

**REPORT OF LONG-TERM NON-KEY JUNIOR EXPERT FOR CURRICULUM DEVELOPMENT, EDA VULA,
6TH MAY TO 30TH JULY
(Component 2, Specific Activity 2.4)**

1. Objectives of input

- 1) Assist the Senior Expert to elaborate the NCF syllabus template and develop guidelines for the development of subject syllabuses
- 2) Develop with the Senior Expert a training programme and manual for syllabus developers
- 3) Help the Senior Expert to organise two workshops to train education and curriculum experts and stakeholders (from MEST and MEDs and other education institutions) in using the guidelines and manual
- 4) Help the Senior Expert organise two workshops to train (MEST and municipal) officers in monitoring the implementation of the new syllabuses (in didactic centres or KEC facilities);
- 5) With the Senior Expert, organise follow-up coaching, mentoring and monitoring activities for the trained officers and syllabus developers

2. Main activities

Following the numbering of Objectives above:-

1) Elaboration of the NCF and Syllabus Guidelines

- Assisted the Non-Key Short-Term Expert in Curriculum and Teacher Development, Richard Webber by facilitating and contributing to the following meetings related to information gathering about NCF
 - in Mitrovica, with Principal of Municipal Education Department, Head of Inspection visits to schools
 - in Gracanica, with Serb Municipal Education Department
 - in Pristina, with Principal of Municipal Education Department, two schools
 - with Dean of Faculty of Education
 - with Head of Curriculum State Commission
 - with Head of MEST Curriculum Department
 - with Head of MEST Evaluation Department
- meetings with a EduSWAP senior Inclusion expert, Janet Raynor, regarding cross cutting issues and inclusive education
- participated in launch of EduSWAP Project 27th May and technical discussion regarding KCF
- reviewed of NCF, the existing math and science curriculum and other documents regarding inclusive education and gender issues;
- contributed to preparation of "Analysis of requirements for successful implementation of the new Kosovo curriculum" discussion paper, found at Annex 3 of Richard Webber's report

2) Develop the training programme and manual for syllabus developers

- With the Senior Expert and Second Junior expert developed the training programme for syllabus developers
- With short-term Senior expert and Second Junior expert devised a 50 page handbook providing guidance on the nature and purpose of the Curriculum Framework. My specific focus was on Gender, Inclusion and maths and science aspects of NCF and I prepared the following sections;
 - (1) Concepts towards a Competency Based Syllabus for Mathematics and Science (Annex 1)
 - (2) Gender and Inclusion within Curriculum (Annex 2)

- 3) Organise workshop to train education and curriculum experts
 - Contributed to the planning of the Prevalle Curriculum Writing Workshop
 - Designed presentations for Workshop
 - Prepared three Power Point presentations (all available on the EduSWAP project website) regarding:-
 - (1) Gender and Inclusion within the Curriculum (22 slides)
 - (2) Concepts towards a Competency Based Syllabus for Mathematics and Science (31 Slides)
 - (3) Competency Based Curricula and Teaching Methodology (11 slides)
 - Together with short term Senior Expert and second long term Junior Expert, conducted a 3 day workshop in Prevala for 22 MEST and Pedagogical Institute staff (16 resident and 6 day visitors) regarding (1) Gender and inclusion within Curricula; (2) Interactive teaching methodology, and (3) curricula for mathematics and science syllabuses
- 4) Train (MEST and municipal) officers in monitoring the implementation of the new syllabuses
 - Planned for next Reporting Period
- 5) Follow-up monitoring activities for the trained officers and syllabus
 - Planned for next Reporting Period

3. Evaluation of training and trainees

Evaluation of Curriculum Writing Workshop, Prevala, at Annex 3

4. Outputs and results

- Learning areas/ syllabus development working groups Coordinators identified by MEST and introduced to the initial training;
- Guidelines for Learning Outcomes for educational levels and key stages and subject syllabus development (mathematics and Science) produced in the form of a Handbook for Curriculum development writers;
- 22 MEST and Institute of Pedagogy staff trained regarding Kosovo Curriculum Framework

5. Recommendations

- MEST to delay the national implementation of the Kosovo Curriculum Framework until human and institutional capacity are adequately developed
- Regarding the writing of Subject Syllabuses, MEST to effectively coordinate all the capacities of the University of Pristina, teachers and principals from the best schools of Kosovo, local and international educational experts, donors, the MEST Departments of Curriculum and Assessment and others
- MEST to create an expert group for the development of new teacher training programs (both for pre-service and in-service) for Integrated Science
- MEST to ensure adequate training of school principals to manage the implementation of NCF;
- MEST to train maths and science teachers to integrate their subjects and use flexible teaching methodology;
- MEST to ensure that Monitoring and Evaluation of the process of NCF implementation be carefully prepared from the beginning and be planned as a continuous process.

ANNEXES

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LIST OF ABBREVIATIONS

NCF	National curriculum Framework
MEST	Ministry of Education, Science and Technology
MED	Municipal Education Department
KEC	Kosovo Education Centre
UNESCO	United Nations Education, Scientific and Cultural Organisation
GTZ	German Technical Cooperation
TT	Teacher Training
KEK	Kosovo Electricity Company
LLL	Lifelong Learning
IPK	Pedagogical Institute
VET	Vocational Education and Training

ANNEX 1

GENDER AND INCLUSION WITHIN CURRICULUM

Eda Vula

1. What is inclusive education?

The notion of inclusion is still often associated with children who have special needs. Too often programs for various marginalized and excluded groups have functioned as special programs, in specialized institutions and been realized by specialist educators. In developed countries there is increasing recognition that it is better for children with special needs to attend regular schools, albeit with various forms of special support. Studies in these countries indicate that students with disabilities achieve better school results in inclusive settings. But, does it mean that inclusive education is only about students with disabilities? Here are some definitions of inclusiveness which help us to expand our conception of inclusive education:-

“Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.” (UNESCO 2003, p.4)

“The idea of inclusive education provides a useful focus for an account of social justice. Inclusive education means overcoming the barriers to participation of all in education, so as to extend to all learners the human right to education and the right to participation in an inclusive polity. Clearly, this right remains unrealised for learners who ... remain outside of the school system or other structured opportunities for systematic learning.” (Pendlebury and Enslin 2004)

“The idea of ‘inclusive education’, although historically closely related to debates and reforms in the field of special education, actually goes well beyond special education in its approach to social integration. Inclusive education should be understood in the context of an approach to the ‘problems’ of social diversity...” (Armstrong et al, 2010)

These statements need to be understood in the context of the conception of inclusive education outlined in the Kosovo Curriculum Framework which states on page 16,

‘...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; returnees and children from the Diaspora; learners in remote areas; talented and gifted students; learners with physical disabilities or who are suffering from illnesses and traumas; students with behavioral problems.’

2. What are the principles of inclusion?

Inclusion is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. A number of treaties and normative instruments have since reaffirmed this right. Three deserve specific mention. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education. The 1966 International Covenant on Economic, Social and Cultural Rights reaffirms the right to education for all and highlights the principle of free compulsory education. Finally, the Convention on the Rights of the Child, the most widely ratified human rights treaty, spells out the right of children not to be discriminated against. It also expresses commitments about the aims of education, recognizing that the learner is at the centre of the learning experience. This affects content and pedagogy, and - more broadly - how schools are managed. Three main principles that are essential to developing a more inclusive curriculum are:-

1. Setting suitable learning challenges

Teachers should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. The curriculum sets out what most students should be taught at each key stage but teachers should teach knowledge, skills and understanding in ways that suit their students' abilities. For students whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. For students whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work.

2. Responding to pupils' diverse learning needs

When planning, teachers should set high expectations and provide opportunities for all students to achieve, including boys and girls, pupils with special educational needs, students with disabilities, and students from all social and cultural backgrounds. Teachers should take specific action to respond to students' diverse needs.

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of students should have particular learning and differential assessment requirements which go beyond the provisions described and, if not addressed, could create barriers to learning. This situation needs to be addressed.

3. The importance of gender in the Kosovo curriculum

'Gender' refers to the socially constructed roles of and relations between men and women. In every society, gender is recognized as a key to development and construct of society in all fields including education, culture, health, science, technology, economics, leadership and management. For this reason, the Kosovo Curriculum Framework pays full attention to this area and offers great scope for students in exploring the nature of gender and gives students opportunities for understanding the concept of equality.

An inclusive curriculum addresses the child's cognitive, emotional and creative development. It is based on the four pillars of education for the 21st century - learning to know, to do, to be and to live together. The curriculum has an instrumental role to play in fostering tolerance, promoting human rights and gender equality. It is a powerful tool for overcoming differences of opinion and breaking gender stereotypes not only in textbooks but in teachers' attitudes and expectations.

5. Practical exercise

So, in writing the Kosovo curriculum, writers need to ensure that the Learning Outcomes that they write

1. ensure that all students, independently of school background and regardless of gender, ethnic belonging, religion or other belief, sexual orientation or disability, have true influence over the work methods, work structures, and educational content, and ensure that this influence increases as they grow in age and maturity
2. acknowledge and respect individual differences, encourage students to collaborate with others with respect in order to increase their competence, self-esteem and well-being
3. impact and support equal participation of boys and girls over their education
4. ensure that all students are equally active participants
5. encourage and respect the interests and abilities of all
6. ensure that responsibilities are shared equally by male and female students
7. provide opportunities for both male and female students to assume leadership roles
8. create a class atmosphere that helps students to be considerate and respect each other

In order to help you relate the gender and inclusion issues outlined in this section of this Handbook to the task of writing the curriculum, please write a learning outcome for each of the eight inclusion-related requirements listed above. You can choose any Learning Area or Subject.

ANNEX 2

CONCEPTS TOWARDS COMPETENCY BASED CURRICULA FOR MATHEMATICS AND SCIENCE SUBJECTS

Eda Vula

1. Introduction

The Kosovo Curriculum Framework reflects an approach based on competency and learner-centered teaching based on six broad Learning Areas common to both general and vocational education. Mathematics and Science are two of the Learning Areas and are critical in developing thinking and competency for work and life. The purpose of this Section of this handbook is to increase familiarity with key concepts in science and mathematics as they relate to curriculum writing and to improve practical skills in writing learning outcomes.

2. Concepts and Key Competencies for Curricula for Mathematics and Science

Curricula for mathematics and science represent a substantial part of the Kosovo Curriculum Framework. Both subjects have much in common and in developing the curricula for each it is necessary to ensure coherence and complementarity between them and to include cross-curricular references wherever possible. The horizontal and vertical development of mathematics and science curricula requires coherence between different grades, correlation with other Learning Areas and the inclusion of cross-cutting issues. In addition, both mathematics and science curricula should refer to specific Key Competencies which are being promoted through the KCF. For instance, the Key Competencies promoted through mathematics include the Key Competency of communication skills such as discussion of geometrical information, presentation to class of solutions to problems, and the use of precise language in the analysis of mathematical issues. Further, Key Competency communication skills involved in the teaching of science include use of appropriate scientific language and terms, communicating scientific concept and explaining the behaviour of living things, materials, phenomena and processes.

3. Practical Exercise: Mathematics and Science Learning Outcomes for Key Competencies

Please examine the following table and write one Learning Outcomes for each of Mathematics and Science for each of the 6 the KCF's Key Competencies. You can find more detail about the Key Competencies on pages 30 to 38 of the Curriculum Framework.

KEY COMPETENCIES	MATHEMATICS	SCIENCE
	Students will be able to:	Students will be able to:
Communication and expression – Effective Communicator	- use precise language and exact methods to analyze geometrical 3D shapes; -	- use precisely SI units for measurement during a experiment in science’s laboratory -
Thinking – Creative Thinker		
Learning competencies – Successful Learner		
Productive Contributor – Life, Work and Environment		
Life, Work and Environment		
Personal – Healthy Individual		
Civic Competencies – Responsible Citizen		

4. Conceptual framework for mathematics curricula

“Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to conjecture, to reason logically and to use a variety of mathematical methods effectively to solve problems. The ultimate goal of mathematics education is for all students to develop

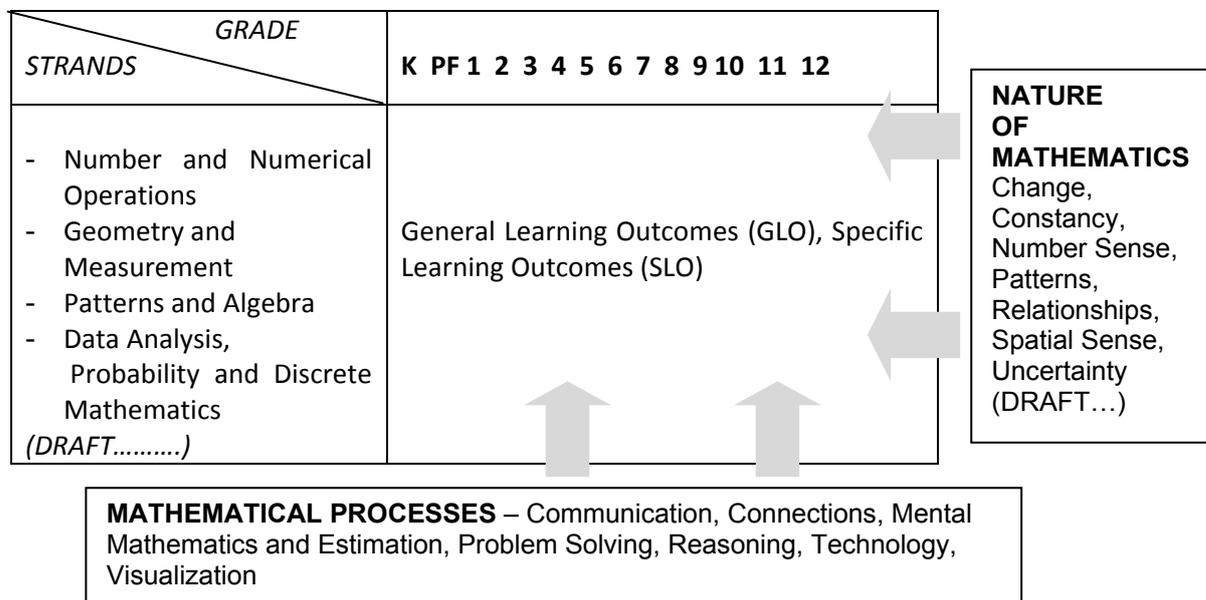
mathematical power to participate fully as a citizen and worker in our contemporary world.”¹

From the above definition we can see that the mathematics curriculum should focus not only on content but should take into consideration the key competencies and skills that will be promoted through the study of mathematics, i.e.

- development of basic mathematical concepts
- personality development of all students - inclusion
- development skills to work independently and systematically
- development of skills and abilities to think creatively and critically
- promotion of curiosity and encouragement to research
- possession of new knowledge involved in program in order to apply them in problem solving situations in everyday life and in other school subjects

5. Practical Exercise: General and Specific Learning Outcomes for Mathematics

The chart below provides an example of how mathematical processes and the nature of Mathematics influence learning outcomes. Please examine the chart carefully and write 6 General Learning Outcomes for ISCED 1,2,3 and than 6 Specific Learning Outcomes for stages 1-6 using topics from the “Strands” box



6. Conceptual framework for science curricula

The following quotation comprises an overall description of the purpose of Science and the competencies that the study of Science confers. Please examine the quotation carefully.

¹ Michigan Curriculum Framework (1996)

“Science is a way of making sense of the natural world. Scientists seek to describe its complexity, to explain its systems and events, and to find the patterns that allow for predictions. Science is the basis for the design of technologies that solve real-world problems. Not all students will become scientists or engineers. But science and technology occupy ever-expanding places in our everyday lives. As citizens, we are asked to make decisions about social issues that involve science and technology. As workers, we have occupations that increasingly involve science and technology. In the 21st century, adults will need to be comfortable and competent in a complex, scientific and technological world. Schools have the responsibility of preparing students for the future. Schools must prepare all students — regardless of their future aspirations — to be scientifically literate.”²

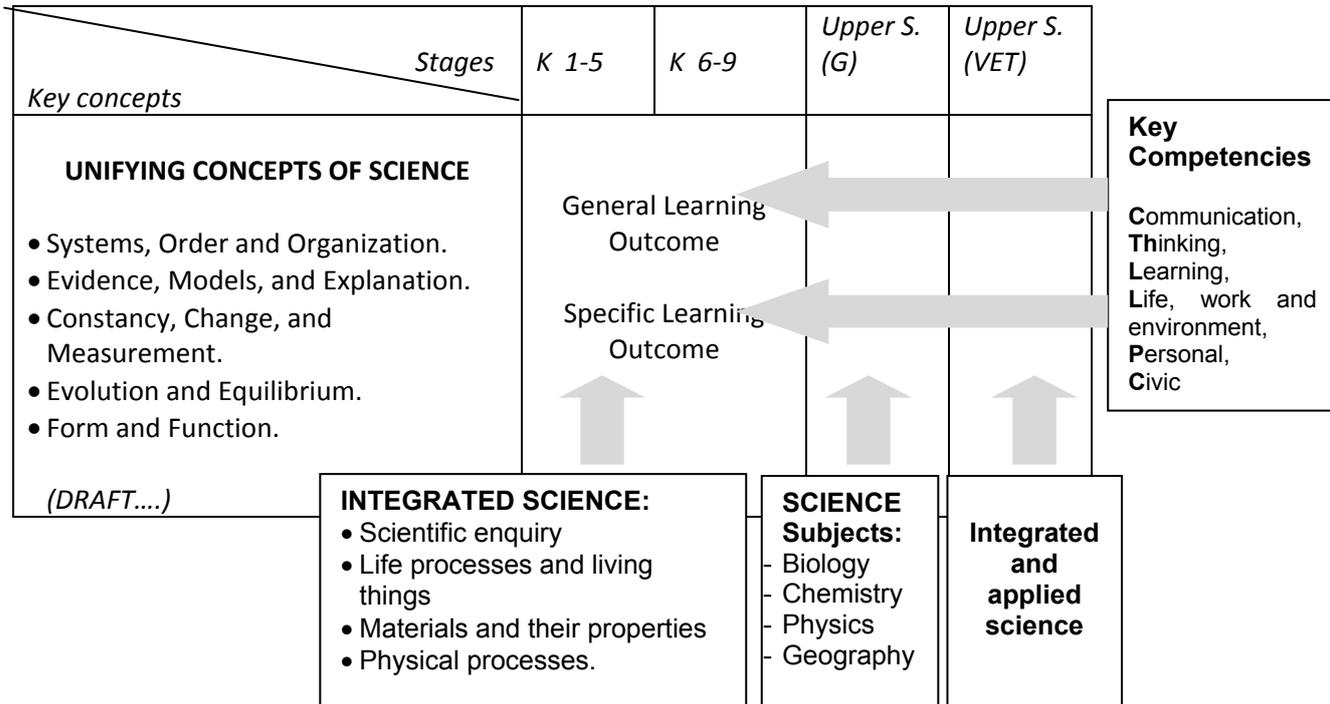
Following on from this general statement we can define the competencies conferred by the study of Science more specifically. Through the study of Science students should be able to:-

- understand the nature of science and scientific knowledge as a unique way of knowing
- understand and accurately apply appropriate science concepts, principles, laws, and theories in interacting with society and the environment
- use the processes of science in solving problems, making decisions, and furthering understanding
- understand and appreciate the joint enterprises of science and technology and the relationships of these to each other in the context of society and the environment
- develop numerous manipulative skills associated with science and technology, especially with measurement
- interact with the various aspects of society and the environment in ways that are consistent with the values that underlie science
- develop a unique view of technology, society, and the environment as a result of science education, and continue to extend this interest and attitude throughout life.

7. Practical Exercise: Learning Outcomes for Science

The chart below provides an example of how Science processes and the nature of Science influence learning outcomes. Please examine the chart carefully and write one General Learning Outcomes and one Specific Learning Outcome for each of the 4 Learning Stages using topics from the “Unifying Concepts of Science” box.

² Michigan Curriculum Framework (1996)



ANNEX 3

CURRICULUM WRITING WORKSHOP EVALUATION REPORT

Eda Vula and Richard Webber

1. Workshop overview

A Curriculum Writing Workshop was held in Prevalle 22 -22nd July. The aim of the workshop was to equip Learning Level and Learning Area Coordinators with adequate information and skills successfully to complete their Terms of Reference in relation to the Curriculum Working Groups. The objectives of the workshop were:-

1. To familiarise participants with the importance of curriculum in determining a successful education system
2. To ensure that participants are fully informed regarding the Kosovo Curriculum Framework
3. To provide participants with a thorough understanding of Learning Outcomes
4. To enable participants to write Learning Outcomes effectively for each ISCED level, Key Stage, Learning Area and Subject
5. To make participants aware of inclusion issues in the curriculum writing process
6. To make participants aware of assessment and teaching techniques appropriate to a competency based curriculum
7. To enhance participants' awareness of the implications of the Kosovo Curriculum Framework for Vocational, Humanities, Science and Mathematics Learning Areas
8. To inform participants of practical arrangements for the conduct of their work as Coordinators

The programme of the workshop can be found at the end of this report in Annex 1.

Full-time participants comprised members of MEST, the Pedagogical Institute and KEK. Day visitors included representatives of GTZ and UNICEF, members of MEST and the Chair of the State Council for Teacher Licensing. The workshop was lead by EduSWAP/Technical Team consultants Luljeta Demjaha, Eda Vula and Richard Webber with Curriculum Technical Team member Lindita Boshtrakaj. The full list of participants can be found at the end of this report in Annex 2.

2. Workshop evaluation

At the end of the workshop all participants anonymously completed an evaluation questionnaire which can be found at the end of this report in Annex 3. The completed questionnaires indicated that participants considered:-

The workshop would help with their future work "Good", Average score 4.6/5

The venue and facilities "Good", Average score 4.5/5

Printed materials and handouts "Satisfactory", Average score 3.8/5

Their expectations fulfilled “Satisfactorily”, Average score 3.4/5
Workshop objectives achieved “Satisfactorily”, Average score 3.5/5

Participants’ responses to the open-ended questions in the evaluation questionnaire indicated that:-

- Participants found the workshop very useful
- Participants found practical exercises relating to the actual mechanics of writing Learning Outcomes and the practical exercises were the most useful.
- Opinion was divided regarding the relevance of workshop sessions regarding the role of Bloom’s taxonomy in writing Learning Outcomes, devising teaching methodologies for Learning Outcomes and the importance of monitoring gender in the curriculum writing process.
- There were some objections related to the limited time for discussion sessions.
- Participants were generally pleased with the quality of presentations.
- Most participants thought that there was a need to organize another workshop in order to have the chance to do more practical exercises in curriculum development. There were also suggestions that such activities must be organized in smaller groups to maximize participant learning
- Participants were concerned that they did not fully understand the implementation plan for the Kosovo Curriculum Framework.

3. Comment

The workshop appears to have been largely successful in preparing Curriculum Working Group Coordinators and Deputy Coordinators for their task. However, it is evident from workshop participants’ comments that further training is needed in order to provide them with more opportunities to master practical skills in curriculum writing and with a better understating of the KCF implementation process and their role within it. These opportunities will indeed be provided in the Technical Team’s plan for the activity of the Working Groups available from the EduSWAP project and appended as Annex 4 of the mission report of Short Term Non-Key Expert for Curriculum and teacher Training, Richard Webber.

ANNEX 1

CURRICULUM WRITING WORKSHOP PROGRAMME			
Date	Time	Activity	Speaker(s)
20 th July	9.30 -10.00	Arrival and Coffee	
	10.00 -10.15	Welcome	Eric Woods
	10.15 -10.30	Overview of Workshop and Introductions to Participants	Luljeta
	10.30 - 11.00	Curriculum Development and Managing Quality	Richard
	11.00 -11.30	Coffee	
	11.30 - 11.45	The Role of Coordinators in Curriculum Writing Working	Luljeta Lindita
	11.45 - 13.00	Groups Presentation Overview of KCF – Presentation and Discussion	
	13.00 - 14.00	Lunch	
	14.00 -14.45	Introduction to Competences and Learning Outcomes	Luljeta Eda
	14.45 - 15.30	Competences and Learning Outcomes in the KCF – Curriculum Writing Templates	
15.30 – 16.00	Coffee		
16.00 - 16.30	Introduction to Writing Learning Outcomes for ISCED Levels: Individual Drafting	The Team	
16.30 – 17.00	Introduction to Writing Learning Outcomes for ISCED Levels: Plenary Discussion	The Team	
21 st July	09.00 – 10.30	Writing Learning Outcomes for Key Stages - Individual and Plenary	The Team
	10.30 -11.00	Coffee	
	11.00 – 11.45	Writing Learning Outcomes for Learning Areas – 6 Groups and Plenary	The Team
	11.45 – 13.00	Writing Learning Outcomes for Subjects - 6 Groups and Plenary	The Team
	13.00 – 14.00	Lunch	

	14.00 -15.00 15.00 -15.30 15.30 - 16.00 16.00 – 17.00	Gender and Inclusion within the Curriculum Competency Based Curricula and Assessment Coffee Competency Based Curricula and Teaching Methodology	Eda Richard Luljeta and Eda
22 nd July	09.00 – 10.30 10.30 – 11.00 11.00 – 12.30 12.30 – 13.30 13.30 - 15.00 15.00 – 15.30 15.30 – 15.45 15.45 – 16.00 16.30	Concepts towards a Competency Based Syllabus for Vocational and Humanities Subjects - Presentation and Discussion Coffee Concepts towards a Competency Based Syllabus for Mathematics and Science - Presentation and Discussion Lunch Tools for Revising Syllabuses and Textbooks Coffee Complete Workshop Evaluation Forms Round Up and Closing Remarks Departure for Pristina	Luljeta Eda Lindita The Team

ANNEX 2: LIST OF PARTICIPANTS: CURRICULUM WRITING WORKSHOP

Name	Surname	Position	Institution	email
Richard	Webber	Trainer	SWAp	richard.webber@eu.eduswap-ks.org
Luljeta	Demjaha	Trainer	SWAp	luljeta.demjaha@gmail.com
Eda	Vula	Trainer	SWAp	edavula@yahoo.com
Lindita	Boshtrakaj	Trainer	TT/MEST	lindita.boshtrakaj@gmail.com
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Nezafete	Bardhi	Deputy Communication and Expression	Assessment /MEST	
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Mustafe	Kadriu	Deputy - Math	Assessment / MEST	mustaf.kadriu@ks-gov.net
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Mirlinda	Dehari- Zeka	Deputy - Sciences		
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Valbona	Fetiu	visitor - first day	VET/MEST	valbona.fetiumjeku@ks-gov.net

Alush	Istogu	visitor- second day	Adm. Dep/ MEST	Alush.Istogu@ks-gov.net
Sabri	Tahiri	visitor- second day	State Curr. Council/ME ST	sabtah@hotmail.com
Nezir	Qoqaj	visitor- third day	Advisor /MEST	Nezir.Cocaj@ks-gov.net
Dragosllava	Macula	visitor - third day	Curr./MEST	Dragosllava.Macula@ks-gov.net
Arianit		Translator	SWAp	

ANNEX 3: EVALUATION QUESTIONNAIRE

CURRICULUM WRITING WORKSHOP EVALUATION REPORT

Date(s): 20 to 22nd July 2010

Venue: Prevalle

This evaluation is being carried out to collect information and find out whether this workshop has been effective, whether it has helped you to acquire new knowledge or skills, and whether the methods we used were effective. You don't need to write your name. Answers will be summarised and used to plan follow-up activity.

Please answer the following questions using a 5-point scale: 1 very unsatisfactory; 2 unsatisfactory; 3 satisfactory, 4 good; 5 very good. Please circle the number which best describes your opinion.

How suitable was the venue?

1 2 3 4 5

How suitable were the facilities (equipment, seating, arrangements for meals and refreshments, etc.)?

1 2 3 4 5

How suitable were the printed materials/handouts?

1 2 3 4 5

To what extent were your expectations fulfilled?

1 2 3 4 5

To what extent were the objectives achieved?

1 2 3 4 5

To what extent will the activity help you with your future work?

1 2 3 4 5

Was the activity useful? Y/N

If yes, please briefly say why; if no, please say briefly why not?

Which topic(s) did you find most useful? Why?

Which topic(s) did you find the least useful? Why?

Any other comments or suggestions?

Thank you very much!