

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 [G0??]
- 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 [???];