in inquiry and problem solving skills and support students in their development as confident, autonomous and reflective learners, helping them to apply their understanding of concepts, building their knowledge and developing skills in new and challenging ways.

Student-centred teaching and learning means that the planning and organization of learning and teaching should pay attention to students' individuality, potential, needs and interests. It is one important aspect of inclusiveness in education in a broader sense and therefore takes into account and addresses the different learning styles and the speed at which students learn, as well as all the other aspects of learner diversity, such as gender, age, ethnicity, religion, culture, social and economic background, as well as students' special needs.

The learning experiences that the curriculum offers to learners should be meaningful and relevant to them. At the same time, through learning, students should be encouraged to broaden their horizons and be aware of different (and new) challenges and opportunities in life, studies and at work.

While traditional teaching and learning were more focused on the teacher and the subject(s), today there is global recognition, as is the case in Kosovo, that teaching and learning should be student-centred. Although this requires resources and capacities that may not be immediately available in all contexts, teacher-centred methodologies may still be used. However, even in situations currently lacking adequate resources and training, student-centred learning is envisaged as a medium- and long-term aspiration. It is important though that, in all circumstances, teachers are able to use a wide range of teaching methods by balancing teacher-centred and learner-centred methodologies appropriate to their students' characteristics and learning objectives.

In the context of Kosovo, student-centred teaching and learning will pay special attention to the following aspects:- Interactive pedagogy, Meaningful learning, Holistic development, Guidance and Orientation, Assessment of Competencies and School Democracy.



Regardless of different definitions, the basic principle of the learning methodology is that it should facilitate the learning process of students. To realize a learning process many actors and factors are in function: teachers and students, learning environment, expected learning results, the content, learner assessment, time available, etc.

Thus, a broad sense of meaning for the methods in general presents them as “...manner or way to realize something...” or as “...rules of the game...”. A more concrete definition confirms that “the method is one procedure or process that is in general accepted, which is performed by the teacher, student or both of them and its objective is the increase of learning efficiency and efficacy.

#### 4. Types of learning methods

Different opinions related to the definition and meanings of “learning method”, are a consequence of the application of a large number of ways of realizing the learning process in educational practice. There is frequent inclusion of learning “organization forms” in the list of learning methods, such as “apprenticeship” or “training in the working place”. There are complex learning methods (e.g. method of work with projects) that contain the application of two or more simple methods (work in group, home work, practice etc.). There are cases when as the equivalent term for learning methods are used the “learning techniques”. In general, learning techniques are represented from simple methods or components of complex methods.

Each method can contribute to the development of students knowledge, habits or attitudes as detailed in the following table.

Learning methods	Knowledge	Habits	Attitudes
Debate	✓		✓
Demonstration		✓	
Class work	✓		
Home work	✓		
Discussion	✓		
Excursion	✓		✓
Experimentation	✓	✓	
Research	✓		✓
Lecture/discourse	✓		
Reading	✓		
Role play		✓	✓
“Aquarium” method	✓		
Question – answer method	✓		
Practice		✓	✓
Monitored practice		✓	✓
Work with projects	✓	✓	✓
Work in groups			✓
Seminary	✓		
Stimulation		✓	✓
Independent study	✓		
Study visit	✓		

## **5. Criteria for the selection of learning methods**

There are three principle factors that influence the selection of appropriate learning methods:

1. influence of selected learning method in maximal increase of effectiveness and efficiency of learning process (especially learning);
2. teachers' capability, not only to know but also to use the selected learning method;
3. the environment and conditions needed to apply the selected learning method.

These three principle factors are supplemented by other more detailed factors that influence the selection of learning methods, specifically:

### **1. Learning content**

If the learning activity has to do with the development of students knowledge (offering of facts, concepts, principles etc.), then the learning methods are adapted to the nature of this content also. Selection of methods like lecture, discussion, questions-answers, etc. would be the most appropriate in this case. For the case of practical activities that develop working habits, the most appropriate method would be demonstration, monitored practice, independent practice, etc. Also, as regards the development of positive attitudes of students, priority is given to methods like excursions, debate, role play, research, etc.

### **2. Psychological – age of focus groups**

Students of different ages have psychological and physiological characteristics that determine the way of their learning. This should be carefully considered when selecting the learning method. Students of young age require methods that engage them in short learning sessions (45 minutes) and that include many illustrations and games, as well as supervision from the teacher. Adult students have more persistent concentration and can face longer lesson sessions, independent tasks etc.

### **3. Size of the teaching group**

A small group of students encourages the use of monitored practice, independent practice, and work with projects, role play, and experimentation. Large groups impose techniques such as lecture, demonstration or study visit.

### **4. Time available**

This is a very important factor. There is no possibility of application of methods like independent practice, research or work with projects in 45 minute learning sessions. The teacher is forced to apply more “rapid” methods such as the lecture, questions and answers, debate and demonstration.

### **5. Risk of Injury**

There are learning processes which should undertaken by students, but which in the school environment have the potential to cause injury, as for instance different chemical

experiments involving the emission of heat and poisonous gases. In this case, experiments cannot be conducted in class and the teacher will need to deploy teacher demonstrations and video clips.

## **SECTION 7 CONCEPTS TOWARDS COMPETENCY BASED CURRICULA FOR VOCATIONAL SUBJECTS**

**Luljeta Demjaha**

### **1. Introduction to Vocational Education in Kosovo**

Vocational education in Kosovo is part of upper secondary schooling, the curriculum Key Stage 5 (grades 10 and 11) and Key Stage 6 (grade12). These stages of education aim at bringing students to deeper and more specialized preparation for higher education and/or entering the labour market as skilled workers.

In addition to the envisaged six key competencies defined with KCF, in the vocational schools the students have to acquire the specific vocational competencies defined for the profession they are studying at school. The key competencies should be basis for the development of the corresponding subject curricula. The six key competencies can be seen as competencies of a wider nature, such as communication competencies, or more narrow nature, such as the ability to multiply numbers. They can be general (e.g. ability to make planning) or very particular (e.g. ability to register sales in cash register).

The KCF defines the six key competencies to be achieved from all students by 12<sup>th</sup> grade, which will help every individual to face the challenges of life in general regardless of the specific profession that they will practice. In vocational schools, the competencies can be grouped in two groups: (i) common to several professional fields (e.g. the ability to interpret the technical drawings, or respecting the safety measures in the work, etc.); or (ii) specific to certain profession (e.g. for tailoring, measuring, cutting, sawing, etc.).

### **2. Writing Learning Outcomes for Vocational Subjects**

Development of the curricular components for VET will be based on the learning profiles and vocational subjects offered in each particular school. The following steps are required in the process of curriculum development for VET:

- definition of learning outcomes
- selection of educational contents
- recommendation of educational methods
- definition of methods / instruments for learners assessment
- definition of condition / means for curriculum implementation

Curriculum development is based upon the writing of appropriate Learning Outcomes. The process of writing Learning Outcomes should start with thinking about clear and measurable Expected results. Consider as an example the LO in “Construction” as a part of the curriculum framework: ‘student is able to describe the thermo insulation materials on mineral bases’. From the example above, we can see that specific LO is composed from



formulations that express the expected student results. Each LO comprises the verb (activity) and the object of this activity. E.g. in the LO “...to describe the thermo insulation materials ...” activity is “to describe” and the object is “insulation materials. As discussed in Section 3 of this Handbook certain verbs are recommended for writing LOs and some are best avoided on the basis that the student activity implied can or cannot be easily measured. A classified list of verbs follows.

<b>Recommended Verbs</b>	<b>Verbs to Avoid</b>
to explain	to know
to show	to recognize
to argue	to understand
to describe	to deepen
to illustrate	to focus
to distinguish	to be able
to interpret	to have knowledge
to demonstrate	to know-how
to formulate	to concentrate
to respect	
to select	
to calculate	
to sketch	
to draw	
to assemble	
to disassemble	
to diagnose	

During the formulation of LOs, special attention should be paid to the object which the outcome refers to. There are cases when the outcome has more than one object, e.g. by the outcome: “to sew the trousers and the shirt according to the clients’ dimension” we have two objects; the trousers and the shirt. Since these two products are realized in different working procedures, it is recommended to formulate two particular outcomes that refer to these two different objects: (i) “to sew the trousers, according to the clients’ dimension”, and (ii) to sew the shirt according to the clients’ dimensions”. This facilitates and clarifies the organization of education, as well as learners’ assessment.

The following general advice in relation to writing LOs for VET should be kept in mind:-

- LOs should comprise two main elements, activity (active verb) and the object, but also conditions/requirements as needed.
- LOs should be formulated in such a way as not to create doubts and misinterpretations. By adding a condition LOs become more defined. For example, instead of the formulation “the student sews shirts”, it is better to use the formulation “the student sews shirts with sewing machine”.
- LOs should be “achievable”. They should not include requirements that are above the student’s capacities, nor should they require conditions out of the vocational school’s possibilities or that cannot be realized within an acceptable period of time.



- LOs should have a “meaning”. They should refer to learning activities (knowledge, habits, and attitudes) that have to do with the real students’ demands for employment or further education.
- LOs should have logical connection with the title and general competence of the module. For example, by the module “Sewing of men clothing”, the formulation “the student cuts the pieces of men clothing with scissors” would be improper because the module refers to the “sewing”, while the LO refers to the “cutting”
- LOs should contain appropriate interrelation between the cognitive and practical aspects.
- LOs should be relatively “independent”. Thus LOs can be realized through specific learning processes that can be separately evaluated.

### **3. Curriculum Writing for Vocational Subjects**

The curriculum structure in VET programs is a learning plan which contains a group of subjects/learning areas and modules arranged and distributed in time periods and didactical point in template form. Selected subjects and modules in the learning plan “are completed” with the content which is organized in different manners. As mentioned above, content of vocational theoretical subjects is organized in the form of learning program, while that of vocational practices is organized in the form of module descriptors.

In the text below is presented the actual template for VET curricula, which we recommend to continue using by curriculum development working groups.



**OUTLINE TEMPLATE FOR CURRICULUM DEVELOPMENT IN VET PROGRAMS**

Field: ...

Branch: ....

Profile: ...

Stage: ...

Foreword: ...

Composition of the working groups

..... (head of the group)

..... (member)

..... (member)

..... (consultant)

General aims of vocational education: ....

Target group ...

Possibilities for further education ...

Employment opportunities ...

Competencies gained at the end of education:

Social competencies ....

Methodological competencies ...

Learning competencies ...

Professional competencies ...



Curriculum writers need to take note of the time constraints placed on the teaching learning process in determining the number and complexity of the Learning Outcomes that they write for each Subject, Learning Area or Module. It will be necessary for them to plan out the number of teaching hours available for each Module for each Grade as in the following example.

	Subject/Learning Area and Learning Modules	Hours per year		
		Grade 10	Grade 11	Grade 12
<b>A</b>	<b>General knowledge (subtotal)</b>	<b>385</b>	<b>385</b>	<b>280</b>
1	...			
2	...			
3	...			
4	...			
5	...			
<b>B</b>	<b>Professional subjects (subtotal)</b>	<b>350</b>	<b>245</b>	<b>140</b>
1	...	70	70	-
2	...	70	35	-
3	...	70	-	-
4	...	140	140	70
5	...	-	-	70
<b>C</b>	<b>Modules of professional practice</b>	<b>315</b>	<b>420</b>	<b>630</b>
1	...	70	35	-
2	...	140	140	175
3	...	105	210	105
4	...	-	35	350
<b>Total hours per year</b>		<b>1050</b>	<b>1050</b>	<b>1050</b>

**Note:** In addition to guidelines described above, the curriculum development working groups for VET should have in mind to use other curricular guides developed under GTZ and KosVET project, which are more broadly focused in specifics of VET curricula.

## **SECTION 8 CONCEPTS TOWARDS COMPETENCY BASED CURRICULA FOR HUMANITIES SUBJECTS**

**Luljeta Demjaha**

### **1. Humanities in the new Curriculum Framework**

Humanities subjects are the collection of disciplines identified by the national Curriculum Framework as the following Learning Areas:- Society and Environment, and, Communication and Expression. These Learning Areas are very important for the development of students' personal and collective identity through the constructive cultivation of the traditions, language, culture and history of their communities and through the development of constructive attitudes and skills for active engagement in today's interdependent society. Students will learn how to live together peacefully, by developing attitudes of tolerance and respect for diversity and by learning to identify and work together on issues of common interest for different communities and the wider world. They will also learn how to cope constructively with the past and how to engage in the process of democratic renewal of Kosovo society competently and responsively.

The KCF specifies that within the Learning Area "Society and environment", learners will develop an awareness of themselves and the others in the context of their immediate and broader social contexts and environments. They will learn about their rights and responsibilities and will be able to visualize their roles in a democratic society, encouraging their active participation as citizens. Learners will also develop the competencies to live and work together in both ordinary and extraordinary circumstances (i.e. crises and emergencies) by cherishing values and practices such as freedom, initiative, solidarity, responsibility, peaceful conflict resolution and fair competition. The KCF further specifies that within the Learning Area "Communication and Expression, learners will "develop a coherent and comprehensive approach to moral and aesthetic values as well as broad cultural awareness, i.e. language awareness, awareness of one's own language and universal cultural heritage and awareness of traditions, habits and mentalities."

During Primary Education (Grades 1-5), the teaching and learning of sciences is integrated with the teaching and learning of social studies under the heading of "*Knowledge and understanding of the world*". Based on such integrated teaching and learning learners will be: acquainted with their natural and man-made environment; develop a sense of inquiring about social and natural phenomena and processes; get familiar with basic concepts, skills and procedures associated with scientific knowledge in natural and social sciences; able to make appropriate connections between different aspects of the environment, life and work; able to understand and assess risks, connect decisions, actions and consequences in an appropriate manner, and develop a sense of responsibility for their own well-being. These topics will be combined with the study of Mother Tongue and English as well as the Arts. This mean that the above mentioned topics are 'humanity' issues which NCF is treating in the Learning area Communication and Expression, respectively: Mother Tongue, Foreign languages and Arts.

During Lower Secondary Education (Grade 6 -9), an integrated model of the teaching and learning of the humanities subjects will be observed, based on strands such as Space and

Time; Cultures: traditions, daily life and celebrations; Occupations; Systems of governance; The role of citizens in democratic societies; Rights and responsibilities; Human Rights and Children's Rights; Peaceful Conflict Solving. In the Communication and Expression Learning Area, the learning of languages other than Mother Tongue and English will be introduced. The different strands and thematic approaches will point to the links between history, geography and civics from the perspective of overarching education aims, such as Learning to Live Together, competency development for life and work, and education for sustainable development, including eco-awareness.

During Upper Secondary Education (Grades 10 to 12), in general education programs, the humanities will be taught as the discrete subjects of history, geography and civics, emphasizing the development of relevant key competencies in a balanced way and encouraging the systematic use of knowledge, the skills of interpretation and analysis of sources of the history and geography of Kosovo, Europe and the broader world and analysis of current phenomena linked to globalization; democratic citizenship and human rights. The study of the Arts, Mother Tongue, English and Other languages will continue.

In the vocational school the curriculum of Humanities subjects will be based on a thematic approach, with selected themes focusing on life- and work-related aspects. This is similar to curriculum based in learning projects. According to this model, all learning activities are structured in the form of projects (plans) for achievement of a relatively complex 'product'. During the accomplishment of these activities in order to realize the product, students acquire required knowledge, develop skills and create attitudes. In this context, acquired competencies will of course depend on specifics and characteristics of selected 'product' to be realized. Example: if the product to be achieved is 'responsible citizen', in this case the competencies to be developed are related to Civic competencies (exercise their rights and responsibilities, respect the rights of others, demonstrate tolerance, manage and solve conflicts constructively, etc.).

## **2. The curriculum dimension of the Humanities**

Within the KCF there is clearly a blurring of the boundaries between separate Humanities subject areas. The KCF sees the humanities as a central dimension for the whole school curriculum. It seeks to provide students with a framework for inquiry that has distinctive characteristics that utilize different methodologies for critically examining the world in which they live. In the curriculum writing process, curriculum writers should seek to maximize the impact of the Humanities curriculum by maximizing the following key areas:-

### **1. Learning experiences**

The Humanities dimensions should explicitly acknowledge the human basis of the learning experience. It should focus on the human dimension of the curriculum, dealing with humankind's interaction with different environments in a variety of contexts – natural, scientific, technological, artistic, philosophical, historical, spatial, cultural, social, economic, political, moral and spiritual. Therefore, the humanities dimensions should extend beyond the remit of any single subject discipline – or any loose affiliation or federation of 'selected' subject disciplines. The CF is emphasizing the different

strands and thematic approaches will point to the links between history, geography and civics from the perspective of overarching education aims, such as learning to live Together, competency development for life and work, and education for sustainable development.

## 2. School mission and ethos

When identifying as a central part of the school mission and ethos, the Humanities can offer a range of curriculum models which focus on the quality of students' whole learning experience, encouraging students to learn about issues and examine their own values and attitudes as individuals in a post-industrial, global and interdependent society. It should enable young people to play an active, well informed role in the community, and prepare them for further education and the world of the work. This is related with school autonomy. Example: while keeping the new philosophy of NCF (competency based and integrated approach), each school can adapt/ modify the curriculum into the model which in the best way suit the specifics of their local community.

## 3. Teaching and learning

The Humanities dimension should recognize, support and develop innovative teaching and learning methods. The importance of transfer between subjects should be recognized, valued and encouraged. The Humanities offer a range of opportunities for students to develop experiences in inquiry and problem solving skills and support students in their development as confident, autonomous and reflective learners, helping them to apply their understanding of concepts, building their knowledge and developing skills in new and challenging ways.

## 4. "Key issues"

The Humanities should seek to be concerned with the exploration of 'key issues' crucial to humankind. We should seek to offer students opportunities to relate their experience of the world to wider areas of knowledge and experience. Students should understand the importance of change and development; learning about change and importance of their roles as potential agents of change at personal, community, national and global levels. In this respect Humanities dimensions shares many approaches described in the order for Citizenship. Example: Human rights and Education for Democratic Citizenship, Gender equality, Peace Education, Intercultural understanding, Education for Sustainable Development, Global Education, Media Education, etc.

## **SECTION 9 CONCEPTS TOWARDS COMPETENCY BASED CURRICULA FOR MATHEMATICS AND SCIENCE SUBJECTS**

**Eda Vula**

### **1. Introduction**

The Kosovo Curriculum Framework reflects an approach based on competency and learner-centred teaching based on six broad Learning Areas common to both general and vocational education. Mathematics and Science are two of the Learning Areas and are critical in developing thinking and competency for work and life. The purpose of this Section of this handbook is to increase familiarity with key concepts in science and mathematics as they relate to curriculum writing and to improve practical skills in writing learning outcomes.

### **2. Concepts and Key Competencies for Curricula for Mathematics and Science**

Curricula for mathematics and science represent a substantial part of the Kosovo Curriculum Framework. Both subjects have much in common and in developing the curricula for each it is necessary to ensure coherence and complementarity between them and to include cross-curricular references wherever possible. The horizontal and vertical development of mathematics and science curricula requires coherence between different grades, correlation with other Learning Areas and the inclusion of cross-cutting issues. In addition, both mathematics and science curricula should refer to specific Key Competencies which are being promoted through the KCF. For instance, the Key Competencies promoted through mathematics include the Key Competency of communication skills such as discussion of geometrical information, presentation to class of solutions to problems, and the use of precise language in the analysis of mathematical issues. Further, Key Competency communication skills involved in the teaching of science include use of appropriate scientific language and terms, communicating scientific concept and explaining the behaviour of living things, materials, phenomena and processes.

### **3. Practical Exercise: Mathematics and Science Learning Outcomes for Key Competencies**

Please examine the following table and write one Learning Outcome for Mathematics and Science for each of the 6 the KCF's Key Competencies. You can find more detail about the Key Competencies on pages 30 to 38 of the Curriculum Framework.



KEY COMPETENCIES	MATHEMATICS	SCIENCE
	Students will be able to:	Students will be able to:
Communication and expression – Effective Communicator	- use precise language and exact methods to analyze geometrical 3D shapes; -	- use precisely SI units for measurement during a experiment in science’s laboratory -
Thinking – Creative Thinker		
Learning competencies – Successful Learner		
Productive Contributor – Life, Work and Environment		
Life, Work and Environment		
Personal – Healthy Individual		
Civic Competencies – Responsible Citizen		

#### 4. Conceptual framework for mathematics curricula

Mathematics curricula should be seen as a general teaching and learning plan. It is made of formulations for goals and objectives, content in the aspect of theoretical knowledge, practical skills that must be developed, attitudes toward the work for materials needed to support learning in general.

The goal of teaching maths expresses the bases on which a maths curriculum is built. An example of a formulation is shown below, which can be considered by curriculum writers, when writing competency-based learning outcomes.

“Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to conjecture, to reason logically and to use a variety of mathematical methods effectively to solve problems. The ultimate goal of mathematics education is for all students to develop mathematical power to participate fully as a citizen and worker in our contemporary world.”<sup>1</sup>

So, the mathematics curriculum should focus not only on content but should take into consideration the needed skills and basic processes that are used by students to build the understanding of maths and to support lifelong learning, i.e.

- development of knowledge for basic mathematical concepts
- personality development of all students - inclusion
- development skills to work independently and systematically
- development of skills and abilities to think creatively and critically
- promotion of curiosity and encouragement to research
- possession of new knowledge in order to apply them in problem solving situations in everyday life and in other school subjects,

These can be achieved only through necessary processes that are used by teachers and students, which are:

- **Communication** -reading, representation, listening, writing and discussing mathematical ideas.
- **Relationship** – relating mathematical ideas with real world phenomena and personal experiences.
- **Calculation skills** – calculating without using auxiliary tools and using efficient and flexible strategies to make mathematical judgment.
- **Problem solving** – finding solutions in creative ways through listening, discussion and using different strategies.
- **Justification** – logical thinking for mathematical processes and mathematical understanding.
- **Technology** – elaborating and creating models, evaluating relationships, proving assumptions and solving problems using calculators and computers.
- **Visualisation** – describing concepts and relations by thinking about a picture and an image to judge in relation with numbers, measures and geometry or with statistic elements.

The intertwining of basic aspects presented in KCF, p. 45 (see table), processes and competences are bases for the coherence between levels and for the general development of mathematics curricula.

---

<sup>1</sup> Michigan Curriculum Framework (1996)

Levels	ISCED 0	ISCED 1		ISCED 2		ISCED 3	
Mathematics	Activities that encourage the judgment, numerical skills, Investigation and discovering of the environment	KS 1	KS 2	KS 3	KS 4	KS 5 GE	KS 5-VET
		Activities that are focused on judgment, numbers and problem solving	Calculation skills, arithmetic, geometry	Arithmetic, algebra, geometry	Arithmetic, algebra, geometry	Algebra, geometry, trigonometry, mathematical analyses and statistics	Algebra, geometry, trigonometry, mathematical analyses and statistics

In the first level, learning of maths must ensure that the necessary connections have been made between the knowledge for numbers, geometric figures, calculation and problem solving skills; in the second level this knowledge must be integrated with knowledge of algebra and statistics, and in the third level, learning of maths must ensure an expansion and deepening of knowledge in trigonometry, mathematical analyses and probability. One of the most important aspects for all levels and especially for VET is the inclusion of applied mathematics and integration with all cross-curricular issues.

**Practical work:** It is very important for Learning Outcomes writers to remember that competences are “a combination of skills, abilities and knowledge needed for carrying out a specific task”.

In the table below are given some learning outcomes and with [C]; [R]; [C.S]; [P.S];[J]; [T];[V] are written the corresponding mathematical processes: Calculation, Relations; Calculation Skills, Problem Solving, Justification, Technology and Visualisation. Please analyse each outcome by showing which level does it belong to and what processes are used.

	Learning Outcome	General or Specific?	ISCED Level?	[C]; [R]; [C.S]; [P.S];[J]; [T];[V]
1	To explain methods of solving problems with numbers and data			
2	To use synthetic methods to verify the generalisations relating to class features of geometric figures			
3	To describe the features of geometric figures that are in the classroom			
4	To use concrete and/or illustrated materials to present actions with			
5	To use concepts such as, equal, smaller, bigger, and explain relations between numbers			
6	To illustrate the process of solving problem with one variable using concrete materials or diagrams			[R]; [PS];{V}
7	To determine equivalent forms of			

	algebraic expressions by identifying common factors and the factorisation of the trinomial of $x^2 + bx + c$ form.			
<b>8</b>	To calculate the surface and volume of a direct prism			
<b>9</b>	To describe the role of probability and statistics in society			[C], [J]
<b>10</b>	To present graphically the logarithmic function $y = \log_b x$ , $b > 1$ and to analyse its features			

Curriculum implementation ‘in practice’ is linked with teachers’ professional development, which expresses not only the process of analysing existing practices, but it also is a necessary process to realise curriculum changes and other innovative processes in education. (See Sec.6)

## 6. Conceptual framework for science curricula

The following quotation comprises an overall description of the purpose of Science and the competencies that the study of Science confers. Please examine the quotation carefully.

“Science is a way of making sense of the natural world. Scientists seek to describe its complexity, to explain its systems and events, and to find the patterns that allow for predictions. Science is the basis for the design of technologies that solve real-world problems. Not all students will become scientists or engineers. But science and technology occupy ever-expanding places in our everyday lives. As citizens, we are asked to make decisions about social issues that involve science and technology. As workers, we have occupations that increasingly involve science and technology. In the 21st century, adults will need to be comfortable and competent in a complex, scientific and technological world. Schools have the responsibility of preparing students for the future. Schools must prepare all students — regardless of their future aspirations — to be scientifically literate.”<sup>2</sup>

Following on from this general statement we can define the competencies conferred by the study of Science more specifically. Through the study of Science students should be able to:-

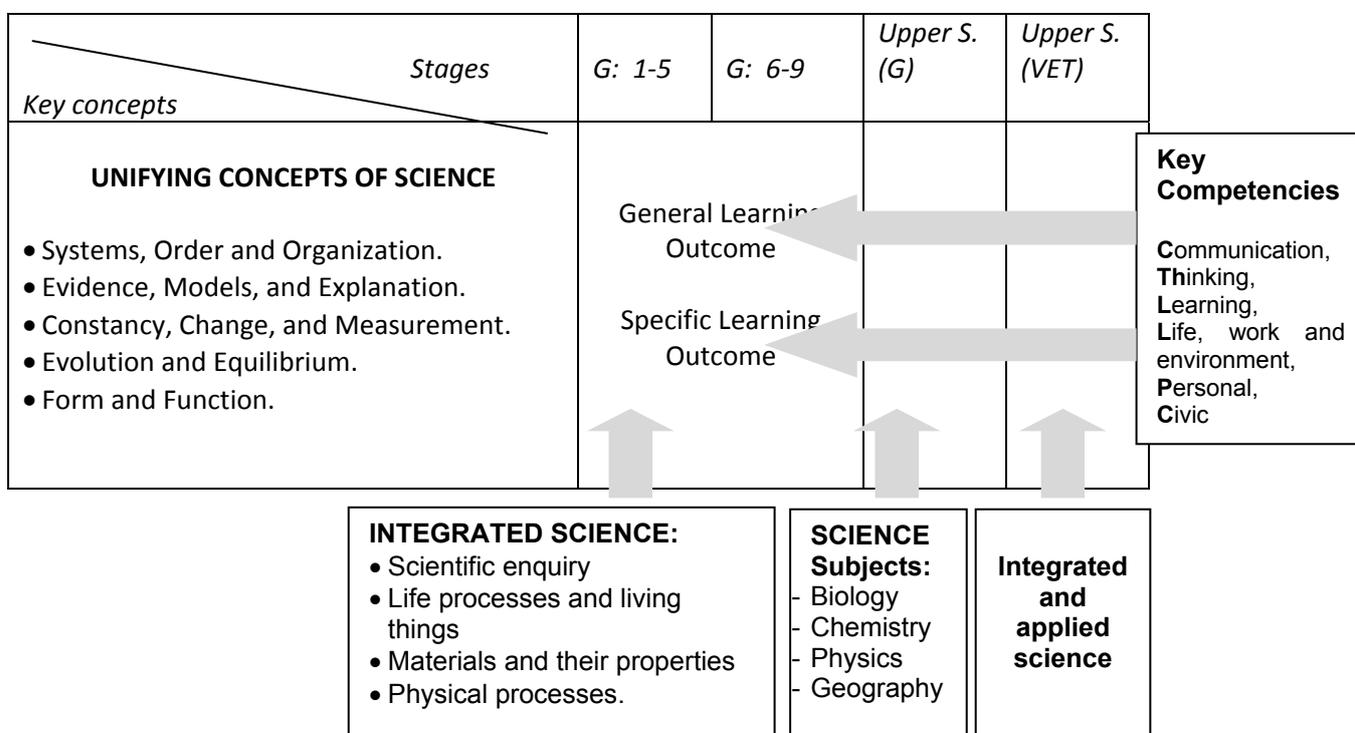
- understand the nature of science and scientific knowledge as a unique way of knowing
- understand and accurately apply appropriate science concepts, principles, laws, and theories in interacting with society and the environment
- use the processes of science in solving problems, making decisions, and furthering understanding
- understand and appreciate the joint enterprises of science and technology and the relationships of these to each other in the context of society and the environment

<sup>2</sup> Michigan Curriculum Framework (1996)

- develop numerous manipulative skills associated with science and technology, especially with measurement
- interact with the various aspects of society and the environment in ways that are consistent with the values that underlie science
- develop a unique view of technology, society, and the environment as a result of science education, and continue to extend this interest and attitude throughout life.

### 7. Practical Exercise: Learning Outcomes for Science

The chart below provides an graphical presentation of how Science processes and the Key competences influence learning outcomes. Please examine the chart carefully and write one General Learning Outcomes for each Learning Stage (ISCED level) and Specific Learning Outcomes for Grades: 1-5; 6-9; 10-12 (gymnasium) and 10-12 (VET).



Science curricula consist of:

- **Integrated sciences, technology, society and environment** – to develop the understanding for the nature of science and technology, relations between science and technology, and the understanding of society and environmental contexts of science and technology.
- **Skills** – to develop the knowledge and skills required for scientific research, for problem solving, for communication of scientific ideas and results and to cooperate with others.
- **Knowledge** – building of knowledge and understanding concepts of science for life, science for matter and science for space, and using this understanding for interpretation, integration and expansion of knowledge.

- **Attitudes** – encouraging the development of attitudes that support responsibility taking in using the scientific knowledge and technology for mutual benefit, for themselves, society and environment.

So, science curriculum in general contains the description of learning outcomes, teaching strategies, assessment techniques and models which help in developing scientific competences.

## **SECTION 10 REVIEW OF 2001 SYLLABI AND TEXTBOOKS IN PILOT SCHOOLS IN THE LIGHT OF THE NEW CURRICULUM**

**Lindita Boshtrakaj**

### **1. Rationale, Aims and Principles**

The process of syllabus and textbook review will take place at school and community level, in the lead municipalities and schools selected for direct participation in the process of curriculum development. The aims of the process are:-

- a) identification of gaps of existing syllabi and textbooks for each level/curriculum stage
- b) familiarisation of teachers with the key competencies envisaged for each level/curriculum stage
- c) reflection on the relevant Curriculum Framework provisions for organisation of teaching and learning experiences at respective levels/curriculum stages
- d) establishment of a culture of active school engagement in an ongoing process of data gathering and analysis, documentation of challenges and identified solutions towards improvement of curriculum provisions and better performance in meeting the curriculum requirements<sup>3</sup>.

The starting point for the revision of the existing curricula and textbooks will be the principles underpinning the development and implementation of the curriculum framework in Kosovo (Chapter 2 of the Curriculum Framework). These principles are:

- a) Learner-centred teaching and learning and inclusion
- b) Competency-based approaches
- c) Integrated teaching and learning
- d) Flexibility and mobility
- e) Transparency and accountability

### **2. Issues to be addressed**

---

<sup>3</sup> A Report on lessons learnt and recommendations for follow up in all schools as part of implementation of the new curriculum will be prepared by MEST by the end of the review process.

- a) Is the content of existing syllabi (and textbooks) sufficiently relevant to enable development of the key competencies envisaged for respective education levels/key stages in the new curriculum?
- b) To what extent do the syllabi and textbooks promote (a) learning that is linked to the individual learner's background and experiences, interests and capacities, (b) learning that is meaningful and child-friendly (for instance, practical and problem-solving oriented activities) To what extent do the existing syllabi and textbooks provide for customized solutions to accommodate learning differences and specific needs, thus contributing to the full development of the learning potential of each individual?
- c) To what extent do the existing syllabi and textbooks enable development of learners' competencies for life and work in compliance with the specifications of the cross cutting competencies of the new curriculum?
- d) To what extent do the existing syllabi and textbooks reinforce meaningful connections between learning areas and subjects, appropriate teaching and learning methodologies and appropriate assessment procedures?
- e) To what extent do they make meaningful connections between conceptual approaches and practical dimensions?
- f) To what extent do they integrate emerging areas which reflect new developments in society, economics, culture and science (such as ICT, e-learning, media awareness, life skills)?
- g) To what extent do they provide a life-long learning perspective: preparation of learners to deal throughout their lives with the ever more complex challenges and opportunities within a knowledge society and economy?
- h) To what extent do they enable schools to develop additional curriculum elements to meet learners' individual needs and reflect the circumstances of the community where the school operates?
- i) To what extent do they allow for flexible planning and use of school time that allows interactive teaching and learning?

Further, the process will also focus on the factors that influence organization of teaching and learning experiences in school and implementation of curriculum framework provisions.

The review process will be monitored and supported by the Technical Team of MEST for Curriculum Development.

### **3. Participation in the Review Process of existing curricula and text books**

The review process will involve teachers, parents, students, municipal authorities and teachers' Trade Unions and representatives from disadvantaged groups. It will be facilitated by the teachers who will initially be actively involved in curriculum development with the support of the Technical Team of MEST for Curriculum Development and with the support of Municipal Directorates of Education.

At school level, Curriculum Review Teams (CRT) will be established in consultation with school managements and municipal authorities in each lead school. The role of CRT will be to manage and coordinate the review process at school level, including the organisation of review activities and the administration of review instruments.

In primary schools, the CRT will include one coordinator, two teachers responsible for coordination of the process at primary level and two teachers for coordination of the process at lower secondary level. In upper secondary schools, the CRT will include one coordinator and two teachers responsible for coordination of the review process for each profile/stream.

Selection of teachers for the Curriculum Review Teams will be made from the pool of teachers who are directly involved in the curriculum development process.

At central level, the process will be monitored, facilitated and coordinated by the Technical Team of MEST for Curriculum Development (TTCD), mainly by Coordinators for Education Levels. The role of the TTCD will be to a) identify members of the CRT for each lead school, b) prepare the necessary tools/instruments for the review process, c) organise and facilitate the workshop at central level for exchange of the results from the review process among the lead schools and consolidation of the feedback and d) prepare a report from the review process including recommendations for the curriculum development process.

#### **4. Review activities**

The review process will include the following activities at school, municipal and central level.

At school level:

1. Initial feedback in the provided templates for syllabus and textbook review by the selected teachers for each level/curriculum stage
2. Consultation workshops of the CRTs with all teachers of respective level/curriculum stage and collation of the feedback in the template (at least by one workshop for each key stage/ lead school)
3. Consultation workshops of the CRT with selected parents of respective level/curriculum stage and collation of parents feedback in the template (at least by one workshop for each key stage/ lead school)

At municipal level:

4. Consultation sessions with municipal education authorities
5. Consultation sessions with municipal branches of the Teachers' Trade Unions

At central level:

6. A two day workshop with all CRTs to exchange the initial feedback from the review process and to consolidate the feedback.

#### **5. Tools and instruments for the review process**

Guidelines and tools for syllabus and textbook revision will be prepared to support the revision process at school and community level. These tools will include:



- a) Guides for facilitation of the consultation process with teachers, parents, students, municipal authorities and Teacher Trade Unions at local level on the existing syllabi and textbooks for each grade of compulsory education
- b) Guides for consolidation of the written feedback of teachers, parents and students on existing syllabi and textbooks for each key stage
- c) A website dedicated to the curriculum review process will be established by MEST to facilitate the process by a) explaining the review process, b) making all the necessary tools and instruments available to the CRTs and the wider audience, c) enabling exchange of information among the CRTs and regular update on the process, d) enabling participation of a wider audience and e) providing all the necessary explanations on the frequently asked questions and links to the important documents.
- d) Guides for CRTs for organisation of review activities
- e) The template for collection of the feedback
- f) Tentative agendas for the consultation workshops
- g) A template for preparation of reports from each consultation workshop/session
- h) Guides for uploading information to the website.