

**DISCUSSION PAPER: TRAINING TEACHERS FOR  
THE NEW KOSOVO CURRICULUM FRAMEWORK (KCF) JULY 2010**

**Executive Summary**

**The intention of this paper is to stimulate discussion about the implications of the KCF for pre-service and in-service teacher training courses and should be read in conjunction with the project's technical advice of 28 June 2010 to the Ministry of Education, Science and Technology (MEST) on the implementation plan for the KCF and the need for capacity building, especially in terms of teacher development. The paper has been prepared by Richard Webber, Senior Expert for Curriculum and Teacher Development with extensive advice from EduSWAP team members and senior Kosovar educationists. The main recommendations of this paper follow:-**

1. The national implementation of the Kosovo Curriculum Framework (KCF) should be delayed until the 2015/16 school year in order to provide adequate time for the specific training of all 25,000 teachers in topics related to the requirements of the KCF.
2. MEST should take an active role in determining what kinds of KCF-related in-service courses training providers should offer teachers under the Teacher Licensing Scheme, if they are to be eligible to receive MEST or MED funds for Teacher Training under the Scheme.
3. MEST Teacher Training Department to manage the procurement of KCF-related teacher training from training providers via open tenders. Training to be provided to TT Department in support of this and staff strength to be appropriately increased.
4. Teachers to be required to take MEST-specified KCF-related courses throughout the school years in 2 or 3 day blocks making use of the additional 15 working days added to the school year consequent on the extension from 37 to 40 weeks.
5. The University of Pristina Pre-Service and Upgrading (2 year to 4 year Degree) courses should be modified to include MEST-specified KCF-related courses as soon as possible and not later than by the end of academic year 2011/12. Non-Education Faculty courses should include a KCF-related methodology option for those students considering a teaching career, for example in vocational schools.
6. Trainer Training should be undertaken during the 2011/12 school year in a cascade as follows: Core Trainers train 45 Key Trainers who train 850 Regional Trainers
7. MEST should monitor Trainer Training, Teacher Training and training materials for a balanced representation of trainers and trainees in terms of sex, ethnicity and disability.
8. Estimated costs of the training programme for the 4 years 2011/12 to 2014/15, in addition to the estimated training cost of the Teacher Licensing Scheme is estimated to be Euros 14.2 million. (See Annex 2 for details.)

9. The proposed USAID “Basic Education Project” and the Teacher Training component of EU IPA 2009 “Support to Employment and education” project should provide substantial support to the trainer training and teacher training outlined in this paper from September 2010 and September 2011 respectively, with the potential support of other donors such as GTZ and World Bank.

### **1. The need for specific teacher training for the KCF**

The introduction of the new KCF will be dependent for successful implementation on the skills of teachers to use it effectively in the classroom. At present teachers do not have these skills or have them inadequately, although previous training programmes such as the Critical Thinking and Step by Step programmes of KEC, as well as other child-centred programmes, have indeed had positive impacts. It is proposed elsewhere (“EU Education SWAp technical advice to MEST 28 June 2010”) that the implementation of the KCF should be delayed by two years from the currently planned 2013/14 to 2015/16 to allow adequate time for the necessary institutional and human capacity building relating to teacher training, assessment, inspection, school management and materials production. The most important element of this proposed human capacity development is teacher training. It is proposed below (Section 4 and following) that a directed and intensive teacher training programme should be undertaken to ensure that teachers have adequate skills to implement KCF in their classrooms. The 20 hours per annum per teacher currently envisaged under the Teacher Licensing scheme, primarily designed as a means of systematically qualifying and licensing teachers (including accreditation of previous training), rather than as a planned support to the introduction of the KCF, will in no way be adequate for this purpose.

### **2. Pre-Service and upgrading programmes at the University of Pristina**

At present none of the Pre-Service or Upgrading teacher training programmes listed in the Faculty of Education “Student and Staff Handbook”, or of other training providers, directly address the specific teacher training needs of the KCF, although existing courses do contain elements which can be developed and adapted to meet the specific requirements of teacher training for the KCF. It might be argued that the training programmes offered by the University of Pristina, i.e. upgrading from 2 year Degree to 4 year Degree for 7,000 teachers and Pre-Service programmes, impart generic skills that teachers can themselves apply to the specifics of the KCF. However, this approach is not sufficient to ensure that teachers have a very clear understanding of the very considerable challenges that they will face in implementing the curriculum outlined in the KCF and the specific skills that they will need to acquire through specific training courses, including: Teaching by Competency and Key Stage, Integrated Science for Lower Secondary Teachers, Integrated Social Studies, English from Grade 1 for Primary Teachers and many more. It is therefore necessary that the current University of Pristina courses be substantially adapted to incorporate specially designed elements that meet these needs. This is an urgent matter requiring considerable dedication by University staff under the direction of MEST and supported by external consultancy, possibly provided by the European Union under the IPA 2009 “Support to Employment and Education” project, by the USAID Basic Education Programme 2010-2105 and related funding mechanisms for support to the Faculty of Education and by other potential donors such as GTZ and World Bank. It will be important to ensure that the training needs of teachers in vocational schools are fully met given the substantial number of students in those schools in upper secondary grades.

### **3. Teacher Licensing Scheme**

It is currently envisaged under the Administrative Instructions published for the Teacher Licensing Scheme that all teachers will be required to complete at least 100 hours of in-service teacher

training every five years in order to enhance their skills and in order to retain their licenses. As currently proposed, the courses to be taken will be dependent on what training providers wish to offer and not necessarily on the specific requirements of teachers implementing KCF in their classrooms. This Teacher Licensing Scheme will be valuable in establishing a system of teacher training which links qualification, skills, promotion and pay. However, the element of choice in the system both for training providers and for individual teachers (they may be required to take some core courses but can also choose elective courses) may well mean that teachers will be able to complete their 100 hours and retain their license without having completed sufficient specific training required to enable them successfully to implement the KCF in their classrooms. In other words, much time and money would be spent on training but it would not, as currently conceived, necessarily equip teachers for the KCF.

However, the in-service programme that is suggested in the remainder of this paper is highly compatible with the mechanisms of the Teacher Licensing Scheme and would in no way delay the implementation of the scheme. The number of hours training that teachers would be required to undertake in specific preparation for KCF implementation would be credited towards their licensing requirements as currently envisaged. The only change to the system as currently conceived would be that teachers would be required to take many more hours of training in the three years prior to the proposed delayed implementation of KCF in the school year 2015/16. What is additionally required is that that MEST takes active control of determining what kinds of MEST-funded courses training providers should offer for in-service teachers and teachers are required to take these courses.

#### **4. A new programme of In-Service Teacher Training**

With regard to the 25,000 serving teachers, it will be absolutely necessary to create and provide specific in-service teacher training in order that teachers are able to implement the KCF. A range of courses like the ones presented in the following table will be needed for teachers in the different stages of education specified.

An indicative outline of each course is presented in Annex 1 to this paper. These courses are merely an indication of the sort of programme that would be needed. Further research and consultation would be required before a definitive list of courses and their contents could be developed.

<b>Indicative list of courses for teacher training for the KCF</b>		
<b>Teacher Category</b>	<b>Course Title</b>	<b>Hours</b>
Pre-School	“Core Skills to teach the new Kosovo Curriculum”	240
	“Early Childhood Development and Teaching Methodology”	120
Lower Primary	“Core Skills to teach the new Kosovo Curriculum”	240
	“English for Young Learners”	120
Upper Primary	“Core Skills to teach the new Kosovo Curriculum”	240
	“Special Mathematics for Primary Teachers”	120

Lower Secondary	“Core Skills to teach the new Kosovo Curriculum”	240
	“Integrated Subjects for the new Kosovo Curriculum”	120
Upper Secondary	“Core Skills to teach the new Kosovo Curriculum”	240
Upper Secondary Vocational	“Core Skills to teach the new Kosovo Curriculum”	240
	“Upper Secondary Vocational Methodology for KCF”	120

### 5. Scheduling of in-service training hours

The draft Pre-University Education law proposes that the school year be extended from the current 37 weeks to 40 weeks. The extra 15 working days that the law proposes should be used in the three years between the school year 2012/13 and national implementation of the KCF in 2015/16 (the proposed new date) for KCF-related teacher training and not for classroom teaching time. (After KCF implementation the 15 days would be used for teaching as originally planned.) The year 2011/12 should be used for training the trainers. On the basis of eight teacher training hours per day for 15 days this would provide 120 training hours for each of the three years between 2012/13 and 2014/15. (After KCF implementation in 2015/16, teachers should be required to complete a minimum of 20 hours of in-service teacher training each year as currently envisaged in the Teacher Licensing Scheme.) Classroom teaching would be suspended during training days. Training would take place during the school term in 6 blocks of 2 days and one block of 3 days (total 15 days). Training days would be scheduled to precede or follow weekends and holidays in order to minimise disruption to the run of normal teaching days.

From the preceding paragraph it is apparent that, for the majority of teachers, adequate training time for KCF-related training will be available, i.e. 120 hours per annum for each of three years before national KCF implementation and 20 hours per annum thereafter. The exact mix of core and training-level specific training courses, as listed in the above table, will need to be determined in more detail but the clear conclusion is that adequate in-service training can indeed be undertaken by most teachers. In the case of those teachers who are, or will be, involved in the programme to upgrade teachers (2 year to 4 year Degree), the situation will be more complex. It would seem that the addition of KCF-related in-service courses to their existing commitment to a weekend upgrading programme might be excessive. The ideal solution would be that the upgrading course was reformed to include the content of the KCF-related in-service programme. It would, of course be necessary to train Faculty of Education staff to undertake this task and it is possible that the EU project IPA 2009 “Support to Employment and Education” project and the USAID “Basic Education Project”, together with other donors such as GTZ and World Bank, might fund consultancy for this purpose.

### 6. Trainer Training

In order that this very substantial programme of KCF-related teacher training be undertaken from 2012/13 it will be necessary to train the trainers in 2011/12. The training would be on a cascade model. Experienced national and international “Core Trainers” (-the latter potentially available

under the provision of such projects as EU IPA 2009 “Support to Employment and Education” and USAID “Basic Education Project”-) would train 45 “Key Trainers”. “Key Trainers” would train 850 “Regional Trainers”. “Regional Trainers” would train the school teachers. “Core Trainers” would be recruited internationally and from the pool of the most experienced trainers in Kosovo. “Key Trainers” would comprise university and teaching staff that have proven training skills and experience. “Regional Trainers” would comprise senior school teachers who have training experience or potential.

There are inevitable problems of message dilution in a cascade model but there is no alternative if all 25,000 serving teachers are to be appropriately trained in time for national implementation of the KCF in 2015/16. However, the strength of the cascade system should be enhanced by distance methods including the timely provision of supporting print materials for supplementary self-study, backed up by online support from an internet portal provided by MEST or a contracted institution. (The existing five Didactic Centres could provide useful logistical support in this process.) Further, the “Core Trainers” who train the “Key Trainers” at the start of the cascade process should also provide support to the trainers and trainees further down the cascade via short refresher courses for trainers, one-to-one coaching and mentoring as needed, support to the preparation of teacher self-study print and electronic media, constant monitoring and review of the training system and the provision of technical advice to the managers of the whole training process in MEST. The international trainers might be supplied under the teacher training element of the USAID Basic Education Project and the forthcoming EU IPA 2009 project from September 2010 and late 2011 respectively.

MEST should carefully monitor the recruitment of trainers to ensure a balanced representation of staff by sex, ethnicity and disability.

### **7. Management of the teacher training programme**

The management of the proposed KCF teacher training programme will be challenging. The appropriate department to undertake this task would be the MEST Teacher Training Department, in close consultation with the State Council for Teacher Licensing. The MEST Teacher Training (TT) Department should be responsible for the procurement and monitoring of all teacher training relating to the KCF. The MEST TT Department should place advertisements in the press inviting training providers to apply to undertake teacher training programmes and the terms of payment that would apply, including fees for trainers and a management fee payable for each trainer deployed. The advertisement should specify the content and duration of courses that MEST wishes trainers to undertake and the qualifications and experience it expects trainers to have. The MEST TT Department should then analyse the replies it receives from training providers and select those that most closely meet MEST’s training course and trainer specifications, using an independent panel including members of the State Council for Teacher Licensing. The training providers would then be responsible for paying and managing the trainers. In this way MEST would not be directly involved in the day-to-day management of the training process but would be able to control the quality of training providers and training staff after tender and then to monitor and intervene in the actual training process as necessary. MEST should also formally monitor the provision of trainers for inclusiveness by gender, disability and ethnicity and intervene to correct any imbalances in close cooperation with the Inspectorate.

The MEST Teacher Training Department would need substantial training and support in managing this process. Further, the staff strength of the Department would need to be appropriately augmented to deal with the increased work load. MEST may wish to request training for the Department under the Teacher Training component of EU IPA Project 2009 and the USAID Basic Education project.

Potential training providers currently include the University of Pristina and its various Faculties and Departments, the American University in Kosovo and other private universities, Kosovo Education Center (KEC), international organisations such as CoE, OSCE, GTZ, World Bank, private language schools and NGOs and other donor-funded or supported organisations. At the moment many of these training providers decide what training they organise on the basis of their understanding of the needs of Kosovo in relation to the particular interests of their projects and programmes. However, under the proposals made in this paper any training provider which wished to obtain a contract from MEST to supply teacher training for the KCF would need to adapt their existing and proposed training programmes or prepare new training programmes to comply as closely as possible with MEST's advertised requirements. In this way MEST, rather than training providers, would determine what training was provided.

MEST should require, through the terms of reference in tenders for training provision and also through systematic monitoring after award of contract, that all training providers employ a good balance of training staff in terms of sex, ethnicity and disability relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

## **8. Training materials**

A prerequisite of a successful trainer training and teacher training programme will be the availability of suitable training materials. In order to ensure that trainers have maximum support both a Trainer's and Teacher's version of each title should be prepared. The number of copies, allowing for trainers' copies and a reasonable excess to provide for losses etc, would thus be as follows:

Training of key trainers = 100 copies (45 trainees), training for regional trainers = 1,000 copies (850 trainees), training for teachers = 30,000 copies (25,000 trainees), in total about 32,000 copies. Assuming a fairly generous unit price for production, printing and distribution of five Euros, the total cost would be Euros 160,000.

These volumes should be written as an integrated set of materials in early 2010/11. The booklet for teacher training should be designed in such a way that it will not only be valuable during the training process but that, after the training is completed, it will be available for each teacher to take back to their school and use as a source of reference and study regarding the KCF. An element of self-study should therefore be included in the teacher training booklet. This will not only be valuable to serving teachers but will also be a resource for the induction of new teachers in partnership with school directors and the inspectorate. All training materials should ensure a fair and representative coverage of sexes, the ethnic majorities and minorities of Kosovo and those with disabilities, relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

## **9. Inclusion**

One of the major principles on which the KCF is founded is inclusion. To quote from page two of the KCF: “The Curriculum Framework is aligned with the Education for All and Millennium Development Goals aiming to provide equal access to quality education for all learners, regardless of their gender, ethnicity, age, social and economic background, skin colour, culture, language and beliefs”. It goes on to say that “In the KCF 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:..)”. This concern with inclusion is reflected in detail in the descriptions of the learning areas and key competencies in the KCF. In the teacher training plan outlined in this paper it is therefore essential that these major concerns of the KCF regarding inclusion should be fully represented in the all training materials and in the training itself. Inclusion issues should be covered in a specific module and should also be integrated throughout the materials and training. Further, as noted in Sections 6 and 7 above, MEST should carefully monitor the recruitment of trainers and trainees to ensure that there is a fair representation in terms of sex, ethnicity and disability, relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

## Annex 1

### **OUTLINES OF INDICATIVE TEACHER TRAINING COURSES FOR THE KCF**

#### Course 1      “Core Skills to teach the new Kosovo Curriculum”

Audience:      All 25,000 teachers

Duration:      240 hours

Topics:

1. Teaching by Competency and Learning Outcomes, Cross-Curricular and Key Stage Approach
2. Learner Centered Teaching and Learning in Large and Small Classes
3. Interactive Learning Materials Development
4. Continuous Assessment
5. “Health and Welfare” Learning Area
6. “Life and Work” Learning Area (except vocational)
7. KCF Optional Curriculum
8. Inclusion

#### Course 2:      “Integrated Subjects for KCF”

Audience:      All 11,000 Teachers of Grades 6 to 9 and Teachers of Vocational Grades 10-12

Duration:      120 hours

Topics:

1. Integrated Science
2. Integrated Society and Environment

#### Course 3:      “English for Young Learners” (KCF English from Grade1)

Audience:      All 4,000 Grade 1 and 2 English Teachers

Duration:      120 hours

Topics:

1. Language Improvement
2. English Language Teaching Methodology

#### Course 4:      “Special Mathematics for Primary Teachers”(Basic Skills Upgrading)

Audience:      All 4,000 Grade 1 and 2 Mathematics Teachers

Duration:      120 hours

Topics:

1. Mathematical Awareness
2. Modern Teaching Methodology for Primary Maths
3. Integrating Mathematics with other Learning Areas

**Course 5: “Upper Secondary Vocational Methodology for KCF”**

Audience: All 3,000 Upper Secondary Vocational teachers

Duration: 120 hours

Topics:

1. Vocational Studies Awareness
2. Integrating Vocational with other Learning Areas

**Course 6: “Early Childhood Development and Teaching Methodology”**

Audience: All 500 Pre-Primary Teachers

Duration: 120 hours

Topics:

1. Cognitive Development
2. Teaching Methods for Young Learners

**Course 7: “Managing Schools for Enhanced Learning through a Competency Based Curriculum”**

Audience: All 1,200 School Directors

Duration: 120 hours

Topics:

1. Understanding KCF and the role of the School Director in maximising pupil achievement
2. Staff Management for more effective learning
3. Organisational Change Management

## Annex 2

### COSTING

#### 2011/12 – Trainer Training

##### 1. Regional Trainers

*Data:*

Total number of municipality trainers = 25,000 trainees trained in groups of 30 = 833, rounded to 850

Total number of key trainers = 850 regional trainers trained in groups of 20 = 42.5 = rounded to 45

Daily key trainer fee = Euros 150

Daily fee per day of training attendance of regional trainer = Euros 70

Food per day per regional trainer trainee and key trainer = Euros 10

Length of trainer training programme = 40 days

*Costing:*

Regional Trainer Fee cost =  $850 \times 70 \times 40 =$  Euros 2,380,000

Municipal Trainer Food cost =  $850 \times 10 \times 40 =$  Euros 340,000

Key Trainer Fee cost =  $40 \times 150 \times 45 =$  Euros 270,000

Key Trainer Food cost =  $40 \times 45 \times 10 =$  Euros 18,000

Total Municipal Trainer Training cost = Euros 3,008,000

##### 2. Key Trainer Training

Key Trainer training would be conducted by international consultants under the Teacher Training element of the IPA 2009 project at no cost to MEST

##### 3. Training Materials (See Section 8 above)

Total Cost = Euros 160,000

Total cost for 2010/11 = Euros 3,168,000 rounded to

**Euros 3.2 million**

#### 2012/13 to 2014/15 – Teacher Training at 120 hours per annum

*Data:*

15 training days per annum for 25,000 teachers trained in groups of 30 by Regional Trainers

Daily Regional Trainer fee = Euros 70

Daily food for each trainee = Euros 10

Management Fee to Training Providers at 15% of total trainer fees

*Costing:*

Trainer fees =  $25,000/30 \times 70 \times 15 =$  Euros 875,000

Management Fee for Training providers =  $875,000 \times 20\% =$  Euros 175,000

Trainee food cost = 25,000 x 10 x 15 = Euros 3,750, 000

Total Teacher Training cost per annum for 2012/13 to 2014/15 =  
Euros 4,800,000, rounded to  
**Euros 5 million**

2015/16 and thereafter – Teacher Training at 20 hours per annum  
Estimated annual cost = Euros **1 million**

**Total cost of proposed new training programme 2011/12 to 2014/15 =**

**Euros 18.2 million**

**Total Cost of Training under Teacher Licensing Scheme 2011/12 to 2014/15 without  
proposed new training programme =**

**Euros 4 million**

**Total additional cost of new training programme 2011/12 to 2014/15 =**

**Euros 14.2 million**