EU EDUCATION SWAp Project

REPORT OF LONG-TERM NON-KEY INTERNATIONAL EXPERT FOR CURRICULUM DEVELOPMENT, LULJETA DEMJAHA, 4TH 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. Work with the Senior Expert to develop a training programme and manual for syllabus developers;
3. Help the Senior Expert to organise two workshops to train experts in using the guidelines and manual;
4. With 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. Organise follow-up monitoring activities for the trained officers and syllabus developers in consultation with the Senior Expert (RAO TORs page 3)

2. Main activities

Following the numbering of Objectives above:-
1) National Curriculum Framework (NCF) syllabus template and guidelines for the development of subject syllabuses
   *   Assisted the Senior Expert in desk research regarding the NCF and seven formal meetings for information gathering with Ministry of education, Science and Technology (MEST) officials, donor representatives (UNICEF, GTZ and Swisscontact) and Municipal Directors of Education (MED) in Skenderaj and Mitrovica
   *   Assisted the senior Expert in meeting with Serb Municipal Education Department, Gracanica re Kosovo Curriculum Framework to establish cooperation
   *   Frequent meetings with NCF Technical Team (TT) to discus planning for NCF
   *   Participated in launch of EduSWAP Project 27th May and technical discussion regarding NCF
   *   Together with the short term Senior Expert and long term Junior Expert, contributed to preparation of discussion paper "Analysis of requirements for successful implementation of the new Kosovo curriculum" discussion paper, found at Annex 3 of Richard Webber's report

2) Training programme and manual for syllabus developers
   *   Together with long term Senior Expert and other short term Junior Expert devised a c 50 page Handbook providing guidance on the nature and purpose of the Curriculum Framework, with focus on vocational aspects of the NCF and on humanities in relation to ToR Activity 2.4;
   *   Contributed to discussion with the short term Senior Expert regarding the Curriculum Writing Templates for learning levels, Key Stages, Learning Area and Subject;
   *   Prepared 4 sections for the Curriculum Writing Handbook, i.e. (1) Methodological guidelines for Working Groups, (2) Overview of Curriculum Framework, (3) Competency Based Curricula and Teaching Methodology and (4) Competency based curricula for Vocational and Humanities syllabuses. (Annexes 1, 2, 3, 4)

3) Workshop to train experts in using the guidelines and manual
- Supported the planning process of the workshop agenda and program;
- Developed the list of participants and the invitation letter for the workshop;
- Prepared 4 Power Point presentations regarding (1) Methodological guidelines for Curriculum Working Groups (WG) (15 slides), (2) Overview of CF (14 slides), (3) Competency based Curricula and Teaching Methodology (21 slides), (4) Competency based curricula for Vocational and Humanities syllabuses (22 slides). PowerPoint presentations are published on the website of EU SWAp project;
- Together with short term Senior Expert and other 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) the guidelines for the WG (2) overview of CF (3) competency based curricula and teaching methodology, and (4) curricula for vocational and humanities syllabuses

4) Train (MEST and municipal) officers in monitoring the implementation of the new syllabuses
- Activity planned for next Reporting Period
5) Follow-up monitoring activities for the trained officers and syllabus
- Activity planned for next Reporting Period

Other Activities:-
- Participated in MEST day-long Budgeting Workshop "Strategy for education 2010-2015" lead by SIDA experts, facilitating the VET working group;
- Reviewed budgeting provisions of the Strategy Working Group (SIPU).

3. Evaluation of training and trainees
According to my own judgment and the Evaluation Report (annexed to the reports of Richard Webber and Eda Vula) the Curriculum writing Workshop, for which I was trainer, was very largely successful i preparing Curriculum Working Group Coordinators and Deputy Coordinators for their duties.

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 produced in the form of a Handbook for Curriculum development writers
- MEST's capacity to understand the complexity involved in managing the implementation of the NCF and the syllabus development process enhanced
- 22 MEST and Institute of Pedagogy staff trained regarding Kosovo Curriculum Framework and on how to write the competency based Learning Outcomes (LO)

5. Recommendations
- MEST to start the national implementation of the Kosovo Curriculum Framework only when adequate human and institutional capacity is developed
- MEST to ensure the training of learning areas working groups when appointed
- MEST to arrange training for school staff in managing the implementation of school-based modules

- MEST to support the development of the General Education element of vocational curricula a an integral part of preparation for the profession
- MEST to arrange adequate training for teachers for the integrated teaching of Science, Social Science and Environmental Studies
- EduSWAP to continue to support implementation of NCF according to the current schedule.

Contents

List of Abbreviations

Annex 1: Methodological guidelines for Working Groups

Annex 2: Overview of CF

Annex 3: Competency based Curricula and Teaching Methodology

Annex 4: Competency based curricula for Vocational and Humanities syllabuses

LIST OF ABBREVIATIONS

MEST	Ministry of Education, Science and Technology
KCF	Kosovo Curriculum Framework
NCF	National Curriculum Framework
ISCED	International Standard Classification of Education
CAD	Computer Assisted Design
LO	Learning Outcome
KS	Key Stage
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nation Children's Fund
GTZ	Deutsche Gesellschaft fur Technishe Zusammenarbeit
	(International cooperation enterprise for suitable development)
SwissContact	Swiss Foundation for Technical Cooperation
MED	Municipal Education Director
TT	Technical Team
ToR	Terms of References
EduSWAp	Education Sector Wide Approach
SIDA	Swedish International Development Cooperation Agency
SIPU	Swedish Consultancy and Training Organization
VET	Vocational Education and Training
KEC	Kosovo Education Center

Annex 1:

Methodological guidelines for WG

ANNEX 1

METHODOLOGICAL GUIDELINES FOR CURRICULUM WORKING GROUPS

Luljeta Demjaha

1. Coordinators and Members

People Say: "two ideas are better than just one". So, the possibility of reaching a certain goal is greater if a group of people work together to achieve it. One of the best known ways of people working together is through "working groups". The Working Group comprises the Coordinator and Deputy Coordinator and the group members. Working group coordinators and members have differing roles: the Coordinators are expert in the working process while the members are experts in the work content for which the group has been established. For example, while developing curriculum for a topic, the Coordinators are "expert" in the process (methodology) of curriculum writing, and group members are experts in the content and teaching of the topic. Coordinators also have this role while leading working group meetings. Regardless of whether Coordinators have mastered the content (of the curriculum or subject) for which the group have been established, his/her focus must be the methodology not the content.

2. Group Dynamics

Normally, over time, the functioning of a curriculum group will pass through 5 phases, i.e.

Establishment of the group:
Initially group members may not know each other and may feel insecure and not be clear about their task. They need clear instruction from the Coordinators for tasks that they have to complete and be given time for informal communication in order to get to know each other.

Recognising the Leader:
It is usual that each member aims to find a special place in the group, perhaps by trying to take the role of the leader. In this case the role and personality of the moderator may come into question. The Coordinators need to deal with this issue sensitively but firmly.

Working as a Team:
Each member has already accepted their position within the group. The "rules of the game" have been established.

Focussing on the Task:
All group energy is focused on getting the job done. Again there is a possibility that conflicts may appear which must be "shut down" by the Coordinators. Coordinators must always focus on group success in order to maintain a high level of motivation.

Finalising the task:

Finalisation brings satisfaction but also sadness because the joint work is finished. A small "celebration" together with those who have been supporting the process, would be welcomed.

3. Rules for moderating the group meetings:

- Meeting starts on time. No excuses
- Mobile phones must be turned off.
- When one participants is speaking the others must listen
- Every opinion must be taken into consideration
- Members must speak briefly and to the point
- Moderator supervises the meeting all the time
- Participants in the working group mustn't eat, drink or smoke during the meeting
- Participants must not have side conversation with their colleagues sitting beside them
- After finishing t work the working place must be cleaned

It is possible that members start behaving in ways that the moderator must take certain measures, such as:

- Domination (trying to own the group): The moderator determines the maximum discussion time or asks members to express the opinions in written form.
- Not participating actively: the moderator asks every group member to express their opinions in spoken or written form.
- Denigration (underestimating other members): The moderator does not allow "killing" of opinions by another member, but gives everyone equal chance to express their opinions.
- Side conversations (with the colleague sitting beside): The moderator stops this conversation by reminding them "rules of the game".
- Being late: the moderator speaks to the member who has been late and remembers him/her the importance of being on time.

4. Concluding Remark

The moderator has successfully finished his/her job, if in the end, group members say: "We did this by ourselves"

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ANNEX 2

OVERVIEW OF CURRICULUM FRAMEWORK

OVERVIEW OF CURRICULUM FRAMEWORK

Luljeta Demjaha

1. Introduction

The Curriculum Framework provides the basic guidance for the development and implementation of subject curricula and other curriculum documents. The Framework defines the key competencies to be mastered by all students and the new curriculum Learning Areas. It covers pre-school, primary, lower secondary, upper secondary and non-university tertiary education.

2. Aim of the Curriculum Framework

To provide "a foundation to increase the quality and equity of education services for all students and to reconnect the education system with trends and issues linked to recent education reforms in other progressive systems." (KCF page 13)

3. Principles for development and implementation of the Curriculum Framework (KCF pages 15 to 18)

1. <u>Leaner-centred teaching</u> – focus on the learner and not the teacher
2. <u>Inclusion of all pupils</u> – ethnic majorities and minorities, girls and boys - gifted and challenged must all be included
3. <u>Competency-based</u> – emphasis on what children will be able to do - curriculum structured around Learning Outcomes
4. <u>Integrated Teaching and Learning</u> – teachers will connect ideas within and between topics and subjects
5. <u>Flexibility</u> – up to 20% of the curriculum will be developed by each school to meet local needs
6. <u>Mobility</u> – curriculum structure allows pupil mobility within Key Stages and between efficient transfer between formal, non-formal and informal education
7. <u>Transparency and accountability</u> – systematic feedback from schools regarding curriculum implementation and use of Inspectorate and Assessment Department to monitor standards (after KCF pages 15 to 18)

4. Changes in Kosovo's education structure

- Compulsory education starts with pre-primary grade and ends with grade 12.
- School year is extended to 40 weeks.

- Tertiary education (ISCED 4) is officially included in Kosovo's education system, which mainly offers higher vocational education and training

5. Key Competencies to be mastered by students during compulsory education   (KCF pages 30 to 38)

Six key competencies	Final outcomes
1. **Communication and expression competency** o To communicate and express oneself through languages, symbols, signs and artistic codes o To engage and contribute in productive dialogue To follow rules and be creative.	**1. Effective communicator**
2. **Thinking competency** o To learn, understand, analyze, judge, synthesize o To develop abstract thinking o To make informed decisions o To link decisions with consequences o To evaluate /self-evaluate To solve problems	**2. Creative thinker**
3. **Learning competency** o To demonstrate capacity in literacy, mathematics, sciences, information and communication technology and citizenship o To learn how to learn o To identify and process information independently, effectively and responsibly	**3. Successful learners**
4. **Life, work, and environment-related competency** o team work skills o organizational and leadership skills o entrepreneurial skills o conflict management, risk assessment o independent and responsible actions o active in environment protection and development	**4. Productive contributor**
5. **Personal competency** o to know oneself and others o to demonstrate self-confidence o to manage emotions and stress	

	5. Healthy individual

o empathy for and with others
o to demonstrate ability for healthy lifestyle
o to make responsible choices for health, diet and exercise.
6. Civic competency
    o to manage diversity constructively
    o to demonstrate tolerance and respect
    o to demonstrate responsibility and civic participation
    o to undertake initiatives for changes in society and environment
	6. Responsible citizen

6. Key Stages of the curriculum

The Curriculum Framework comprises six curriculum Key Stages. These stages share common features in terms of children's development, curriculum requirements and teaching and learning approaches. The key competencies to be achieved at the end of each stage of the curriculum, progression requirements, organization of teaching and learning experiences, assessment approaches and evaluation criteria are defined for each stage of the curriculum. Key stages are of from one to three years duration. Assessment will take place at the end of each Key Stage. (KCF Pages 22 to 25.)

7. Learning areas

Kosovo's curriculum is structured around six learning areas that apply from pre-school up to upper secondary education, including both general and vocational education. These are:-

1. Communication and expression
2. Mathematics
3. Sciences
4. Society and environment
5. Health and welfare
6. Life and work

Learning Areas may comprise one or several Subjects. (KCF pages 43 to 55.)

8. Time allocation per learning area presented in percentages (KCF page 55)

	ISCED 0	ISCED 1		ISCED 2	ISCED 3	
		Grades: Pre-primary, 1-2	Grades 3-5	Grades 6-9	Grades 10-12 Gymnasium	Grades 10-12 Vocational education and

						training
Communication and expression	20%	25%	25%	20%	15 %	15%
Mathematics	20%	20%	20%	15%	15%	10%
Sciences		10%	10%	15%	15%	10%
Society and environment	15%	10%	10%	15%	15%	10%
Health and welfare	20%	15%	15%	10%	10%	10%
Life and work	15%	10%	10%	10%	10%	35%
Optional part	10%	10%	10%	15%	20%	10%

9. Optional part of the curriculum (KCF page 56)

"Optional part" means the part of the curriculum defined and selected by the school, which will range from between 10 and 20% of total time allocation. This provides schools with time to engage responsibly in achieving expected outcomes as defined by the Framework, depending on the specifics of school staff, infrastructure, community and environment where the school operates. Some of the possibilities for using the optional part include the following:

a) Increase of time allocation for specific learning areas for improvement activities for students with learning difficulties;
b) Use of a list of themes/courses/modules offered by MEST;
c) Reinforcement of career guidance and preparation for life and work.

School recommendations for the optional part, proposed by the Council/Board, will be approved by municipal education authorities in consultation with respective MEST authorities.

ANNEX 3:

COMPETENCY BASED CURRICULA AND TEACHING METHODOLOGY

COMPETENCY BASED CURRICULA AND TEACHING METHODOLOGY

Luljeta Demjaha

1. The importance of Teaching Methodology in writing the Kosovo Curriculum

In conducting their task of writing the curriculum members of the various Working Groups will not only be required to write Learning Outcomes for each ISCED level, Key Stage, Learning Area, Topic and Subject but will also be required to indicate the Cross-Curricular, Cross-Cutting and Key Competencies implications of each Learning Outcome, but will also be asked to specify what Teaching Methodology would be most appropriate to each Learning Outcome. This will assist teachers and textbook writers to use the most appropriate means of ensuring that pupils do indeed achieve the competence indicated in each Learning Outcome. In order to assist curriculum writers to specify suitable teaching methodologies for each Learning Outcome, this section of the Handbook first relates competency-based curricula to learning outcomes and then specifies some key methodologies and useful selection criteria.

2. Competency Based Curricula

The Kosovo Curriculum Framework defines the key competencies envisaged for higher education, life and work to be mastered by all learners by the end of compulsory education. The Competency-based approach has important implications for curriculum design as well as for classroom practices as for instance, integration of cross-cutting issues, such as life skills, integrated learning, interactive teaching and learning and a focus on formative assessment.

Given the increased complexity of a rapidly changing world, there is currently a widespread interest in competency-based curriculum development as a way of fostering productive and relevant learning. The KCF embraces a competency-based perspective in order to address the diverse learner needs which will meet the relevant present and foreseeable challenges for Kosovo society and the wider world.

An emphasis on "Competencies" does not imply the neglect of knowledge ; however, a competency-based approach, when defining curriculum and learning outcomes, requires the selection and organization of learning experiences that integrate relevant knowledge with values, attitudes and skills. Competency-based approaches are different from approaches which promote excessive and irrelevant rote learning, based solely on memorizing and reproducing pre-fabricated knowledge.

The "Key Competencies" envisaged within the KCF define the main learning outcomes that learners will achieve in a progressive and consistent way throughout the education system. Specific learning areas/subjects may, however, be used as the main 'carriers' for the development of particular competencies. In relation to subject areas/subjects, the key competencies are translated into more

specific content- and subject-bound competencies and sub-competencies. In compliance with the Kosovo education vision and the policies underpinning the Curriculum Framework, the following are the key competencies envisaged for the Kosovo education system:

- Communication and expression competencies → **Effective communicator**
- Thinking competencies → **Creative thinker**
- Learning competencies → **Successful learner**
- Life- , work-, and environment-related competencies → **Productive contributor**
- Personal competencies → **Healthy individual**
- Civic competencies → **Responsible citizen**

3. Teaching Methodology

In the competency based curricula there is a need to recognize, support and develop innovative teaching and learning styles. The importance of transfer between learning areas should be recognized, valued and encouraged. There is a range of opportunities for students to develop experiences in inquiry and problem solving skills and support students in their development as confident, autonomous and reflective learners, helping them to apply their understanding of concepts, building their knowledge and developing skills in new and challenging ways.

Student-centred teaching and learning means that the planning and organization of learning and teaching should pay attention to students' individuality, potential, needs and interests. It is one important aspect of inclusiveness in education in a broader sense and therefore takes into account and addresses the different learning styles and the speed at which students learn, as well as all the other aspects of learner diversity, such as gender, age, ethnicity, religion, culture, social and economic background, as well as students' special needs.

The learning experiences that the curriculum offers to learners should be meaningful and relevant to them. At the same time, through learning, students should be encouraged to broaden their horizons and be aware of different (and new) challenges and opportunities in life, studies and at work.

While traditional teaching and learning were more focused on the teacher and the subject(s), today there is global recognition, as is the case in Kosovo, that teaching and learning should be student-centred. Although this requires resources and capacities that may not be immediately available in all contexts, teacher-centred methodologies may still be used. However, even in situations currently lacking adequate resources and training, student-centred learning is envisaged as a medium- and long-term aspiration. It is important though that, in all circumstances, teachers are able to use a wide range of teaching methods by balancing teacher-centred and learner-centred methodologies appropriate to their students' characteristics and learning objectives.

In the context of Kosovo, student-centred teaching and learning will pay special attention to the following aspects:- Interactive pedagogy, Meaningful learning, Holistic development, Guidance and Orientation, Assessment of Competencies and School Democracy.

Regardless of different definitions, the basic principle of the learning methodology is that it should facilitate the learning process of students. To realize a learning process many actors and factors are in function: teachers and students, learning environment, expected learning results, the content, learner assessment, time available, etc.

Thus, a broad sense of meaning for the methods in general presents them as "...manner or way to realize something..." or as "...rules of the game...". A more concrete definition confirms that "the method is one procedure or process that is in general accepted, which is performed by the teacher, student or both of them and its objective is the increase of learning efficiency and efficacy.

4. Types of learning methods

Different opinions related to the definition and meanings of "learning method", are a consequence of the application of a large number of ways of realizing the learning process in educational practice. There is frequent inclusion of learning "organization forms" in the list of learning methods, such as "apprenticeship" or "training in the working place". There are complex learning methods (e.g. method of work with projects) that contain the application of two or more simple methods (work in group, home work, practice etc.). There are cases when as the equivalent term for learning methods are used the "learning techniques". In general, learning techniques are represented from simple methods or components of complex methods.

Each method can contribute to the development of students knowledge, habits or attitudes as detailed in the following table.

Learning methods	Knowledge	Habits	Attitudes
Debate	✓		✓
Demonstration		✓	
Class work	✓		
Home work	✓		
Discussion	✓		
Excursion	✓		✓
Experimentation	✓	✓	
Research	✓		✓
Lecture/discourse	✓		
Reading	✓		
Role play		✓	✓
"Aquarium" method	✓		
Question – answer method	✓		
Practice		✓	✓
Monitored practice		✓	✓

Work with projects	✓	✓	✓
Work in groups			✓
Seminary	✓		
Stimulation		✓	✓
Independent study	✓		
Study visit	✓		

5. Criteria for the selection of learning methods

There are three principle factors that influence the selection of appropriate learning methods:

1. influence of selected learning method in maximal increase of effectiveness and efficiency of learning process (especially learning);
2. teachers' capability, not only to know but also to use the selected learning method;
3. the environment and conditions needed to apply the selected learning method.

These three principle factors are supplemented by other more detailed factors that influence the selection of learning methods, specifically:

1. Learning content

   If the learning activity has to do with the development of students knowledge (offering of facts, concepts, principles etc.), then the learning methods are adapted to the nature of this content also. Selection of methods like lecture, discussion, questions-answers, etc. would be the most appropriate in this case. For the case of practical activities that develop working habits, the most appropriate method would be demonstration, monitored practice, independent practice, etc. Also, as regards the development of positive attitudes of students, priority is given to methods like excursions, debate, role play, research, etc.

2. Psychological – age of focus groups

   Students of different ages have psychological and physiological characteristics that determine the way of their learning. This should be carefully considered when selecting the learning method. Students of young age require methods that engage them in short learning sessions (45 minutes) and that include many illustrations and games, as well as supervision from the teacher. Adult students have more persistent concentration and can face longer lesson sessions, independent tasks etc.

3. Size of the teaching group

   A small group of students encourages the use of monitored practice, independent practice, and work with projects, role play, and experimentation. Large groups impose techniques such as lecture, demonstration or study visit.

4. Time available

   This is a very important factor. There is no possibility of application of methods like independent practice, research or work with projects in 45 minute learning sessions. The teacher is forced to apply more "rapid" methods such as the lecture, questions and answers, debate and demonstration.

5. Risk of Injury

   There are learning processes which should undertaken by students, but which in the school environment have the potential to cause injury, as for instance different chemical experiments involving the emission of heat and poisonous gases. In this case, experiments cannot be conducted in class and the teacher will need to deploy teacher demonstrations and video clips.

ANNEX 4:

COMPETENCY BASED CURRICULA FOR VOCATIONAL AND HUMANITIES SYLLABUSES

CONCEPTS TOWARDS A COMPETENCY BASED SYLLABUS FOR VOCATIONAL AND HUMANTIES SUBJECTS

Luljeta Demjaha

1. Introduction to Vocational Education in Kosovo

Vocational education in Kosovo is part of upper secondary schooling, the curriculum Key Stage 5 (grades 10 and 11) and Key Stage 6 (grade12). These stages of education aim at bringing students to deeper and more specialized preparation for higher education and/or entering the labour market as skilled workers.

In addition to the envisaged six key competencies defined with KCF, in the vocational schools the students have to acquire the specific vocational competencies defined for the profession they are studying at school. The key competencies should be basis for the development of the corresponding subject curricula. The six key competencies can be seen as competencies of a wider nature, such as communication competencies, or more narrow nature, such as the ability to multiply numbers. They can be general (e.g. ability to make planning) or very particular (e.g. ability to register sales in cash register).

The KCF defines the six key competencies to be achieved from all students by 12th grade, which will help every individual to face the challenges of life in general regardless of the specific profession that they will practice. In vocational schools, the competencies can be grouped in two groups: (i) common to several professional fields (e.g. the ability to interpret the technical drawings, or respecting the safety measures in the work, etc.); or (ii) specific to certain profession (e.g. for tailoring, measuring, cutting, sawing, etc.).

2. Writing Learning Outcomes for Vocational Subjects

Development of the curricular components for VET will be based on the learning profiles and vocational subjects offered in each particular school. The following steps are required in the process of curriculum development for VET:

- definition of learning outcomes
- selection of educational contents
- recommendation of educational methods
- definition of methods / instruments for learners assessment
- definition of condition / means for curriculum implementation

Curriculum development is based upon the writing of appropriate Learning Outcomes. The process of writing Learning Outcomes should start with thinking about clear and measurable Expected results. Consider as an example the LO in "Construction" as a part of the curriculum framework: 'student is able to describe the thermo insulation materials on mineral bases'. From the example above, we can see that specific LO is composed from formulations that express the

expected student results. Each LO comprises the verb (activity) and the object of this activity. E.g. in the LO "…to describe the thermo insulation materials …" activity is "to describe" and the object is "insulation materials. As discussed in Section 3 of this Handbook certain verbs are recommended for writing LOs and some are best avoided on the basis that the student activity implied can or cannot be easily measured. A classified list of verbs follows.

Recommended Verbs	Verbs to Avoid
to explain	to know
to show	to recognize
to argue	to understand
to describe	to deepen
to illustrate	to focus
to distinguish	to be able
to interpret	to have knowledge
to demonstrate	to know-how
to formulate	to concentrate
to respect	
to select	
to calculate	
to sketch	
to draw	
to assemble	
to disassemble	
to diagnose	

During the formulation of LOs, special attention should be paid to the object which the outcome refers to. There are cases when the outcome has more than one object, e.g. by the outcome: "to sew the trousers and the shirt according to the clients' dimension" we have two objects; the trousers and the shirt. Since these two products are realized in different working procedures, it is recommended to formulate two particular outcomes that refer to these two different objects: (i) "to sew the trousers, according to the clients' dimension", and (ii) to sew the shirt according to the clients' dimensions". This facilitates and clarifies the organization of education, as well as learners' assessment.

The following general advice in relation to writing LOs for VET should be kept in mind:-

- LOs should comprise two main elements, activity (active verb) and the object, but also conditions/requirements as needed.
- LOs should be formulated in such a way as not to create doubts and misinterpretations. By adding a condition LOs become more defined. For example, instead of the formulation "the student sews shirts", it is better to use the formulation "the student sews shirts with sewing machine".

- LOs should be "achievable". They should not include requirements that are above the student's capacities, nor should they require conditions out of the vocational school's possibilities or that cannot be realized within an acceptable period of time.
- LOs should have a "meaning". They should refer to learning activities (knowledge, habits, and attitudes) that have to do with the real students' demands for employment or further education.
- LOs should have logical connection with the title and general competence of the module. For example, by the module "Sewing of men clothing", the formulation "the student cuts the pieces of men clothing with scissors" would be improper because the module refers to the "sewing", while the LO refers to the "cutting"
- LOs should contain appropriate interrelation between the cognitive and practical aspects.
- LOs should be relatively "independent". Thus LOs can be realized through specific learning processes that can be separately evaluated.

3. Curriculum Writing for Vocational Subjects

The curriculum structure in VET programs is a learning plan which contains a group of subjects/learning areas and modules arranged and distributed in time periods and didactical point in template form. Selected subjects and modules in the learning plan "are completed" with the content which is organized in different manners. As mentioned above, content of vocational theoretical subjects is organized in the form of learning program, while that of vocational practices is organized in the form of module descriptors.

OUTLINE TEMPLATE FOR CURRICULUM DEVELOPMENT IN VET PROGRAMS

Field: …
Branch: ….
Profile: …
Stage: …
Foreword: …

Composition of the working groups
……………………. (head of the group)
…………………….. (member)
……………………. (member)
…………………….. (consultant)

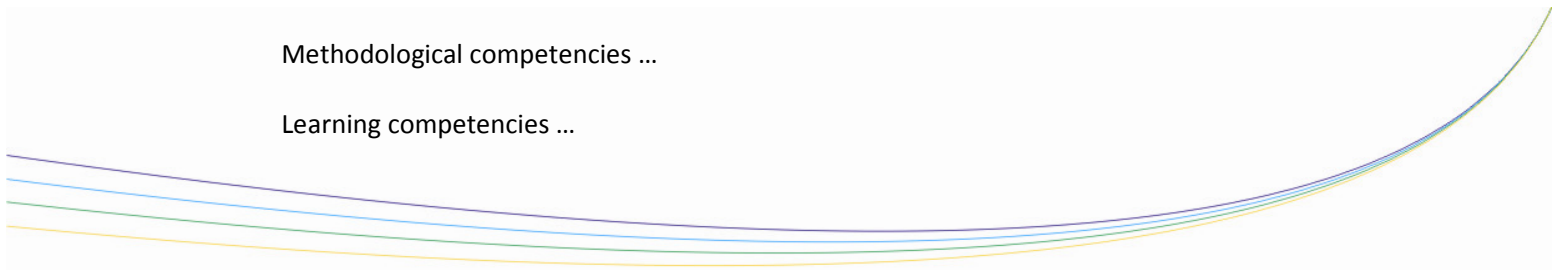General aims of vocational education: ….

Target group …

Possibilities for further education …

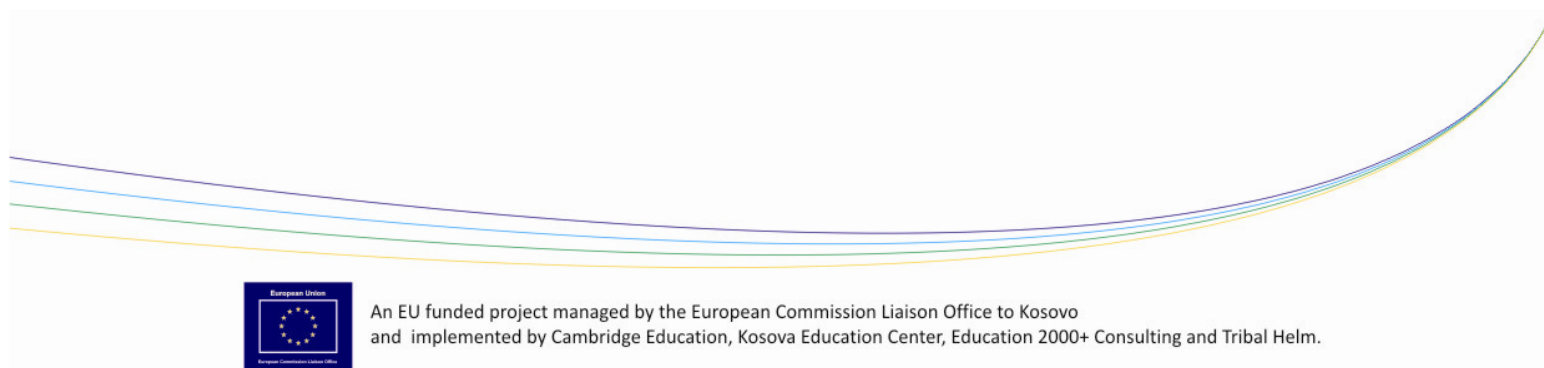Employment opportunities …

Competencies gained at the end of education:

Social competencies ….

Methodological competencies …

Learning competencies …

Professional competencies …

Curriculum writers need to take note of the time constraints placed on the teaching learning process in determining the number and complexity of the Learning Outcomes that they write for each Subject, Learning Area or Module. It will be necessary for them to plan out the number of teaching hours available for each Module for each Grade as in the following example.

	Subject/Learning Area and Learning Modules	Hours per year		
		Grade 10	Grade 11	Grade 12
A	**General knowledge (subtotal)**	**385**	**385**	**280**
1	…			
2	…			
3	…			
4	…			
5	…			
B	**Professional subjects (subtotal)**	**350**	**245**	**140**
1	…	70	70	-
2	…	70	35	-
3	…	70	-	-
4	…	140	140	70
5	…	-	-	70
C	**Modules of professional practice**	**315**	**420**	**630**
1	…	70	35	-
2	…	140	140	175
3	…	105	210	105
4	…	-	35	350
Total hours per year		**1050**	**1050**	**1050**

4. Humanities Subjects in the KCF

Humanities subjects are the collection of disciplines identified by the national Curriculum Framework as the following Learning Areas:- Society and Environment, and, Communication and Expression. These Learning Areas are very important for the development of students' personal and collective identity through the constructive cultivation of the traditions, language, culture and history of their communities and through the development of constructive attitudes and skills for active engagement in today's interdependent society. Students will learn how to live together peacefully, by developing attitudes of tolerance and respect for diversity and by learning to identify and work together on issues of common

interest for different communities and the wider world. They will also learn how to cope constructively with the past and how to engage in the process of democratic renewal of Kosovo society competently and responsively.

The KCF specifies that within the Learning Area "Society and environment", learners will develop an awareness of themselves and the others in the context of their immediate and broader social contexts and environments. They will learn about their rights and responsibilities and will be able to visualize their roles in a democratic society, encouraging their active participation as citizens. Learners will also develop the competencies to live and work together in both ordinary and extraordinary circumstances (i.e. crises and emergencies) by cherishing values and practices such as freedom, initiative, solidarity, responsibility, peaceful conflict resolution and fair competition. The KCF further specifies that within the Learning Area "Communication and Expression, learners will "develop a coherent and comprehensive approach to moral and aesthetic values as well as broad cultural awareness, i.e. language awareness, awareness of one's own language and universal cultural heritage and awareness of traditions, habits and mentalities."

During Primary Education (Grades 1-5), the teaching and learning of sciences is integrated with the teaching and learning of social studies under the heading of "*Knowledge and understanding of the world*". Based on such integrated teaching and learning learners will be: acquainted with their natural and man-made environment; develop a sense of inquiring about social and natural phenomena and processes; get familiar with basic concepts, skills and procedures associated with scientific knowledge in natural and social sciences; able to make appropriate connections between different aspects of the environment, life and work; able to understand and assess risks, connect decisions, actions and consequences in an appropriate manner, and develop a sense of responsibility for their own well-being. These topics will be combined with the study of Mother Tongue and English as well as the Arts.

During Lower Secondary Education (Grade 6 -9), an integrated model of the teaching and learning of the humanities subjects will be observed, based on strands such as Space and time; Cultures: traditions, daily life and celebrations; Occupations; Systems of governance; The role of citizens in democratic societies; Rights and responsibilities; Human Rights and Children's Rights; Peaceful conflict solving. In the Communication and Expression Learning Area, the learning of languages other than Mother Tongue and English will be introduced. The different strands and thematic approaches will point to the links between history, geography and civics from the perspective of overarching education aims, such as Learning to Live Together, competency development for life and work, and education for sustainable development.

During Upper Secondary Education (Grades 10 to 12), in general education programs, the humanities will be taught as the discrete subjects of history, geography and civics, emphasizing the development of relevant key competencies in a balanced way and encouraging the systematic use of knowledge, the skills of interpretation and analysis of sources of the history and geography of Kosovo, Europe and the broader world and analysis of current phenomena linked to globalization; democratic citizenship and human rights. The study of the Arts, Mother Tongue, English and Other languages will continue.

In the vocational school the curriculum of Humanities subjects will be based on a thematic approach, with selected themes focusing on life- and work-related aspects.

5. The curriculum dimension of the Humanities

Within the KCF there is clearly a blurring of the boundaries between separate Humanities subject areas. The KCF sees the humanities as a central dimension for the whole school curriculum. It seeks to provide students with a framework for inquiry that has distinctive characteristics that utilize different methodologies for critically examining the world in which they live. In the curriculum writing process, curriculum writers should seek to maximize the impact of the Humanities curriculum by maximizing the following key areas:-

1. Learning experiences

The Humanities dimensions should explicitly acknowledge the human basis of the learning experience. It should focus on the human dimension of the curriculum, dealing with humankind's interaction with different environments in a variety of contexts – natural, scientific, technological, artistic, philosophical, historical, spatial, cultural, social, economic, political, moral and spiritual. Therefore, the humanities dimensions should extend beyond the remit of any single subject discipline – or any loose affiliation or federation of 'selected' subject disciplines.

2. School mission and ethos

When identifying as a central part of the school mission and ethos, the Humanities can offer a range of curriculum models which focus on the quality of students' whole learning experience, encouraging students to learn about issues and examine their own values and attitudes as individuals in a post-industrial, global and interdependent society. It should enable young people to play an active, well informed role in the community, and prepare them for further education and the world of the work.

3. Teaching and learning

The Humanities dimension should recognize, support and develop innovative teaching and learning styles. The importance of transfer between subjects should be recognized, valued and encouraged. The Humanities offer a range of opportunities for students to develop experiences in inquiry and problem solving skills and support students in their development as confident, autonomous and reflective learners, helping them to apply their understanding of concepts, building their knowledge and developing skills in new and challenging ways.

4. "Key issues"

The Humanities should seek to be concerned with the exploration of 'key issues' crucial to humankind. We should seek to offer students opportunities to relate their experience of the world to wider areas of knowledge and experience. Students should understand the importance of

change and development; learning about change and importance of their roles as potential agents of change at personal, community, national and global levels. In this respect Humanities dimensions shares many approaches described in the order for Citizenship.