

REPORT OF SHORT TERM EXPERT COMPONENT 2

Chris Waller (hereafter known as the short term expert in this report): 34 working days between 11th April and 10 June 2011

1. Objectives of input

The Expert will work directly with MEST counterparts and collaborate with junior Kosovo-based experts and other relevant donors and implementers (GIZ, USAID BEP, World Bank IDEP, EU/Council of Europe IBP, EU IPA ICT Project etc.) to carry out tasks related to Project overall objectives and purposes and ToR Section 4.2 Component 3 Activities 3.2-3.13 as summarised below, reporting to Key Expert 2, the Senior Expert for Teacher Training Development, or in his absence, the Team Leader, as follows:

1. Prepare a work plan on arrival together with the junior expert to meet the input objectives, including an indication of meetings, workshops and field visits required and addressing any recommendations arising from previous input reports

2. Assist the MEST and the Curriculum Technical Team, in coordination with the work of the USAID Basic Education Programme and GIZ Education programme, to develop teaching and learning materials to be used to train teachers in ISCED levels 0-3 linked to the demands of the new Kosovo Curriculum Framework. The materials will consist of a variety of media, including instruction pages, digital DVD, models, brochures, and handbooks. For this reason the Expert will also meet with the MEST Head of IT Department and the EU IT EDUCATION PILOT project to ensure complementarities with the work underway in developing elearning materials for schools in Kosovo.

The handbooks will have three sections: Methodology, Assessment and Teaching and Learning Materials; they will have six versions – Teachers in Grade 0 (Pre-School), Teachers in Grades 1-2, Teachers in Grades 3-5, Teachers in Grades 6-9, Teachers in Grades 10-12 VET and Teachers in Grades 10-12 Gymnasium according to Section 5.2, PUE 6, Activities 6.2, 6.4, and 6.7 of the Kosovo Education Strategic Plan (KESP)

3. Assist the MEST and the Curriculum Technical Team, in coordination with the work of the USAID Basic Education Programme and GIZ Education programme, to develop handbooks to be used to train school directors and MED officials so they can be supportive of teachers who are learning to adapt their teaching practice according to the new Kosovo Curriculum Framework (KCF). The handbooks will have three sections: Methodology, Assessment and Teaching and Learning Materials; they will have four versions – School Directors for 0-9, School Directors 10-12 VET, School Directors 10-12 Gymnasium, and School Directors of Resource Schools according to Section 5.2, PUE 6, Activities 6.2, 6.4, and 6.7 of KESP.

4. Prepare an Expert Mission Report in the agreed format, including objectives, main activities carried out, evaluation of training and trainees, issues and recommendations for future inputs for both components, and discuss with Key Expert 2 and/or the Team Leader before leaving Pristina.

3. Outputs and Results

- A work plan was drawn up for creating the guidebooks
- Meetings were arranged with key the stakeholder Quality Assurance Group on a regular basis to review the progress with the guidebooks
- Visits to schools across the country were undertaken to meet with a wide range of beneficiaries
- Draft copies of guidebooks were produced according to the work plan
- Local experts were briefed as to their responsibilities and a work plan was agreed for them during the time of working with the short term expert
- Guidebooks and associated materials were handed over to KE2 and the local experts prior to the short term expert leaving Pristina
- A work plan for future development of the guidebooks was produced, including an outline for a teacher/director workshop
- The key stakeholder group Quality Assurance Group was briefed on the progress of the guidebooks during the time the short term expert was in Pristina and appraised of future plans

5 Recommendations

- It must be made clear that the guidebooks are not tied to the KCF. Their purpose is to prepare school teachers and directors for change-which should happen regardless of the KCF. Their purpose is to energise or power-up existing teaching and learning, methodology, assessment of learner's and school management. **ACTION: Ensure that this is clearly communicated to MEST, Kosovo Ministers, teachers and school directors and that the guidebooks are not dependent upon the KCF**
- Every school teacher should have a copy of the school lesson planner Plani Ditor. These cost €1 and would make a major contribution towards ensuring even standards of lesson planning across the various types of schools **ACTION: MEST to fund the publication and distribution of Plani Ditor**
- Every teacher must have a personal copy of the A5 brochure on the KCF produced by MEST. Currently very few teachers across the country actually know about the plans for the KCF **ACTION: MEST to publish and distribute to every teacher individually**
- VET directors are in real need of advice and guidance as to how to work with local commerce. This needs to be co ordinated across the ministries for industrial development and education if VETs are actually to help young people into employment based on the merit of their relevant skills **ACTION: MEST and the Kosovo ministries for industrial development and commerce should arrange to meet with VET directors to discuss these matters and develop a work plan**
- There should be 7 regional workshops of one day each with 30 participants to introduce the Guidebooks. The workshops should occur in the early Autumn term and prove a review opportunity to the guidebooks **ACTION: Adopt the recommended workshop plan**
- The guidebooks should be published in A4 format, with soft covers and minimal colour so as to be easily copiable as well as to ease production costs **ACTION: Discuss with editor/publisher and present publishing plan to MEST**
- There is scope for further work on energising teaching and learning skills in Kosovo schools; the focus should be on teaching controversial and sensitive issues and how to teach effectively cross cutting issues. These are centrally placed in the guidebooks and to date there has been no specific training of teachers on either of these two aspects in Kosovo by any donor. If the ambition of curriculum reform is to be met-regardless of the KCF-these two aspects must be addressed **ACTION: Provide two one day workshops for teachers on these themes. This could be later in the guidebooks cycle in association with another donor, for example BEP Component 3**

ANNEX 4 Aide memoire to EU SWAp on field visits to schools

I visited a number of schools in Prizren, Peja, Tharande and Mitrovica; schools from across all the phases of education in Kosovo representing all grades and ages of student up to 18 years old. I met with directors, pedagogues, teachers and deputy directors; new teachers and older teachers.

Importantly they told us two critically important things;

1. That the current sections of the guidebooks and sub sections are entirely supportive of their needs in planning for the coming of the KCF. The directors and teachers confirmed that we are writing the guidebooks in the right way.
2. That consultation with teachers must continue and be at the heart of writing the guidebooks. If we do not continue this policy the books will be ignored-like so many are- and teachers will not progress and directors will feel that they have not been listened to.

Specifically the following were seen as paramount to the success of the guidebooks

- Providing advice on how directors can lead curriculum change
- Advice on how school directors can collaborate to solve issues regarding the introduction of the KCF
- Include advice on monitoring of student progress
- Include advice on how directors can identify the training needs of staff
- Refer to the importance of celebrating student progress
- Provide help with understanding target setting
- Provide a uniform lesson planning framework that includes the use of specific language about such planning
- Provide advice on how pre schools can work with parents
- Give advice on powerful new teaching and learning strategies-especially where there is no competent pedagogue to lead this

Two things struck me forcefully

1. An overwhelming number of teachers and directors had no knowledge of the KCF at all. Indeed for many the term 'new curriculum' meant the 2001 curriculum!! **I found it incredible that the MEST A5 brochure called The Kosovo Curriculum Framework- published in Albanian and English in 2009- had not been sent to every single national teacher and director personally.** At a stroke this would provide genuine knowledge for all and guarantee that all teachers and directors had this at their fingertips.
2. In 2007 the teacher's planner Plani Ditor was published by KEC. This is a national treasure and is a brilliant publication that few teachers see or have access to. Again, it seems amazing that this guidance has not been widely issued. **If it was, overnight every director of every school in the country would be able to ensure a national standard for the quality of teacher planning of lessons could be enforced and checked.** It would go a long way to solving a most basic of need-consistent approaches to lesson planning, organisation and reflection. The original Plani Ditor cost €1. Spending €25K on these would be a massive step forward and could happen now!!

ANNEX 5 Questions sent to school directors for semi-structured interview

1. What BIG themes should a guidebook for school directors about the KCF contain?
2. What 2 things do school directors really need to help them become more effective school leaders during times of change?
3. What 2 things do school directors and teachers really need to help them prepare for the KCF and curriculum change.
4. How do you currently develop critical thinking skills with your students? What strategies, techniques, etc do teachers use?
5. What shows you that your students are making progress? What is the most difficult issue to assess students' progress? Why?

(Formulation of questions? Willingness to participate actively in most difficult duties of the group work? What about their independence in doing their homework?)
6. What advice should directors have in supporting talented students? What about students with difficulties in learning?
7. How do you plan learning outside the classroom? Do you have evidences for this?
8. Can you show us some lesson plans and teaching materials other than textbooks that are used in your school?
9. How do you evaluate the success of your school?
10. What information do you possess about the KCF and KCC?
11. What has MEST done to prepare you to adjust to the new KCF? Examples?
12. Give examples how teachers in your school focus on children learning versus teaching information to them
13. Children need to learn how to solve problems in mathematics and society. How do you support teachers to focus learning activities around solving problems?
14. How do you support teachers to help students learn to apply knowledge? Analyse information? Synthesise new alternatives? Make critical judgments?