

**REPORT OF SHORT-TERM NON-KEY INTERNATIONAL EXPERT FOR CURRICULUM AND TEACHER DEVELOPMENT, RICHARD WEBBER, 6<sup>TH</sup> MAY TO 30<sup>TH</sup> JULY**

## **1. Objectives of input**

- i) “provide assistance to the Independent Commission for the Serbian Curriculum as required, based on ToR agreed with the IC
- ii) assist the Kosovo Curriculum Framework (KCF) Task Force and the Ministry of Education (MEST) Curriculum, Textbooks and Assessment Steering Group Curriculum Development Unit) to implement the KCF by:
  - a. developing guidance on producing learning outcomes for education stages and key stages and syllabus development in the form of a handbook, taking into account best regional, European and international practice and the KCF template
  - b. organising and delivering training with the relevant working groups appointed by MEST
  - c. supporting the syllabus development groups in their work
  - d. overseeing syllabus development progress and making recommendations to improve, strengthen and sustain the process
- iii) assist the State Council for Teacher Licensing (SCTL), based on the agreed letter of support between SCTL and the project, in liaison with the IDEP experts
- iv) provide advice and recommendations on the teacher training implications of the NCF implementation process
- v) support other activities related to the KCF implementation process as required and as directed by Key Expert 2 or the Team Leader;” (RAO TORs page 9)

## **2. Main activities**

Following the numbering of Objectives above:-

- i) Curriculum Framework for Serb community
  - Meeting with Serb Municipal Education Department, Gračanica re Kosovo Curriculum Framework to establish cooperation
  - Discussion with Council of Europe (CoE) “Interculturalism and the Bologna Process” project director and contribution to CoE Workshop, Prizren, regarding the development of History curriculum and textbooks acceptable to Serbs and all Kosovo communities
- ii) Kosovo Curriculum Framework (KCF)
  - Very frequent meetings with KCF Task Force to discuss planning for KCF
  - Extensive desk research regarding KCF and 12 formal information-gathering meetings with Ministry of education, Science and Technology (MEST) officials and donor representatives
  - Contribution to discussion at MEST KCF Dissemination workshops for teachers etc at Kamenice and at MEST Pristina for MEST staff
  - With 2 short-term Junior experts devised a 50 page Handbook providing guidance on the nature and purpose of the Curriculum Framework and on how to write Learning Outcomes (Annex 1)

- Devised Curriculum Writing Templates for Key Stage, Learning Area and Subject. Included in Curriculum Writing Handbook.
  - Prepared 3 PowerPoint presentations regarding (1) Curriculum and Managing Educational Reform (22 slides), (2) Learning Outcomes and Writing the Kosovo Curriculum (58 slides) and (3) Competency Based Curriculum and Assessment (18 slides). Available on the EduSWAP project website.
  - Conducted a 3 day workshop in Prevala for 22 MEST and Pedagogical Institute staff (16 resident and 6 day visitors) regarding (1) the nature and purpose of the KCF (2) how to write learning Outcomes and (3) planning for the conduct of the work of the subject syllabus writing groups. Prepared Evaluation Report. (Annex 2)
  - Prepared a detailed paper regarding the human and intuitional capacity development needed for the successful implementation of KCF (Annex 3)
  - Prepared with Curriculum Writing Technical Team a plan for the work of the Curriculum Working Groups (Annex 4)
- iii) Teacher Licensing
- Extensive desk research regarding Teacher Licensing, frequent meetings with senior staff of Sate Council for Teacher Licensing and 12 formal information gathering meetings with MEST, donor and potential training provider staff
  - Assisted in the design of an application form for potential training providers to apply to have their course included in teacher training for the Licensing scheme
  - With extensive contributions from project colleagues, prepared a detailed paper regarding the role of the Teacher Licensing scheme within the context of overall teacher training needs (Annex 5)
- iv) Teacher Training Implications of the Kosovo Curriculum Framework
- With extensive contributions from project colleagues prepared a detailed paper assessing the teacher training demands of implementation of the Kosovo Curriculum Framework and devising a plan to meet these demands through a detailed and costed plan (Annex 5)
- v) Other activities
- Participated in launch of EduSWAP Project 27th May and technical discussion regarding KCF
  - Participated in MEST day-long Budgeting Workshop lead by SIDA experts. Contributed to discussions regarding Curriculum and Teacher Development.

### 3. Evaluation of training and trainees

With Curriculum Technical team members planned and conducted training Curriculum Writing Workshop for Curriculum working Groups Coordinators 20<sup>th</sup> to 22<sup>nd</sup> July in Prevalle. Participants regarded the workshop as very useful in preparing them for their tasks. The Programme and a full Evaluation is appended at Annex 2.

### 4. Outputs and results

- Detailed paper written for MEST consideration regarding institutional and human capacity development need for successful implementation of KCF
- Detailed paper written for MEST consideration regarding teacher training needs for successful implementation of KCF and how to plan to provide such training
- Curriculum Writing Handbook for use by Subject Syllabus writers etc
- 22 MEST and Institute of Pedagogy staff trained regarding Kosovo Curriculum Framework

- MEST understanding of the critical issues involved in implementing the KCF and the Teacher Licensing system considerably enhanced

## **5. Recommendations**

- Delay national implementation of the Kosovo Curriculum Framework by 2 years until 2015/16 to allow for adequate human and institutional capacity development
- Implement plan to require all 25,000 teachers to take tailor-made courses to the Kosovo curriculum Framework, e.g. “Integrated Science for Lower Secondary Teachers” and “English for Young Learners “ fro Grade 1 teachers
- Modify the Teacher Licensing Scheme so that MEST specifies the training to be offered by training providers and to be taken by teachers
- Coordinate donor inputs with MEST resources to provide support to the human and institutional development of MEST Departments and Institutions so that they are capable of successfully implementing KCF, i.e. Department of Curriculum, Department of Assessment, Department of Teacher Training, the Inspectorate and the University of Pristina.
- EduSWAP to continue to support implementation of KCF according to the current schedule but also to lobby for the schedule to be replanned and national implementation to be delayed to 2015/16.

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### LIST OF ABBREVIATIONS

CAD	Computer Assisted Design
CAD	Computer Assisted Design
CD	Curriculum Development
CoE	Council of Europe
ECLO	European Commission Liaison Office
GTZ	German Technical Cooperation
IC	Independent Commission (for the Serbian curriculum)
IPA	Instrument of Pre-Accession
IPK	Kosovo Pedagogical Institute
ISCED	International Standard Classification of Education
KCF	Kosovo Curriculum Framework
KEK	Kosovo Electricity Company
KS	Key Stage
KS	Key Stage
LLL	Lifelong Learning
LO	Learning Outcome
MEST	Ministry of Education, Science and Technology
OSCE	Organisation for Security and Cooperation in Europe
PS	Permanent Secretary
RAO	Request for Administrative Order
SCTL	Sate Council for Teacher Licensing
SI	International Measurement Unit
SI Units	International System of Units (Le Système international d'unités)
SIDA	Swedish International Development Agency
ToR	Terms of Reference
TT	Teacher Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development

VET Vocational Education and Training  
WG Working Groups

**ANNEX 1**

**CURRICULUM WRITING HANDBOOK**



**KOSOVO CURRICULUM FRAMEWORK  
CURRICULUM WRITERS' HANDBOOK**

**Lindita Boshtrakaj, Luljeta Demjaha, Eda Vula, Richard Webber**

**July 2010**

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## **CURRICULUM DEVELOPMENT AND MANAGING EDUCATIONAL REFORM**

**Richard Webber**

### **1. Kosovo Curriculum Framework and Educational Reform**

To quote from the Kosovo Curriculum Framework, “In 2007, the Ministry of Education, Science and Technology (MEST) issued its “Strategy for Development of Pre-University Education in Kosovo 2007 - 2017”. Objective 4.2 of the strategy “Fully functional system for ensuring quality learning built on standards comparable to those of developed countries” refers to the revision of the Kosovo Curriculum Framework of 2001 as one of the priorities of the MEST by 2010.” The document continues “The 2010 Curriculum Framework constitutes the main reference document....”

So, why did MEST decide that a new curriculum framework was “the main reference document” for its programme of educational reform? What is so special about the curriculum? We might consider that other factors are equally important in influencing educational reform. What about Teacher and Pupil Attendance, Pupil Skills and Attitudes, Teacher Skills and Attitudes, Teacher Training, Teaching and Learning Materials, the number and condition of classrooms, the effectiveness of assessment and inspection or the availability of adequate finance. You might argue that these factors are at least as important as the curriculum. However, as is demonstrated below, without the curriculum as an overall guide now of these factors would have any meaning, purpose or value.

### **2. Kosovo Curriculum Framework: Definitions, Purpose and Objectives**

So we need to consider what is so special about the curriculum and what its purpose is. First of all, we must ask ourselves “What is the curriculum?” If we consult educational reference works we will discover a very large number of somewhat differing definitions and it is not our purpose now to discuss these in detail. However, the definition that is offered in the Curriculum Framework itself is “The aggregate of learning areas, subjects and cross-cutting issues available in an education system. The term normally applies to the “formal” or “intended” (written) curriculum, but can also include the “unintended” or “hidden” curriculum. Distinctions are also made between the “intended” (official), “applied”, “interactive” (resulted from classroom interactions) and “effective curriculum” (what students really learn).” A more simple definition might be “What society decides that pupils should be able to do and how they should achieve this.” Perhaps this definition is too simple but it will help curriculum developers keep in mind the most basic concepts about the curriculum.

Secondly, we must ask ourselves what is the overall purpose of the curriculum. The purpose of the curriculum is to determine what kind of children will leave school to participate in future Kosovar society. More specifically we can understand the purpose of the new curriculum in terms of the objectives implied in the Curriculum Framework. These objectives include educating children so that they are able to:-

- Be loyal and active citizens of a democratic Kosovo
- Participate in international developments in science, technology and culture

- Be independent and critical thinkers
- Be effective and caring family members
- Be environmentally aware and contribute to sustainable development
- Live harmoniously with their neighbours in a multi-ethnic society and wider world
- Gain employment and contribute to the economic development of Kosovo
- Learn throughout their lives as part of a knowledge society and economy

These objectives represent the aspirations of MEST and Kosovar society for the future of Kosovar children and society. These objectives will be realized through the effective implementation of the Curriculum Framework.

### **3. The Curriculum Framework as the Heart of Kosovo Education**

The Curriculum Framework is not just one single and separate element of the government's education reform process. It is the heart of the process. It determines the nature of all the other elements of the education system. Without the curriculum all the actions and processes in the education system would be isolated from each other and have no overall purpose. As will be shown below, it is the curriculum which integrates and motivates all aspects of the education system.

As regards the teaching and learning process in schools, the curriculum determines what pupils learn, what learning materials pupils use, what pupils are assessed on and what skills and attitudes pupils will have when they leave school. As regards teachers, the curriculum determines what a teacher will plan to teach in each lesson, what teaching materials a teacher will use and how teachers are trained. The curriculum determines what teachers include in their continuous assessment of pupils on a daily basis and in end of term tests.

All national examinations must be compliant with the curriculum. The curriculum thus determines what MEST Examinations Department tests at Grade 5, Grade 9 and Grade 12 and the types of questions that it uses in its tests. Because the curriculum requires mastery of higher order skills such as synthesis and analysis the examinations must use questions that require these skills and not only questions that require information recall.

The curriculum determines the learning areas and subjects to be covered in teaching learning materials and textbooks, Key Competencies to be covered in the textbooks, the proportion of pages to be devoted to each topic within a textbook, the kinds of teaching methodology and assessment techniques suggested for each topic in the textbooks and teachers' guides and the coverage of Cross-Curricular Links and Gender and Inclusiveness issues within the textbooks. The curriculum even determines the content of textbook illustrations through the requirement that there is a balanced representation of individuals of each sex and of diverse ethnic origins.

The curriculum determines the daily life of each school. It determines the length of the school year i.e. now 40 weeks and not 37. The curriculum determines the percentage of teaching time for each Learning Area and, by implication, how much time is spent on each subject. For instance, 25% of teaching time must be spent on Communication and Expression in each of Key Stages 1 and 2. The curriculum

allocation of time for “Physical Education and Sports”, as an example, also indicates how much time children should spend in the classroom on study and how much out of the classroom on sports activities. The curriculum requirements regarding Inclusion determine how pupils and teachers relate to one another in class and out of class. This means that teachers will make sure that in class pupils get an equal amount of attention regardless of their sex or ethnicity. In the playground it means that pupils will treat each other with consideration and respect regardless of origin.

The curriculum also determines what the School Director does with his or her day. The School Director’s primary duty is to manage the conduct of teaching and learning in his or her school so that pupils acquire knowledge, skills and attitudes in conformity with the curriculum. The School Director will need to work out how to manage and motivate his or her staff to achieve this, how to manage the best use of school buildings and facilities to maximise learning time and opportunity, how to provide suitable training for teachers and how to involve and enthuse parents and community in the process of educating their children in line with curriculum.

Most importantly, the Kosovo Curriculum Framework will determine the nature of Kosovar society for the coming years as young people leave school and contribute to the wider society for the rest of their lives. The knowledge, skills and attitudes that pupils have acquired at school will determine the wealth of the society by increasing the range of employment opportunities that pupils leaving school are able to undertake. What pupils have learnt at school regarding Inclusion will ensure that Kosovar society has positive attitudes to and practices regarding all its citizens regardless of sex or ethnicity. The curriculum framework will ensure that society is equipped for Lifelong Learning and is thus able to adapt to changing economic and social circumstances. Further, and perhaps most importantly the curriculum will ensure that tomorrow’s young families have the human and technical knowledge and skills to maintain healthy and happy families.

#### **4. The role of Curriculum Developers**

The Implementation Plan of the Curriculum Framework envisages a Preparatory Phase in 2010/11, a Trial Phase in 2011/13 and national implementation in 2013/14. This will be a vast amount of work for all those involved in education in Kosovo. However, all this work will be directly dependant on the Curriculum Developers that will be working under the leadership of the Curriculum Development Working Group Coordinators. The quality of the work carried out in the Working Groups will determine the quality of the curriculum itself. It is difficult to imagine a more valuable and important task than effectively managing the work of the curriculum development working groups. The whole Pre-University education system of Kosovo is dependent on the new curriculum. And the development of that curriculum is directly dependent on the curriculum developers.

## **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. Leaner-centred teaching – focus on the learner and not the teacher
2. Inclusion of all pupils – ethnic majorities and minorities, girls and boys - gifted and challenged must all be included
3. Competency-based – emphasis on what children will be able to do - curriculum structured around Learning Outcomes
4. Integrated Teaching and Learning – teachers will connect ideas within and between topics and subjects
5. Flexibility – up to 20% of the curriculum will be developed by each school to meet local needs
6. Mobility – curriculum structure allows pupil mobility within Key Stages and between efficient transfer between formal, non-formal and informal education
7. Transparency and accountability – 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
<p><b>1. Communication and expression competency</b></p> <ul style="list-style-type: none"> <li>○ To communicate and express oneself through languages, symbols, signs and artistic codes</li> <li>○ To engage and contribute in productive dialogue</li> <li>To follow rules and be creative.</li> </ul>	<p><b>1. Effective communicator</b></p>
<p><b>2. Thinking competency</b></p> <ul style="list-style-type: none"> <li>○ To learn, understand, analyze, judge, synthesize</li> <li>○ To develop abstract thinking</li> <li>○ To make informed decisions</li> <li>○ To link decisions with consequences</li> <li>○ To evaluate /self-evaluate</li> <li>To solve problems</li> </ul>	<p><b>2. Creative thinker</b></p>
<p><b>3. Learning competency</b></p> <ul style="list-style-type: none"> <li>○ To demonstrate capacity in literacy, mathematics, sciences, information and communication technology and citizenship</li> <li>○ To learn how to learn</li> <li>○ To identify and process information independently, effectively and responsibly</li> </ul>	<p><b>3. Successful learners</b></p>
<p><b>4. Life, work, and environment-related competency</b></p> <ul style="list-style-type: none"> <li>○ team work skills</li> <li>○ organizational and leadership skills</li> <li>○ entrepreneurial skills</li> <li>○ conflict management, risk assessment</li> <li>○ independent and responsible actions</li> <li>○ active in environment protection and development</li> </ul>	<p><b>4. Productive contributor</b></p>
<p><b>5. Personal competency</b></p> <ul style="list-style-type: none"> <li>○ to know oneself and others</li> <li>○ to demonstrate self-confidence</li> <li>○ to manage emotions and stress</li> <li>○ empathy for and with others</li> <li>○ to demonstrate ability for healthy lifestyle</li> <li>○ to make responsible choices for health, diet and exercise.</li> </ul>	<p><b>5. Healthy individual</b></p>
<p><b>6. Civic competency</b></p> <ul style="list-style-type: none"> <li>○ to manage diversity constructively</li> </ul>	<p><b>6. Responsible</b></p>

<ul style="list-style-type: none"> <li>○ to demonstrate tolerance and respect</li> <li>○ to demonstrate responsibility and civic participation</li> <li>○ to undertake initiatives for changes in society and environment</li> </ul>	<b>citizen</b>
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## 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
<b>Communication and expression</b>	20%	25%	25%	20%	15 %	15%
<b>Mathematics</b>	20%	20%	20%	15%	15%	10%
<b>Sciences</b>		10%	10%	15%	15%	10%
<b>Society and environment</b>	15%	10%	10%	15%	15%	10%



<b>Health and welfare</b>	20%	15%	15%	10%	10%	10%
<b>Life and work</b>	15%	10%	10%	10%	10%	35%
<b>Optional part</b>	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.

## **LEARNING OUTCOMES AND WRITING THE KOSOVO CURRICULUM**

**Richard Webber**

### **1. Introduction**

The purpose of this Section of the Handbook is to provide curriculum writers with adequate information and skills to complete the practical task of writing Learning Outcomes for the Learning Levels, Key Stages, Learning Areas, Subjects and Topics of the Kosovo Curriculum Framework.

### **2. Competency-Based and Subject-Based Curricula**

The Kosovo Curriculum Framework is “Competency-Based”, that is it is based around statements of what pupils will be capable of on the successful completion of a course of study within the Kosovo Curriculum. Before 2002 the curriculum for schools in Kosovo was “Subject-Based”. The content of Subject-Based curricula is determined by what society and educationalists consider that pupils need to know before they leave school. The structure of the content is determined by the structure of knowledge for each subject as, for instance, that pupils should study the grammar of a language before they attempt to speak the language accurately or should master history of 19<sup>th</sup> century Kosovo before they study the history of 20<sup>th</sup> century Kosovo. As regards the extent of knowledge taught in the subject-based curriculum, the tendency has been to include as much information as possible to fit the time available or even to provide more information than pupils can possibly cover in the time available. This has led to excessively thick textbooks.

However the Kosovo Curriculum Framework is Competency-Based and not Subject-Based. A Competency-Based curriculum is arranged around the concept of providing children with the required skills, attitudes and knowledge to perform the tasks that society and educationalist consider that they will need for their time at school and for the rest of their lives as students, employees, family members and as part of the society of Kosovo. Further, the Curriculum Framework defines a Competency as “A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways”.

### **3. Learning Outcomes in a Competency-Based Curriculum**

A competency-based curriculum is composed of statements of what pupils will be capable of at the successful completion of a course of study. These statements are referred to as “Learning Outcomes”. An example might be “On completion of Key Stage 2 Communication and Expression a pupil will be able correctly to greet a stranger in English” or “On completion of Key Stage 4 History a pupil will be able to analyse political bias in historical documents.” These Learning Outcomes are organised in the Kosovo curriculum Framework into Learning Levels, Key Stages, Learning Areas, Subjects and Topics. When the new curriculum is completed it will consist of many hundreds of Learning Outcomes.

The Curriculum Framework defines Learning Outcomes as follows, “Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the Curriculum

Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.” Examples of Learning Outcomes might be:-

“Students will be able to:-

- Write Learning Outcomes to an international standard
- Recite the two times table accurately and without hesitation
- Draw a house plan using CAD software
- Greet a stranger politely
- Register sales in cash register”

#### **4 The Structure of Learning Outcomes**

The structure of a Learning Outcome includes at least an Activity (A) and an Object (O) and may well also contain one or more conditions (C) and requirements (R). This structure is indicated in the following examples:-

“Pupils will be able

- To calculate (A) the cost of the seminar (O) with a calculator (C) accurately (R)
- To perform (A) the Eagle Dance (O) with the correct steps (R)
- To measure (A) tyre pressure (O) with a digital gauge (R).”

The Actions of Learning Outcomes are expressed by appropriate verbs. These verbs may be used many times to describe the hundreds of Learning Outcomes that will make up the finalised curriculum and it is very important that they are the right verbs. For instance if a Learning Outcome contains the verb “know” it will be very difficult to measure whether a pupil has or has not complied with a certain Learning Outcome. As in the following example

“Pupils will be able

- To know (A) the two times table (O) accurately (R)”

How will we be able to observe the pupil “knowing”? We cannot directly observe the intellectual processes inside the brain. Whereas if we use the verb “recite” in the next example we can much more easily test pupil mastery of the Learning Outcome.

“Pupils will be able

- To recite (A) the two times table (O) accurately (R)”

In this case we can simply ask the child to recite the table out loud and we can easily judge if the child has done it accurately or not.

#### **5. Choosing Appropriate Verbs for Learning Outcomes**

The task of writing learning outcomes has been made considerably easier by the work of the famous American educationist Benjamin Bloom and his classification of the process of knowing into the following taxonomy:-

- 6. Evaluation**
- 5. Synthesis**
- 4. Analysis**
- 3. Application**
- 2. Comprehension**
- 1. Knowledge**

Bloom proposed that our thinking can be divided into the above six increasingly complex levels from the simple recall of facts at the lowest level of “Knowledge” to “Evaluation” at the highest level. So, when we write learning outcomes we must consider what level of knowing is most appropriate for the individual pupil competency we are concerned with. In general terms, it is likely that the lower levels of the hierarchy will apply to the earlier stages of a course of learning and that the upper levels of the hierarchy will apply to the later stages.

The verbs that we choose when writing learning outcomes for each level of Blooms Taxonomy are critical. The verbs in the following table are recommended for use at each level.

<b>Level</b>	<b>Verbs</b>
6. Evaluation	appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticize, decide, defend, discriminate, explain, evaluate, grade, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve, revise, score, summarize, support, validate, value
5. Synthesis	argue, arrange, assemble, categorize, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, integrate, invent, make, manage, modify, organize, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize
4. Analysis	analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, relate, separate, sub-divide, test
3. Application	apply, assess, calculate, change, choose, complete, compute, construct, demonstrate, develop, discover, dramatize, employ, examine, experiment, find, illustrate, interpret, manipulate, modify,

	operate, organize, practice, predict, prepare, produce, relate, schedule, select, show, sketch, solve, transfer, use.
2. Comprehension	associate, change, clarify, classify, construct, convert, decode, defend, describe, differentiate, discriminate, discuss, distinguish, estimate, explain, express, extend, generalize, identify, illustrate, indicate, infer, interpret, locate, paraphrase, predict, recognize, report, restate, rewrite, review, select, solve, translate
1. Knowledge	arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, memorize, name, order, outline, present, quote, recall, record, recount, relate, repeat, reproduce, show, state, tabulate, tell

## 6. General guidelines for writing Learning Outcomes

The following guidelines should be kept in mind in writing Learning Outcomes. Each Learning Outcome should be:-

- structurally compete, i.e. it should have at least a verb for the Action (A) and a noun or phrase for the Object (O) and will normally include Conditions (C) and/or Requirements (R) to describe what standard of performance expected
- clear in language, i.e. the meaning of each LO should be clear to pupils teachers, examiners, inspectors, textbook writers etc so that they can each base their responsibilities as regards the new curriculum on a clear understanding of what is required of pupils
- measurable and evaluable, i.e. each LO should contain one or more conditions (C) and/or requirements (R) so that the quality of the child's performance can be assessed. An LO such as "Swim (A) using the butterfly stroke (C)", would not be as easy to assess as an LO such as "Swim (A) using the breaststroke (C) for 100 meters (R) without stopping (R)"
- suitable to the level of the pupil, i.e. each LO should take into account what a pupil of the age and maturity concerned can reasonably be expected to be capable of. An LO for Key Stage 1 that required pupils to be capable of analytical political thought would not be appropriate
- achievable, i.e. each LO should describe an ability which the vast majority of students at that level can perform with a good level of competence on successful completion of a course of study. LOs should be based on knowledge of the real conditions in which pupils study in Kosovo schools and not on some idealized scenario where all pupils can be expected to attain the highest levels
- independent, i.e. each LO should be separate and should not wholly or partially duplicate the ability described in another LO
- directly related to the philosophy and recommended practices of the Curriculum Framework and specifically in terms of the outlines of Learning Stages on pages 23 to 25, Cross-Cutting Issues on page 44 and the description of Learning Areas on pages 46 to 55
- appropriate to the level for which the LO is intended, i.e. when writing LOs for ISCED levels we should aim at very general LOs, for Key Stages less general, for Learning Areas less

general still, for Subjects more specific and for Topics within Learning Areas and Subjects, much more specific.

## 7. Practical Exercise

To help you test whether you have fully understood the guidance on writing LOs given in the preceding section of this paper you may wish to critically examine the following examples. Ask yourself if each LO complies with the guidance given. If you think that an LO does not comply you can explain in what way or ways it does not and then rewrite it in a way that does comply with the guidelines.

1	Original LO	Draw a diagram of the Water Cycle
	Comments	
	Rewritten LO	
2	Original LO	Understand the theory of the “Big Bang”
	Comments	
	Rewritten LO	
3	Original LO	Recite a short poem in Albanian without mistakes in front of the class
	Comments	
	Rewritten LO	
4	Original LO	Add and subtract numbers
	Comments	
	Rewritten LO	
5	Original LO	Sew a pair of trousers and a shirt to the customer’s requirements
	Comments	
	Rewritten LO	
6	Original LO	List the elements in the periodic table in less than two minutes
	Comments	
	Rewritten LO	
7	Original LO	Listen to a political speech with full understanding
	Comments	
	Rewritten LO	
8	Original LO	Say the letters A to M clearly
	Comments	
	Rewritten LO	
9	Original LO	Write a short paragraph in Serbian with correct structure
	Comments	
	Rewritten LO	
10	Original LO	Label the parts of a frog in a diagram
	Comments	
	Rewritten LO	

## 8. Curriculum Writing Process

The writing of the curriculum will be achieved through the preparation of a large number of Learning Outcomes. The writing of Learning Outcomes should proceed from the most general level to the most specific level. Thus, the task will begin with writing LOs for the ISCED levels, then proceed to Key Stages, then to Learning Areas, then to Subjects and then to Topics. Some Learning Areas at certain Key Stages comprise several subjects whereas other Learning Areas for other Key Stages do not. In the case where a Learning Area comprises several subjects the number of LOs does not need to be long for the Learning Area because greater detail will be provided in the LOs for the component Subjects. However, if the Learning Area for a Key Stage does not contain Subjects then the Learning Area for the Key Stage will need to contain many more LOs. In both cases where a more detailed description is required the Subject or Learning Area can be broken down into Topics.

In order to help you in your task of writing Learning Outcomes a Curriculum Writing Template is presented below.

<b>CURRICULUM WRITING TEMPLATE</b>		
ISCED Level		
Key stage		
Learning Area		
Subject		
Topic		
Learning Outcome (1)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
Learning Outcome (2)	Learning Outcome Description	
	Cross- Curricular Links	
	Cross-Cutting Issues to be covered	
	Contribution to “Key Competencies”	
Etc	Etc	

The above Template requires the following steps:-

Step 1: Identification

The template first of all requires that the list of Learning Outcomes be identified by level of specificity, proceeding from the most general applicable to the most specific.

#### Step 2: Writing the LO

The writer is then required to write an LO in correct form as discussed above.

#### Step 3: Specifying Cross-Curricular Links

The writer is then required to specify the “Cross-Curricular Links” that the LO can make. This is where the writer is required to indicate how the individual LO can be connected with other parts of the curriculum, that is with other Learning Areas or Subjects within the Key Stage. This requirement will help writers to ensure that the curriculum is fully integrated and will help teachers and textbook writers to understand how they can link different parts of the curriculum. Useful suggestions regarding cross-curricular links between Learning Areas are provided on pages 46 to 55 of the Curriculum Framework.

#### Step 4: Specifying Cross-Cutting Issues

The writer is then required to specify “Cross-Cutting Issues” that the LO relates to. Such Cross-Cutting issues include: - Education for Peace and Tolerance, Gender Equality, Financial Literacy etc. A full list is provided on page 44 of the Curriculum Framework. This requirement ensures that such Cross-Cutting issues are indeed covered throughout the whole curriculum

#### Step 5: Specifying the Contribution to Key Competencies

The Curriculum Framework specifies certain “Key Competencies”. These are competencies which are regarded as the basic competencies which all children will achieve before leaving school. Additional competencies may be achieved by some children but these Key Competencies are the entitlement of every child. A detailed description of Key Competencies is provided on pages 32 to 38 of the Curriculum Framework. The curriculum writer is required to specify for each LO how it is contributing to the achievement of these Key Competencies.

### **9. General and Specific Learning Outcomes**

As described in the previous section the writing of Learning Outcomes will be undertaken in stages proceeding from the most general ISCED level, through Learning Outcomes and Key Stages to Subjects and Topics. This means that the Learning Outcomes for each of these levels will also need to be appropriate in terms of level of generality and specificity. Learning Outcomes for ISCED Levels and Learning Areas will need to be very general in nature whereas Learning Outcomes for Subjects and



Topics will need to be much more specific. In order to help you become aware of the differing levels of Learning Outcome specificity, please examine the following five LOs and decide which LOs are the more general than others and which Learning Level (ISCED, Key Stage, Learning Area, Subject, or Topic) they might be used for.

	<b>Learning Outcome</b>	<b>More General or More Specific?</b>	<b>Learning Level? (ISCED, KS, Learning Area, Subject, Topic)</b>
<b>1</b>	Communicate effectively in English in a restaurant		
<b>2</b>	Order a meal in English in a simple spoken dialogue		
<b>3</b>	Develop effective communication skills		
<b>4</b>	Communicate effectively in English		
<b>5</b>	Communicate effectively in English in everyday situations		

Now, using the numbers to the left of each LO place them in order from the most general to the most specific in the box below.

Most General							Most Specific
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### 10. Curriculum Writing Templates

In order to assist curriculum writers in ensuring that the Learning Outcomes that they write are in compliance with the requirements of the KCF the following two templates have been prepared. The templates require curriculum writers to specify for each Learning Outcome in what way it contributes to



the KCF's prescriptions regarding cross-curricular links, cross-cutting issues, and key competencies as well as, for Learning Areas and Subjects, suggested teaching and assessment methodologies.



<b>General Learning Outcomes for Learning Stage (ISCED Level) or Key Stage</b>					
	<b>Learning Outcome</b>	<b>Cross- Curricular Links</b>	<b>Cross-Cutting Issues to be covered</b>	<b>Contribution to “Key Competencies”</b>	<b>Main Learning Area/Subject Carrier(s)</b>
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

**SUBJECT SYLLABUS TEMPLATE**

<b>Learning Area/Subject Syllabus Identification</b>	
<b>Key stage</b>	
<b>Grade</b>	
<b>Learning Area</b>	
<b>Subject</b>	

<b>General Learning Outcomes for the Whole Subject</b>				
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Contribution to “Key Competencies”
(1)				
(2)				
(3)				
(4)				
(5)				

(6)				

<b>Specific Learning Outcomes for Topic (1) of Subject</b>					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Teaching Methodology	Assessment Methodology
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					

<b>Specific Learning Outcomes for Topic (2) of Subject</b>					
	Learning Outcome	Cross- Curricular Links	Cross-Cutting Issues to be covered	Teaching Methodology	Assessment Methodology
(1)					
(2)					
(3)					

## **GENDER AND INCLUSION WITHIN THE 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 unrealized 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.



## **COMPETENCY BASED CURRICULUM AND ASSESSMENT**

**Richard Webber**

### **1. Learning Outcomes as the basis for Assessment**

As discussed in the Section 3 of this handbook, Learning Outcomes have a specific structure. Each Learning Outcome includes at least an Activity (A) and an Object (O) and will normally contain one or more conditions (C) and requirements (R). This structure is indicated in the following examples:-

“Pupils will be able

- To calculate (A) the cost of the seminar (O) with a calculator (C) accurately (R)
- To perform (A) the Eagle Dance (O) with the correct steps (R)
- To measure (A) tyre pressure (O) with a digital gauge (R).”

It is the Requirement (R) in each LO which makes it measureable and assessable. It is the Requirement which enables us to assess to what extent the child does indeed have the ability to perform the particular LO. This is one of the great advantages of a Competency-Based curriculum constructed with Learning Outcomes: it is very clear to teachers and examiners exactly what is to be tested.

Let us consider the following two Learning Outcomes:-

1. Recite the two times table accurately
2. Summarize evidence from history sources to analyze arguments for and against the idea that the Illyrians were the first inhabitants of Kosovo

We can note that in the first LO the Requirement is “accurately” and in the second LO the Requirement is “to analyze arguments for and against the idea that the Illyrians were the first inhabitants of Kosovo”. It is these Requirements that will give us the basis for assessment. (As regards the first LO the assessment might take the form of a teacher asking a pupil to recite the two times table in class as part of informal Continuous Assessment. As regards the second LO, the assessment might take the form of a question in a written examination at the end of Grade 12.)

The Requirement of each LO also provides us with the basis for rating the quality of each pupil’s mastery of the ability described in the LO. It provides a rational basis for deciding which pupil gets a high mark and which pupil gets a low mark. Let us consider the following table.

Learning Outcome	Assessment Technique	Rating Criteria				
		Very High Mark	High Mark	Middle Mark	Low Mark	No Mark
Pupils are able to:-						
1. Recite (V) the two times (O) table accurately (R)	Classroom performance	Table recited with complete accuracy	Table recited with one or two mistakes	Table recited with no more than five mistakes	Table recited with between 6 and 10 mistakes	Table recited with more than 10 mistakes
2. Summarise (V) evidence from history sources (O) to analyze arguments for and against the idea that the Illyrians were the first inhabitants of Kosovo (R)	Open-ended written essay	Excellent use of sources to produce a clear analysis	Excellent use of sources with adequate analysis	Adequate use of sources with adequate analysis	Adequate use of sources with poor analysis	Poor use of sources with poor analysis

We can see from the above table that by adapting the Requirement of each LO we can create a range of pupil performance from complete ability to total inability. This will provide us with an accurate and fair way of assessing pupils' abilities.

## 2. Competency- Based Curricula and Assessment Techniques

As we noted in Section 3 of this Handbook, before 2002 the curriculum for schools in Kosovo was "Subject-Based". The content of Subject-Based curricula is determined by what society and educationalists consider that pupils need to know before they leave school. The emphasis is therefore on "knowing", i.e. the first and lowest level of Bloom's Taxonomy, rather than on Evaluation, Synthesis,

Analysis, Application and Comprehension, i.e. the higher levels. This meant that assessment was very much concerned with testing the recall of knowledge. Examination and test questions were of the type “Name the current Prime Ministers of all the Balkan states.” or “List the major exports of Kosovo”, or “Outline the major events of the Battle of Waterloo”. However, a Competency-Based curriculum composed of Learning Outcomes is concerned with pupils’ abilities, i.e. “what they can do.” This has considerable implications for assessment.

To assess pupils studying a Competency-Based curriculum it is necessary to deploy assessment techniques which enable pupils to demonstrate their abilities and not just their knowledge. Thus if we are assessing pupil abilities related to learning a language we must assess their ability to Speak and Listen. When we assess Speaking and Listening it will obviously be necessary to require a pupil to speak out loud for assessing Speaking ability and to listen to someone speaking and react to it for assessing Listening ability. When we assess pupil abilities related to History we will need to assess ability to express opinions. We will not be able to do this effectively through setting only multiple-choice questions requiring recall. We will need to ask pupils to write extended answers so that they can have the freedom to give their own ideas. As regards Physical Education, when we assess pupils’ ability to run we will need to require them to actually run. It will not be enough to ask them to write a paragraph about the process of running. When we wish to test pupils’ ability to dissect a frog we will need to set them a task to be performed in the laboratory and not just ask them to answer some multiple-choice questions about how a frog can be dissected from a theoretical point of view. In short for a Competency-Based curriculum to be effectively assessed it is necessary that a wide variety of creative assessment techniques be used. This has very considerable implications for how assessment should in future be conducted in Kosovo. All teachers will need to be trained in assessment techniques appropriate to a Competency-Based curriculum for use in Continuous Assessment and end-of-year tests. The MEST Department of Examinations will need to adapt its examining techniques effectively to test abilities rather than knowledge and will need to reduce its reliance on multiple-choice questions and introduce more complex and open-ended assessment techniques. This will be a major task and will represent a very significant reform to the practice of assessment in Kosovo.

### 3. Practical Exercise

In order to help you explore the range of assessment techniques that are required effectively to assess pupils studying a Competence-Based curriculum, please examine the Learning Outcomes below and then write an assessment technique and rating criteria for each.

Learning Outcome	Assessment Technique	Rating Criteria				
		Very High	High Mark	Middle Mark	Low Mark	No Mark
Pupils are able to:-						

		<b>Mark</b>				
1. Swim 100 metres in 4 minutes						
2. Understand a video of a weather forecast in English						
3. Analyse the main causes of the First World War with clear presentation						
4. Distinguish between edible and inedible fungi of Kosovo accurately						
5. Classify the metals in the periodic table providing two examples of each class						

## **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.

## **CONCEPTS TOWARDS A COMPETENCY BASED SYLLABUS FOR VOCATIONAL AND HUMANITIES 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 12<sup>th</sup> 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.

<b>Recommended Verbs</b>	<b>Verbs to Avoid</b>
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
<b>A</b>	<b>General knowledge (subtotal)</b>	<b>385</b>	<b>385</b>	<b>280</b>
1	...			
2	...			
3	...			
4	...			
5	...			
<b>B</b>	<b>Professional subjects (subtotal)</b>	<b>350</b>	<b>245</b>	<b>140</b>
1	...	70	70	-
2	...	70	35	-
3	...	70	-	-
4	...	140	140	70
5	...	-	-	70
<b>C</b>	<b>Modules of professional practice</b>	<b>315</b>	<b>420</b>	<b>630</b>
1	...	70	35	-
2	...	140	140	175
3	...	105	210	105
4	...	-	35	350
<b>Total hours per year</b>		<b>1050</b>	<b>1050</b>	<b>1050</b>

#### 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.

## **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-centred 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.”<sup>1</sup>

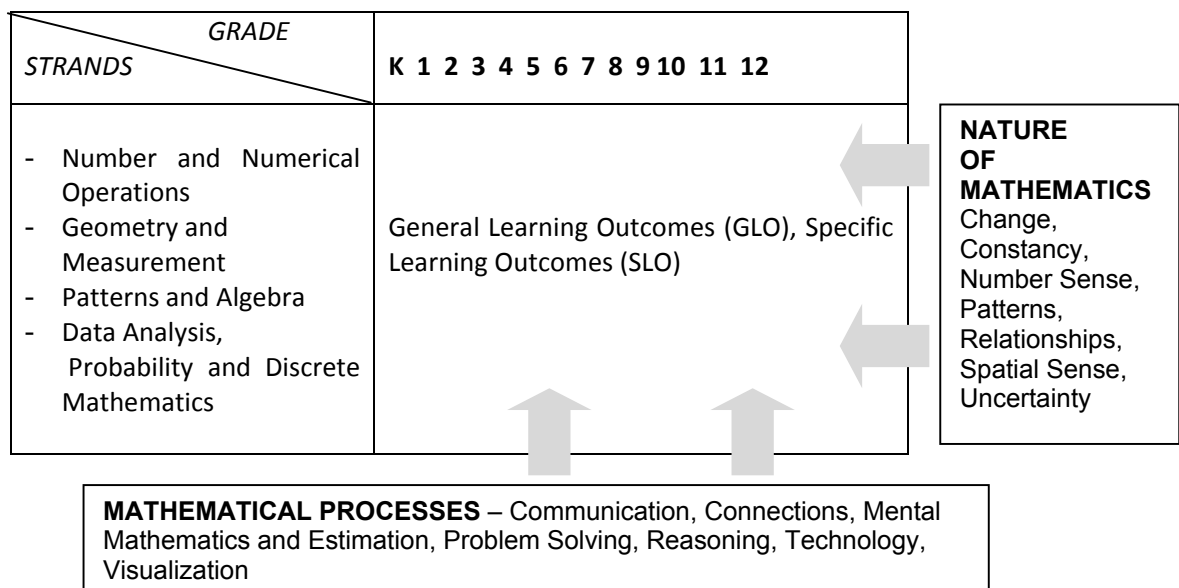
<sup>1</sup> Michigan Curriculum Framework (1996)

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 Grades 1, 3, 5, 7 and 9 using topics from the “Nature of Mathematics” box. Then write 5 Specific Learning Outcomes for Grades 2, 4, 6,8,10 and 12 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.

“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.”<sup>2</sup>

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:-

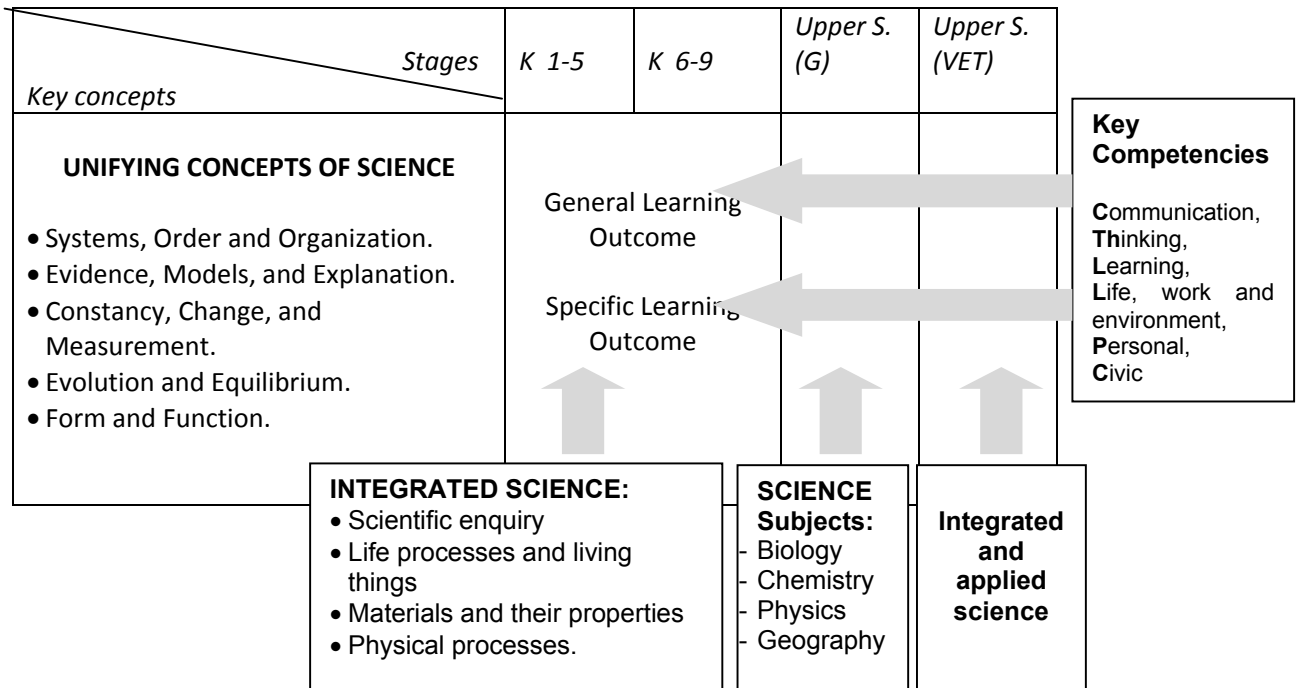
- understand the nature of science and scientific knowledge as a unique way of knowing
- understand and accurately apply appropriate science concepts, principles, laws, and theories in interacting with society and the environment
- use the processes of science in solving problems, making decisions, and 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.

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<sup>2</sup> Michigan Curriculum Framework (1996)



## REVIEW OF 2001 SYLLABI AND TEXTBOOKS IN PILOT SCHOOLS IN LIGHT OF NEW CURRICULUM

Lindita Boshtrakaj

### 1. Rationale, Aims and Principles

The process of syllabus and textbook review will take place at school and community level, in the lead municipalities and schools selected for direct participation in the process of curriculum development. The aims of the process are:-

- a) identification of gaps of existing syllabi and textbooks for each level/curriculum stage
- b) familiarisation of teachers with the key competencies envisaged for each level/curriculum stage
- c) reflection on the relevant Curriculum Framework provisions for organisation of teaching and learning experiences at respective levels/curriculum stages
- d) establishment of a culture of active school engagement in an ongoing process of data gathering and analysis, documentation of challenges and identified solutions towards improvement of curriculum provisions and better performance in meeting the curriculum requirements<sup>3</sup>.

The starting point for the revision of the existing curricula and textbooks will be the principles underpinning the development and implementation of the curriculum framework in Kosovo (Chapter 2 of the Curriculum Framework). These principles are:

- a) Learner-centred teaching and learning and inclusion
- b) Competency-based approaches
- c) Integrated teaching and learning
- d) Flexibility and mobility
- e) Transparency and accountability

### 2. Issues to be addressed

- a) Is the content of existing syllabi (and textbooks) sufficiently relevant to enable development of the key competencies envisaged for respective education levels/key stages in the new curriculum?
- b) To what extent do the syllabi and textbooks promote (a) learning that is linked to the individual learner's background and experiences, interests and capacities, (b) learning that is meaningful and child-friendly (for instance, practical and problem-solving oriented activities) To what extent do the existing syllabi and textbooks provide for customized solutions to accommodate learning differences and specific needs, thus contributing to the full development of the learning potential of each individual?
- c) To what extent do the existing syllabi and textbooks enable development of learners' competencies for life and work in compliance with the specifications of the cross cutting competencies of the new curriculum?

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<sup>3</sup> A Report on lessons learnt and recommendations for follow up in all schools as part of implementation of the new curriculum will be prepared by MEST by the end of the review process.

- d) To what extent do the existing syllabi and textbooks reinforce meaningful connections between learning areas and subjects, appropriate teaching and learning methodologies and appropriate assessment procedures?
- e) To what extent do they make meaningful connections between conceptual approaches and practical dimensions?
- f) To what extent do they integrate emerging areas which reflect new developments in society, economics, culture and science (such as ICT, e-learning, media awareness, life skills)?
- g) To what extent do they provide a life-long learning perspective: preparation of learners to deal throughout their lives with the ever more complex challenges and opportunities within a knowledge society and economy?
- h) To what extent do they enable schools to develop additional curriculum elements to meet learners' individual needs and reflect the circumstances of the community where the school operates?
- i) To what extent do they allow for flexible planning and use of school time that allows interactive teaching and learning?

Further, the process will also focus on the factors that influence organization of teaching and learning experiences in school and implementation of curriculum framework provisions.

The review process will be monitored and supported by the Technical Team of MEST for Curriculum Development.

### **3. Participation in the Review Process**

The review process will involve teachers, parents, students, municipal authorities and teachers' Trade Unions. It will be facilitated by the teachers who will initially be actively involved in curriculum development with the support of the Technical Team of MEST for Curriculum Development and with the support of Municipal Directorates of Education.

At school level, Curriculum Review Teams (CRT) will be established in consultation with school managements and municipal authorities in each lead school. The role of CRT will be to manage and coordinate the review process at school level, including the organisation of review activities and the administration of review instruments.

In primary schools, the CRT will include one coordinator, two teachers responsible for coordination of the process at primary level and two teachers for coordination of the process at lower secondary level. In upper secondary schools, the CRT will include one coordinator and two teachers responsible for coordination of the review process for each profile/stream.

Selection of teachers for the Curriculum Review Teams will be made from the pool of teachers who are directly involved in the curriculum development process.

At central level, the process will be monitored, facilitated and coordinated by the Technical Team of MEST for Curriculum Development (TTCD), mainly by Coordinators for Education Levels. The role of the TTCD will be to a) identify members of the CRT for each lead school, b) prepare the necessary tools/instruments for the review process, c) organise and facilitate the workshop at central level for



exchange of the results from the review process among the lead schools and consolidation of the feedback and d) prepare a report from the review process including recommendations for the curriculum development process.

#### **4. Review activities**

The review process will include the following activities at school, municipal and central level.

At school level:

1. Initial feedback in the provided templates for syllabus and textbook review by the selected teachers for each level/curriculum stage
2. Consultation workshops of the CRTs with all teachers of respective level/curriculum stage and collation of the feedback in the template (at least by one workshop for each key stage/ lead school)
3. Consultation workshops of the CRT with selected parents of respective level/curriculum stage and collation of parents feedback in the template (at least by one workshop for each key stage/ lead school)

At municipal level:

4. Consultation sessions with municipal education authorities
5. Consultation sessions with municipal branches of the Teachers' Trade Unions

At central level:

6. A two day workshop with all CRTs to exchange the initial feedback from the review process and to consolidate the feedback.

#### **5. Tools and instruments for the review process**

Guidelines and tools for syllabus and textbook revision will be prepared to support the revision process at school and community level. These tools will include:

- a) Guides for facilitation of the consultation process with teachers, parents, students, municipal authorities and Teacher Trade Unions at local level on the existing syllabi and textbooks for each grade of compulsory education
- b) Guides for consolidation of the written feedback of teachers, parents and students on existing syllabi and textbooks for each key stage
- c) A website dedicated to the curriculum review process will be established by MEST to facilitate the process by a) explaining the review process, b) making all the necessary tools and instruments available to the CRTs and the wider audience, c) enabling exchange of information among the CRTs and regular update on the process, d) enabling participation of a wider audience and e) providing all the necessary explanations on the frequently asked questions and links to the important documents.
- d) Guides for CRTs for organisation of review activities
- e) The template for collection of the feedback
- f) Tentative agendas for the consultation workshops

- g) A template for preparation of reports from each consultation workshop/session
- h) Guides for uploading information to the website.

**ANNEX 2**

**CURRICULUM WRITING WORKSHOP EVALUATION REPORT**

## **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**

<b>CURRICULUM WRITING WORKSHOP PROGRAMME</b>			
<b>Date</b>	<b>Time</b>	<b>Activity</b>	<b>Speaker(s)</b>
20 <sup>th</sup> 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
	11.45 - 13.00	Groups Presentation Overview of KCF – Presentation and Discussion	Lindita
	13.00 - 14.00	Lunch	
	14.00 -14.45	Introduction to Competences and Learning Outcomes	Luljeta
	14.45 - 15.30	Competences and Learning Outcomes in the KCF – Curriculum Writing Templates	Eda
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 <sup>st</sup> 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	Gender and Inclusion within the Curriculum Competency Based Curricula and Assessment	Eda Richard
	15.30 - 16.00	Coffee	
	16.00 – 17.00	Competency Based Curricula and Teaching Methodology	Luljeta and Eda
22 <sup>nd</sup> July	09.00 – 10.30	Concepts towards a Competency Based Syllabus for Vocational and Humanities Subjects - Presentation and Discussion	Luljeta
	10.30 – 11.00	Coffee	
	11.00 – 12.30	Concepts towards a Competency Based Syllabus for Mathematics and Science - Presentation and Discussion	Eda
	12.30 – 13.30	Lunch	
	13.30 - 15.00	Tools for Revising Syllabuses and Textbooks	Lindita
	15.00 – 15.30	Coffee	
	15.30 – 15.45 15.45 – 16.00	Complete Workshop Evaluation Forms Round Up and Closing Remarks	The Team
	16.30	Departure for Pristina	

**ANNEX 2: LIST OF PARTICIPANTS: CURRICULUM WRITING WORKSHOP**

<b>Name</b>	<b>Surname</b>	<b>Position</b>	<b>Institution</b>	<b>email</b>
Richard	Webber	Trainer	SWAp	<a href="mailto:richard.webber@eu.eduswap-ks.org">richard.webber@eu.eduswap-ks.org</a>
Luljeta	Demjaha	Trainer	SWAp	<a href="mailto:luljeta.demjaha@gmail.com">luljeta.demjaha@gmail.com</a>
Eda	Vula	Trainer	SWAp	<a href="mailto:edavula@yahoo.com">edavula@yahoo.com</a>
Lindita	Boshtrakaj	Trainer	TT/MEST	<a href="mailto:lindita.boshtrakaj@gmail.com">lindita.boshtrakaj@gmail.com</a>
Shqipe	Gashi	coordinator ISCED 1	Curric/MEST	<a href="mailto:Shqipe.Z.Gashi@ks-gov.net">Shqipe.Z.Gashi@ks-gov.net</a>
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Arianit		Translator	SWAp	

### ANNEX 3: EVALUATION QUESTIONNAIRE

#### CURRICULUM WRITING WORKSHOP EVALUATION REPORT

Date(s): 20 to 22<sup>nd</sup> 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!**

**ANNEX 3**

**PLAN FOR CURRICULUM WORKING GROUPS JULY 2010 TO JUNE 2011**

**DISCUSSION PAPER: KCF CURRICULUM INDICATIVE DEVELOPMENT PLAN JULY 2010 TO JUNE 2011**  
**(EduSWAP CURRICULUM EXPERTS 27 July 2010)**

	<b>Event</b>	<b>Days</b>	<b>Participants</b>	<b>Methodology</b>	<b>Output</b>	<b>1 Funding 2 Responsibility</b>	<b>Date</b>
(1)	ISCED and Learning Area Coordinator and Deputy Coordinators Training Workshop Prevala	3	ISCED and Learning Area Coordinators and Deputy Coordinators , MEST visitors	Presentations, Discussions., Practical work in Groups and Individually	Coordinators trained and tasked	1 EU SWAp 2 Technical Team and RW	20-22 July 2010
(2)	Detailed Curriculum Development Planning Meeting for MEST	1	PS, MEST Curriculum, Assessment, TT Depts. UNICEF, GTZ, CoE IBP, IPA 2007, USAID Working Group Coordinators	Presentation of outline CD plan followed by detailed discussion around the table chaired by Technical Team	Detailed CD plan completed and agreed upon by MEST and donor stakeholders	1 MEST 2 Technical Team with MEST senior management inc. PS and Working Group Coordinators	Week beginning 23 <sup>rd</sup> August 2010 (Coordinators on holiday first 3 weeks August)
(3)	Selection and appointment of Working Group members	NA	NA	NA	WGs established and officially contracted	1 MEST 2 MEST Senior Management and WG coordinators	Early Sept 2010
(4)	Selection and approval of six international and	30	NA	Agreement between MEST and ECLC; Cambridge and ECLC; RAOs approved by	Experts contracted and mobilised	1 EU SWAp 2 EU Swap; ECLC; Cambridge	15 September

	six local experts to support working groups			ECLO			
(5)	Training for ISCED and Learning Area Coordinators and Deputy Coordinators in techniques for managing Working Groups	1	ISCED and Learning Area Coordinator and Deputy Coordinators, Technical Team (c 20 participants)'	1. Review of WG, Coordinator and Deputy Coordinator ToR 2. Presentation of CD Plan 3 How to manage the work of the Groups	ISCED and Learning Area Coordinators and Deputy Coordinators trained in techniques for managing Working Groups	1 EU SWAp? UNICEF? 2 Technical Team, ISCED and Learning Area Coordinator and Deputy Coordinators with support from SWAP experts and Key Experts	17 <sup>th</sup> Sept 2010
(6)	Curriculum Writing WS for Working Groups	10	Coordinators, Deputy Coordinators, Working Group Members, Technical Team (c 150 participants)	1. Training of WG Members re Learning Outcome Writing 2. WGs produce 10 LOs for each ISCED level under Coordinator and Deputy Coordinator in WGs of 25 3. Coordinators present work of Groups in plenary 4. ISCED Coordinators review LOs and suggest revisions 5. WGs make required revisions to LOs in their Groups 6 Process repeated for Key Stages	1. WG members trained in CD skills and processes 2. Learning Outcomes written for all ISCED Levels and work on LOs for Key Stages begun	1 EU SWAp 2 Technical Team, ISCED and Learning Area Coordinator and Deputy Coordinators with support from 7 short term international consultants funded by EU SWAP	20 <sup>th</sup> Sept to 1 <sup>st</sup> Oct 2010
(7)	Curriculum Writing by WG	NA	WG Members	1. WG Members write Key Stage and Learning Area/	First draft of Learning	1 MEST 2 WG Members,	Oct to Dec 2010

	Members as homework			Subject Learning Outcomes and submit to Learning Area Coordinators via email and at regular half day meetings of WGs 2. Learning Area coordinators submit LOS to ISCED Coordinators for review 3. And back down through the chain for rewriting	Outcomes written for all ISCED levels, Key Stages, Learning Areas/Subjects	Coordinators, Technical Team	
(8)	Training of Pilot school directors and teachers regarding new curriculum	30 schools, 1 day training for each	School Directors and Teachers in Pilot schools	1. Orientation of teachers to the new curriculum via presentations and practical work 2. Orientation of teachers to the CD plan via presentations 3. Orientation to task of reviewing 2002 syllabus and textbooks	Staff of Pilot schools trained to undertake review of 2001 syllabus and textbooks	1 UNICEF (KCF handbook); MEST 2 Teachers in Pilot Schools, Technical Team and Coordinators and Deputy Coordinators	September 2010
(9)	Analysis by Pilot Schools of 2001 curricula and textbooks in pilot schools in light of new curriculum	30 x 1 day events	Teachers in Pilot Schools, Technical Team	1. Allocation of sections of 2001 syllabus and textbooks to groups of school staff under Group Leaders 2. Group Leaders prepare short reports 3. Reports passed to WG Coordinators and Deputy Coordinators	2002 curricula and textbooks analyzed in light of new curriculum by Pilot Schools	1 MEST 2 Teachers in Pilot Schools, Technical Team and Coordinators and Deputy Coordinators	October to December 2010
(10)	Analysis of 2001	5	Coordinators,	1. Reports from Pilot School	Consolidated	1 MEST	Between Dec

	curricula and textbooks in pilot schools in light of new curriculum analyzed and consolidated		Deputy Coordinators, and Technical Team (c 20 participants)	Groups coordinators read by Working Groups Coordinators and Deputy Coordinators 2. Discussion of major concepts from Pilot Schools discussed in plenary 3. ISCED Coordinators prepare consolidated report organized by ISCED level, Key Stage and Learning Area/Subject	Report Feedback from Pilot Schools re 2001 curriculum and textbooks in light of new curriculum consolidated	2 Technical Team Coordinators and Deputy Coordinators	2010 and Jan 2011
(11)	Curriculum Writing WS for Working Groups	12	Coordinators, Deputy Coordinators, Working Group Members, Technical Team (c 150 participants)	1. Plenary Presentation of main concepts from Consolidated Report re Pilot Schools feedback 2. In Working Groups presentation by WG Coordinator of sections of report relevant to his/her group 3. Groups rewrite LOs as necessary	Second Draft of Learning Outcomes completed in light of consolidated feedback re 2001 curriculum	1 EU SWAp 2 Technical Team, Coordinators, Deputy Coordinators, WG members	Between Jan and March 2011
(12)	Public discussion regarding second draft Learning Outcomes	3	Teachers, Parents, Community Leaders, Disadvantaged Groups, Employers, MEST, Donors and	Mix of plenary presentations re ISCED Levels and Key Stages and re Learning Areas/ Subjects, discussion in Focus Groups of no more than 20 and feedback to Plenary. Preparation of consolidated report	Public reaction to Second Draft of Learning Outcomes collected and recorded	1 MEST 2 Technical Team, ISCED and Learning Area Coordinator and Deputy Coordinators	Beginning April 2011

			Implementers, University of Pristina, Inspectorate, Pedagogical Institute etc				
(13)	Final drafting of new curriculum in light of public discussion	15	Working Groups members and Deputy Coordinators	Mutatis mutandis, as for event (10)	Final Draft of Learning Outcomes for new curriculum completed	Technical Team, ISCED and Learning Area Coordinator and Deputy Coordinators and Working Groups	By mid-June 2011
(14)	Printing and Distribution of Final Draft of New Curriculum	NA	NA	NA	Multiple copies of new curricula in all schools	MEST Curriculum Department	By September 2011 (Start of School Year)



**ANNEX 4**

**“ANALYSIS OF REQUIREMENTS FOR SUCCESSFUL IMPLEMENTATION OF THE NEW KOSOVO  
CURRICULUM”**

## **ANALYSIS OF REQUIREMENTS FOR SUCCESSFUL IMPLEMENTATION OF THE NEW KOSOVO CURRICULUM**

N.B The analysis that follows derives from the Table at the end of this note.

### **1. Overview**

The opinion developed in this note is that it is extremely unlikely that the Kosovo Curriculum Framework will be successfully implemented as currently scheduled because of the lack of capacity of key institutions to provide essential support to the implementation process. The major obstacle is inadequate teacher and teacher training capacity combined with other institutional weaknesses. In view of this, it is proposed that national roll out of the new curriculum be delayed to 2015 by which time, if adequate resources are allocated, the requisite institutional and human capacity will have been created. In order to provide experience for this national roll out, the currently planned development of the new curriculum and trial in lead schools should be continued as planned. However, even for this pilot to be successfully implemented, significant time and money, additional to that currently planned, will have to be allocated to provide curriculum compliant teaching materials, curriculum compliant internal and external assessment and teacher orientation.

The cost of providing adequate capacity for the proposed 2015 curriculum roll out will be considerable and, in addition to the planned expansion of the school system to include compulsory Pre-Primary and Upper Secondary, will require considerable political commitment. If such funds are not available it would be necessary to consider a later roll out and/or a limited number of school subjects for which the new curriculum would be implemented.

The remainder of this paper considers the human, institutional and system capacity required for a successful national roll out of the new curriculum from 2015.

### **2. Trainer Training and Teacher Training**

Teachers will require considerable and specific training before they can teach the KCF. It is envisaged that English will be taught from Grade 1 and this will require teacher training in English for Young Learners. From Grades 1 to 9 Science will be taught as an integrated subject (-no longer separate Physics, Chemistry etc -) and this will also require specific teacher training. This is also the case for the integrated subject "Society and Environment" for Grades 1 to 9 (-no longer separate History, Geography etc.) Further, extensive teacher training is required for the envisaged "Life Skills" area and for the "Optional Curriculum" to be developed by each school. In short, a vast amount of very specific teacher training is required effectively to implement the new curriculum.

But how is this training to be provided? Donors may be able to provide the training of smaller numbers of trainers in some specific areas, as for instance, the British Council regarding Teaching English to Young Learners and Council of Europe regarding History and Civics. However, the strength of the Kosovo teaching workforce is 25,000 all of whom need tailored training to enable them successfully to teach the new curriculum. No donor is able to provide this volume of training. Further, if we consider Kosovo NGOs providing training it is evident that they also do not have the capacity to undertake the mass training required in specific aspects of the new curriculum. KEC, the most significant non-governmental training provider has an excellent track record in providing mass training in generic topics such as Children's Rights, the Child Friendly School and Critical Thinking but to date it has no experience of the subject methodology oriented training require by teachers for the new curriculum. Further, the planned

2 year upgrading of 7,000 Diploma teachers will not, as currently conceived be targeted at the specific needs of the new curriculum.

The only institution in Kosovo with the potential capacity to conduct the mass teacher training required is the University of Pristina lead by the Faculty of Pedagogy. However, as of now, the university staff does not have, as I am informed, the specific skills required. There are no or very few staff at the University who have adequate knowledge and experience in Teaching English to Young Learners, Teaching Integrated Science, developing and Teaching an “Optional Curriculum”, Cross-Curricular teaching etc. In order for the university staff to be enabled to undertake these tasks will require an extensive and targeted programme of staff development. Further, in order to maximise the pool of available teacher trainers for the new curriculum this training programme would be extended to the staff of quality non-governmental training providers, such as KEC. A staff training programme such as envisaged here would have to fit in with the other duties of university staff and should therefore be scheduled over a period of 5 years, thus providing adequate capacity by 2015.

The extensive programme of teacher training envisaged above would provide the backbone of the proposed Teacher Licensing system currently under development by MEST as well as preparing teacher to teach the new curriculum.

### **3. Assessment and Textbooks**

The main school level drivers in support of the implementation of a new curriculum are, in addition to the trained teaching force envisaged above, external examinations and curriculum compliant textbooks. Educational planners may wish to believe that teachers study curricula and then prepare learning materials and lesson plans to comply with them. This may be so for a few dedicated and talented teachers but for the mass of teachers in a country such as Kosovo this will not be the case. Teachers teach whatever they find in the textbook and prepare their students to take external examinations which are hopefully closely linked to the curriculum. In these circumstances it is essential that textbooks are indeed curriculum compliant and that examinations are based on the philosophy and specifics of the curriculum.

The MEST Department of Examinations currently administers national external examinations at the end of Grades 9 and 12. These are multiple choice based examinations with a very limited number of questions for the wide range of learning that they are supposed to be testing, e.g. 100 multiple choice questions for the whole Matura syllabus of many subjects. This kind of testing is totally inadequate effectively to test the new Kosovo curriculum. In order to test the new curriculum in a manner that truly covers its content and educational philosophy it is necessary to set individual subject examinations and to compose question papers that test higher level analytical skills via a varied mix of question types including open-ended questions requiring more extended responses. In order to equip Department of Examinations with the skills, systems, equipment and budget necessary to achieve will take time and money. A five year programme of staff training, system development and equipment purchase should begin now. At the end of this five year period the Department of Examinations would hopefully be able to provide the required support for the introduction of the new curriculum.

As mentioned above, the other major driver in support of the implementation of the new curriculum is textbooks. In order to ensure the supply of fully curriculum compliant textbooks extensive training of Textbooks Department staff needs to be undertaken so that they can establish a rational and equitable textbook commissioning and evaluation system. Some work has already been done in this area but the overriding importance of ensuring curriculum compliance has yet to be recognised. When adequate staff

capacity and tendering and evaluation systems have been adequately prepared and as soon as new subject curricula are ready tenders for new curriculum compliant textbooks/learning materials should be launched for distribution to school from 2015.

#### **4. Inspection, Municipal Education Departments and Schools**

The Inspection system, in close association with Municipal Education Departments and Schools, is also a vital driver for the successful implementation of the new curriculum. The Inspection system has until very recent times only been concerned with administrative matters and has not acted as a body for professional supervision and support to teachers and principals. Some useful training has been provided by the French government in recent months but much more is needed if the Inspectorate is to be able to provide adequate support for the introduction of the new curriculum and for its successful development in schools and classrooms. Inspectors will also need a substantial period after formal training on order to perfect their practical skills in the field and in order to build up professional trust between themselves, teachers, principals and the Municipal Education Departments. Formal training should begin as soon as possible over a period of say 3 years, followed by a 2 year period of professional development in the field, ready for national roll out of the new curriculum in 2015.

#### **5. Curriculum Department**

It would normally be expected that the Curriculum Department of a Ministry of Education would be the lead department for managing the introduction of the new curriculum. It is the Department within MEST charged with curriculum matters and many of its staff has been trained in curriculum development as part of the development of the 2001 curriculum. However, the establishment of a Technical Team for curriculum development answerable directly to the Minister has somewhat sidelined the Curriculum Department. This is unfortunate and not an effective management of staff capacity. In order to create an appropriate focus for management of the new curriculum development and roll out process, the Curriculum Department should be designated as the undisputed lead agency. The Department should be strengthened by the inclusion of Technical Team members within its attached personnel and by the provision of curriculum development related training for those staff who have not yet received such training and for top-up training for those who have. The possibility of provision of long-term international consultancy support to the Department should also be investigated. These institutional strengthening arrangements will enable the Department to support the current trial of the new curriculum in lead schools and to support the national roll out of the new curriculum in 2015.

#### **6. Scheduling**

A proposed scheduling follows for both the institutional and human strengthening described in this paper and for the consequential revisions to the schedule for the new curriculum itself.

**Institutional and human capacity building programme 2011/12 to 2014/15 (school years)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2106/17	2017/18	2018/19	2019/20	2020/21
<b>Trainer Training for training providers</b> (Faculty of Education, NGO etc. staff so that they can train trainers)											
<b>Lead schools:</b> teacher and director training											
<b>All schools:</b> teacher and director training											
<b>Examinations Department</b>											
<b>Inspectorate and MEDs</b>											

**Curriculum development and trialling 2010/11 to 2014/15 (school years)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2106/17	2017/18	2018/19	2019/20	2020/21
Discussion and orientation (current KCF Task Force Plan)											
Development of syllabus template and manual; training of working groups											
Syllabus review and development in lead schools (current KCF Plan)											
Training of Syllabus Working Group Coordinators											
Development of new syllabuses by Working Groups											
Pilot KCF in 30 lead and 30 non-lead schools.		ECD	Grade 0 Summative School Assessment								

			(SSA)								
		Grade 1	Grade 2 SSA								
		Grade 3	Grade 4	Grade 5  External Assessment (EA)							
		Grade 6	Grade 7 SSA	Grade 8	Grade 9 EA						
		Grade 10	Grade 11 SSA	Grade 12 EA							

**Nationwide curriculum implementation and evaluation 2015/16 to 2020/21 (school years)**

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2106/17	2017/18	2018/19	2019/20	2020/21
ISCED 0						ECD	Grade 0 SSA				
ISCED 1						Grade 1	Grade 2 SSA	Grade 3	Grade 4	Grade 5 EA	

ISCED 2						Grade 6	Grade 7 SSA	Grade 8	Grade 9 EA		
ISCED 3						Grade 10	Grade 11 SSA	Grade 12 EA			
KCF monitoring after implementation in each grade						Grades ECD, 1,6,10	Grades 0,2,7,11	Grades 3,8,12	Grades 4,9	Grade 5	
Summative evaluation of KCF after implementation in all key stages											
<b>Teaching and learning materials preparation and teacher orientation 2010/11 to 2018/19 (school years)</b>											
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Conduct materials development training for teachers in pilot schools, writers											



and, publishers (Task Force plan)											
Teachers produce draft teaching and learning materials in trial schools											
Publishers produce teaching and learning materials for full KCF implementation			Develop ment Phase	ECD, Grades, 1,6,10	Grades 0,2,7,11	Grades 3,8,12	Grades 4,9	Grade 5			
Teachers familiarised with new teaching and learning materials in summer orientation workshops prior to distribution to schools					ECD, Grades, 1,6,10	Grades 0,2,7,11	Grades 3,8,12	Grades 4,9	Grade 5		
<b>Examinations Preparation 2011/12 to 2019/20 (school years)</b>											
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21

Examinations Dept undertake extensive training and systems review for preparation of new examinations.											
Examinations Department pilot new format examinations for lead and non- lead schools				Grades 5,12	Grade 9						
Examinations Department produce national examinations on two-year cycle							Grade 12	Grade 12 Grade 9	Grade 9 Grade 5	Grade 5	

<b>ANALYSIS OF REQUIREMENTS FOR SUCCESSFUL IMPLEMENTATION OF KCF</b>			
<b>CHANGES ENVISAGED IN KCF</b>	<b>REQUIREMENTS FOR SUCCESS</b>	<b>LIKELIHOOD OF REQUIREMENTS BEING MET WITHIN PLANNED TIMEFRAME AND RESOURCES</b>	<b>ACTION REQUIRED TO MAXIMISE CHANCES OF SUCCESSFULLY IMPLEMENTING KCF</b>
<b>Structure</b>			
Addition of compulsory pre-primary grade	Trainer training, teacher training and additional school classrooms required	Slight  (Government budgets under pressure No training capacity available.)	Implement in Lead Schools from 2010  Implement nationally from 2015
Addition of compulsory Upper Secondary grades 10 - 12	Adequate classrooms, teacher coverage and equipment	Slight  (Government budgets under pressure No training capacity available.)	Implement in Lead Schools from 2010  Implement nationally from 2015
Grade 13 removed	Redeployment /Retirement of Teachers	Good  (But consequential costs must be funded)	Implement as currently scheduled
School year extended to 40 weeks	Budget for compensating teachers for extra hours and air conditioning of classrooms for summer use	Fair  (Government budgets under pressure)	Implement in Lead Schools from 2011  Implement nationally from 2015
Inclusion of Higher level Voc Ed in Education system	Procedural change only ... Many donors working in this area	Good	Implement as currently scheduled

<b>Content</b>			
LOs determined in terms of key competencies to be mastered by all students	LOs were part of 2001 curriculum ... no great change. Top up Teacher training may be required	Good	Implement as currently scheduled
Learning content defined in terms of Learning Areas – comprising one or more subjects	Very extensive trainer training and teacher training required re integrated cross-curricular teaching	Slight  (Inadequate teacher training capacity)	Implement in Lead Schools from 2011  Implement nationally from 2015
Balance of Knowledge, Skills and Attitudes	Very extensive trainer training and teacher training required to apply this principle in teacher training, teaching, examining and learning materials production	Slight  (Inadequate teacher training capacity)	Implement in Lead Schools from 2011  Implement nationally from 2015
Learner Centred and Interactive	Top up Teacher training may be required	Fair	Implement as currently scheduled
Community oriented schools	Extensive trainer training and teacher training required	Fair  (GTZ materials etc may support)	Implement as currently scheduled
<b>Subject</b>			
English from Grade 1	Extensive Trainer training and Teacher Training Required	Slight  (Some input from British Council)	Implement in Lead Schools from 2011  Implement nationally from 2015
Integrated science until Grade 10	Extensive Trainer training and Teacher Training Required	Slight  (Inadequate teacher training capacity)	Implement in Lead Schools from 2011  Implement nationally from 2015

Society and Environment until Grade 10 (then History, Geog, Civics etc)	Extensive Trainer training and Teacher Training Required	Slight (Some input from CoE)	Implement in Lead Schools from 2011  Implement nationally from 2015
Life Skills from Grade 1 to Grade 5	Extensive Trainer training and Teacher Training Required	Slight (Inadequate teacher training capacity)	Implement in Lead Schools from 2011  Implement nationally from 2015
“Optional” curriculum, i.e. school defined	Extensive Trainer training and Teacher Training Required	Slight (Inadequate teacher training capacity)	Implement in Lead Schools from 2011  Implement nationally from 2015
<b>Institutional</b>			
Faculty of Education capable of training trainers and training teachers to handle new curriculum including Integrated Science, English for Young Learners etc via targeted Pre-Service and In-Service courses	Extensive training of Faculty of Education staff	Nil (Who trains the trainers?)	As of now plan trainer training and pre-service and in-service teacher training to support national implementation of English Grade 1 and Integrated Subjects from 2015
Examinations Department capable of preparing and administering skills-based open-ended examinations related to curriculum	Extensive training of examinations Department staff and increase in departmental staff	Nil (Australian input re tech matters but nothing re content validity etc)	As of now plan institutional strengthening of Exams Dept over next three years, establish required new examination systems, allow to be down from 2 years and be ready for national launch of new curriculum in 2015
Inspectorate, MEDs and School Principals	Extensive training of Inspectorate, MEDs and	Slight	As of now plan institutional

capable of professional monitoring of curriculum and support to teachers	School Principals	(Some training from the French re Inspection and from GTZ re Leadership)	strengthening of Inspectorate, MEDs and School Principals , allow to bed down for 2 years and be ready for national launch of new curriculum in 2015
Textbooks Department capable of arranging the production of curriculum compliant textbooks	Extensive training of Textbooks Department staff, establishment of a rational and equitable textbook evaluation system and provision of adequate budget for production of quality textbooks	Fair (Textbook evaluation system in development)	As soon as subject syllabuses are established develop tenders for new curriculum compliant textbooks/learning materials ready for distribution to all schools from 2015
Curriculum Department capable of managing total CD process	Support from Technical Team from within Department	Fair  (If Technical Team absorbed into Department)	Implement as of now

**ANNEX 5**

**“TRAINING TEACHERS FOR THE NEW KOSOVO CURRICULUM FRAMEWORK”**

**DISCUSSION PAPER: TRAINING TEACHERS FOR  
THE NEW KOSOVO CURRICULUM FRAMEWORK (KCF) JULY 2010**

**Executive Summary**

**The intention of this paper is to stimulate discussion about the implications of the KCF for pre-service and in-service teacher training courses and should be read in conjunction with the project's technical advice of 28 June 2010 to the Ministry of Education, Science and Technology (MEST) on the implementation plan for the KCF and the need for capacity building, especially in terms of teacher development. The paper has been prepared by Richard Webber, Senior Expert for Curriculum and Teacher Development with extensive advice from EduSWAP team members and senior Kosovar educationists. The main recommendations of this paper follow:-**

1. The national implementation of the Kosovo Curriculum Framework (KCF) should be delayed until the 2015/16 school year in order to provide adequate time for the specific training of all 25,000 teachers in topics related to the requirements of the KCF.
2. MEST should take an active role in determining what kinds of KCF-related in-service courses training providers should offer teachers under the Teacher Licensing Scheme, if they are to be eligible to receive MEST or MED funds for Teacher Training under the Scheme.
3. MEST Teacher Training Department to manage the procurement of KCF-related teacher training from training providers via open tenders. Training to be provided to TT Department in support of this and staff strength to be appropriately increased.
4. Teachers to be required to take MEST-specified KCF-related courses throughout the school years in 2 or 3 day blocks making use of the additional 15 working days added to the school year consequent on the extension from 37 to 40 weeks.
5. The University of Pristina Pre-Service and Upgrading (2 year to 4 year Degree) courses should be modified to include MEST-specified KCF-related courses as soon as possible and not later than by the end of academic year 2011/12. Non-Education Faculty courses should include a KCF-related methodology option for those students considering a teaching career, for example in vocational schools.
6. Trainer Training should be undertaken during the 2011/12 school year in a cascade as follows:  
Core Trainers train 45 Key Trainers who train 850 Regional Trainers
7. MEST should monitor Trainer Training, Teacher Training and training materials for a balanced representation of trainers and trainees in terms of sex, ethnicity and disability.
8. Estimated costs of the training programme for the 4 years 2011/12 to 2014/15, in addition to the estimated training cost of the Teacher Licensing Scheme is estimated to be Euros 14.2 million. (See Annex 2 for details.)
9. The proposed USAID "Basic Education Project" and the Teacher Training component of EU IPA 2009 "Support to Employment and education" project should provide substantial support to the trainer training and teacher training outlined in this paper from September 2010 and



September 2011 respectively, with the potential support of other donors such as GTZ and World Bank.

### **1. The need for specific teacher training for the KCF**

The introduction of the new KCF will be dependent for successful implementation on the skills of teachers to use it effectively in the classroom. At present teachers do not have these skills or have them inadequately, although previous training programmes such as the Critical Thinking and Step by Step programmes of KEC, as well as other child-centred programmes, have indeed had positive impacts. It is proposed elsewhere ("EU Education SWAp technical advice to MEST 28 June 2010") that the implementation of the KCF should be delayed by two years from the currently planned 2013/14 to 2015/16 to allow adequate time for the necessary institutional and human capacity building relating to teacher training, assessment, inspection, school management and materials production. The most important element of this proposed human capacity development is teacher training. It is proposed below (Section 4 and following) that a directed and intensive teacher training programme should be undertaken to ensure that teachers have adequate skills to implement KCF in their classrooms. The 20 hours per annum per teacher currently envisaged under the Teacher Licensing scheme, primarily designed as a means of systematically qualifying and licensing teachers (including accreditation of previous training), rather than as a planned support to the introduction of the KCF, will in no way be adequate for this purpose.

### **2. Pre-Service and upgrading programmes at the University of Pristina**

At present none of the Pre-Service or Upgrading teacher training programmes listed in the Faculty of Education "Student and Staff Handbook", or of other training providers, directly address the specific teacher training needs of the KCF, although existing courses do contain elements which can be developed and adapted to meet the specific requirements of teacher training for the KCF. It might be argued that the training programmes offered by the University of Pristina, i.e. upgrading from 2 year Degree to 4 year Degree for 7,000 teachers and Pre-Service programmes, impart generic skills that teachers can themselves apply to the specifics of the KCF. However, this approach is not sufficient to ensure that teachers have a very clear understanding of the very considerable challenges that they will face in implementing the curriculum outlined in the KCF and the specific skills that they will need to acquire through specific training courses, including: Teaching by Competency and Key Stage, Integrated Science for Lower Secondary Teachers, Integrated Social Studies, English from Grade 1 for Primary Teachers and many more. It is therefore necessary that the current University of Pristina courses be substantially adapted to incorporate specially designed elements that meet these needs. This is an urgent matter requiring considerable dedication by University staff under the direction of MEST and supported by external consultancy, possibly provided by the European Union under the IPA 2009 "Support to Employment and Education" project, by the USAID Basic Education Programme 2010-2105 and related funding mechanisms for support to the Faculty of Education and by other potential donors such as GTZ and World Bank. It will be important to ensure that the training needs of teachers in vocational schools are fully met given the substantial number of students in those schools in upper secondary grades.

### **3. Teacher Licensing Scheme**

It is currently envisaged under the Administrative Instructions published for the Teacher Licensing Scheme that all teachers will be required to complete at least 100 hours of in-service teacher training every five years in order to enhance their skills and in order to retain their licenses. As currently proposed, the courses to be taken will be dependent on what training providers wish to offer and not necessarily on the specific requirements of teachers implementing KCF in their classrooms. This Teacher

Licensing Scheme will be valuable in establishing a system of teacher training which links qualification, skills, promotion and pay. However, the element of choice in the system both for training providers and for individual teachers (they may be required to take some core courses but can also choose elective courses) may well mean that teachers will be able to complete their 100 hours and retain their license without having completed sufficient specific training required to enable them successfully to implement the KCF in their classrooms. In other words, much time and money would be spent on training but it would not, as currently conceived, necessarily equip teachers for the KCF.

However, the in-service programme that is suggested in the remainder of this paper is highly compatible with the mechanisms of the Teacher Licensing Scheme and would in no way delay the implementation of the scheme. The number of hours training that teachers would be required to undertake in specific preparation for KCF implementation would be credited towards their licensing requirements as currently envisaged. The only change to the system as currently conceived would be that teachers would be required to take many more hours of training in the three years prior to the proposed delayed implementation of KCF in the school year 2015/16. What is additionally required is that that MEST takes active control of determining what kinds of MEST-funded courses training providers should offer for in-service teachers and teachers are required to take these courses.

#### 4. A new programme of In-Service Teacher Training

With regard to the 25,000 serving teachers, it will be absolutely necessary to create and provide specific in-service teacher training in order that teachers are able to implement the KCF. A range of courses like the ones presented in the following table will be needed for teachers in the different stages of education specified.

An indicative outline of each course is presented in Annex 1 to this paper. These courses are merely an indication of the sort of programme that would be needed. Further research and consultation would be required before a definitive list of courses and their contents could be developed.

<b>Indicative list of courses for teacher training for the KCF</b>		
<b>Teacher Category</b>	<b>Course Title</b>	<b>Hours</b>
Pre-School	"Core Skills to teach the new Kosovo Curriculum"	240
	"Early Childhood Development and Teaching Methodology"	120
Lower Primary	"Core Skills to teach the new Kosovo Curriculum"	240
	"English for Young Learners"	120
Upper Primary	"Core Skills to teach the new Kosovo Curriculum"	240
	"Special Mathematics for Primary Teachers"	120
Lower Secondary	"Core Skills to teach the new Kosovo Curriculum"	240
	"Integrated Subjects for the new Kosovo Curriculum"	120
Upper	"Core Skills to teach the new Kosovo Curriculum"	240

Secondary		
Upper Secondary	“Core Skills to teach the new Kosovo Curriculum”	240
Vocational	“Upper Secondary Vocational Methodology for KCF”	120

### 5. Scheduling of in-service training hours

The draft Pre-University Education law proposes that the school year be extended from the current 37 weeks to 40 weeks. The extra 15 working days that the law proposes should be used in the three years between the school year 2012/13 and national implementation of the KCF in 2015/16 (the proposed new date) for KCF-related teacher training and not for classroom teaching time. (After KCF implementation the 15 days would be used for teaching as originally planned.) The year 2011/12 should be used for training the trainers. On the basis of eight teacher training hours per day for 15 days this would provide 120 training hours for each of the three years between 2012/13 and 2014/15. (After KCF implementation in 2015/16, teachers should be required to complete a minimum of 20 hours of in-service teacher training each year as currently envisaged in the Teacher Licensing Scheme.) Classroom teaching would be suspended during training days. Training would take place during the school term in 6 blocks of 2 days and one block of 3 days (total 15 days). Training days would be scheduled to precede or follow weekends and holidays in order to minimise disruption to the run of normal teaching days.

From the preceding paragraph it is apparent that, for the majority of teachers, adequate training time for KCF-related training will be available, i.e. 120 hours per annum for each of three years before national KCF implementation and 20 hours per annum thereafter. The exact mix of core and training-level specific training courses, as listed in the above table, will need to be determined in more detail but the clear conclusion is that adequate in-service training can indeed be undertaken by most teachers. In the case of those teachers who are, or will be, involved in the programme to upgrade teachers (2 year to 4 year Degree), the situation will be more complex. It would seem that the addition of KCF-related in-service courses to their existing commitment to a weekend upgrading programme might be excessive. The ideal solution would be that the upgrading course was reformed to include the content of the KCF-related in-service programme. It would, of course be necessary to train Faculty of Education staff to undertake this task and it is possible that the EU project IPA 2009 “Support to Employment and Education” project and the USAID “Basic Education Project”, together with other donors such as GTZ and World Bank, might fund consultancy for this purpose.

### 6. Trainer Training

In order that this very substantial programme of KCF-related teacher training be undertaken from 2012/13 it will be necessary to train the trainers in 2011/12. The training would be on a cascade model. Experienced national and international “Core Trainers” (-the latter potentially available under the provision of such projects as EU IPA 2009 “Support to Employment and Education” and USAID “Basic Education Project”-) would train 45 “Key Trainers”. “Key Trainers” would train 850 “Regional Trainers”. “Regional Trainers” would train the school teachers. “Core Trainers” would be recruited internationally and from the pool of the most experienced trainers in Kosovo. “Key Trainers” would comprise university and teaching staff that have proven training skills and experience. “Regional Trainers” would comprise senior school teachers who have training experience or potential.

There are inevitable problems of message dilution in a cascade model but there is no alternative if all 25,000 serving teachers are to be appropriately trained in time for national implementation of the KCF in 2015/16. However, the strength of the cascade system should be enhanced by distance methods

including the timely provision of supporting print materials for supplementary self-study, backed up by online support from an internet portal provided by MEST or a contracted institution. (The existing five Didactic Centres could provide useful logistical support in this process.) Further, the “Core Trainers” who train the “Key Trainers” at the start of the cascade process should also provide support to the trainers and trainees further down the cascade via short refresher courses for trainers, one-to-one coaching and mentoring as needed, support to the preparation of teacher self-study print and electronic media, constant monitoring and review of the training system and the provision of technical advice to the managers of the whole training process in MEST. The international trainers might be supplied under the teacher training element of the USAID Basic Education Project and the forthcoming EU IPA 2009 project from September 2010 and late 2011 respectively.

MEST should carefully monitor the recruitment of trainers to ensure a balanced representation of staff by sex, ethnicity and disability.

### **7. Management of the teacher training programme**

The management of the proposed KCF teacher training programme will be challenging. The appropriate department to undertake this task would be the MEST Teacher Training Department, in close consultation with the State Council for Teacher Licensing. The MEST Teacher Training (TT) Department should be responsible for the procurement and monitoring of all teacher training relating to the KCF. The MEST TT Department should place advertisements in the press inviting training providers to apply to undertake teacher training programmes and the terms of payment that would apply, including fees for trainers and a management fee payable for each trainer deployed. The advertisement should specify the content and duration of courses that MEST wishes trainers to undertake and the qualifications and experience it expects trainers to have. The MEST TT Department should then analyse the replies it receives from training providers and select those that most closely meet MEST’s training course and trainer specifications, using an independent panel including members of the State Council for Teacher Licensing. The training providers would then be responsible for paying and managing the trainers. In this way MEST would not be directly involved in the day-to-day management of the training process but would be able to control the quality of training providers and training staff after tender and then to monitor and intervene in the actual training process as necessary. MEST should also formally monitor the provision of trainers for inclusiveness by gender, disability and ethnicity and intervene to correct any imbalances in close cooperation with the Inspectorate.

The MEST Teacher Training Department would need substantial training and support in managing this process. Further, the staff strength of the Department would need to be appropriately augmented to deal with the increased work load. MEST may wish to request training for the Department under the Teacher Training component of EU IPA Project 2009 and the USAID Basic Education project.

Potential training providers currently include the University of Pristina and its various Faculties and Departments, the American University in Kosovo and other private universities, Kosovo Education Center (KEC), international organisations such as CoE, OSCE, GTZ, World Bank, private language schools and NGOs and other donor-funded or supported organisations. At the moment many of these training providers decide what training they organise on the basis of their understanding of the needs of Kosovo in relation to the particular interests of their projects and programmes. However, under the proposals made in this paper any training provider which wished to obtain a contract from MEST to supply teacher training for the KCF would need to adapt their existing and proposed training programmes or prepare new training programmes to comply as closely as possible with MEST’s advertised requirements. In this way MEST, rather than training providers, would determine what training was provided.

MEST should require, through the terms of reference in tenders for training provision and also through systematic monitoring after award of contract, that all training providers employ a good balance of training staff in terms of sex, ethnicity and disability relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

### **8. Training materials**

A prerequisite of a successful trainer training and teacher training programme will be the availability of suitable training materials. In order to ensure that trainers have maximum support both a Trainer's and Teacher's version of each title should be prepared. The number of copies, allowing for trainers' copies and a reasonable excess to provide for losses etc, would thus be as follows:

Training of key trainers = 100 copies (45 trainees), training for regional trainers = 1,000 copies (850 trainees), training for teachers = 30,000 copies (25,000 trainees), in total about 32,000 copies. Assuming a fairly generous unit price for production, printing and distribution of five Euros, the total cost would be Euros 160,000.

These volumes should be written as an integrated set of materials in early 2010/11. The booklet for teacher training should be designed in such a way that it will not only be valuable during the training process but that, after the training is completed, it will be available for each teacher to take back to their school and use as a source of reference and study regarding the KCF. An element of self-study should therefore be included in the teacher training booklet. This will not only be valuable to serving teachers but will also be a resource for the induction of new teachers in partnership with school directors and the inspectorate. All training materials should ensure a fair and representative coverage of sexes, the ethnic majorities and minorities of Kosovo and those with disabilities, relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

### **9. Inclusion**

One of the major principles on which the KCF is founded is inclusion. To quote from page two of the KCF: "The Curriculum Framework is aligned with the Education for All and Millennium Development Goals aiming to provide equal access to quality education for all learners, regardless of their gender, ethnicity, age, social and economic background, skin colour, culture, language and beliefs". It goes on to say that "In the KCF 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...)". This concern with inclusion is reflected in detail in the descriptions of the learning areas and key competencies in the KCF. In the teacher training plan outlined in this paper it is therefore essential that these major concerns of the KCF regarding inclusion should be fully represented in the all training materials and in the training itself. Inclusion issues should be covered in a specific module and should also be integrated throughout the materials and training. Further, as noted in Sections 6 and 7 above, MEST should carefully monitor the recruitment of trainers and trainees to ensure that there is a fair representation in terms of sex, ethnicity and disability, relating as nearly as possible to the percentage representation of these groups within the society of Kosovo.

## Annex 1

### OUTLINES OF INDICATIVE TEACHER TRAINING COURSES FOR THE KCF

#### Course 1            “Core Skills to teach the new Kosovo Curriculum”

Audience:        All 25,000 teachers

Duration:         240 hours

Topics:

1. Teaching by Competency and Learning Outcomes, Cross-Curricular and Key Stage Approach
2. Learner Centered Teaching and Learning in Large and Small Classes
3. Interactive Learning Materials Development
4. Continuous Assessment
5. “Health and Welfare” Learning Area
6. “Life and Work” Learning Area (except vocational)
7. KCF Optional Curriculum
8. Inclusion

#### Course 2:            “Integrated Subjects for KCF”

Audience:        All 11,000 Teachers of Grades 6 to 9 and Teachers of Vocational Grades 10-12

Duration:         120 hours

Topics:

1. Integrated Science
2. Integrated Society and Environment

#### Course 3:            “English for Young Learners” (KCF English from Grade1)

Audience:        All 4,000 Grade 1 and 2 English Teachers

Duration:         120 hours

Topics:

1. Language Improvement
2. English Language Teaching Methodology

#### Course 4:            “Special Mathematics for Primary Teachers”(Basic Skills Upgrading)

Audience:        All 4,000 Grade 1 and 2 Mathematics Teachers

Duration:         120 hours

Topics:

1. Mathematical Awareness
2. Modern Teaching Methodology for Primary Maths
3. Integrating Mathematics with other Learning Areas

Course 5: “Upper Secondary Vocational Methodology for KCF”

Audience: All 3,000 Upper Secondary Vocational teachers

Duration: 120 hours

Topics:

1. Vocational Studies Awareness
2. Integrating Vocational with other Learning Areas

Course 6: “Early Childhood Development and Teaching Methodology”

Audience: All 500 Pre-Primary Teachers

Duration: 120 hours

Topics:

1. Cognitive Development
2. Teaching Methods for Young Learners

Course 7: “Managing Schools for Enhanced Learning through a Competency Based Curriculum”

Audience: All 1,200 School Directors

Duration: 120 hours

Topics:

1. Understating KCF and the role of the School Director in maximising pupil achievement
2. Staff Management for more effective learning
3. Organisational Change Management

## Annex 2

### COSTING

#### 2011/12 – Trainer Training

##### 1. Regional Trainers

*Data:*

Total number of municipality trainers = 25,000 trainees trained in groups of 30 = 833, rounded to 850

Total number of key trainers = 850 regional trainers trained in groups of 20 = 42.5 = rounded to 45

Daily key trainer fee = Euros 150

Daily fee per day of training attendance of regional trainer = Euros 70

Food per day per regional trainer trainee and key trainer = Euros 10

Length of trainer training programme = 40 days

*Costing:*

Regional Trainer Fee cost =  $850 \times 70 \times 40 =$  Euros 2,380,000

Municipal Trainer Food cost =  $850 \times 10 \times 40 =$  Euros 340,000

Key Trainer Fee cost =  $40 \times 150 \times 45 =$  Euros 270,000

Key Trainer Food cost =  $40 \times 45 \times 10 =$  Euros 18,000

Total Municipal Trainer Training cost = Euros 3,008,000

##### 2. Key Trainer Training

Key Trainer training would be conducted by international consultants under the Teacher Training element of the IPA 2009 project at no cost to MEST

##### 3. Training Materials (See Section 8 above)

Total Cost = Euros 160,000

Total cost for 2010/11 = Euros 3,168,000 rounded to

**Euros 3.2 million**

#### 2012/13 to 2014/15 – Teacher Training at 120 hours per annum

*Data:*

15 training days per annum for 25,000 teachers trained in groups of 30 by Regional Trainers

Daily Regional Trainer fee = Euros 70

Daily food for each trainee = Euros 10

Management Fee to Training Providers at 15% of total trainer fees

*Costing:*

Trainer fees =  $25,000/30 \times 70 \times 15 =$  Euros 875,000

Management Fee for Training providers =  $875,000 \times 20\% =$  Euros 175,000

Trainee food cost =  $25,000 \times 10 \times 15 =$  Euros 3,750,000



Total Teacher Training cost per annum for 2012/13 to 2014/15 = Euros  
4,800,000, rounded to  
**Euros 5 million**

2015/16 and thereafter – Teacher Training at 20 hours per annum  
Estimated annual cost = Euros **1 million**

**Total cost of proposed new training programme 2011/12 to 2014/15 =**

**Euros 18.2 million**

**Total Cost of Training under Teacher Licensing Scheme 2011/12 to 2014/15 without proposed  
new training programme =**

**Euros 4 million**

**Total additional cost of new training programme 2011/12 to 2014/15 =**

**Euros 14.2 million**