



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Qeveria –Vlada – Government

*Ministria e Arsimit, e Shkencës dhe e Teknologjisë - Ministarstva Obrazovanja Nauke i
Tehnologije -Ministry of Education Science &Technology*

CURRICULUM FRAMEWORK

For

**pre-school, primary, secondary and post-secondary
education**

Second Draft

Prishtinë, April 2010

Contributors

The Kosovo State Council for Curriculum (KSCC)

Technical Team (TT)

Ministry of Education, Science and Technology (MEST)

Education partners and stakeholders

Supporting agencies (UNICEF Kosovo, UNESCO IBE, World Bank, European Commission Liaison Office)

Foreword



Dear readers,

The Ministry of Education, Science and Technology (MEST) of the Republic of Kosovo is pleased and privileged to present to you the Kosovo Curriculum Framework.

It is my special honor to invite all of you, including students, teachers, school principals, municipal authorities and civil society, to contribute with your feedback and suggestions during the public discussion phase on the Kosovo Curriculum Framework.

The Curriculum means the aggregate of learning areas, subjects, and cross-cutting issues available in an education system. In a broader sense, the curriculum also includes aspects of teaching methodologies, assessment and teaching learning resources.

The KCF sets the vision for developing and implementing a learner-centred and competency-based curriculum in Kosovo integrating and reflecting the fundamental values and principles of human rights, living together, social justice and inclusiveness. It also envisages curriculum solutions by considering students' needs and providing equal access and quality education to all. At the same time, the Curriculum Framework presents the main challenges with which curriculum development and implementation is faced, including its alignment with teacher education and training, assessment and school and classroom management.

The Curriculum in front of you was developed having in mind immediate needs for improvement of Kosova's system of education as well as having in mind the current educational trends in developed countries so that our students are competitive with their knowledge and skills with their peers in Europe and wider.

MEST appreciates the potential of Kosova's children and youth and remains dedicated to ensure qualitative and relevant education to the knowledge and labor market in Kosova. MEST and I personally welcome your feedback and invite you to jointly contribute to the advancement of the education system of the Republic of Kosova for the benefit of students and entire Kosovar society.

Cordially yours,
Enver Hoxhaj
Minister

Acknowledgements

The present Curriculum Framework is the result of intensive and dedicated work of different Kosovar education agencies, partners and stakeholders. The Ministry of Education, Science and Technology (MEST) is particularly grateful to the members of the Kosovo State Curriculum Council (KSCC) and the Technical Team (TT) that were closely involved in the revision of the 2001 Curriculum Framework (White Discussion Paper) as well as the development of this new 2010 version of the Kosovo Curriculum Framework for pre-school, primary, secondary and post-secondary education. Different Departments of MEST, as well as of other ministries and governmental agencies have also contributed substantively throughout the process. International agencies, such as UNICEF Kosovo, UNESCO International Bureau of Education (IBE), and the World Bank have enabled the process based on their valuable intellectual, logistic and financial support. The Ministry of Education, Science and Technology would like to equally express its profound gratitude to the numerous contributors representing local communities, professional organizations, teachers, parents and students. Last, but not least, thanks are due to the editors of the Albanian, Serbian and English versions of the Curriculum Framework as well as to all those contributing to its proper and timely publication and dissemination.

Abbreviations

| | |
|--------|---|
| CF | Curriculum Framework |
| DeSeCo | Definition and selection of competencies: theoretical and conceptual foundations (OECD study) |
| EFA | Education for All |
| HRE | Human Rights Education |
| IBE | UNESCO International Bureau of Education |
| ISCED | International Standard Classification of Education (UNESCO) |
| KS | Key-stages of the curriculum |
| KSCC | Kosovo State Council for Curriculum |
| LTLT | Learning to Live Together |
| MDGs | Millennium Development Goals |
| MEST | Ministry of Education, Science and Technology |
| NGO | Non-governmental organisation |
| OECD | Organization for Economic Cooperation and Development |
| PISA | OECD Programme for International Student Assessment |
| TET | Teacher Education and Training |
| TT | Technical Team |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nations Education, Science and Culture Organisation |
| UNICEF | United Nations Children's Fund |
| UNMIK | United Nations Interim Mission to Kosovo |
| WB | World Bank |

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1. Introduction

- 1.1. The new Kosovo context
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- 1.3. Rationale for curriculum revision
- 1.4. The Curriculum Framework: role and functions

1.1 The new Kosovo context

The Republic of Kosovo is the newest country in Europe, located in the middle of South-Eastern Europe. It declared its independence on 17 February 2008, after nearly ten years of United Nations (UN) administration and three years of internationally-mediated status talks. Kosovo's population is estimated to be around 2 millions living in a territory of 10,908.1 km² (Statistical Office of Kosovo). The right to education is guaranteed for every citizen by Kosovo's Constitution and other applicable laws, where public institutions ensure equal opportunities for everyone in accordance with their abilities and needs.

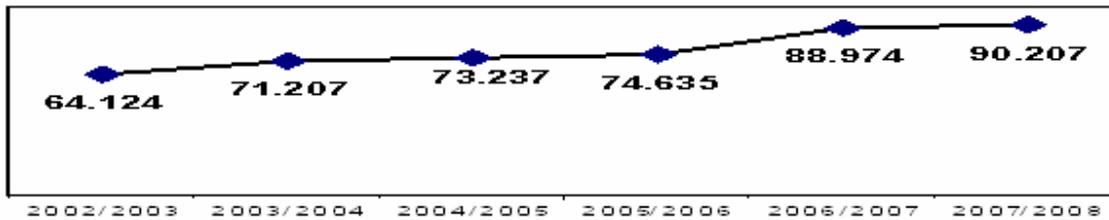
Kosovo is a young dynamic multi-ethnic society with almost one fourth of the population attending one level of formal education in any given year. To illustrate this, the two tables below indicate the number of learners in primary, lower secondary and upper secondary in Kosovo during 2002-2008.

Table 1. Number of learners in primary and lower secondary in Kosovo during 2002-2008



Source: Statistical Office of Kosovo

Table 2. Number of learners in upper secondary education in Kosovo during 2002-2008



Source: Statistical Office of Kosovo

One of the most important achievements of the last few years is represented by the start of a real democratic process in Kosovo, as it pertains to the emergence of a new democratic power structure and democratic institutions. This relates to the revival of a civil society and the feeling of collective and individual dignity. Therefore, one of the main aims of education in Kosovo is the development of knowledge, attitudes and skills required by the exercise of a democratic citizenry. This will enable young people to engage competently in public affairs, and to be active and responsible citizens in a pluralistic and democratic society. Education for democratic citizenship will be provided with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of difference; and to cultivate and respect their own rights and the rights of others.

Kosovo society is now reconnected to the most recent developments in science, technology and culture. The way for a new dialogue between the Kosovo education system and other progressive education systems of the world now has a new chance. In this respect, another important aim of Kosovo education is to equip learners with valuable updated knowledge and instrumental skills which will help them cope with the challenges of a learning society, and of lifelong learning perspectives in an interdependent world.

Education will help learners cultivate their local, ethnic and national identity, as well as enabling them to be open to the enrichment of personal identity, through the interdependencies of today's world. Learners will be supported to understand that identity is not only what differentiates people, but that it also comprises what makes them part of a wider world. They will be supported in understanding and valuing the fact that people hold a local ethnic identity, but also that it is important to promote a wider identity. This is possible on the basis of common interests and of sharing a wider sense of belonging.

Education will enable learners to know about and value the traditions of their family and their community, as well as to make them able to be open to the history and culture of other communities, and of other countries and people. Children will be also encouraged in cultivating their traditions and in contributing to the enrichment of their cultural heritage.

Learners will be educated in order to make creative use of their knowledge and skills in different situations and new contexts; to engage individually and in co-operation with others in problem identification and creative problem solving, and to cultivate motivation and skills for independent and critical thinking.

Learners will be supported to develop responsibility for themselves, for others, for society, and for the environment. The development of responsibility implies the awareness of the consequences of personal action, as well as the awareness and understanding of the responsibility of taking the initiative.

Learners should be able to link theoretical knowledge to practical activities, develop a positive attitude towards learning, have the ability to apply acquired knowledge and skills to further studies in work, and in public and private life.

Learners will be supported to develop self-confidence and positive motivation, as well as to make proper use of their rights. They will be supported to cultivate their curiosity and inquisitiveness, as well as to demonstrate a positive attitude towards difference, in terms of ideas, phenomena, persons, cultures, etc.

Education has to enable young people to contribute, with all of their potential, to the reconstruction and welfare of Kosovo society, while developing autonomy as individuals who are able to pursue a life of personal accomplishment.

1.2 The international and global context

Some of the additional challenges and opportunities faced by the Kosovo society include:

- ***Knowledge society and economy.*** Due to rapid technological and social developments over the last decades, access to knowledge (especially through ICT) is now virtually unlimited, resulting in the democratization of knowledge worldwide. Knowledge is seen today as an increasingly important means of wealth generation and production. Because of this virtually unlimited access to information and in order to cope with new contexts and challenges, schools need to help young people develop the competences to access and process information independently and responsibly, as well as to develop broader competencies for life and work.
- ***Increased interdependencies and mobility.*** Owing to the effects of globalization (for example, on communication, finance, travel, education, culture, migration, life styles,) communities everywhere are today increasingly interdependent, This affects individual and collective identities and what is seen as “universal” or “international” as opposed to traditional, “local” and “national”.. More than ever before young people have to be able to adapt to rapid and unpredictable change, for example, the recent world

economic and financial crisis, the spread of diseases and constantly emerging conflicts.

- **Learning to Live Together**: The 1996 UNESCO Delors Report highlighted “Learning to Live Together” as one of the main challenges in an increasingly open and inter-dependent world, including the constructive management of diversity, peaceful conflict resolution, tolerance, self-respect and respect of the other intercultural understanding and effective communication. “Learning to Live Together” is also a priority for Kosovo with regard to the process of European integration in which it aims to take an active part. This entails the promotion within Kosovo of values and practices associated with inclusion, democratic citizenship and Human Rights in the context of public, professional and private lives.
- **Sustainable development**: In an increasingly globalised world in which the quality of life on Earth for the current and next generations is under serious threat, learners need to be equipped with the knowledge, skills and attitudes to sustain the environment and avoid the waste of resources. This requires young people to be made aware not only of the principles and practices of social cohesion and inclusion but also of how to effectively battle against poverty, marginalization, discrimination and injustice.

1.3 Rationale for curriculum revision

When taking into consideration the professional analyses of Kosovar and international bodies, professional opinions of leading educators, as well as the opinions of students, parents, and other stakeholders, several reasons for a comprehensive curriculum reform in Kosovo were found:

- The aims and objectives of educating young people through the Kosovo education system have to be clearly defined, in terms of serving as a basis for further curriculum development and as a reference for assessing and evaluating students’ learning achievements.
- General orientations for teaching and learning in a formal education system have to be provided for teachers, parents, learners, developers of teaching and learning materials, evaluators and other stakeholders based on common framework.
- Learners have to be equipped with knowledge and skills from the perspective of lifelong learning and of a learning society. Due to the complexity of today’s world, learning cannot be reduced only to the period of formal schooling, but has to be emphasized as a permanent dimension in a person’s life.
- There is a need to avoid learners being overloaded with irrelevant or outdated information/data and stimulated only with regard to the development of lower level intellectual skills. The new curriculum fosters a balanced approach in teaching and learning with regard to providing students with valuable and updated knowledge, while

also helping them develop valuable skills and positive attitudes towards themselves, others, learning and life.

- Schools and teachers should be encouraged to introduce and use new learning strategies, from the perspective of a learner-centred approach and of an interactive methodology.
- The democratic changes in Kosovo society and its pluralistic character have to be reflected through the new curriculum.
- The principle of school autonomy has to be cultivated through the new curriculum as well.
- The interdependencies of today's world, as well as new developments in the labour market, in terms of ensuring the pre-conditions for mobility and for enabling students to compete successfully in the local and international labour market have to be taken into consideration for the design of the new curriculum.

The Curriculum Framework is one of the responses to these challenges that aims at providing 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.

An earlier Curriculum Framework was developed in 2001 by the Department of Education and Science-Core Curriculum Team, with the support of UNICEF Kosovo (the then “lead-agency for curriculum development”) in the context of the UNMIK administration of Kosovo. The “*2001 Curriculum Framework*” was meant to set the basis for a coherent and quality functioning of our system in line with principles such as learner-centredness, flexibility and inclusion. While defining a common “*core curriculum*” in terms of quality learning outcomes, it catered also for local needs and contexts through introducing a school-based part of the curriculum. Such changes, while in line with international effective education/curriculum policies and practice may though have been too daring for those times. Despite a wide participatory process, the document was never made official. Nevertheless, after 2001, although not formally implemented, it became a main reference document within the curriculum and education system and inspired processes of capacity building, syllabus development and teacher training. The 2005 evaluation by the London Institute of Education stressed the quality and value of the document for the overall enhancement of quality learning and learning outcomes in Kosovo. The evaluators urged the Kosovar education authorities to take appropriate actions for its revision and implementation in compliance with the new developments since 2001.

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 in developed countries*” refers to the revision of the Kosovo Curriculum Framework of 2001 as one of priorities of the MEST by 2010.

The 2010 Curriculum Framework constitutes the main reference document for the new cycle of reforms in the education system in Kosovo aimed at addressing these and other contemporary and future challenges. These challenges require that young people develop

the capacity to use knowledge, skills and attitudes in the context of real world problem-solving.

1.4 The Curriculum Framework: role and functions

The formulation and implementation of the Kosovo Curriculum Framework demonstrates the commitment of the Government of the Republic of Kosovo to develop an education system that is locally valid and internationally respected. The intention is that the development of competences for life and work should drive development of the curriculum system and teaching and learning experiences.

The revised Curriculum Framework promotes a competency-based approach, developed through practically-oriented learning. The shift from a content-based to a competency-based curriculum aims to mobilize the potential of Kosovo youth to compete successfully in the labour market locally and abroad. The aspiration is also to maximize the potential benefits that may be derived from a growing number of educated youth and to bring about improvements to Kosovo's society, economy and environment in order to bring it into closer alignment with advanced western European societies.

The CF sets out the common aims and objectives of the education system and the specific features of different education levels, thereby providing the basis for transparent relationships between schools, parents, and local communities. It will guide schools and education administrators in the organization, management and evaluation of school activities and effectiveness. Depending on their individual characteristics, staffing, infrastructure, community and environment, schools will be encouraged to actively engage, as learning organizations, in providing diversified opportunities for all students to develop the knowledge, understanding and key skills and competencies defined in the Framework.

It is intended to be the *main reference document* informing all educational development work in Kosovo in the foreseeable future, including development of curricula, the revision of syllabuses, the development and use of learning resources and the creation of guidelines for pre- and in-service teacher training and support.

The Curriculum Framework will also serve as a *guideline* for parents, students and the community through the presentation of the general aims and objectives of the education system, the school mission and school activities as well as formal education possibilities. It creates the basis for extended communication and cooperation between schools and community, in order to increase the quality and equity of education services, as well as the accountability of teachers, schools and education authorities at different levels.

2. Principles for development and implementation of the curriculum framework

Curriculum framework: WHY, WHAT, HOW and HOW WELL learners should learn?

Principles: Learner-centred teaching and learning and inclusion
Competency-based approaches
Integrated teaching and learning
Flexibility and mobility
Transparency and accountability

The Curriculum Framework has a regulatory role with regard to the overall “curriculum system” that should be coherent and consistent with common underpinning principles of quality curriculum construction and implementation.

These principles apply to both the common part of the curriculum (“core curriculum”) as well as to the optional part of the curriculum.

The principles underpinning the development and implementation of the curriculum framework in Kosovo are as follows:

2.1. *Learner-centred teaching and learning and inclusion*

The Curriculum Framework reflects a rights-based approach to education in line with Human Rights and Children’s Rights values and practices. It takes into account learners’ individual situations, needs and abilities aiming to contribute to the whole development of each child.

In compliance with this principle, the Curriculum Framework promotes (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) and (c) active involvement of learners in the selection and organisation of learning experiences, being aware of their relevance and able to assess and self-assess learning outcomes.

In compliance with MEST’s language policy, learners are given the opportunity to use their mother tongue as language of instruction; to master at least one of the two official

languages of the country (Albanian and Serbian); to develop proficiency in English; and to develop proficiency in another language, such as a local, regional or international language. More specifically, the Kosovo Curriculum Framework envisions the following format for languages to be used in Kosovo's curriculum system:

1. There will be four languages of instruction in Kosovo's compulsory education system: Albanian, Serbian, Turkish and Bosniak.
2. English will be taught from Grade 1 to all students.
3. Students whose language of instruction is not one of the official languages (Albanian and Serbian) will learn Albanian or Serbian from Grade 3.
4. Roma students will learn mother tongue from Grade 2.
5. All students will learn a second international or neighbouring language (German, French, Italian, Spanish etc.) from Grade 6 depending on students' preferences and availability of teachers and capacity of municipalities to provide qualified teachers for the selected language.

The CF 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. The KCF has been developed in compliance with quality standards (in terms of both content and student achievements). It complies with quality criteria such as relevance, connectivity, balance, coherence and meaningful progression of learning.

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; 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 behavioural problems).

The KCF enables customized solutions to accommodate learning differences and specific needs, thus contributing to the full development of the learning potential of each individual. By addressing individual needs and learning styles, teaching and learning experiences in school will enhance the motivation for learning as leverage for improved school attendance and learners performance.

2.2. Competency-based approaches

The CF defines the key competencies 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 (for instance, integration of cross-cutting issues, such as life skills; integrated learning; interactive teaching and learning; a focus on formative and progress assessment).

2.3. Integrated teaching and learning

The CF promotes comprehensive and holistic learning that integrates and reflects the connections and interdependencies in the natural and man-made world, as well as in our knowledge about them.

In order to promote such learning, the KCF provides for:

- the delivery of the curriculum through broad learning areas where the subject-specific content is linked with the cross-cutting issues and the development of key competencies;
- the reinforcement of meaningful connections between learning areas and subjects which are supported by appropriate teaching and learning methodologies and assessment procedures;
- integrated learning supported by integrated subject curricula, for example integrated sciences and social studies in primary and lower secondary education grades;
- meaningful connections between conceptual approaches and practical dimensions, such as the application of knowledge and skills in the context of practical and problem-solving activities;
- the integration in the curriculum of emerging areas which reflect new developments in society, economics, culture and science (such as ICT, e-learning, media awareness, life skills);
- a life-long learning perspective: the curriculum prepares learners to deal throughout their lives with the ever more complex challenges and opportunities within a knowledge society and economy, by focusing on competencies such as learning to learn, competencies to use new technologies, e-learning and competencies to access and process information effectively and responsibly.

2.4. Flexibility and mobility

The KCF allows for decentralized, school-based decision making (approx. 10%-20% of school time). Based on school autonomy principles and norms, schools will be able to decide how to best use this time to contribute to developing their students' knowledge, skills, values and attitudes in relation to local resources, needs and development prospects. Schools can develop additional curriculum elements to meet learners' individual needs and reflects the circumstances of the community where school operates.

Flexibility refers also to the flexible planning and use of school time that allows interactive teaching and learning.

The CF also provides for the horizontal and vertical mobility of learners within the education system. The key competences defined with the CF for each formal level of compulsory education enable the link between formal, non formal and informal education, including adult education. They will serve as a reference point for developing standards of achievement and the criteria for accreditation of non-formal educational programmes.

2.5. Transparency and accountability

Transparency and accountability refer to both the education system in its entirety, as well as to the process of development and implementation of the Curriculum Framework.

The curriculum development process and its outputs are based on an inclusive approach which involves all relevant stakeholders. Curriculum implementation is monitored and evaluated in line with agreed quality criteria taking into account the feedback and contributions of beneficiaries and stakeholders that were involved in the process of development and implementation of the curricula.

Schools and teachers are involved in the curriculum development process and supported to ensure the quality of curriculum implementation. Schools will be directly supported for effective implementation of the curriculum framework and the new curricula and will be kept accountable for the way they use resources and provide for satisfactory level of learners' achievement.

3. The education structure, key-stages of the curriculum and their impact on curriculum development and implementation

The Kosovo new education structure: what has changed and why; how such changes impact on the curriculum

Key stages of the curriculum: their role in defining the curriculum structure and learning progression

3.1. The structure of the education system

The CF is aligned with the new Kosovo education structure of pre-school, primary, secondary and post-secondary education, comprising the following education stages:

| ISCED levels ¹ | Kosovo education structure | | Ages |
|---------------------------|--|--|-------|
| ISCED 4 | Post-secondary | | 18 + |
| ISCED 3 | C O M P U L S O R Y | Upper secondary Grades 10-12 | 15-17 |
| ISCED 2 | | Lower secondary Grades 6-9 | 11-14 |
| ISCED 1 | | Primary education Grades 1-5 Pre-primary grade | 5-10 |
| ISCED 0 | Preschool education | | 0-5 |

Compared to the previous structure, the main changes in the education structure are as follows:

- The last year of pre-school education becomes compulsory (“pre-primary year”);
- Grade 13 is abolished in both general and vocational education;

¹ International Standard Classification of Education

- Compulsory education is extended from 9 years to 13 years, including the pre-primary year;
- School year is extended to 40 weeks.
- A post-secondary stage of one or two years is included in the education system (ISCED 4 level) mainly to further develop vocational education and training;
- An expanded common core is established for both general and vocational education so as to allow for better links and mobility between general and vocational streams.
- In general upper secondary schools, based on an expanded core curriculum for all, students will be able to choose to study in classes responding more specifically to their interests and needs, such as classes offering more mathematics, natural sciences, languages, social studies, or arts.
- In vocational education, the development of key competencies similar to those in general education is envisaged, along with the development of more specific work-related competencies.
- Preparation for life and work is also reinforced in general education

Characteristics of education levels and their impact on the curriculum

3.1.1. Pre-school education

Pre-school education represents the first education stage during which children are educated either within their families or in nurseries (ages 0-3); in families or kindergartens (ages 3-5) and in pre-school education institutions or in primary schools the pre-primary grade (ages 5-6).

Pre-school education represents a period of rapid and substantial physical, cognitive, emotional and social development for children. Considering the importance of this phase of development for lifelong learning, exposure of children to the basic systematic learning processes will focus on stimulating their curiosity about themselves, society, nature, knowledge, culture and (new) technology (ies). The aim will also be to stimulate their creativity and enthusiasm in approaching new experiences and facing real-life situations.

During this education level children will be encouraged to improve the use of oral language and communication skills in their mother tongue in simple everyday life situations, to develop their attention and concentration abilities and to develop basic social skills.

Special attention at this level will be also paid to physical development through physical activities and experiences that will increase children's' awareness on the need to enhance their physical well-being and to have regard for health and safety.

In the pre-primary grade (ages 5-6), children will be exposed to learning experiences of basic elements of reading, writing and numerical calculation.

3.1.2. Primary education

During this level, basic learning habits are established, and cognitive, social-emotional and motor development will be nurtured, with special attention to the development of a child's personality and positive attitude towards learning.

Children should experience enjoyment and develop interest in working in school. Teaching and learning experiences are implemented based on integrated learning enabling children to develop a holistic understanding of their relation with the natural and man-made environment. It also addresses the need to promote a whole-child approach so that learners become aware of their potential and have a chance to fully develop the different facets of their personality.

Teaching and learning in primary education is provided, facilitated and coordinated by a classroom teacher, with the possible assistance of specialized subject teachers.

3.1.3. Lower secondary education

Lower secondary education has to offer learners new challenges for their cognitive, physical, personal, social, and moral development. Their natural curiosity has to be stimulated further, to make sure that the knowledge, skills, values and attitudes acquired at this level represent a sustainable basis for higher levels of education.

One of the main goals of this level is to prepare learners for further academic study and career orientation. It also envisages helping learners develop their personal interests in learning and define their future expectations appropriately.

During this level, the curriculum will be enriched by exposing learners to a broad spectrum of learning experiences (i.e. combining conceptual and practical approaches; abstract thinking and contextualized action), to help them identify their preferences and areas of special interest.

3.1.4. Upper secondary education

Upper secondary education will provide the basis for a wider, deeper and more specialised process of learning, taking into consideration (a) the future orientation of learners toward academic studies, vocational (including higher education) qualifications and/or entering the labour market as qualified workers, as well as (b) the need to equip them with lifelong learning skills.

At this level, in both general and vocational schools, the process of acquisition and development of knowledge, skills, values and attitudes has to take into consideration the need to prepare young people to take responsibility for their own lives, to participate in society as active and competent citizens, and to engage successfully in competition in the labour market.

Learners will be exposed to more specialised and challenging knowledge and skills, in accordance with their intellectual, emotional and physical potential for development in adolescence. Learner-centred methodologies also need to be emphasized at this stage.

3.1.5. Non-university tertiary education

Non-university tertiary education can be offered by technical schools, higher professional schools, or other higher education institutions licensed for ISCED 5. Level ISCED 4 should ensure a path towards a higher qualification for students who can demonstrate professional competencies (usually older individuals) but who don't have a formal qualification at Level 4.

In addition to the General Matura or vocational qualifications offered by the upper secondary vocational schools, at this education stage learners will obtain a higher level professional qualification (NQF5) that will allow them to enter the labour market immediately after graduation in different, more complex professions that do not require tertiary university education. The qualifications within ISCED 4 include: specialist vocational, cross-sectoral vocational, general vocational and general higher education.

3.2. Curriculum stages

The Curriculum Framework is structured based on curriculum stages which are defined in line with the education structure of pre-university education in Kosovo. The CF design takes into consideration six curriculum stages, as periods which share common features in terms of children's development, curriculum requirements and teaching and learning approaches.

Stages are phases of a given education stage or they encompass a period of transition from one formal stage to another.

The reasons for the design of the curriculum framework according to stages reflect the need for:

- more transparency and precision in the articulation of education goals and tasks;
- the possibility of concrete guidelines for organizing school work with emphasis on specific methods, outcomes and means of evaluation;
- acknowledgement of the specific features of development phases and to the specific goals of each key stage of the curriculum and
- the need to increase the school accountability for the quality of education provided at school level and learners progress in developing the key competencies;

The key competencies to be achieved at the end of each stage of the curriculum, progression requirements, organisation of teaching and learning experiences, assessment approaches and evaluation criteria will be defined for each stage of the curriculum.

Fig....Education structure and curriculum stages

| | | |
|---------|---------------------------------|--|
| ISCED 3 | Upper secondary Grade 12 | Stage 6 Consolidation and specialisation |
| | Upper secondary Grades 10-11 | Stage 5 Basic general and professional development |
| ISCED 2 | Lower secondary Grades 8-9 | Stage 4 Reinforcement and orientation |
| | Lower secondary Grades 6-7 | Stage 3 Further development and orientation |
| ISCED 1 | Primary education Grades 3-5 | Stage 2 Reinforcement and development |
| | Primary education Grades 1-2 | Stage 1 Basic acquisitions |
| ISCED 0 | Pre-primary grade Grade 0 | |
| | Age 0-5 | Stage 0 Early childhood education |

Main features of the curriculum stages

3.2.1. Stage 0: Early childhood education (ECE)

During this stage, children through play activities are supported in their early personal development, including:

- Development of capacity to communicate in their mother tongue through activities that support correct articulation of words, broaden their vocabulary and develop the ability to listen to others;
- Physical development and activities that support coordination of their bodily movements;
- Progressive awareness of themselves, others and the environment;
- Developing the capacity to follow rules, distinguish right from wrong and distinguish what is permitted from what is prohibited;
- Encouragement and support to engage in practical activities, assess risks and follow basic hygiene and safety rules.

3.2.2. Stage 1 - Basic acquisitions (pre-primary Grade and Grades 1 and 2)

During this stage, children are exposed to more systematic learning approaches. They will be introduced to the following learning experiences:

- learning about rights, obligations, and responsibilities in the classroom and school;

- basic elements of reading, writing and number calculations
- exploring the environment in a more systematic way;
- fulfilling certain tasks by observing the timeframes set for completion of tasks;
- being confronted with different learning activities and procedures as individuals and as members of a group.

3.2.3. Stage 2 - Reinforcement and development (Grades 3, 4 and 5)

This is a phase when children enter the period of puberty and have to face new challenges in their personal development. In addition, this is a phase of transition from primary education to lower secondary education, in which students have to consolidate their basic acquisition in reading, writing, communication and learning techniques as tools for further learning and development.

At this stage children are exposed to challenges such as:

- correct use of their mother tongue and of English in oral and written communication;
- correct use of arithmetical symbols and operations;
- exposure to new fields of knowledge and broadening of the curriculum;
- development of thinking that is structured and oriented towards problem solving;
- understanding the responsibility for themselves, for others and for the environment;
- enriching their information resources;
- cultivating independence in planning and realising their learning tasks;
- linking theoretical knowledge to practical problems;
- developing a positive attitude towards themselves and others;
- developing a critical and creative approach to problem solving.

3.2.4. Stage 3 – Further development and orientation (Grades 6 and 7)

This stage aims to deepen knowledge in different learning areas, ensuring an initial base for academic and career orientation. Learners are exposed to challenges such as:

- development of more abstract and complex thinking (i.e. higher-order intellectual skills) that is needed to enquire about the world and themselves, as well as solve problems;
- nurturing their interests for more in depth understanding of themselves, others and the environment;
- developing skills for self-evaluation;
- developing effective communicative skills, including mathematical and scientific specialized codes;
- expanding the possibilities for verbal and written communication in their mother tongue, English and another language;
- developing responsibility with regard to active participation in society and to the preservation of the environment.

3.2.5. Stage 4 – Reinforcement and orientation (Grades 8 and 9)

This stage aims to orient learners to consider different future academic and career options. Learners are exposed to challenges such as:

- using information sources and resources and approaching different kinds of data critically;
- developing an interest in public life through direct engagement in out-of-school activities;
- exposure to environmental issues and concerns and real-life topics through project work that will help them consolidate their knowledge and further develop their skills and attitudes;
- familiarization with different academic and career choices;
- practical/vocational training and orientation activities to allow them to clarify their future aspirations;
- strengthening self-evaluation skills;
- reinforcement of competencies for independent individual and team work.

3.2.6. Stage 5- General and professional education (Grades 10, 11)

This stage aims at exposing students to deeper and more specialized studies, in terms of academic preparation for higher education and/or for entering the labour market. Students are exposed to challenges such as:

- developing self-confidence;
- undertaking deeper and more specialized studies by employing competencies for using necessary information sources and resources and approaching different kinds of data critically;
- developing a willingness to commit themselves to sustained effort and to higher expectations, in terms of learning and preparation for a future career, as well as for their personal, professional and public lives;
- preparing to take responsibility for their own lives, to participate in society as active and competent citizens, and to compete successfully in the labour market.

3.2.7. Stage 6 - Consolidation and specialization (Grade 12)

This is a phase of transition from adolescence to maturity, during which learners have to consolidate their entire compulsory education experience and prepare themselves for the requirements of a new phase of life and higher education. Learners on VET school programmes will be prepared to enter the labour market as skilled workers. The students are exposed to challenges such as:

- demonstrating the ability to identify necessary information sources and resources and to approach different kinds of data critically;
- demonstrating their ability for independent decision making and for taking responsibility for personal choices and actions;
- demonstrating their commitment to sustained effort and to higher requirements in terms of learning, higher education and/or professional development.

4. Education aims and expected outcomes (student competencies)

- What are the aims of education in Kosovo?
- Why are competencies envisaged as learning outcomes?
- The key competencies envisaged in the Kosovo education system:

Effective communicator
Creative thinker
Successful learner
Productive contributor
Healthy individual
Responsible citizen

4.1 Education aims

The formulation of education aims and objectives in Kosovo takes into consideration the new reality of Kosovo society after the proclamation of its independence, in terms of democratic development, new economic prospects and openness towards the world. The education aims in Kosovo are:

- Personal development
- Identity, belonging and intercultural understanding
- Human rights and democratic citizenship
- Preparation for life, work and sustainable development

4.1.1. Personal development: *Education will support the development of a learners' personality and their abilities to the full potential.*

Education will contribute to the full development of the individual's potential from the perspective of favouring a "whole-person" approach, open-mindedness and autonomy.

Learners will be supported in their development as individuals by balancing the intellectual, emotional and motor aspects of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their rights, while respecting the identity and the rights of others.

4.1.2. Identity, belonging and intercultural understanding: *Education will foster cultural awareness and intercultural understanding, as well as a complex, multi-layered sense of identity and allegiance.*

Education will develop in learners respect for their parents and teachers, their own cultural identity, language and values, as well as for the values of the Republic of Kosovo and its Constitution.

Education will help learners understand, respect and celebrate their local, ethnic and national identities, as well as enable them to be open to the enrichment of their personal identity, through the interdependencies of today's world. Learners will be supported in understanding that identity is not only what differentiates people, but that it also includes what makes them part of a wider world. Wider, multi-layered concepts of identity will be introduced as an opportunity for personal and collective enrichment and not as a threat to any individual, local or national identities.

The construction of identity starts in the family and in the local community, and continues through a lifelong process. All new experiences are linked to previous ones. Education should enable learners to understand and value the traditions of their family and their community, as well as to make them able to be open to the history and culture of other communities, and of other countries and peoples.

4.1.3. Human rights and democratic citizenship: *Education will develop the knowledge, skills, values and attitudes required by the exercise of democratic citizenship in order to foster inclusiveness, social justice and sustainable development, based on respect for everyone's human rights and fundamental freedoms.*

One of the most important achievements of the last decade is represented by the start of a real democratic process in Kosovo, in terms of the emergence of a new democratic power structure and democratic institutions. This relates to the revival of a civil society and the feeling of individual and collective dignity.

Education has a major role to play in equipping children and young people with the Knowledge, skills, attitudes, values required to engage competently and responsibly in their private, public and professional lives and to be active and responsible citizens in a democratic, pluralistic, just and cohesive society.

Education for democratic citizenship will part of the curriculum, with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of diversity and differences; and to cultivate and respect their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic situation.

Learners will be supported in developing responsibility for themselves, for others, for society and for the environment. The development of responsibility implies the capacity to show initiative and take decisions, fulfil duties and obligations, as well as be aware of, and acknowledge the consequences of, personal and collective actions.

4.1.4. Preparation for life, work and sustainable development: *Education will prepare learners for life and work by equipping them with the competencies to cope with today's challenges and opportunities in a complex knowledge society and global economy, and to contribute to sustainable development.*

Kosovo society is now reconnected to the developments in economy, society, science, technology and culture in Europe and the broader world. In this respect, another important aim of education is to equip learners with valuable up-to-date knowledge and instrumental skills which will enable them to cope with the challenges of a knowledge society and global economy, and of lifelong learning prospects in an increasingly interdependent world, for which learning to live together and sustainable development are crucial challenges.

Learners will be familiarised with the exercise of rights and responsibilities within the family, communities, the world of work, and public life and will be supported in making appropriate career choices. They will be also be given guidance on the importance of preserving the environment and be empowered to contributing to sustainable development at local and global levels.

Learners should be able to link theoretical knowledge to practical activities, develop a positive attitude towards learning, and have the ability to apply acquired knowledge and skills to further studies, in work, as well as in their public and private lives.

Learners will be educated in order to make creative use of their knowledge and skills in different situations and new contexts; to engage individually and in cooperation with others in creative problem solving; and to develop the motivation and skills for independent and critical thinking. They will be encouraged to develop their curiosity and inquisitiveness, as well as to demonstrate a positive and constructive attitude towards difference, in terms of ideas, phenomena, persons and cultures.

4.2 The concept of “competencies” as learning outcomes

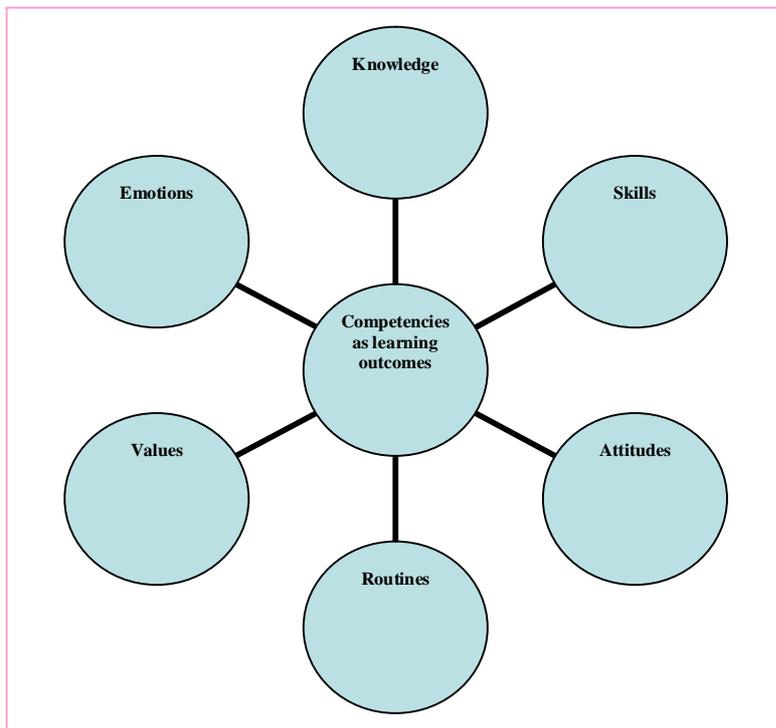
Given the increased complexity of a rapidly changing world, there is currently a widespread interest in competency-based curriculum development as a way of fostering productive and relevant learning. The KCF embraces a *competency-based perspective* in order to address the diverse learner needs which will meet the relevant present and foreseeable challenges for the 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 figure below presents that the system of competencies include: knowledge, skills, attitudes, values, emotions and routines.

Fig....- The “system” of competencies: what do competencies include?



4.3 Key competencies in the Kosovo education system

The *key competencies* envisaged with 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 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**

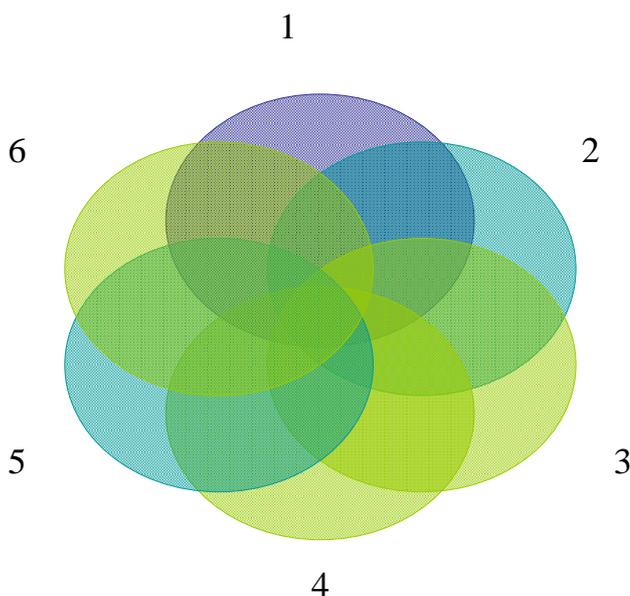
Key competencies such as *communication and expression*, *thinking* and *learning* are of an instrumental nature: they are basic to competencies that are more context- and content-linked, such as competencies needed in private, public and professional life.

While each category of generic competencies addresses and integrates specific learning outcomes, the key competencies share overlapping elements and aspects – for instance, emotions are integral to communication and expression, as they are to personal development, thinking and life- and work-related actions and situations.

Key competencies are also inter-connected and inter-dependent by the way they influence and reinforce one another from the perspective of a “whole-person”.

The figure below presents the interconnectedness of key competencies.

Fig... - The interconnectedness of key competencies



In the following tables, the key competencies are presented through learning outcomes (i.e. knowledge; skills; values; attitudes)²:

4.3.1. Communication and expression competencies (“Effective communicator”)

| Competence description | Competency expressed through learning outcomes | Issues (including cross-cutting themes) | Main subject carriers |
|---|--|--|--|
| In order to develop as a person, learn and participate in society, it is important that people are able to understand messages and express themselves adequately. To communicate and express themselves, people use different means, such as natural and artificial languages; symbols; signs and artistic codes. Consequently, in order to become effective communicators, learners need to master such means by following the rules of their usage while also demonstrating the capacity of using such means independently and creatively. Learners are supported to pay attention to the content of messages, as well as to their style, context and meaning/interpretation. | Learners that have mastered communication and expression competencies will be able to: - communicate and express themselves through natural and artificial languages, symbols, signs and codes; - talk, listen, read and write, and express themselves in their mother tongue and in (at least) another language; - engage in, and contribute to respectful and productive dialogue; - demonstrate the ability to follow rules while being also creative; - use ICT and media effectively and responsively; | Oral and written communication ICT education/literacy Media education Cultural awareness Intercultural education Artistic education | All subjects Mother tongue (KS0 – KS6) English (KS1 – KS6) Other language (KS3 – KS6) The Arts (KS0 – KS6) |

4.3.2. Thinking competencies (“Creative thinker”)

| Competence description | Competency expressed through | Issues (including cross-cutting | Main carriers |
|------------------------|------------------------------|---------------------------------|---------------|
|------------------------|------------------------------|---------------------------------|---------------|

² More detailed statements of such learning outcomes in compliance with specific education stages and key stages of the curriculum (and grades) are to be found in subject curricula (syllabuses), as well as in the annexed *illustration* to this chapter of the learning progression throughout the different key stages of the curriculum.

| | learning outcomes | themes) | |
|--|---|--|---|
| <p>As communication and expression, thinking competencies are instrumental to learning and development in all areas. Through correct thinking people are able to make appropriate connections among different elements. Based on sound reasoning (inferences), valid conclusions may be drawn from appropriate premises/hypothesis. Given the complexity of the today's knowledge society and economy, knowledge management has become an essential competence for the 21st century. However, in addition to being able to identify and access the appropriate information/knowledge sources, learners need to develop the capacities to approach knowledge critically, creatively and interactively. Accessing and processing information/knowledge independently, effectively and responsibly is important for learning/studies, as it is for decision making and problem solving that imply appropriate actions, with full awareness of impact and consequences.</p> | <p>Learners that have mastered thinking competencies will be able to:</p> <ul style="list-style-type: none"> - identify, locate and access appropriate information; - develop conceptual thinking and sound reasoning; - critically process (analyse, synthesise, organize, use and apply) information/knowledge; - evaluate options and make informed decisions; - links decisions with their consequences responsibly; - apply knowledge in the context of problem solving through appropriate action; - assess the quality of knowledge/information, its appropriateness and value for purpose; - manage information critically, creatively and responsibly; | <p>Literacy</p> <p>Numeracy</p> <p>Inquiry-based approaches/learning (i.e. project work)</p> <p>Evidence-based conclusions</p> <p>Modes of thinking</p> <p>Modes of presentation and sharing</p> <p>Critical appraisal of, and responsible use of information</p> <p>Moral dilemmas</p> <p>ICT and e-learning</p> <p>Media awareness</p> | <p>All subjects</p> <p>(KS 0 – KS6)</p> |

4.3.3. Learning competencies (“Successful learner”)

| Competence description | Competency expressed through learning outcomes | Issues (including cross-cutting themes) | Main carriers |
|---|---|--|---|
| <p>In today’s and tomorrow’s increasingly complex world and competitive global economy, the knowledge and skills developed in school are not anymore supposed to last for life. Individuals need to keep learning throughout their lives and adapt to new challenges, opportunities and circumstances. Successful life-long learners need to develop learning-to-learn competencies, as well as their motivation to learn autonomously based on investing efforts and self-discipline. They have to also pay attention to their learning styles and choose appropriate learning strategies.</p> | <p>Learners that have mastered learning competencies will be able to:</p> <ul style="list-style-type: none"> - understand and appreciate the need for life-long learning; - demonstrate functional literacy in reading, writing, math, science and ICT; - know their strengths and weaknesses and preferred learning styles and strategies; - build on, and apply prior learning and experiences; - set, prioritise and refine learning goals; - monitor progress and make necessary adjustments; - sustain their motivation to learn; - be competent in e- and networked learning; - seek and make use of guidance advice, information and support when appropriate; - show initiative, assess risks and handle obstacles to learning; - manage resources, time, people and their environment productively and responsibly; - work cooperatively with others, share and manage conflicts; - act autonomously and responsibly, showing initiative and assessing risks; | <p>Literacy</p> <p>Numeracy</p> <p>Knowledge and understanding of the world</p> <p>Inquiry-based approach of the natural and man-made environment</p> <p>ICT and e-learning</p> <p>Communities of practice</p> <p>Knowledge management</p> <p>The world of work</p> <p>Life skills</p> | <p>All subjects</p> <p>Mother tongue (KS 0 – KS6)</p> <p>Mathematics and sciences (KS0 – KS6)</p> <p>Technology, including ICT (KS3 – KS6)</p> <p>Social studies (KS2- KS6)</p> |

| | | | |
|--|---|--|--|
| | - evaluate own work and reflect critically on purpose and aims; | | |
|--|---|--|--|

4.3.4.. Life-, work-, and environment-related competencies (“Productive contributor”)

| Competence description | Competency expressed through learning outcomes | Issues (including cross-cutting themes) | Main carriers |
|--|---|--|---|
| <p>Schools need to prepare learners to live and work in an increasingly interdependent world and competitive global economy. Living and working in the twenty first century requires competencies to face unpredictable circumstances and challenges, as well as the capacity to seize opportunities for personal and community progress. A productive contributor will develop a broad understanding of the interdependencies among local and global social, economic, political and cultural phenomena. Productive contributors will develop a pro-active attitude implying an orientation towards the future, entrepreneurial dispositions and sustained motivation to meet objectives. At the same time, they will develop competencies to protect the</p> | <p>Learners that have mastered life, work and environment related competencies will be able to:</p> <ul style="list-style-type: none"> - understand the competencies (knowledge, skills and qualifications) needed for different life situations and career paths; - research and access relevant education and training opportunities and available guidance/support; - possess organizational skills, the ability to take initiative and work with others; - plan and manage projects to achieve objectives (leading, delegating, analysing, communicating, debriefing, evaluating as appropriate); -master procedures and tools; - identify and evaluate the resources needed (i.e. time, money, human resources; facilities); - show flexibility, creativity and responsibility; | <ul style="list-style-type: none"> Career awareness Project planning and management Financial management Entrepreneurial education Application of mathematics, the sciences and technology in the work place European and international labour markets Environmental education Sustainable development Global education | <ul style="list-style-type: none"> Life skills (KS0-KS2) Handicrafts and home economics (KS0-KS2) Technology, including ICT (KS3-KS6) Work and entrepreneurial education (KS3-KS6) Counselling and career orientation (KS3- KS6) Mathematics and sciences (KS1-KS6) English (KS-KS6) |

| | | | |
|--|---|--|--|
| environment and contribute to sustainable development. | <ul style="list-style-type: none"> - manifest entrepreneurial spirit and skills - demonstrate work ethics, including a sense of solidarity and fair competition | | |
|--|---|--|--|

4.3.5. Personal competencies (“Healthy individual”)

| Competence description | Competency expressed through learning outcomes | Issues (including cross-cutting themes) | Main carriers |
|--|---|--|---|
| Schools need to empower learners to participate in an effective and constructive way in family, social and working life. In this regard, learners will be supported to improve their self-awareness and develop self-confidence while also developing openness towards, and confidence in the other. | <p>Learners that have mastered personal competencies will be able to:</p> <ul style="list-style-type: none"> - demonstrate confidence, self-esteem and personal and inter-personal skills; - be aware of their strengths and weaknesses, build on strengths and work to overcome weaknesses; - recognize and manage their emotions; - relate to, co-operate with and empathise with others; - initiate, maintain, and sustain healthy relationships, including with individuals from diverse backgrounds; - respect and appreciate their own culture, as well as the values, beliefs and cultures of others; - overcome prejudices and compromise; - manage stress, anger, traumas and resolve inter-personal conflicts constructively; | <p>Self awareness and personal development</p> <p>Awareness of multiple identities of self and others</p> <p>Intercultural understanding</p> <p>Awareness of emotions</p> <p>Relationship skills, including mutual tolerance and respect</p> <p>Gender equality</p> <p>Healthy lifestyles (including Relationships and Sexuality)</p> <p>Moral and ethical decision making</p> | <p>Life skills (KS0-KS2)</p> <p>Health education (KS0-KS6)</p> <p>Physical education and sports (KS0-KS6)</p> <p>Counselling and career orientation (KS3-KS6)</p> <p>All subjects</p> |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> - understand and adhere to codes of conduct and manners in different situations; - understand the components of healthy lifestyles; - make informed choices and decisions about health, diet and exercise; - pursue personal life plans and projects and assess whether and how goals were achieved; - act autonomously and responsibly, with the full awareness of consequences. | | |
|--|---|--|--|

4.3.6. Civic competencies (“Responsible citizen”)

| Competence description | Competency expressed through learning outcomes | Issues (including cross-cutting themes) | Main carriers |
|--|--|--|---|
| <p>Individuals are members of broader communities, such as families, local communities, states and the international community. Throughout their lives, individuals become also members of different learning, professional and working communities increasingly pulling together people with diverse backgrounds, interests and needs. Since Learning to Live Together is seen as the main challenge of today’s (and tomorrow’s world), this competence empowers individuals to act as responsible citizens</p> | <p>Learners that have mastered civic competencies will be able to:</p> <ul style="list-style-type: none"> - understand their local and wider environment and how it functions (i.e. the structures, culture, practices, rules and expectations); - uphold Human Rights as a basis for democracy; - be aware of, and exercise their rights and responsibilities while being aware of, and respecting the rights of others; - value diversity and demonstrate tolerance, respect and inclusive attitudes; - manage and solve conflicts constructively; - participate in democratic decision making at all levels (i.e. in families, schools, local communities/neighbourhood activities, as well as in | <p>Human Rights and Education for Democratic Citizenship (i.e. role of citizens in democratic societies/ participatory citizenship; rights and responsibilities; community service)</p> <p>Gender equality</p> <p>Peace Education</p> <p>Intercultural understanding</p> <p>Education for Sustainable Development</p> <p>Global Education</p> <p>Media Education</p> | <p>Society and environment (KS0-KS6)</p> <p>History, Geography, Civics (KS3-KS6)</p> <p>Life and work (KS0 –KS6)</p> <p>Communication and expression (KS0 –KS6)</p> <p>All subjects</p> |

| | | | |
|--|---|--|--|
| <p>by taking into account both their closer and wider context. National citizenship is today complemented by increasingly important aspects of "global citizenship". The rights and responsibilities individuals share should be based on universal values and principles, such as Human Rights, democracy and social justice.</p> | <p>local and national political processes); - demonstrate HR values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender equality); - show interest in public affairs and contribute to problem solving at school and community level; - protect the natural and man-made environment and contribute to sustainable development;</p> | | |
|--|---|--|--|

5. Selection and organisation of learning experiences

- How will teaching and learning support student-centred teaching and learning and inclusiveness?
 - the role of teachers
 - the role of headmasters and school boards
 - the role of enabling learning environments
 - the role of school autonomy

- How is the curriculum constructed?
 - criteria for quality curriculum construction and implementation
 - broad learning areas and subjects
 - integration of cross-cutting issues
 - core and school-based curriculum
 - extra-curricular activities
 - time allocation

5.1 Student-centred teaching and learning

Student-centred teaching and learning means that the planning and organization of learning and teaching pay attention to students' individuality, potential, needs and interests. It is one important aspect of inclusiveness in education in a broader sense for it 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 special needs.

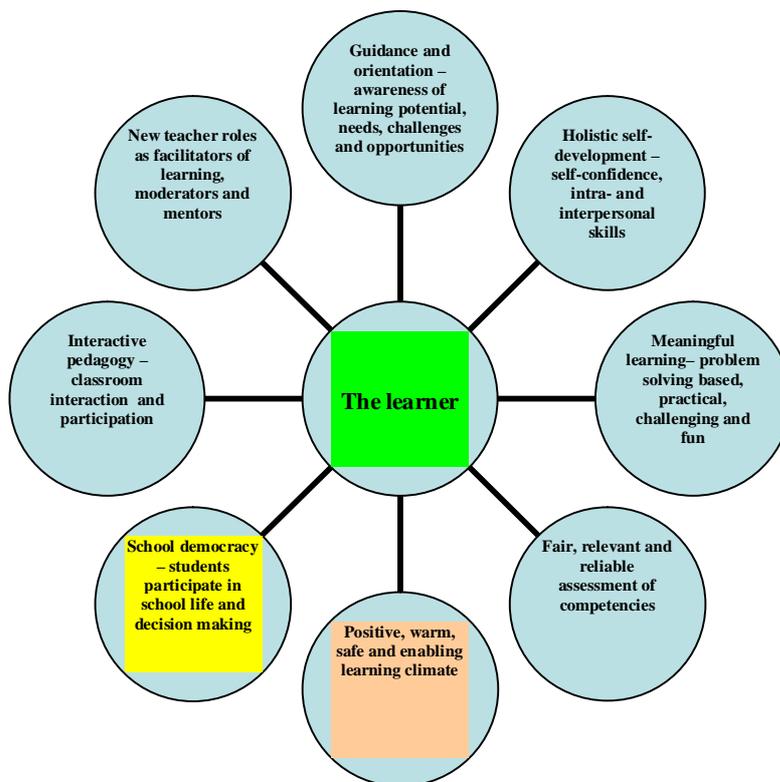
The learning experiences the curriculum offers to learners should be meaningful and relevant to them. At the same time, through learning students should be encouraged to broaden their horizons and be aware of different (and new) challenges and opportunities in life, studies and at work.

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. Since 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: New teacher role; Interactive pedagogy; Meaningful learning; Holistic development; Guidance and orientation; Assessment of competencies; School democracy; Learning climate.

Fig.... – The learner as the centre of teaching and learning



Learner-centred teaching and learning has important implications for school and classroom practices. The table as shown below gives some explanations about the new roles of key actors and situations in teaching and learning process at the school:

| Key actors in teaching and learning process | (New) Roles and situations |
|---|---|
| The learner | <ul style="list-style-type: none"> - Is aware of learning objectives and expected learning outcomes (student competencies) - Participates in the construction of learning experiences and has a choice - Is encouraged to participate in inquiry-- and problem solving-based learning, as well as in collaborative and community service oriented learning |

| | |
|---|--|
| | <ul style="list-style-type: none"> - Carries out assessment and self-assessment - Is aware of progress made and shortcomings to overcome in learning - Benefits from counselling and orientation in coping with personal development issues and career choices |
| The teacher | <ul style="list-style-type: none"> - Uses a wide range of methods adapted to the learner's situation and needs in the context of interactive pedagogies - Reinforces connections between learning areas and subjects and promotes integrated learning - Is able to integrate cross-cutting issues, such as human rights and education for democratic citizenship; peace education; education for sustainable development; gender equality; intercultural understanding; life skills; health education; economic and entrepreneurial education; media education; ICT and e-learning - Is interested and able to participate in the development of customised curricula and learning materials, as well as the establishment of flexible plans of study in compliance with the school autonomy principle - Possesses the capacity to identify learning problems/difficulties and provide appropriate support - Is interested in progress and formative assessment with a view to providing guidance, counselling, motivation and support to learners - Communicates well with learners, parents and other stakeholders - Facilitates learning for students and engages them in meaningful activities - Is interested and able to engage in team work and participate in communities of practice |
| The school director and school board | <ul style="list-style-type: none"> - Provide a learner-friendly, safe, pleasant and enabling learning environment - Involve stakeholders and education partners in school decisions - Provide for differentiated learning and choice in the context of both curricular and extra-curricular activities - Provide for consistency across the school ("whole-school approach") in promoting student-centred teaching in their establishment - Engage in school networking to promote exchanges on, and mutual learning from effective practices of learner-centred teaching and learning - Support school-based teacher training and mentoring as a means to improve the teaching skills of staff by combining theoretical and practical aspects in real school life situations - Based on the principle of school autonomy, decide, in consultation with stakeholders, on the school-based part of the curriculum - Work, in collaboration with stakeholders, towards |

| | |
|--|--|
| | <p>developing a clear school concept (project) that explains the school vision and mission, as well as the means the school envisages to enhancing quality, equity and accountability of education services</p> <ul style="list-style-type: none"> - Pay special attention to implementing the principles and practices of inclusive education by taking into account and addressing diversity and the different learners needs and by fighting against biases, unfair treatments and violence - Help schools to become learning organisations and “magnets” for the community through the establishment of communities of practice; literacy and adult learning programmes; other community service-oriented programmes |
|--|--|

5.2 Curriculum structure and content (learning areas and subjects; integration of cross-cutting issues; extra-curricular activities; time allocation; school autonomy)

5.2.1 Criteria for quality curriculum design and curriculum implementation

Competency development and learner-centred teaching and learning are transversal to the curriculum thus not being confined to only some specific areas or subjects. In the development and implementation of a quality curriculum that integrates and reflects a competency-based and learner-centred approach, the following are important characteristics to be taken into account:

| Characteristics (quality criteria) | Implications for curriculum construction |
|--|---|
| Relevance | <ul style="list-style-type: none"> - The curriculum is adjusted to both the learner’s context and national, regional and global developments - Learners are able to make adequate connections between theory and practices - The curriculum is appropriate in terms of age, gender, ability, talent, culture and other characteristics defining diversity - The curriculum addresses real needs and issues and is a tool for promoting competencies for life and work, Learning to Live Together (LTLT) and Education for Sustainable Development (ESD) |
| Coherence (vertical and horizontal) | <ul style="list-style-type: none"> - Learning experiences are well clustered and sequenced so as to provide for holistic and comprehensive learning, as well as for sustainable learning progression - Effective links are provided between general and vocational education, as well as between formal, non-formal and informal education (i.e. technological/vocational aspects in general education; and general/transversal aspects in vocational education) |
| Consistency | <ul style="list-style-type: none"> - The curriculum is designed and implemented based on common principles and values applicable to all education |

| | |
|--------------------------|---|
| | <p>stages/grades/learning areas</p> <ul style="list-style-type: none"> - It does not give conflicting messages to students and stakeholders - It deals with hidden curriculum issues in a constructive way |
| Connectivity | <ul style="list-style-type: none"> - The curriculum fosters meaningful linkages among learning areas and subjects through reinforcing cross-cutting issues, thematic approaches and holistic teaching, learning and assessment - It integrates and reflects connections and interdependencies in the today's world in science, culture, economy, politics, nature, etc. |
| Balance | <ul style="list-style-type: none"> - The curriculum favours a "whole-person approach" (the comprehensive development of all aspects of a personality: intellectual; emotional; social; motor) - It allows for the integration of emerging/new areas in compliance with new developments and challenges - It integrates cross-cutting issues - It contains "carrier-areas and subjects" for the case specific cross-cutting issues which are not at all or not well approached as transversal dimensions - It allows for diversified teaching, learning and assessment - It caters for both individual and societal needs - It combines central regulations/provisions with school autonomy and individual choice |
| Depth and breadth | <ul style="list-style-type: none"> - The curriculum is rich, dense and challenging - It addresses a wide range of learner needs - It is up-to-date and broad - It is flexible enough to allow for effective revision and adjustment |

5.2.2 Learning areas and subjects, and integration of cross-cutting issues

The Kosovo curriculum structure is based on six broad learning areas that are continual from Early Childhood Education (ECE) through upper secondary education and are common to both general and vocational education:

- **Communication and expression**
- **Mathematics**
- **Sciences**
- **Society and environment**
- **Health and wellbeing**
- **Life and work**

In order to address and promote the values and practices of living together, as well as sustainable development, human rights and democratic citizenry, social justice and social cohesion, it is important that cross-cutting issues are integrated throughout the curriculum

in specific ways, in both “carrier areas and subjects”, as well as in all the other subjects whose potential can be used for this purpose.

Among such cross-cutting issues and dimensions to be considered are:

- **Education for democratic citizenship and human rights**
- **Education for peace and tolerance**
- **Personal development and life skills**
- **Education for sustainable development**
- **Gender equality**
- **Intercultural education**
- **Media education/literacy**
- **Health education, including sex education**
- **ICT education/literacy and e-learning**
- **Career awareness**
- **Preparation for life and work**
- **Economic awareness**
- **Financial literacy**
- **Entrepreneurial education**
- **Language and communication skills across the curriculum**

Cross-cutting issues will be integrated in the curriculum through appropriate themes and lesson units as well as appropriate classroom practices (such as group work, project work, community service), and integrated topics for assessment.

The key competencies defined in Sections 4.3 *Key competencies in the education system (Effective communicator, Creative thinker, Successful learner, Productive contributor, Healthy individual, Responsible citizen)* will be developed in, and through the six broad learning areas in specific ways by taking into account the needs and possibilities for highlighting and reinforcing the connections between different learning areas, subjects and cross-cutting dimensions and approaches.

The six broad learning areas constitute the basis for defining programmes of study in relation to specific education levels and curriculum key stages. The table below presents the way how the six learning areas are spread through the formal levels and key stages in the education system.

| Learning areas | ISCED Level 0 | | ISCED Level 1 | | ISCED Level 2 | | ISCED Level 3 | |
|-------------------------------------|---|--|---|---|---|---|---|--|
| | Age cohorts 03-years old 4-5 years old | KS1 Pre-primary Grade, Grades 1 and 2 | KS2 Grades 3-5 | KS3 Grades 6-7 | KS4 Grades 8-9 | KS5 (General education) Grades 10-11 KS6 (General education) Grade 12 | KS5 (Vocational education and training – VET) Grades 10 -11 KS6 (Vocational education and training – VET) Grade 12 | |
| Communication and expression | Activities fostering communication and artistic skills | Mother tongue English (starting with grade 1) The Arts | Mother tongue English Other languages * The Arts | Mother tongue English Other languages* The Arts | Mother tongue English Other languages* The Arts | Mother tongue English Other languages * The Arts | Mother tongue English Other languages * The Arts | |
| Mathematics | Activities fostering reasoning and numeracy skills, inquiry and discovery of the environment | Activities focusing on reasoning, numeracy and problem solving | Numeracy, arithmetic, geometry | Arithmetic, algebra, geometry | Arithmetic, algebra, geometry | Algebra, geometry, trigonometry, math analysis and statistics | Algebra, geometry, trigonometry, math analysis and statistics | |
| Sciences | | Knowledge and understanding of the world | Knowledge and understanding of the world | Integrated sciences (physics, chemistry, biology, geography, geology) | Integrated sciences (physics, chemistry, biology, geography, geology) | Subjects: Biology Physics Chemistry | Integrated and applied sciences | |
| Society and environment | Activities fostering self-awareness, awareness of the others and social skills | Knowledge and understanding of oneself and society | Self-awareness and decision-making | Society and environment (integration of history, geography, civics) | Society and environment (integration of history, geography, civics) | Subjects: history, geography, civic education, sociology, psychology, philosophy | Society and environment (integration of history, geography, civics) | |
| Health and wellbeing | Activities fostering the development of hygiene habits and physical skills | Physical education and sports Health education | Physical education and sports Health education | Physical education and sports Health and sex education | Physical education and sports Health and sex education | Physical education and sports Health, sex and family education | Physical education and sports Health, sex and family education | |
| Life and work | Activities fostering capacities to understand and follow procedures and rules, understand consequences of actions, assess risks and be aware of possibilities to get help in need | Life skills Handicrafts and Home economics | Life skills Handicrafts and Home economics | Counseling and Career orientation Technology (including ICT) Work and Entrepreneurial education | Counseling and Career orientation Technology (including ICT) Work and Entrepreneurial education | Counseling and Career orientation Technology (including ICT) Work and Entrepreneurial education | Counseling and Career orientation Technology (including ICT) Work and Entrepreneurial education | |

** Learners can choose among international (other than English) and neighbouring languages, in compliance with the list approved by MEST and the school offer approved by the School Board. Children from other communities than Albanian and Serbian will be also offered the chance to learn one of the official languages, i.e. Albanian or Serbian from Grade 3.*

5.2.3 Rationale for, and description of the broad learning areas and subjects, including the integration of cross-cutting issues and dimensions

Communication and expression

The “communication and expression” learning area unites Languages and artistic education (The Arts) with a view to contribute to the mastery by learners of different communication and expression tools. The area facilitates a coherent and comprehensive approach of knowledge, moral and aesthetic values, as well as broad cultural awareness (i.e. language awareness; awareness of one’s own and universal cultural heritage; awareness of traditions, habits and mentalities).

The use of various communication and expression competencies is envisaged with regard to real- life situations and problem solving. The “communication and expression” area also contributes widely to the development of a student’s identity, sense of belonging and capacity to manage diversity and differences peacefully and productively.

In the case of both the Language and The Arts subjects, the syllabuses will explore the potential of content and language, respectively content and The Arts integrated learning especially by addressing different cross-cutting issues, such as Human Rights and Citizenship Education; Media education; Peace Education; Education for sustainable development.

The subject syllabuses in both areas (Language Arts and The Arts) will also include aspects such as:

- the development of language awareness/The Arts awareness or knowledge-of-language/knowledge-of-The Arts dimension;
- the need to explore the potential transfer of learning skills from one language to the other, respectively from one type of art to the other;
- the potential of both Languages and The Arts to contribute to the development of mediating skills in students;
- the need to envisage the dimension of Languages / The Arts-across-the-curriculum.

The subjects in this area consist of:

Mother tongue (understanding, i.e. listening and reading; **speaking**, i.e. spoken interaction and spoken production; **writing**) in all key-stages of the curriculum. Based on the balanced presence in the syllabuses of elements such as grammar; vocabulary; semantics; orthography; literature; rhetoric, learners will develop capacities to:

- use their mother tongue in a correct, fluent and aesthetic way;
- appreciate cultural creations in their mother tongue;

- be able to express their ideas and feelings, engage in productive dialogue and use language effectively in oral and written forms of communication;
- use their mother tongue in a personal and creative manner.

English (**understanding**, i.e. listening and reading; **speaking**, i.e. spoken interaction and spoken production; **writing**) starts in Grade 1 with a focus on oral communication in KS1. The teaching and learning of English is envisaged as a means to equip learners with an important tool for international communication, learning and accessing information, as well as a means of accessing European and international labour markets. It will also foster cultural awareness and intercultural understanding, as well as a broader concept of current multi-layered identities that are shaped by complex factors such as the interdependencies of local, national and international contexts, the media, and the increased mobility of people, goods, services and capitals across borders.

Other languages Starting in KS2, students other from Albanian or Serb communities will learn one of the official languages, i.e. Albanian or Serbian. Starting in KS3 (Grades 6-9) learners can choose to study another international other than English or neighbouring language (i.e. German, Italian, Spanish, French, etc.); and, in upper secondary education, a classic language, if appropriate (i.e. Latin, Greek). The language chosen by learners should ideally be studied continuously from KS3 to KS6. The study of a second language should contribute to enhancing intercultural understanding; preparing learners for working and living together in increasingly diverse and interdependent contexts; and preparing them for further studies.

The Arts. Starting with KS1 learners will be familiarized with artistic codes, procedures and productions in areas such as handicrafts, fine arts, music, dance and drama. They will be helped to understand and appreciate the arts in their various historical and contemporary manifestations, as well as become able to engage in creative artistic activities. Learners will be able to develop and demonstrate an aesthetic sense in both situations of artistic undertakings and daily life. They will also develop a sense of appreciation and protection of their local, national and international cultural heritage.

Mathematics

Mathematics is an important learning area for the development of thinking, learning and work competencies. Through mathematics, learners understand the quantitative aspects of natural and social phenomena. They are able to use symbolic codes (such as numbers) to express such quantitative aspects and make appropriate connections between reality and its abstract mathematical representations and construction.

In the early stages (such as KS1), the learning of mathematics will focus on developing basic numeracy skills, mathematical reasoning and problem-solving capacities, using mathematical techniques.

Throughout KS2, 3, 4, 5 and 6, students will be supported in mastering increasingly complex mathematic concepts and skills (such as calculus) in areas such as arithmetic, geometry, algebra, trigonometry, mathematical analysis and statistics.

The syllabuses will also emphasis the application of mathematics in sciences, technology, the arts, daily life and general problem solving.

The mathematics teaching and learning will take into consideration cross-cutting issues as presented in the box below:

INTEGRATION WITH CROSS-CUTTING ISSUES (illustration)

- *Personal development and life skills* (team work; self assessment skills; intellectual discipline; problem solving; self assertion and presentation skills; informed decision making)
- *Sustainable development* (community-oriented problem solving involving mathematic calculations)
- *Economic awareness and financial literacy* (how to deal with money; estimating risks; understanding and producing statistic data related to social and economic phenomena)
- *Language and communication skills across the curriculum* (mastering mathematic concepts and symbols; mastering mathematical ways of systematizing and presenting information)
- *ICT and e-learning* (networked and interactive learning using mathematics software; understanding and producing mathematical virtual models and scenarios for real-life situations)

Sciences

Science is the learning area where students are familiarized with the values, concepts and procedures of scientific knowledge, based on formulating hypotheses to explain natural phenomena and carrying out experiments and observations to collect evidence to prove or disprove scientific theories. At the same time, students will be helped to understand the links between science and technology, as well as the broader concept of the applications of science in daily life.

Learners will be familiarized with the way science functions and will develop a sense of inquiry and systematic investigation. They will be able to understand the role of science (scientific theories) in explaining natural phenomena; predicting events (phenomena); systematizing knowledge about natural phenomena; and improving people's life through technology and other applications.

Ethical aspects of scientific work will be also addressed, such as the responsibility of scientists and scientific communities; moral dilemmas linked to the advancement of

modern science; the equitable access to scientific information and the applications of sciences in daily life. As appropriate, students will be also exposed to relevant aspects of the history of science, especially those connected to moral and human rights issues, such as freedom of thinking and expression; gender equality; the responsibility of scientists in the context of social and political developments.

Through the teaching and learning of sciences, learners will develop a sense of curiosity and inquiry towards the natural and man-made environment. They will be able to master elements of scientific work, such as concepts, tools and procedures, as well as consider ethical issues in science and technology. Students will develop also problem- solving capacities based on using scientific tools, as well as capacities to work individually and in teams in the context of project work and other inquiry-based methods.

In KS1 and KS2, the teaching and learning of science is integrated with the teaching and learning of social studies under the heading of “*Knowledge and understanding of the world*”. The syllabuses for KS1 and KS2 will address themes such as:

- **I, my family and my community;**
- **Our ancestors;**
- **Traditions and celebrations;**
- **Our natural and man-made environment;**
- **Natural processes and their influence on human life;**
- **Protection of the environment;**
- **Time and space;**
- **Working and living in communities;**
- **Risk awareness and decision making;**
- **Norms, rights and responsibilities.**

Based on such integrated teaching and learning in KS1 and KS2, students will become:

- acquainted with their natural and man-made environment;
- will develop a sense of inquiry about social and natural phenomena and processes;
- will become familiar with basic concepts, skills and procedures associated with scientific knowledge in natural and social sciences;
- will be able to make appropriate connections between different aspects of the environment, life and work;
- will be 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, as well as for the others.

In KS 3 and KS4, the teaching and learning of sciences is performed in an integrated way, by introducing a thematic approach based on five main scientific strands:

- 1. Matter;**
- 2. Forces;**
- 3. Processes and transformations;**

4. **Scientific research; and**
5. **Applications of science in technology and daily life.**

Different elements relating to physics, chemistry, biology, geology and geography will be structured around the five strands mentioned above by taking into account their appropriate sequencing in compliance with the learners' age, capacity to use mathematic tools, their need for further studies, as well as for their integration in adult life and the world of work. In each grade, thematic approaches will be proposed in relation to the five strands mentioned above, such as:

- **Human life and water;**
- **Light;**
- **Reasonable exploitation and protection of natural resources and habitats;**
- **Magnetism and electricity in daily life;**
- **Great discoveries of contemporary science;**
- **Astronomy and time measurement;**
- **Climate change;**
- **Ethics of science.**

In KS5 and KS6, the teaching and learning of science will be based on discrete (separate) subjects, such as physics, chemistry and biology. In vocational schools, the teaching and learning of science will be based on integrated learning reflecting a thematic approach that is focused on the applications of science in technology and certain professions.

INTEGRATION WITH CROSS-CUTTING ISSUES (illustration)

- *ICT and e-learning* (working on scientific projects through e-means in the context of communities of practice; e-modelling of scientific phenomena);
- *Human Rights and education for democratic citizenship* (ethical issues and moral dilemmas in science and technology; freedom of thinking and speech; equity and fairness related to science and its applications in daily life)
- *Career awareness* (exploring scientific careers)
- *Health and sexual education* (linking correctly decisions & actions with consequences)
- *Language and communication skills across the curriculum* (mastering mathematic and scientific concepts and symbols; mastering mathematic and scientific ways of systematizing and presenting information; participating in constructive exchanges and dialogue)
- *Education for sustainable development* (advantages and risks of scientific and technological advances for the protection of the environment and sustainable development)

Society and environment

Based on 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 visualise 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.

In KS 1 and KS 2, 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*”. The syllabuses for KS 1 and KS 2 will address themes such as:

- **I, my family and my community;**
- **Our ancestors;**
- **Traditions and celebrations;**
- **Our natural and man-made environment;**
- **Natural processes and their influence on human life;**
- **Protection of the environment;**
- **Time and space;**
- **Working and living in communities;**
- **Risk awareness and decision making;**
- **Norms, rights and responsibilities.**

Based on such integrated teaching and learning in KS 1 and KS 2 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..

In KS3 and KS4, an integrated model of the teaching and learning of the area “Society and environment” will be observed, based on strands such as:

1. **Space and time;**
2. **Cultures: traditions, daily life and celebrations;**
3. **Occupations;**
4. **Systems of governance;**

5. **The role of citizens in democratic societies;**
6. **Rights and responsibilities;**
7. **Human Rights and Children’s Rights;**
8. **Peaceful conflict solving.**

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.

In KS5 and KS6, history, geography and civics will be taught as discrete (separate) subjects emphasizing the development of relevant key competencies in a balanced way:

- systematic knowledge and skills of interpretation and analyses of sources of the history and geography of Kosovo;
- Europe and the broader world;
- current phenomena linked to globalization;
- democratic citizenship and human rights;
- the exercise of rights and responsibilities at local, national and global levels.

The vocational school curriculum will be based on a thematic approach, with selected themes focusing on life- and work-related aspects.

INTEGRATION WITH CROSS-CUTTING ISSUES (illustration)

- *Education for peace and tolerance* (dealing with diversity constructively; conflict management; working cooperatively)
- *Media literacy* (using the media to influence public decision making and problem solving)
- *Education for sustainable development* (community service; environment protection and development of ecologic attitudes)
- *Language and communication skills across the curriculum* (communication and expression skills in the service of addressing and solving issues of public interest independently and creatively)
- *Personal development and life skills* (consumer education; demonstrating self-respect and respect for others; taking initiative; negotiating and compromising)

Health and wellbeing

The “Health and wellbeing” learning area provides an integrated approach to physical education and sports, as well as health education, including the promotion of healthy life styles (nutrition, relaxation, avoiding dangerous substances and habits), protection

against diseases and dangers, sex education (starting in KS4), and reproductive health and family education (starting in KS5).

In, and through this learning area, learners will develop their physical and motor abilities, as well as their capacities to communicate and express themselves by using their bodily functions. They will also be able to develop a sense of care and responsibility for their own wellbeing and for the wellbeing of others by paying attention to healthy life styles and avoiding dangers of all kinds.

Learners will also develop capacities to make appropriate connections between decisions, actions, and consequences, work in teams, follow rules and solve problems in a personal and creative manner.

The “Health and wellbeing” area will also equip students with learning to learn skills, such as how to be alert to new developments, where to look for the appropriate information and support, how to adjust to healthy habits and routines, and how to promote healthy behaviour and life styles in an appropriate/thoughtful manner.

INTEGRATION WITH CROSS-CUTTING ISSUES (illustration)

- *Personal and career awareness* (awareness of personal strengths and weaknesses; developing a sustained interest in, and competencies for specific activities; constructive management of emotions; conflict solving; self protection skills; development of creativity)
- *Health, including sexual education* (awareness of benefits and risks associated with different substances and habits; informed decision making)
- *ICT and e-learning* (accessing and sharing relevant information on Internet; avoiding pitfalls on Internet)
- *Education for sustainable development* (ecological attitudes; community service; working with others towards common goals, such as in the context of sporting activities and campaigning for healthy life styles)

Life and work

While preparation for life and work is emphasised throughout the curriculum as an important cross-cutting dimension, the “Life and work” learning area aims to contribute specifically, as a “carrier” area, to the development of life- and work-related competencies. In KS1 and KS2, it focuses on life skills along with skills related to handicrafts and home economics. In KS3 - KS6 elements of counselling and career

orientation, technology education, education for work and entrepreneurial education are added.

Learners will become familiar with the competencies required in different areas of life and work and will also learn how to assess their learning abilities, interests and needs so as to make appropriate life and career choices.

In vocational schools starting with KS5 all learning areas will be applied to the professional profiles offered at the school. This means that areas with more general content (like communication and expression, mathematics, sciences, environment and society, health and wellbeing) will be applied to the occupational profile. Learning area Life and work and Optional part of the curriculum, will be fully dedicated to the respective occupational profile.

In, and through this learning area, learners will be familiarised with the different roles of individuals in life and work, such as family members, citizens, producers, consumers, employers and employees. Students will develop self-awareness and self-confidence, by being also aware of others and the need to base interpersonal relationships in life and at work on mutual tolerance and respect. They will develop a spirit of initiative and responsibility; develop and respect work plans and timelines/deadlines, and be familiar with quality processes and outcomes.

INTEGRATION WITH CROSS-CUTTING ISSUES (illustration)

- *Economic awareness and financial literacy* (today's markets and world of work; competencies required in different fields of activity and careers; dealing with money in private and public life; rights and responsibilities in different economic contexts)
- *Entrepreneurial education* (manifesting economic initiative; becoming an employer; ethical aspects of business)
- *Personal development and life skills* (organizational and management skills; leadership skills; conflict resolution skills; team work; self-presentation skills; negotiating and compromising)
- *ICT and e-learning* (accessing relevant information on Internet; participating in communities of practice; ethical aspects of using the Internet)
- *Language and communication skills across the curriculum* (language and communication skills to compete in the labour market; facing publicity and marketing)

Teaching and learning in different learning areas will be supported by extra-curricular activities for students, such as:

- Visits to museums, parks, natural and historical sites, institutions, etc.;

- Celebration of special dates, events, traditions, achievements;
- Participation in school decision making and other forms of school democracy;
- Participation in study and leisure groups and associations;
- Discussions with guests (i.e. community leaders, parents, representatives of local businesses, politicians, media people);
- Project work focusing on specific multi-dimensional research topics and questions;
- Exhibitions (i.e. fine arts, photography);
- Community service (i.e. helping those in need; protecting the environment; strengthening inter-generational links; campaigning for community development);
- Plays, choirs, school journals, school radio, school television.

5.2.4 Time allocation

Time will be allocated to different learning areas in a balanced way by observing the need to ensure appropriate selection and sequencing of learning in compliance with the students' age and developmental needs.

Fig... - Time allocation for each learning areas in percentages*

| | ISCED 0 | ISCED 1 | | ISCED 2 | | ISCED 3 | |
|-------------------------------------|---------|---------|-----|---------|-----|------------------|---------------------|
| | KS0 | KS1 | KS2 | KS3 | KS4 | KS5&6 General | KS5&6 Vocational |
| Communication and expression | 20% | 25% | 25% | 20% | 20% | 15 % | 15% |
| Mathematics | 20% | 20% | 20% | 15% | 15% | 15% | 10% |
| Sciences | | 10% | 10% | 15% | 15% | 15% | 10% |
| Society and environment | 15% | 10% | 10% | 15% | 15% | 15% | 10% |
| Health and wellbeing | 20% | 15% | 15% | 10% | 10% | 10% | 10% |
| Life and work | 15% | 10% | 10% | 10% | 10% | 10% | 35% |
| Optional part | 10% | 10% | 10% | 15% | 15% | 20% | 10% |

** Based on the KCF, MEST will develop more detailed programmes of study for different education stages and grades, as well as school types and contexts*

The implementation of the curriculum through syllabuses and classroom practices will take into account innovative and flexible ways of allocating time, such as:

- block teaching (for instance, for a one term, six weeks or one month – for subjects that do not require strict sequencing);
- expanded teaching time for the use of interactive pedagogies (such as 100-120 minutes instead of only 35-45 minutes per lesson/contact period);

- time allocated for optional curriculum activities;
- time allocated for practical learning and training in vocational schools.

5.2.5 School autonomy

Schools will be able to decide, in collaboration with parents and other stakeholders, upon the innovative and flexible use of teaching and learning time as a basis for constructing school-based programmes of study that are differentiated in relation to learners' needs, contexts and interests.

School-based curriculum decisions (between 10% -20% of total school time) will take into account several options through which school autonomy can be defined, such as:

- Additional teaching and learning activities that can help achieve specific competencies (i.e. optional subjects, project work; community service, artistic and sporting activities);
- Remedial activities for students experiencing learning difficulties;
- Reinforcement of knowledge, skills and attitudes in certain learning areas;
- Adoption of optional themes/courses/modules offered by MEST;
- Development of school-specific activities that define a school project (such as teaching and learning of languages; ICT; career orientation);
- Development and implementation of customised curricula in relation to local conditions, resources and needs;
- Reinforcement of career orientation, and preparation for life and work.

6. Use of learning resources

- How can learning resources support the development of competencies?
- What learning resources should be used?
- What is the role of schools, teachers and communities in developing customised teaching and learning resources?

6.1. Use of learning resources

From a student-centred and competency-based perspective, it is important that learning resources motivate learners and stimulate their progress in a meaningful way. While textbooks are valuable learning resources, the learner's access to information should not be restricted to textbooks. In addition, textbooks must not be used to encourage rote learning and they must not serve as the only tool to plan and organise the classroom teaching and learning. Learners will need to have access to a wide range of learning resources, including textbooks, student activity/exercise books, workbooks, experimental kits, atlases, encyclopaedia, educational software, maps, and other fiction and non-fiction books.

Schools and communities will be encouraged to establish *learning resource centres* where students can be guided by teachers to identify appropriate resources and use them independently. Furthermore, teachers should use the learning resource centres to diversify their teaching materials and methods and become their own curriculum developers. Lesson plans that incorporate use of rich learning resources in the classroom assist students to be involved in relevant learning towards achievement of competencies.

Teachers, students and stakeholders are also encouraged to actively engage in producing *customised learning resources* by using local resources in compliance with legal provisions (i.e. Education Law and Textbook Law) and by taking into account their context, learning needs and interests. For instance, the outcomes of student project work could become a valuable learning resource for different classes. Teachers, in turn, can develop customised resource folders (portfolios/kits) for different topics by using newspapers, magazines, specialised literature or handouts for student activities. Students, teachers and other stakeholders should also collaborate in producing resources for *e-learning* by using ICT resources.

Teachers, in collaboration with other education partners and stakeholders, will provide lists of recommended textbooks and other resources from those approved by respective educational authorities. Textbooks and other learning resources from outside Kosovo can be used in compliance with legal provisions (i.e. Education Law and Textbook Law). The

KCF encourages textbook development by group authors and not only for one grade but for more than one and preferably per key stage.

Special attention will be given to providing access for students with learning difficulties to appropriate, and individualised, learning resources. For special needs students, individualised education plans will be prepared and relevant school authorities and personnel stakeholders will ensure that required learning resources are made available for implementing those individualised plans.

Use and availability of rich learning resources affect the assessment to be employed by teachers. Assessment procedures must not focus on the memorization and reproduction of prefabricated textbook-related knowledge. To get rid of this traditional assessment practice, teachers will use a wide range of learning resources that encourage and promote gaining of relevant knowledge, skills, values and attitudes that lead towards achievement of competencies. In turn, teachers will use assessment tools that assess students' achievement from a multi-dimensional perspective (i.e. creativity, problem solving, high-order thinking skills, etc.).

Regardless of their format and purpose (i.e. educational software; textbooks; experimental kits), learning resources must comply with quality criteria, and they:

- will follow and support the national curriculum and will be adapted to the learners' age and learning needs;
- will follow a student-centred and competency-based approach through the meaningful selection and organisation of learning experiences that in a balanced way support acquisition of knowledge and development of skills and attitudes;
- will inspire interactive pedagogies and assessment procedures that address higher-order intellectual skills, including creativity and independent problem solving;
- will promote positive values, principles and practices such as human rights, social justice and inclusiveness. All learning resources should avoid promoting bias, prejudice and stereotypes, discriminatory attitudes, hatred and violence.
- should contain relevant and appropriate activities for assessment and self-assessment, as well as activities facilitating the development of learning- to- learn competencies.

Despite the fact that most Kosovo schools are overly crowded with large number of students, the KCF promotes changing the existing practice of classes being assigned to specific classrooms. On the contrary, classrooms must be assigned to specific teacher or teachers who are responsible for organising teaching and learning activities and welcoming different cohorts of students to their classroom, wherever possible. This step will increase accountability of teachers for creating relevant learner-friendly conducive

environments for their students and also this will lead to reduced damage of learning environments and learning resources. Students will move from one classroom to another during the day and not teachers as is the existing practice in most public schools.

Schools and teachers are aware of differences amidst learning styles of the students. To respond to this, teachers apply differentiating instruction to create multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process by using rich learning resources. Differentiating instruction allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning and involves diverse use of learning resources, including technology and e-learning.

7. Assessment of learning outcomes

7.1 *Student-centred assessment*
7.2 *Assessment means and procedures*

7.1. Student-centred assessment

From a student-centred and competency-based perspective, the *assessment for learning* (i.e. formative assessment) will be emphasized as a means to encourage and support students in their learning progression by identifying their strengths and weaknesses and developing support strategies. Learners must be aware of how well they are progressing and what needs to be done to overcome any weakness and fill any gap prior to assessment of learning (i.e. summative assessment).

The assessment of learning outcomes can embrace various functions (diagnostic; formative; selective; predictive; summative assessment)³ and the different assessment dimensions and functions have to be considered for different purposes. It is nevertheless important to envisage that in all its different forms, assessment is meant to highlight in a relevant and reliable way the strengths learners can build upon, as well as the weaknesses they should overcome by being supported appropriately. Subsequently, the Kosovo Curriculum Framework promotes employment of assessment for learning prior to any application of assessment of learning. To make this a usual classroom practice, teachers must apply interactive pedagogies that enable them to share their feedback on how learners are progressing in due time. For having effective feedback, learners must always be given advice on their progress and have the opportunity to learn from their mistakes.

Assessment will take into account the integrated nature of the different learning facets and learner's achievements (the "whole-person approach") in an attempt to consider knowledge, skills, values and attitudes in a balanced way.

The role of schools and classroom teachers will be enhanced through relevant training modules to be provided in due time in order to promote assessment for learning. At the same time, the education system in Kosovo will provide a balanced use of internal and external assessment, while also encouraging the participation of students in peer assessment and self-assessment activities.

³ See Annex 2 (KCF Glossary) at the end for definitions of all assessment concepts used in this chapter and the rest of document.

7.2. Assessment means and procedures

With a view to enhance the role of assessment in fostering quality learning for all and adequate learning progression by the full development of learners' potential, the Kosovo Curriculum Framework (KCF) puts forth a wide range of assessment means and procedures that will affect assessment practices at classroom level and external municipal and national assessments.

7.2.1. Assessment at the classroom level

At the classroom level, the KCF promotes use of assessment for learning to enhance learners' achievement and assessment of learning based on objective evidence of student's performance. To diversify the classroom assessment practices and to respond to diverse learners' learning styles, teachers apply differentiated assessment, which include some or all of the following assessment means:

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| <ul style="list-style-type: none">• Quizzes• Tests• Essays• Debates• Portfolios• Projects• Reports• Models• Exhibits• Demonstrations/Performances• Books (Picture, Pop-up, How-To) | <ul style="list-style-type: none">• Maps• Graphic Organizers• Learning Logs• Journals• Observations• Student-Created Rubrics• Multimedia Presentations (Power Points, Videos, etc.)• Brochures/Pamphlets/Postcards• Songs/Musical Performances• Self- and Peer-evaluations• Simulations |
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Definition of learning outcomes per learning areas and subjects makes teachers job easier when it comes to assessment since teachers be able to chooses their assessment methods and tools depending on the learning outcome they tend to measure. Also, teachers must make available to learners the assessment criteria at the beginning of the school year or course work. This not only lets students know prior to commencement what is expected of them in a particular assessment but also has the potential to improve student confidence in the transparency and objectivity of the marking process.

Regarding classroom assessment, the following measures will also accompany the implementation of the KCF:

- The different components of competencies (i.e. knowledge, skills, values and attitudes) need to be assessed by deciding what is measurable or not and how to balance quantitative and qualitative assessment.

- In primary classes, marks will be replaced by a series of general statements (i.e. excellent, very good; good; sufficient; insufficient) supported by teachers' qualitative assessment of students' progression and problems in learning;
- Repetition of school years has been abolished in primary education. Students experiencing difficulties in learning will need to be adequately supported to overcome them.
- In lower and upper secondary education, the teacher- and classroom-based summative assessment will be based on marks from 1 to 5, where 1 is insufficient achievement; 2 is sufficient achievement; 3 is good achievement; 4 is very good achievement; and 5 is excellent achievement. Mark "1" presents unacceptable performance and means required repetition of the given class or school year.
- School and teachers will practice a fair, reliable and transparent system of assessment. Learners and parents have to be timely and adequately informed about expected results and assessment objectives, procedures, means and criteria.
- The assessment of learning outcomes will constitute an important indicator of the quality of education services at school and community levels.

7.2.2. External assessment

The KCF also promotes reformation of the *external assessment* practices. In addition to the existing external assessment at the end of Grade 5, Grade 9 and Grade 12, the introduction of six key stages in the curriculum system, enables schools and municipalities to organize sample-based assessment at the end of key stages to check how well schools are performing with regard to achievement of key competencies. This increases accountability of teachers, schools and municipalities for ensuring mastering of key competencies by all learners. The results of these assessments will not have consequences for learners, but will only give feedback to schools and municipalities how well education system is performing.

Regarding external assessment, the following measures will also accompany the implementation of the KCF:

- At the end of Grade 5 (end of primary education) and Grade 9 (end of lower secondary schooling), students will be assessed with regard to the development of their competencies developed in, through and across the different learning areas of the curriculum. The assessment of competencies will be based on the results of continuous assessment at classroom level, student portfolios including the results of project work and other products, as well as tests envisaging the demonstration by students of higher-order intellectual skills (i.e. problem solving and creativity)

and other means, such as practical applications of knowledge, skills and attitudes. The external assessment at the end of Grade 5 will be sample-based to see how well the education system is performing and should not have any consequences for students. On the other hand, all students are required to take Grade 9 external national test.

- At the end of Grade 9 students will receive school leaving certificates while at the end of Grade 12, general education students will receive high school diplomas which will enable them to take Matura Exam and/or in case of failure they can continue education in post-secondary education ISCED 4.
- At the end of Grade 12, the Matura examination will take into account the results of continuous assessment throughout upper secondary general and vocational education. It will also consist in a complex testing of students' competencies based on diversified items, such as essays, multiple, choice, problem solving and practical applications. This examination will be external and will serve as instrument for two purposes: to measure the student achievements of key competencies through the entire compulsory education, and based on the level of achieved results they can enter the universities (ISCED 5) without any admission tests. The KCF will serve as a basis for reforming the Matura exam and revising the law on State Matura. Until Matura becomes the only criteria for entering the higher education institutions (ISCED 5), the KCF promotes a 30-40-30 rule, where 30% is students' achievement in three years of upper secondary education, 40% is students' achievement in Matura exam, and 30% is students' achievement in university admission tests. In the longer run, reformed Matura and student achievement during three years of schooling will be the only criteria for entering university studies. Matura should not be the only criteria for entering university level at no point.

7.2.3. Assessment in vocational schools

Vocational schools will have specific assessment procedures and methods presented in another framework document issued by MEST. However, there are some common expected results that both general and vocational learners have to achieve. The common final results expected to be achieved are based on the six key competencies defined with this document. Beside this, vocational learners have to acquire the expected competencies foreseen by the profession.

- At the end of 12 grades in vocational schools, the final examination will take place. This will be a semi- external examination, administrated by the schools and the municipal level of education. Based on the results of the final examination, students will receive certificates for achieved qualification (level 4 of NQF), and with that certificate they can either (1) enter the labour market or (2) continue their education in post secondary level of education - higher professional schools (ISCED 4).

- In order to provide equal opportunities, learners from vocational schools have the right to register for the Matura examination as well. In this case, successful students will have the opportunity to continue their studies at the university level equally to students from general education.
- Qualification (competencies) acquired and developed in non-formal and informal education will be recognized in the formal system of education based on specific recognition and accreditation procedures as put forth by National Qualification Authority.

8. Implementation of the KCF

8.1. Implementation plan

The quality and sustainable implementation of the Kosovo Curriculum Framework relies on many factors, such as the preparation of teachers, schools, headmasters and stakeholders to embrace a learner centred and competency-based approach that is translated into daily school practice. It depends also on the quality of syllabuses and learning resources, as well as on changes in the assessment system.

The Ministry of Education Science and Technology anticipates that the innovations of the Curriculum Framework will be challenging for teachers, schools and local education authorities. This is why the Curriculum Framework will be implemented gradually through a joint action of the Ministry of Education Science and Technology, Kosovo Agency for Curriculum and Standards, Regional Education Offices, Municipal Directorates of Education, schools and collaborative partners.

With the imperative for all schools to be engaged in the implementation process by 2014, Curriculum Framework Implementation Plan consists of four phases that reflect four major outcomes of the implementation plan, including 1) preparatory phase, 2) phase one: implementation in lead schools, 3) phase two: implementation in all schools and 4) phase three: review of the impact of the new curriculum, including strengths and remaining challenges.

Once the prerequisites for implementation of the Curriculum Framework are assured, the curriculum will be initially implemented in lead schools that will include two-three schools (one primary, one general and one vocational school) in each municipality. Implementation of the new curriculum in all schools will be carefully planned based on the lessons learnt during the first phase of implementation.

Full implementation can be considered accomplished only when:

- all educational leaders will support and ensure an aligned system of curriculum, instruction and assessment focused on development of the key competencies defined in the Curriculum Framework;
- the school is engaged in a continuous improvement process towards improved learning experiences and student performance;
- schools and municipalities are engaged in an ongoing process of data gathering and analysis, documenting challenges and identified solutions towards better performance in meeting the curriculum requirements;
- schools and municipalities provide evidence that an ongoing process is in place to ensure that each and every learner is progressing in developing the key competencies;
- teachers will embed the essential concepts and competencies in relevant instructions and learning experiences informed by formative assessment;

8.1.1. Preparatory phase (2010-2011): assuring prerequisites for implementation of the Curriculum Framework

Preparatory activities for implementation of the Curriculum Framework include as follows:

Implementation guidelines and capacity development:

Immediately upon finalization of the Curriculum Framework following resource materials will be developed:

1. A Guide for curriculum developers
2. A resource kit for teachers/for each school level containing guidelines for a) integration of student-centred and competency-based approaches into learning and assessment experiences, b) selection and use of teaching-learning resources and c) classroom and teacher based formative and progress assessment;
3. A Guide for school management
4. A Guide for local education authorities
5. A Guide for development of teaching and learning resources

Specific training programs for each group will be developed based on above resource kits/guidelines and intensive training programs will be provided to 1) curriculum developers; 2) teachers and the management of the schools where revision of the existing syllabuses and textbooks will be made; 3) developers of teaching and learning materials; 4) technical teams that will be seconded to lead schools to support the implementation process during phase 1; 5) teachers of the lead schools; 6) management of the lead schools and 8) local education authorities.

Curriculum development for formal education levels:

Curricula for each educational level will contain the key competencies for learning areas after completion of each key stage of the curriculum, progression requirements, organisation of teaching and learning experiences, including implementation constraints, assessment approaches and evaluation criteria.

As part of curriculum development process, twenty-one schools (one primary, one general and one vocational secondary school) will be selected in seven lead municipalities, one municipality/region. Teachers from these schools will participate in the working groups that will be established for curriculum development.

Syllabus development:

Syllabuses will include the content of each learning area/ subject and methodological procedures of how this content should be used to organize teaching and learning experiences.

Revision of existing syllabuses and textbooks will be undertaken during the first semester of the school year 2010/2011 in the schools that were directly involved in the process of development of curriculum for education levels. Revision of existing syllabuses and textbooks will include all teachers from the selected schools, parents, students and the community. This process of revision of existing syllabuses and textbooks will be facilitated by teachers that were actively involved in curriculum development.

Detailed guidelines and tools for syllabuses review and facilitation of the participatory process along this revision will be shared with lead teachers as part of a two day workshop that will be conducted prior to revision process.

Drafting of the new syllabuses will follow based on the detailed analysis of the feedback on needs assessment for existing syllabi revision.

Revision of teacher education and training programs:

In order to contribute to the implementation of the Kosovo Curriculum Framework, pre-service teacher education programmes of the University of Prishtina and in-service teacher training programmes of the MEST and other teacher education providers will integrate and promote:

- student-centred and competency-based approach;
- connections among curriculum learning areas and subjects with a view to facilitate the implementation of integrated curricula and learning;
- innovative teaching and learning methodologies, such as interactive pedagogies, inquiry-based methods, collaborative learning, problem solving based learning and community service based learning;
- assessment strategies in the service of facilitating learners' progression including development of techniques that monitor all aspects of student learning, including the acquisition of knowledge, values, skills and behaviors in ways that help teachers adjust their teaching to meet the needs of the whole group as well as individual learners.
- the role of teachers and headmasters in the development of curricula and learning materials, as well as the establishment of flexible plans of study in compliance with the school autonomy principles.
- innovative TET methodologies, such as (peer) tutoring; school-based teacher training, team work; e-learning; participation in communities of practice.

An information and consultation campaign:

The information and consultation campaign during the preparatory phase will involve stakeholders and education partners in reflecting in –depth on the changes in pre-university education envisaged with the Kosovo Curriculum Framework.

The campaign also has the function to better explain the new curriculum vision to the education community, students, parents and the broader public with a view to defining their role and gaining their support for its sustainable implementation.

Review of existing syllabuses and textbooks will also involve in-depth consultations at school and community level on the need for the development of new syllabuses and teaching/learning materials and on the main issues that would need to be taken into consideration as part of revision process.

Information and consultation campaign will also include preparation of information kits for parents, students and the community.

8.1.2. Phase 1 (2011-2013): implementation of provisions of the state curriculum in lead schools, documentation of lessons learnt and preparation of a report with recommendations to help determine implementation of Phase 2

Recognizing that sustainability of the reform is ultimately dependent on the extent to which the essence of the reforms has become part of the daily routines of the professionals who work in schools, during Phase 1 teachers, professional service staff and school management of the lead schools will be supported on daily basis by technical teams that will be seconded to these schools. In addition, technical teams will facilitate establishment of a platform for dialogue and knowledge sharing between the lead schools and between the lead schools and the rest of the schools not included in the first cycle of the reform.

Implementation of the new curricula in lead schools: Implementation of the new curricula will take place in lead schools under close monitoring and technical support by the technical teams of facilitators. Technical Teams for primary schools will consist of three facilitators out of which one for primary level, one for lower secondary level and one facilitator for the school management. In upper secondary schools the team will consist of two facilitators, one for teachers and one for the school management.

Strengthening local education authorities in lead municipalities: Recognizing the important role in supporting schools to improve their performances, Municipal Directorates of Education in lead municipalities during phase one will be supported on everyday basis by facilitators to improve standards of achievement and attainment for all, learning environment and make better use of physical, financial and human resources.

Building networks for exchange of practices and communication with all concerned: The process of implementation in lead schools during Phase 1 will invite participation and ownership of all concerned. The communication strategy will be developed to ensure that a) everyone who cares is kept informed, b) messages reflect actual positions and signal new developments.

Establishment of school networks in lead municipalities will be initiated and supported to enable lead schools to interact with each other around problems of practice as well as to enable interaction and exchange between the lead schools, other schools, including students, parents and the community in lead municipalities.

Documenting the process of implementation and challenges identified in matching the existing syllabi and textbooks with new curriculum requirements and methodologies: Besides implementation of the provisions of the new curricula the lead schools will be directly engaged in an ongoing process of data gathering and analysis, decision making, identifying actions and assessing impact of the new approach. A report with recommendations for replication of the process Kosovo-wide, based on the lessons

learnt, implementation challenges and solutions identified will be prepared based on a broad consultation process.

8.1.3. Phase 2 (2013-2014): implementation of the state curriculum in all schools Kosovo wide

The implementation of the Curriculum Framework and of the new state curriculum will be based on a careful process of monitoring and evaluation aiming to identify the strengths of the new curriculum (i.e. positive effects on learners, schools, teachers, communities) as well as challenges encountered in the implementation process.

Teacher training and support: Learning opportunities through resource materials, textbooks, tests, in-service training, expert colleagues, university courses, and professional literature will be made available and provided to teachers throughout the state.

Support for school principals: School principals will be closely supported to meet the curriculum requirements in a) insuring a learner-friendly and safe environment; b) enhancing quality, equity and accountability of education services; c) developing a clear school profile that reflects characteristics of its staff, infrastructure, community and environment where it operates insuring diversified opportunities for students to master the key competencies; d) applying school democracy principles on a daily basis including close involvement of students, parents and stakeholders in decision making at school and classroom level; e) insuring that rules and procedures are clear and transparent, and that accountability to the community and stakeholders is respected; f) provision of equal and fair access to information and learning (and other) resources to all students by respecting principles of equity and non-discrimination; g) implementing the principles of inclusive education by taking into account and addressing the different learners needs and abilities; and finally h) insuring for their school to become a learning organization and a “magnet” for the community through the establishment of communities of practice; literacy and adult learning programmes; other community service programmes.

Documentation of the implementation process: Specific efforts during implementation of the curriculum will be made in creating a culture of assessment where the idea of measurement becomes a normal part of the delivery of education to society. As part of this process teachers, school management and local education authorities will be engaged in an ongoing process of data gathering and analysis, documenting challenges and identified solutions towards better performance in meeting the curriculum requirements.

An accountability framework will be prepared consisting of three parts: the School Charter, to set out goals and priorities for next three years, the Annual Report, to describe progress against the Charter’s objectives in the past year; and the triennial school review, to assess progress over three years. This school self-review process will be an effective vehicle for capacity building as the school collectively reflects on its performance in light of objectives set for itself.

An evaluation of schools will be made by the Agency for Curriculum and Standards every three years, producing a document that holds schools and local education authorities accountable for the quality of education received by children and the overall school performance.

Tests aligned with the new curriculum will replace traditional testing programmes. Standardized municipal tests will be applied at the end of key stages 1, 3 and 5 (grades 3, 7 and 11). Standard state tests will be applied at the end of each formal level (grades 5, 9 and 12).

Building communities of practice: Establishment of school networks in all municipalities will be strongly encouraged and supported to allow schools to interact with each other around problems of practice. A network of trained, highly qualified teachers – one for each school and more for schools with concentrations of new teachers or low-performing pupils- will be created to coach other teachers and principals on pedagogical techniques aligned with the reform initiative.

8.1.4. Review phase (2014-2015): overview of the findings from a careful process of monitoring and evaluation

The monitoring and evaluation process will look especially into aspects such as:

- Whether the new curriculum is available to users, stakeholders and beneficiaries;
- Whether it is well understood and accepted by them;
- Positive effects of the new curriculum that can be documented
- Main shortcomings of the new curriculum in the view of users, stakeholders and beneficiaries at both the conceptual and implementation levels;
- Main suggestions for improving the new curriculum;
- Support that is needed for users, stakeholders and beneficiaries to enhance the quality of curriculum development and implementation in Kosovo.

Monitoring and evaluation will also address connected education areas, such as teacher education and training; assessment; and school and classroom management.

The monitoring and evaluation methodologies will include focus groups with curriculum users, beneficiaries and stakeholders; interviews and questionnaires; school visits and classroom observation; asking for expert opinions; analysis of student results; analysis of school and teacher documents.

The results of monitoring and evaluation of curriculum implementation will feed into strategies of periodical curriculum revision as well as plans for ongoing adjustment of the new curriculum along different implementation stages.

Annexes

1. Connection of key competencies of the Kosovo education system with the European Key Competencies for Lifelong Learning (A European Reference Framework)

| Kosovo Key Competencies 1-Communication and expression competencies in mother tongue, foreign language, through IT and artistic codes 2-Thinking competencies 3-Learning competencies 4- Life- work-, and environment-related competencies 5-Personal competencies 6-Civic competencies | Key Competencies – A European Reference Framework 1 – Communication in the mother tongue 2 – Communication in the foreign language 3 – Mathematical competence and basic competencies in science and technology 4 – Digital competence 5 – Learning to learn 6 – Interpersonal, intercultural and social competencies and civic competencies 7 – Entrepreneurship; and 8 – Cultural expression |
|--|---|
| 1 Communication and expression competencies (“ Effective communicator ”) | 1. Communication in the mother tongue 2. Communication in the foreign language 8. Cultural expression |
| 2 Thinking competencies (“ Creative thinker ”) | Communication and cultural expression 3. Mathematical competence and basic competencies in science and technology 4. Digital competence Interpersonal, intercultural and social competencies and civic competencies Entrepreneurship |
| 3 Learning competencies (“ Successful learner ”) | 5. Learning to learn Communication and cultural expression Mathematical competence and basic competencies in science and technology Digital competence Interpersonal, intercultural and social competencies and civic competencies Entrepreneurship |
| 4 Life-, work-, and environment-related competencies (“ Productive contributor ”) | 7. Entrepreneurship Digital competence and Learning to learn and Communication and cultural expression Mathematical competence and basic competencies in science and technology Digital competence Interpersonal, intercultural and social competencies and civic competencies |

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| 5 Personal competencies (“ Healthy individual ”) | 6. Interpersonal, intercultural and social competencies and civic competencies |
| 6 Civic competencies (“ Responsible citizen ”) | |

2. Kosovo Curriculum Framework Glossary

| TERM | EXPLANATION | EQUIVALENT TERMS (English, Albanian and Serbian) |
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| Accountability | Concept of ethical governance (including ethical school governance) that is based on the acknowledgement and assumptions of responsibility for decision, actions and their consequences, and is associated with the expectation of account-giving to stakeholders. | |
| Assessment | The process of gathering information and making judgements about a student’s achievement or performance. | |
| Assessment for learning | Aims to support learners achieve the key competencies by showing them where they are with reference to some set learning outcomes. It is based on making students aware of, and participating in the setting of learning outcomes, quality criteria and personal performance indicators. Students learn what is needed to do in order to achieve those set learning outcomes and how to get there. | Formative assessment |
| Assessment of learning | Gathering valid, reliable and comparable evidence with regard to assessing learners’ progress in learning (i.e. their achievements in different learning areas/subjects and mastering of key competencies). | Summative assessment |
| Assessment methodology | The strategies and activities employed, normally by teachers (internal assessment) or by specialised agencies (external assessment), to gauge a student’s | |

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| | achievement or performance. | |
| Attitude | Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness for action. | Disposition |
| Basic Education | The years of schooling considered necessary to reach a minimum standard of mastering key competencies. | It usually covers Compulsory education |
| Bloc teaching | Flexible way of allocating time for teaching and learning by defining more compact periods of time for subjects/learning units (for instance, teaching a subject during one semester or only six weeks instead of the weekly periods spread throughout the year). It can be applied especially in the case of subjects where no extremely rigorous sequencing is required. | |
| Carrier subject | A subject that is, based on its scope and construction, more prone to contribute to the achievement of certain education goals, and develop certain competencies in students (i.e. Work Education or Technology; Personal Development; Life skills; Social studies). | |
| Child-friendly environment | Learning settings that are friendly, rights-based, inclusive, healthy and protective to all children. They also involve strong school-community/family relations. | See UNICEF's concept of rights-based, child-friendly education systems and schools |
| Classroom- and teacher- based assessment | Assessment that is carried out on a regular basis by classroom teachers as part of their teaching and learning strategies. It provides immediate and constant feedback with regard to the learners' achievements and problems in learning. | |
| Competency | A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways. | Competence/ Skills (Sometimes competencies are equated with "skills", especially |

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| | | in expressions such as “life skills”. However, in a more appropriate definition of competencies skills are considered components of competencies along with knowledge, values and attitudes (competencies also include routines, patterns of thinking, behaviours). |
| Compulsory education | Length of schooling that is considered mandatory by law and is (usually) free of any charges for students and their families. The composition of ‘compulsory education’ in Kosovo includes primary education, lower secondary and upper secondary education (ISCED 1, 2 and 3). | |
| Contact period | The time allocated for the systematic interaction between teachers and students in the context of subjects, learning units and/or lessons. | |
| Constructivist approaches | Philosophy and practices inspired by different constructivist theories of learning and development stating that learning is constructed through culture, individual and social experiences, as well as interactions and contexts. According to constructivist theories, learning needs to make sense (to be meaningful) to learners in order to be effective. | |
| Core curriculum | Common requirements for all students, in terms of key competencies, common subject timetables and general orientations | Kurrikulum bwrthamw |
| Cross-cutting issues | Important curriculum content that does not belong to one subject or learning area exclusively, but which is best taught and learned in a number | Cross-cutting themes |

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| | of subjects. Common examples include peace education, Human Rights and citizenship education, gender issues, communication skills, intercultural education. | |
| Curriculum | 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). | Curricula (pl.) |
| Curriculum Framework | A set of policies, regulations, directions and guidelines central for curriculum development and implementation that govern the development of syllabuses and other curriculum documents. Given the status of the curriculum as the hub of education systems, curriculum frameworks are usually considered as "constitutions" of pre-university education. Curriculum Frameworks can be developed for the entire system, for specific stages (like basic education) and/or for specific learning areas or issues (such as a framework for integrating cross-cutting issues in the curriculum). | |
| Curriculum integration | Process of combining/articulating learning content and subjects with a view to promote holistic and comprehensive learning. It leads to the reduction of the number of discrete subjects and is usually applied in primary and lower secondary education. | |
| Curriculum policy | Formal decisions made by government or education authorities that have a direct or significant bearing on the development of | |

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| | curriculum. These decisions are normally recorded in official government documents. | |
| Curriculum structure | The way in which the curriculum of any system is organised, including the subjects or learning areas, when they must be studied and the 'pattern' in which they must be studied. The curriculum may be composed, for example, of core and optional or elective subjects studied with some variation between grades. | |
| Curriculum system | The totality of curriculum provisions and documents through which orientation is given to teachers and other stakeholders with regard to why, what, how and how well students should learn. The curriculum system usually comprises of education acts, curriculum framework(s), syllabuses, assessment standards, textbooks and other learning resources. | |
| Diagnostic assessment | Assessment that is usually carried out at the beginning of a learning process and focuses primarily on identifying strengths and weaknesses in learners that should be taken into account in supporting students cope with different learning problems. | |
| Differentiating instruction | Differentiating instruction means creating multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. | |
| Effective curriculum | What students really learned in terms of knowledge, attitudes and skills. | Realized curriculum |
| E-learning | Learning that is based on using new | |

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| | information and communication technologies with a view to enhance access to information, as well as its effective and responsible usage in the context of (commonly) networked and distance activities. | |
| Elective curriculum | Learning areas/subjects among which students can choose in compliance with their interests, talents and needs. | |
| Entrepreneurship education | In a narrow sense: preparing children and young to take over entrepreneurial roles in economy, i.e. create their own businesses/enterprises. In a broader sense: equipping children and young with entrepreneurial skills, such as initiative, decision making, risk taking, leadership, organization and management skills. | |
| Expanded teaching and learning time | Allocation of an increased amount of time for the teaching and learning of specific knowledge, skills and attitudes with a view to foster in-depth and sustainable learning. | |
| External assessment | Assessment that is carried out by out-of-school agencies or is based on procedures and tools provided by such out-of-school agencies (i.e. external examinations; tests provided by specialised evaluation agencies). It should be based on (national) evaluation standards so that subjectivity in assessment is reduced to the maximum. | |
| Extra-curricular activities | Structured learning activities that take place outside the context of formal subjects or learning areas. In some systems, these might include work experience or organised sport. | |
| Formal curriculum | The learning experiences and opportunities that are provided to learners in the context of formal education. The formal curriculum serves as a basis for socially recognised certification and diploma awarding. | Intended/Official/Required curriculum |

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| Formal education | The hierarchically structured, chronologically graded educational system running from pre-primary education through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training . The outcomes of, and qualifications obtained from formal education are socially recognized by certification and diploma awarding. | |
| Formative assessment | Assessment that is basically classroom- and teacher- based, aiming at supporting students to make progress in learning throughout a certain period of time. It envisages learning as a process, not just a result (see also Assessment for learning, to which it is connected). | |
| General education (schools) | Acquisition and development by learners of a broad range of knowledge, skills and attitudes that are connected to academic subjects/learning, as well as to life and work more generally. | |
| Hidden curriculum | The beliefs, attitudes and skills individuals share and develop based on their personal experiences. The hidden curriculum may be consonant or not with the official/required curriculum. | |
| Holistic and comprehensive learning | Learning that integrates both academic aspects and student development by attempting to tackle phenomena as a whole while emphasising the interconnectivity of natural, social and personal processes and dimensions. | See also "Integrated learning" |
| Holistic development | The harmonious growth/progress of all personally dimensions, i.e. intellectual, emotional, motor aspects. | "Whole-person" approach |
| Holistic learning environment | Organisation of the learning setting that invites students to make use of their intellectual, emotional and motor | |

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| | capabilities concomitantly. | |
| Inclusive education | Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners - with or without disabilities - being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. | |
| Informal education | Acquisition and development of knowledge, skills and attitudes outside formal or non-formal settings during everyday experiences and in the absence of intended and systematic processes of learning. | |
| Information and Communication Technologies (ICT) | New tools and processes of accessing and processing information, as well as communicate it based on electronic means, such as computers, TV, Internet, other digital means. | |
| Integrated teaching and learning | Teaching and learning that reflects and points to the links/connections and inter-links/inter-connection in individual and social life (human activities), nature and knowledge. | Holistic and comprehensive learning |
| Interactive classroom | Learning environment at classroom level that is based on constant exchanges among teachers and students in the context of inquiry-based, problem-solving and hands-on activities. | |
| Interactive teaching and learning | Philosophy and practice of involving students in defining and constructing their learning experiences by taking into account their needs, interests, previous knowledge and context. | |
| Key competencies | Competencies considered by the education and training system to be important in the learning of every student and significant contributors to the lives of every member of society. The Key Competencies most relevant | Generic, transversal or overarching competencies |

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| | to Basic Education might be referred to as 'basic competencies'. | |
| Key stage of the curriculum | <p>Specific phases of the way the curriculum unfolds across different education levels/grades and age groups. Periods which share some common features in terms of children's development, of curriculum requirements and of teaching/learning approaches to students' development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure:</p> <ul style="list-style-type: none"> • more transparency and precision in the articulation of education goals and tasks; • the possibility of concrete guidelines for organizing school work with emphasis on specific methods, outcomes and means of evaluation; • the possibility of providing new challenges with regard to students' development and to the specific goals of each key stage of the curriculum. | |
| Knowledge | Concepts and factual information (data), as well as relations among them (i.e. structures and patterns) about the natural and man-made environment, people and society, culture and economy, and our understanding of the world, people and society. Declarative knowledge points to knowing "what", while procedural knowledge to knowing "how". | |
| Knowledge society and economy | Society and economy in which knowledge becomes the main source of growth and progress (especially through Internet, e-learning and e-mediated processes). | |
| Learning area | A broad category of learning grouping subjects which share common | Curriculum area |

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| | <p>objectives and tasks in the teaching and learning of knowledge, skills, values and attitudes.</p> <p>The affiliation of subjects to a given learning area takes into consideration their specific contribution to students' development, in accordance with the general and specific aims of teaching and learning in schools. It also takes into consideration the possibility for multi- and interdisciplinary approaches, as well as the pursuit of cross-curricular objectives.</p> | |
| Learner-centeredness | Philosophy and practice of organising teaching, learning and assessment from the perspective of learners' needs, interests and abilities. | |
| Learning | Process of acquiring, internalising and developing new knowledge, skills, values and attitudes that are integrated in pre-existing structures while also constituting a basis for new acquisitions. | |
| Learning content | The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning. | Content |
| Learning experience | Situation(s) and process(es) through which learners acquire/develop knowledge, attitudes and skills. | |
| Learning opportunity | Situations(s) and process(es) that have a potential to fostering learning in students. | |
| Learning outcomes | 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. | <p>Outcomes</p> <p>Student competencies</p> <p>Student results</p> <p>Student achievements</p> |
| Learning resource | Reference to, and support for student | |

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| | learning including textbooks, education software, experimental kits, atlases, dictionaries, work books, etc. | |
| Lifelong learning | Equipping learners with competencies they need to be successful learners throughout their lives. | |
| Life skills | Skills which provide the learners with the capacity to undertake tasks or processes related to their day to day lives. | |
| Lower secondary education | The first cycle of secondary education (four years duration in Kosovo) (ISCED 2). | |
| Meaningful learning | As opposed to rote learning, it leads to the development of conceptual networks (i.e. concept mapping) that can be applied in different situations, allowing for creativity and problem solving. In association with constructivist views, it also refers to learning that makes sense to students (i.e. is connected to their personal experience, is practically-oriented and hands-on). | |
| Multi-layered concept of identity | An understanding of identity as a complex result of both pre-determined factors and an evolving construction due to the exposure to, and participation of individuals and groups in different cultures in the context of current globalisation phenomena. | |
| Multiple intelligences | Influential contemporary theory of intelligence and personality (H. Gardner) stating that specific intelligences can be detected in the brain instead than just a general or generic intelligence, usually defined as capacity to solve problems effectively. It had important consequences to curriculum development and implementation especially through the concept of child- or learner-centred approaches and the “whole person” model of learning and development. Today, eight such multiple | |

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| | <p>intelligences have been identified: linguistic; logical mathematical; spatial; bodily-kinaesthetic; musical; interpersonal; intrapersonal; naturalist. To those eight intelligences some would add the existential/spiritual/moral intelligence.</p> | |
| Non-formal education | <p>Any organized and sustained activity that does not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out of school children, life-skills, work-skills and general culture. Non-formal education programmes do not necessarily follow the “ladder” system and may have different durations, and may or may not confer certification of the learning achieved.</p> | |
| Optional curriculum | <p>The optional part of the curriculum represents the courses and curricular activities which are decided at school level.</p> | School based curriculum |
| Peer assessment | <p>Student assessment of other students’ work (can be both formative and summative).</p> | |
| Peer education | <p>Processes of learning based on exchange of information, knowledge and experiences between peers in which they act as resource persons, facilitators of learning and/or mentors.</p> | Peer learning |
| Peer teaching | <p>Practice in which students take on a teaching role in a school setting in order to share their knowledge with other students.</p> | |
| Predictive assessment | <p>Assessment that aims to forecast potential successes and failures in students’ development with a view to suggest effective pathways for their progress as well as appropriate remedial action in the case of (anticipated) shortcomings in</p> | |

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| | learning. | |
| Primary education | In Kosovo, the first period or cycle of education of five years duration including a reception or pre-primary grade (ISCED 1). | |
| Remedial activities | Learning experiences and opportunities that are provided with a view to help students cope with learning difficulties effectively. | |
| School autonomy | The autonomy granted to schools in terms of financial resource management (public and private funding), human resource management (school heads, teaching and non-teaching staff) and decision-making within schools as well as the evaluation systems (accountability) of schools implemented in connection with this autonomy. | |
| School-based (or institution-based) curriculum | The part of the curriculum that is decided at school (or institutional) level. | |
| Secondary education | The second period or cycle of schooling, divided into lower and upper phases (ISCED 2 ad 3). | |
| Selective assessment | Assessment whose purpose is primarily to provide the clustering and/or selection of students in compliance with certain performance criteria (i.e. selection of gifted students for science or arts classes; selection of students to be admitted into different upper secondary schools). | |
| Self assessment | Auto-evaluation by learners of their achievements and problems in learning. As in the case of peer assessment, it is based on higher order intellectual skills that learners put on work in order to assess their learning in terms of both processes and results. | |
| Service-based learning | Learning that occurs as a result of students' engagement in the structured provision of some service, normally to the local or broader | Community service-based learning |

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| | community. | |
| Skill | The capacity to apply knowledge to perform a particular task to a consistent standard (the operational/procedural dimension of knowledge). | |
| Spiral curriculum | A model of curriculum construction that involves periodically repeating the learning of knowledge, skills and attitudes related to specific learning areas/subjects in the context of new, broader and more complex learning experiences. It serves to both consolidating pre-existent learning as well as broadening up and exploring more in-depth the different learning content. | Spiral growth of curriculum/learning |
| Standard | <ol style="list-style-type: none"> 1. A decision, requirement or regulation that is expected to be implemented or applied (for instance, "curriculum – quality – standards". Curriculum (quality) standards can refer to learning content (content standards), processes (process standards), outcomes (outcomes standards), and environments (environmental standards). 2. The level of achievement or performance that is expected from students if they are to be awarded particular results. | |
| Subject | A discrete learning discipline (such as Mathematics or History). | |
| Summative assessment | Assessment that summarises the progress and achievement of learning outcomes by learners at a particular time | |
| Sustainable learning | Learning connected to, and in the service of sustainable development of the society, economy and environment | |
| Sustainable learning progression | Learning that is based on effectively integrating previous acquisitions into new systems of knowledge, skills and attitudes. | |

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| Syllabus | A document describing the learning objectives, learning outcomes and content related to a specific subject. Modern syllabuses also provide guidance on implementation including relevant teaching and assessment methodologies. | Programme of study in/for a certain subject |
| Teaching | Activity carried out with a view to foster learning in students by using a wide range of methods that are adjusted to the learners' learning styles. | |
| Time allocation | The amount of time in the school year or week assigned to teaching and learning in a specific subject or learning area. The Curriculum Framework provides for time allocation that allows project work and more interactive teaching and learning. | |
| Values | What people cherish as guiding principles and main references of their choices and behaviours. | |
| Vocational education and training | Education and training to enable learners to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework | |

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