

## **REPORT ON CURRICULUM FRAMEWORK PUBLIC DISCUSSIONS**

**MUNICIPALITY: PRISHTINA**

**DATE: MONDAY 7 JUNE 2010**

**VENUE: ALI SOKOLI MEDICAL SCHOOL**

**TIME: 1000-1300**

**FOR PROJECT: DAVID ROYLE AND ARIANIT KRASNIQI**

**FOR MEST: LULAVERA BEHLULI (LBe); LULJETA DEMJAHA (LD);  
LINDITA BOSHTRAKAJ (LBo); INFORMATION OFFICER**

### **SUMMARY**

- Not clear who at MEST is in charge of the public discussion process: four sessions scheduled for MEST changed on the day to one session for school directors, professors, secondary teachers
- KCF leaflets supplied on the day after the presentation had started but about half the participants had copies of the KCF itself
- Formal lecture-style presentation; Power Point failed; flipchart paper sellotaped to the wall with questions interrupting the presentation and at the end
- No opportunity for DR to speak and only introduced at 1140
- Main concerns of participants: a number of positive and negative references to the relevance of 'good practice' in other European countries references

### **Recommendations**

- Publicise meeting arrangements and agenda well in advance
- Make materials available well in advance with agenda for meetings
- Raise public awareness of availability of KCF on MEST website AND link meetings to media campaign
- Clarify role of EU SWAp observers

**PARTICIPANTS: 22 (7 women = 33%)**

**INFORMATION SUPPLIED: KCF LEAFLET**

## **INTRODUCTION**

Medical school staff room with long table and lockers at one end; no projector screen; laptop/projector link failed.

Nine people (35%) spoke (including one of the two women).

Duration: 1020-1300

## **FORMAT**

Chaired by LBe. Presentation of key points in leaflet and KCF development history by LD. Occasional interventions by LBo. KCF leaflets distributed five minutes into talk.

## **KEY POINTS OF DISCUSSION**

*Notes: only one mention of textbooks and only one female speaker right at the end*

- History not in VET programme for 7 years
- Wait for teachers to be trained then introduce reforms rather than damage students further
- 90% of schools cannot teach integrated learning; no monitoring of teacher performance by MEST or MEDs or school directors
- What evaluation has been done of poor performance at G12 e.g. 300 at speaker's gymnasium failed maths; G9 failures; G5 single teacher experiment a failure; bad experiment at expense of children's education
- Many unqualified teachers; previous INSETT not effective, not real training
- 50 students in a class (largest numbers ever) means impossible to do interactive teaching and effective group work; Swisscontact target is 24 students in VET classes; practical work difficult even with 24
- Curriculum/subject overload: students in G1 have to carry 10-11kg of books!
- KCF same as 2001 version with cosmetic changes; same references; no Albanian sources quoted

- VET teacher: need Matura developed by VET specialists; integrate as many general subjects as possible into one learning area with one teacher for 'general subjects'; main focus on professional subjects; differentiate types of maths needed for VET and gymnasiums (gymnasium has 8 lessons a week, VET 3 or 4)
- Avoid compromising reforms because of budget issues; teachers not prepared but never will be 100%; LLL also needed for teachers; technology changing; CDP important
- VET hotel/tourism director: optional programme discussed with students and they signed up to what they wanted; MEST asked schools to check on teachers' hours and student views; monitors teachers himself; practical work in hotels and restaurants; no facilities at school
- Gymnasium: presentation overloaded with information; not informed in time; no KCF in time; nothing in KCF about how students learn to learn; Kosovo system lacks motivation; analyse status quo; good to be optimistic but 33 years experience makes him sceptical; European countries have a 'family plan' re citizenship; families have responsibility; Irish system very good, need to learn from it; Main issue is to reduce class size in order to better produce responsible citizens.
- Gymnasium: class sizes issue; same at university/faculty; group work but few actually participate; shouldn't be implementing models which are not relevant to the region; just experiments
- More important to enrich Albanian than start English at G1; Albanian books overloaded with irrelevant topics
- Remote areas have small class sizes; large class can be a bonus
- Teachers should take steps to keep themselves informed and interested in educational developments
- Is this genuine consultation; unlike procedure in the Assembly?
- Phased removal of G13?
- Lack of career orientation starting from family; parents only want to send children to best schools not VET (in Germany orientation starts in G5)

### **MAIN MEST RESPONSES (mostly from LD)**

- LD and LB very optimistic about reforms
- Rural communities keen on English at G1 as it gives opportunities/mobility
- Integrated science teaching via coordinated programme; school-bases syllabuses, intensive training and Faculty support; 6-7 years to prepare teachers...

- MEST to plan to replace teachers near to retirement
- Can't wait for all teachers to be trained; need to match European trends; performance assessment is coming (SCTL); Institute of Education report (2005) praised curriculum; 2010 team same as 2001
- KCF did use new reference materials including Albanian but not all quoted
- Optional 20%: up to schools and their (minority) communities, School Boards, MED, MEST
- Gradual implementation, not in all grades at once, maybe G1, 3, 5, 8, 10, 12; not finalised yet [GO??]
- Matura will change as part of reforms to suit different school types
- Creativity of students requires creativity from teachers, application of most relevant teaching techniques and teaching and learning materials
- Matura questions shouldn't be limited to one or two books [???];