

**EU EDUCATION SWAp PROJECT: SUMMARY OF MAIN POINTS ARISING FROM PUBLIC DISCUSSIONS ATTENDED 4-17 JUNE 2010 (Gjilan, Prizren, Pristina, Suhareke, and Kamenice)**

**1 LOGISTICS ISSUES**

- Venues not always suitable for PowerPoint presentations and discussions; equipment sometimes not available or wouldn't work
- Lack of consistency in approach at each discussion; sometimes well structured (Suhareke) based on three key questions, other times only on reading out the leaflet
- Many participants only received information on the public discussion and on the KCF on the day
- Lecture-style presentation didn't fully engage the audience
- Missed opportunity to do group work with, for example, groups of teachers (for example in Gjilan, where they had a separate discussion session) and model the interactive approach the KCF encourages with students
- Male-dominated audiences and speakers (maximum of one-third women in one discussion observed but usually less)
- Very few members of minorities present
- No obvious link to parallel public awareness campaign (not yet started?)

**2 MAIN CONCERNS OF PARTICIPANTS**

**General/systemic**

- Lack of information and preparation for meeting
- Doubts about system capacity to meet KCF targets, the speed of reform and implementability in Kosovo conditions; KCF too advanced to be implemented; weak school infrastructure
- Plan for extended school year (too hot to teach)
- Lack of advisory support for schools; no pedagogues etc.
- Lack of identification of individual student needs at the beginning of their school careers
- English from G1: lack of qualified teachers and interference with Albanian
- Teaching of integrated subjects means loss of contact hours and teaching jobs
- Albanian language as a second language: lack of trained teachers for this
- Albanian language and ethnic minorities: unclear if this is compulsory or optional; schools may make the wrong choice
- The national examination is not suitable for testing of all knowledge in one day
- There is a problem of teaching Information technology in different languages: no curriculum and no textbooks
  
- Need to implement more and move away from experiments with the curriculum. There is a fear that we could damage students; need to motivate teachers.
- Lack of qualified teachers in general and for English, music, health
- Relevance of foreign curriculum models?

- How to use the optional part of the curriculum
- Roma find it hard to position themselves. Keep in mind the interests of minorities- avoid prejudice and discrimination. Textbooks have errors.
- G0 and tertiary VET: accommodation/facilities?
- Before KCF implementation need better equipped schools and better teacher salaries
- Teachers can't cover the existing syllabus
- Making upper secondary compulsory not a good idea: many students entering upper secondary are not capable of doing course
- If teachers are provided with for example three-week training to teach integrated subjects, this will be inadequate

### **Resources**

- Overloaded textbooks with errors
- In Grades 1-3, books too many and too heavy for small children to carry
- Grade 9: problem of no proper textbooks until now; need to motivate students, especially in Grade 12, which should be a very specific towards University. Need to involve parents – will deepen and contribute to all the rest.
- No ICT curriculum and no textbooks in lower secondary for Bosniak and Turkish students.

### **VET**

- Lack of textbooks and practical work opportunities for VET students
- Life and work should be more work related and need to engage the parents in helping to orient to the labour market.
- In VET there is a clash between 'Life and Work' and requirements of various competencies such as plumbing.
- In VET the percentage allocations in the KCF leaflet are too general; it is not possible to organise on this basis. VET is all about skills for the labour market, so 35% is insufficient. Life and work should be 70%, with non-vocational subjects, for example mathematics, adapted to the specialism. For example, medical school mathematics needs to be different from that taught in the gymnasium.