



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

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

Curriculum Framework

**for Pre-University Education
in the Republic of Kosovo**



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CURRICULUM FRAMEWORK

for Pre-University Education in the Republic of Kosovo

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Tehnologije – Ministry of Education, Science and Technology*

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Dt. 29.08.2011

Pursuant to article 145 (paragraph 2) of the Constitution of the Republic of Kosovo, taking into account Articles 4, 21, 22 of Law No. 03/L-189 for State Administration of the Republic of Kosovo (Official Gazette No. 82, 21 October 2010), and pursuant to Article 8 (paragraph 1.4) and Annex 6 of the Regulation No. 02/2011 for the areas of administrative responsibility of the Office of the Prime Minister and Ministries (22.03.2011), the Ministry of Education, Science and Technology (MEST) issues the following:

DECISION

1. *The Curriculum Framework for Pre-University Education of the Republic of Kosovo* is approved.
2. All documents of this nature that have been previously published and approved shall no longer be valid.
3. The decision enters into force on the day of its signature.

Reasoning

Pursuant to the provisions mentioned above and the request No. 261/01-B, dated 29.08.2011, the document Curriculum Framework for Pre-University Education of the Republic of Kosovo is complete and implementable in the education system of Kosovo.

This document fosters a constant and progressive change in pre-university education in the Republic of Kosovo.

The Curriculum Framework sets forth the foundations for quality enhancement and equal educational provision for all students, as well as the relationship between the Kosovo education system and current educational reforms taking place in most developed education systems. This document will serve as the basis for the drafting and implementation of a wide range of other documents for the development of pre-university education.

This document enables successful implementation of ongoing changes identified in this document itself, as well as in other accompanying documents that aim at providing quality pre-university education in the Republic of Kosovo.

The decision is forwarded to:

1. The Cabinet of the Minister;
2. The Secretary-General;
3. The Department for the Development of Pre-University Education;
4. The Legal Department, and
5. Archives.

/ Signed and Sealed/
Prof. Dr. Ramë Buja, Minister

Minister's remarks

Students, teachers, representatives of the educational community, parents and citizens of the Republic of Kosovo,

The Ministry of Education, Science and Technology (MEST) of the Republic of Kosovo is pleased to introduce you to the Curriculum Framework for Pre-University Education in the Republic of Kosovo.

This document plays an essential role in the promotion of the vision of the Government of the Republic of Kosovo for lifelong learning, also based on MEST's vision to build a Knowledge Society.

The development of a curriculum is always challenging for a State and its education system as it represents a synthesis of the best of its aims, strengths and values for the country. In this context, the development of the curriculum framework demonstrates the commitment of the Government of the Republic of Kosovo to construct a quality education system, which is reliable within the State and appreciated at the international level.

The key intention expressed in this document is that the structuring of competencies for life and work should guide the curriculum development process, together with teaching and learning experiences.

The Kosovo Curriculum Framework reflects issues and concerns raised during public discussions organized with you: students, teachers, school directors, representatives of municipal authorities, local and international experts in education, as well as representatives of civil society.

Thank you all for your contributions.

The transition from a subject-based curriculum to a competency-based curriculum aims at ensuring enhanced school autonomy and an increased level of accountability at the school level with a view to mobilizing the potential of Kosovar youth to compete successfully in the labour market within and outside the country.

The solutions proposed in this document take into account the immediate needs for improvement of pre-university education in Kosovo, as well as the present educational trends in developed countries, so that our students are competitive with their peers in Europe and beyond.

MEST acknowledges the potential of the Republic of Kosovo's youth; it highly appreciates the commitment of its teachers and remains dedicated to ensuring that this document is fully implemented throughout Kosovar schools.

*Sincerely yours,
Prof. Dr. Ramë Buja, Minister*

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Acronyms

CF	curriculum framework
CS	curriculum stages
ECLO	European Commission Liaison Office
EFA	Education for All
ELO	essential learning outcomes
ESD	Education for Sustainable Development
HRE	Human Rights Education
IBE	UNESCO: International Bureau of Education
ISCED	International Standard Classification of Education (UNESCO – ISCED)
ICTs	information and communication technologies
KCF	Kosovo Curriculum Framework
KSCC	Kosovo State Council for the Curriculum
LO	learning outcome
MDGs	Millennium Development Goals
MED	municipal education directorate
MEST	Ministry of Education, Science and Technology
NGO	non-governmental organization
NQA	National Qualifications Authority
NQF	national qualification framework
OECD	Organization for Economic Co-operation and Development
PISA	OECD Programme for International Student Assessment
TET	teacher education and training
TT	technical team
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
VET	vocational education and training
WB	World Bank

Introduction:

The need for a curriculum framework

1. Kosovo: the knowledge society

The Kosovo education sector is characterized by intensive reform efforts in all its sub-sectors aimed at addressing the key challenges of increasing participation and quality education, at present restricted by a limited level of available resources.

During the last decade, many laws and by-laws have been approved, many schools have been built and many new institutions have been established. Significant efforts have been made to improve the curriculum and to develop and provide new textbooks.

Despite considerable improvements through educational reforms, there are still many challenges to be met. The implementation of new policies for compulsory pre-school education and upper-secondary education will require an additional number of trained teachers. In addition, more high-quality teaching aids and more classrooms are required. All of these are needed in order to meet the actual enrolment increase in secondary education and to reduce the very high ratio of students per classroom in upper-secondary education, which currently is 32.3:1 (mainly in urban areas).

Due to demographic movements from the villages to the cities, especially during the last decade, statistics show that the population is distributed unevenly between primary schools and lower-secondary schools in rural areas and urban areas (urban schools are overcrowded, while rural schools may be half-empty). Many schools in Kosovo work in two or three shifts per day, implying that there are overcrowded classrooms associated with reduced length of classes and time spent at school.

Early childhood care continues to experience a great lack of qualified educators during pre-school education. The quality of early childhood care and education is restricted to a small number of qualified educators.

Increasing enrolment, improving the retention rate and addressing fair gender issues in schooling will be highly dependent on improving the quality of education, ensuring the equal allocation of resources and overcoming the causes of drop-out, particularly among children coming from poor families and vulnerable groups in society.

Other challenges faced by Kosovar society include:

- **The need to build a Knowledge Society.** Due to rapid technological and social development, the possibility of increasing one's knowledge is now virtually limitless. Knowledge is seen today as the most important resource for the generation of new ideas and welfare. Because of this unlimited access to information and in order to cope with the new contexts and challenges of a knowledge society, schools need to support the education of young people. They are expected to develop appropriate competencies for access to and for the independent and responsible processing of information, along with the development of general competencies for life and work.

- **Integration in the Digital Age.** A Knowledge Society contributes to and is gradually developed in a new and challenging Digital Age. In order to become successfully integrated into a digital economy, students need to possess digital competencies. Therefore, along with basic knowledge of literacy and numeracy, the current and future education system should stress the importance of digital awareness and literacy, so that full functional literacy is achieved during formal schooling. However, digital knowledge and skills are not sufficient alone to create complex personalities in the digital age, since it is the human being that constitutes the greatest strength and value of the digital world.
- **Increased interdependencies and mobility.** Owing to the effects of globalization (such as in the fields of communication, finance, travel, education, culture, migration and life styles), all countries of the world are nowadays becoming increasingly interdependent. Interdependence in the world today, as well as new developments in the labour market, require young people to be mobile and competitive in the local and international labour markets. This affects individual and collective identities and what is seen as “universal” or “international”, as compared to the “traditional”, which is viewed as “local” and “national”. Young people have to be able to adapt to rapid and unpredictable changes more than ever before; for example, to situations resulting from economic and financial crises.
- **Learning to live together.** This ideal represents one of the main challenges in an increasingly open and interdependent world, including the constructive management of diversity, peaceful conflict resolution, tolerance, self-respect and respect for the others, intercultural understanding and effective communication. For Kosovo, as a multiethnic society, “Learning to live together” is both a challenge and a priority, bearing in mind the European Union’s integration process in which it aims to play an active role. This entails the promotion of values and practices associated with inclusion, intercultural vision, democratic citizenship and human rights in the context of public, professional and private lives.
- **Sustainable development.** In an increasingly globalized world in which the quality of life on Earth for current and future generations is under threat, students need to be equipped with knowledge, skills and attitudes to take care of the environment created by nature and man, to avoid the waste of resources and to eliminate irresponsible practices. 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 fight effectively against poverty, marginalization, discrimination and injustice.

Addressing the above-mentioned challenges requires a serious and thorough reform of the pre-university education curriculum, as well as the creation of appropriate conditions and support for its full implementation.

The first step in the reform of the pre-university education curriculum is the development of the Kosovo Curriculum Framework. It provides the foundation for the enhancement of quality and equity in educational services for all students, as well as aiming to reconnect the education system with current educational reforms and trends taking place among the most developed systems internationally.



**KOSOVO CURRICULUM FRAMEWORK:
ROLE, FUNCTION AND STRUCTURE**



Role and function of the curriculum framework

1.1 Introduction

The Kosovo curriculum is composed of a complex system of curriculum documents and implementation measures. These curriculum documents describe why, what, when and how students will learn during their pre-university schooling.

The Kosovo curriculum documents are grouped into two main components:

- The conceptual component, that is the Kosovo Curriculum Framework (KCF);
- The operational component, that is a complex set of documents enabling the implementation of the KCF in the education system by clearly defining expectations about students', teachers' and schools' performance,. Chapter 6 deals with the role and function of those documents, that is with the operational component.

The KCF has a regulatory function with regard to the overall “curriculum system” in the country. It defines:

- The aims of pre-university education, the implementation of which require the involvement of all educational institutions and other stakeholders related to the educational process in Kosovo;
- Key competencies to be acquired by all students upon completion of upper-secondary education;
- Basic principles that guide the development and implementation of the curriculum in Kosovo;
- Formal levels and profiles of education from the perspective of curriculum reforms;
- Curriculum areas and subjects, their scope through curriculum stages and the minimum time allocation for each of the areas within a key curriculum stage;
- The hierarchy of the curriculum documents, including the function, content and other essential aspects to be addressed in the documents composing the State curriculum system;
- Types, time and methods of assessment at class, school, municipal and State level in compliance with the learning outcomes defined in the State curriculum;
- Implications of the State curriculum for the development of new teaching and learning materials;
- The new role of the school in the light of implementing the curriculum reform;
- The implementation plan of the curriculum, including all activities and deadlines in the preparatory phase and the implementation phase.

1.2. Aims

The curriculum framework aims at enabling Kosovar citizens to face the challenges of the twenty-first century and generate new competitive knowledge actively for the global labour market.

1.3. The purpose of pre-university education

One of the main aims of education in Kosovo is the development of knowledge, skills, attitudes and values required by a democratic society. This will enable young people to become active and responsible citizens so that they deal constructively with the challenges of diversity, as well as cultivating and respecting their own rights and the rights of others.

The education system in Kosovo enables individuals to become independent, able to fulfil their personal life and to contribute to the continuous progress, prosperity and welfare of Kosovar society.

The aims of education are:

- the development of personal and national identity, statehood and cultural belonging;
- the promotion of general cultural and civic values;
- the development of responsibility for themselves, for others, for society and for the environment;
- preparation for life and work in the context of social and cultural changes; development of entrepreneurship and use of technological skills;
- preparation for lifelong learning.

Education should enable students to understand, respect and cultivate their national traditions and those of the community in which they live; students should also appreciate their family traditions, and contribute to the enrichment of their own cultural heritage, that of the region in which they live and beyond.

Students should be educated in order to make creative use of their knowledge and skills in different situations and in new contexts; to engage individually and cooperatively with others in identifying and solving problems, as well as in exercising the abilities to think independently and critically.

Students will be encouraged to develop responsibility for themselves, for others and for the environment, while being aware of the consequences of personal action, as well as an awareness and an understanding of taking the initiative.

Students should be encouraged to develop self-confidence and positive motivation, as well as making proper use of their own rights. They will be encouraged to cultivate their curiosity and positive attitudes towards difference, in terms of ideas, phenomena, persons and cultures.

Education should enable students 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 personal fulfilment.

The overarching educational aims — as stated before — are integrated under well-defined learning outcomes in the learning content and should also form part of the daily culture of the school. Their implementation is a key responsibility for all educational institutions and other stakeholders dealing with the educational process in Kosovo.

2. Key learning competencies

Competencies involve an integrated and coherent system of knowledge, skills and attitudes that are applicable and transferable. They enable students to cope with the challenges of the digital age and with the knowledge-based labour market in an interdependent world.

The key competencies envisaged in the Kosovo Curriculum Framework (KCF) derive from the general aims of pre-university education in Kosovo and define the main learning outcomes that learners need to achieve in a progressive and consistent way throughout the pre-university educational system.

In compliance with the aims of education of Kosovo, the key competencies envisaged for the pre-university education system in Kosovo are:

- competency in communication and expression;
- competency in thinking;
- competency in learning;
- competency in life, work and environment-related areas;
- personal competency;
- civic competency.

Table 1 shows how key competencies are further detailed into other more practical sub-competencies; in addition, it shows how the key competencies are interrelated in order to provide the final product and outcome upon completion of pre-university education.

TABLE 1: Six key competencies and sub-competencies

Six key competencies	Key learning outcomes
<p>1. Communication and expression competencies</p> <ul style="list-style-type: none"> • Communicating in the mother-tongue; • Communicating in foreign languages; • Expressing themselves through various types of signs, symbols and artistic codes; • Communicating through the use of information technology; • Engaging in and contributing to productive dialogue; • Following the rules of communication; • Providing and receiving feedback in a constructive way; • Expressing tolerance and sensitivity in communication; • Initiating constructive actions. 	Effective communicator
<p>2. Thinking competencies</p> <ul style="list-style-type: none"> • Exercizing mathematical competence, as well as basic competencies in science and technology; • Exercizing digital competencies; • Understanding, analysing, judging, synthesizing; • Developing abstract thinking; • Making information and evidence-based decisions; • Linking decisions with their consequences; • Assessing and self-assessment; • Problem-solving. 	Creative thinker

<p>3. Learning competencies</p> <ul style="list-style-type: none"> • Learning to learn; • Knowing, selecting and making use of learning instruments and methods; • Mastering reading, writing, mathematics, science, and information and communication technology; • Identifying and processing information in an independent, effective and responsible way; • Learning in teams and exchanging positive experiences. 	<p>Successful learner</p>
<p>4. Life, work and environment-related competencies</p> <ul style="list-style-type: none"> • Presenting oneself in the best way emphasizing one's own capabilities; • Working independently and as a member of a team; • Organizing and leading learning and social activities; • Demonstrating entrepreneurial skills, planning knowledge for work, and rational use of time; • Mastering abilities for conflict management and risk assessment; • Undertaking independent and responsible actions; • Engaging in environmental protection and development; 	<p>Productive contributor</p>
<p>5. Personal competencies</p> <ul style="list-style-type: none"> • Demonstrating an understanding of oneself and others; • Demonstrating self-confidence; • Managing one's emotions and stress; • Exercising empathy for others; • Demonstrating one's ability to conduct a healthy lifestyle; • Making general choices related to personal health. 	<p>Healthy individual</p>
<p>6. Civic competencies</p> <ul style="list-style-type: none"> • Competencies for interpersonal, cultural, and social relationships; • Understanding and respecting diversity among people; • Exercising tolerance and respect for others; • Assuming accountability for issues of general public interest, responsibility and civic participation; • Tolerating and undertaking useful changes in one's private life, for an entire society and for the environment. 	<p>Responsible citizen</p>

Key competencies such as communication and expression, thinking and learning are of an instrumental nature: they form the basis for the other competencies that are more context- and content-related, such as competencies needed in private, public and professional life.

2.1 Competency in communication and expression "Effective communicator"

In order to develop as a person, and to learn and participate actively in society, it is important that children are able to understand messages and express themselves adequately through language, symbols, signs, codes and artistic forms.

In order to become effective communicators, learners need to use such communication and expression means and possibilities in an independent, critical and creative way.

TABLE 2: Competency for communication and expression in the form of learning outcomes

<p>Upon completion of upper-secondary education, students should be able to:</p> <ul style="list-style-type: none"> • 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, English and in (at least) another foreign language; • engage in and contribute to respectful and productive dialogue; • give and receive feedback in a constructive and creative way; • follow general rules of communication/interaction and be creative at the same time; • use information and communication technologies (ICTs) programmes during their learning process and their school assignments; • use ICTs and media effectively and responsibly as an important means of information, communication and interaction in the digital age.

2.2 Competency in thinking “Creative thinker”

Accessing and processing information/knowledge independently, effectively and responsibly is as important for learning/studies as for decision-making and problem-solving; all of these imply carrying out appropriate actions and being fully aware of their impact and consequences. Given the complexity of today’s Knowledge Society and the economy, knowledge management has become an essential competence for the twenty-first century. However, in addition to being able to identify and access appropriate information/knowledge sources, learners need to develop their capacities to approach knowledge critically, creatively and interactively.

TABLE 3: Competency in thinking in the form of learning outcomes

<p>Upon completion of upper-secondary education, students should be able to:</p> <ul style="list-style-type: none"> • identify, locate and access appropriate information; • process (analyse, synthesize, organize, use and apply) information critically; • apply knowledge in the context of problem-solving through appropriate actions; • judge fairly—based on prior analysis and synthesis of the facts and situations; • illustrate abstract thinking with concrete tools; • evaluate different options and make informed decisions; • link their decisions with the consequences in a responsible manner; • assess the quality and relevance of information, and its value compared to the purpose of using such information; • self-evaluate their own performance against the expected outcomes; • manage information critically, creatively and responsibly; • solve problems at a certain level of difficulty.

2.3 Competency in learning “Successful learner”

Following current development trends in society, science, technology and communication, one cannot pretend that all the required knowledge, skills and abilities shall be achieved through schooling. Therefore, schools are expected to provide the foundation of education and prepare students for a lifelong learning process.

For a “successful learner”, a school needs to carry out its activities so as to foster constantly the curiosity of children and the ability of young people to learn, as well as to develop learning-to-learn competencies. It should employ effective learning styles and strategies.

TABLE 4: Competency in learning in the form of learning outcomes

Upon completion of upper-secondary education, students should be able to:	
<ul style="list-style-type: none"> • understand and appreciate the need for lifelong learning; • demonstrate functional literacy in reading, writing, mathematics, science, ICTs and in everyday situations; • know their strengths and weaknesses, and preferred learning styles and strategies; • build new knowledge on prior learning and experiences, and make use of them; • set and prioritize learning goals; • monitor their progress and make necessary adjustment to improve their progress constantly; • sustain their motivation for learning; • learn by using ICTs; • seek and make use of advice, information and support when needed; • undertake initiatives, assess risk and tackle learning difficulties; • manage the available resources, time, people and environment productively and responsibly; • work co-operatively with others and manage conflicts; • act autonomously and responsibly; • evaluate their own work and reflect critically on the basis of their initial purposes. 	

2.4 Competency in life, work and environment related areas “Productive contributor”

Schools need to prepare learners to live and work in an increasingly interdependent world with a competitive global economy. Living and working in the twenty-first century requires acquiring competencies to face unpredictable circumstances and challenges, as well as the capacity to seize opportunities for personal, social and environmental progress.

In order to develop such competencies, schools should encourage learners to understand the interdependencies among the economic, political and cultural, local and global phenomena of present and future society. Students will develop a clear orientation for their future, an entrepreneurial disposition and sustained motivation to meet their objectives. At the same time, schools should be committed to expose students to ecological problems, making them aware of their individual role in the protection and sustainable development of the environment.

TABLE 5: Competency in life, work and environment-related areas in the form of learning outcomes

<p>Upon completion of upper-secondary education, students should be able to:</p> <ul style="list-style-type: none"> • introduce themselves in writing and orally by developing their curriculum vitae (CV) in a specific format; • understand competencies needed for various life situations and career paths; • research and access relevant education and professional training opportunities and available guidance/support; • possess organizational skills, the ability to take initiative and work in a team; • plan and manage projects to achieve certain objectives (leading, delegating, analysing, communicating, reporting, evaluating, monitoring, mentoring); • identify and evaluate the resources needed (e.g. time, financial means, human resources); • show flexibility, creativity and capacity to adapt to new circumstances, as well as accountability during the implementation of a task; • manifest one's own initiative; • demonstrate a sense of solidarity and fair competition during the implementation of a certain task.

2.5 Personal competency “Healthy individual”

In order to develop personal competencies, schools should empower learners to participate in an effective and constructive way in family, social and working settings. In this context, students are encouraged to develop self-confidence, while also fostering openness towards and confidence in others.

TABLE 6: Personal competency in the form of learning outcomes

<p>Upon completion of upper-secondary education, students should be able to:</p> <ul style="list-style-type: none"> • demonstrate confidence, personal and inter-personal skills; • be aware of their strengths and weaknesses, building on their strengths and working to overcome their weaknesses; • recognize and manage their emotions; • co-operate and empathize with others; • know, respect and appreciate their own culture, as well as the values, beliefs and culture of others; • compromise and overcome prejudices; • manage stress and trauma, and resolve inter-personal conflicts constructively; • understand and adhere to codes of conduct in different situations; • understand the components of a healthy lifestyle; • make informed choices and decisions about healthy nutrition, diet and exercise; • pursue personal life plans and assess whether, how and to what extent goals were achieved; • act autonomously and responsibly, with full awareness of the consequences.

2.6 Civic competency “Responsible citizen”

Learning to live together is seen as the main challenge of today’s and tomorrow’s world. National citizenship is today complemented by the increasingly important aspect of “global citizenship”. This competence enables students to be able to act as responsible citizens by taking into account both their immediate and wider contexts.

TABLE 7: Civic competency in the form of learning outcomes

Upon completion of upper-secondary education, students should be able to:
<ul style="list-style-type: none"> • understand their social environment in a local and wider context, and how they function (e.g. social 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 local and national political processes); • demonstrate human rights’ values and principles in daily life (i.e. respect of personal dignity; combat prejudices and discrimination of all kinds; oppose poverty and marginalization; promote gender equality); • show interest in public affairs and contribute to problem-solving at school and at the community level; • protect the natural and man-made environment, and contribute to sustainable development.

3. The principles of the curriculum framework

The curriculum framework plays a regulatory role in the pre-university education system, and its common principles ensure the coherence and consistency of such a system.

Therefore, the main principles guiding the development of the curriculum framework will also be the key reference points in designing a consistent core curriculum (the common part of the curriculum for all students) and in drafting all other curriculum documents (see the hierarchy of the curriculum documents in Chapter 6—the operative component of the curriculum).

The principles underpinning the development and implementation of the KCF are as follows:

Inclusion

This principle refers to the right of every child to have equal access to quality education.

Guided by this principle, the Kosovo Curriculum Framework (KCF) provides customized solutions to address students' diversity and their special needs in the learning process, contributing in this way to the full development of the learning potential of every child. Bearing in mind individual needs and different learning styles, learning experiences at school will foster the student's motivation to learn as a precondition for improving school attendance, as well as raising the student's level of achievement.

In compliance with this context, the curriculum framework promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potentials and capacities;
- learning that is meaningful (e.g. learning that is oriented towards solving practical problems of everyday life);
- active involvement of the learners in the selection and organization of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

Development of competences

The State curriculum will clearly define the knowledge, skills, attitudes and values that are considered by society and educational professionals as necessary for all citizens of Kosovo.

The key competencies envisaged in the KCF are reflected through learning outcomes that are expected to be achieved progressively and in a continuous manner by all learners upon completion of their upper-secondary education.

In the core curriculum, key competencies will be reflected through a system of essential learning outcomes (ELOs), which should be achieved by all learners throughout the curriculum stages as established by the KCF.

The definition of key competences, expressed through ELOs, to be achieved by all learners at various curriculum stages during their schooling, as well as the definition of criteria for assessing student's level of achievement, will ensure:

- equal learning opportunities for all students;
- fair assessment of students' levels of achievement;
- accurate evaluation of the quality of education at State, municipal and school levels;
- appropriate transition of students from one curriculum stage to another, from one school to another, or from one type of school to another.

The definition of the ELOs that should be achieved by all learners during different curriculum stages of schooling enables the simultaneous accreditation of other educational programmes that may be provided through non-formal education. This ensures mobility of students between formal and non-formal education, and the recognition of prior learning experiences that will benefit adult education and other forms of non-formal education.

Integrated and coherent teaching and learning

The KCF promotes comprehensive learning that reflects the interconnections and interdependencies of the natural and man-made world with our knowledge and the information we have about them.

In this context, the new curriculum will include:

- clear recommendations on planning those learning experiences that better support students throughout their pre-university education, in order to master defined key competences;
- assessment criteria to measure accurately the level of student achievement at different stages.

In order to promote such an approach, the KCF envisages the following:

- The promotion of integrated learning through broad learning areas, where the subject-specific content is linked with cross-cutting issues, contributing to the development of key competencies (for example, integrating natural sciences and social sciences at the primary education and lower secondary education levels).
- The reinforcement of interconnections between different learning areas in the functioning of a meaningful and manifold educational process, thus enabling students to understand the connection between all aspects of their learning.
- Meaningful connections between conceptual approaches and practical dimensions, such as the application of knowledge and the use of skills, attitudes and values in the context of solving real-world problems.
- Integration into the curriculum of emerging areas, which reflect new developments in society, the economy, culture or science.
- A lifelong perspective, meaning that the curriculum will prepare students to deal successfully with the challenges of their daily lives, and with constant challenges and opportunities within a learning and knowledge society. Such a perspective will pay particular attention to creative competences, i.e. learning to learn, competencies to evaluate and process information effectively and responsibly, e-learning competences and competences to use current and new technologies of the digital age (such as information and communication technologies, e-learning not as a separate subject but as a way of thinking and acting, media awareness and proactive life-skills).

School-level autonomy and flexibility

The KCF is designed as a curriculum system that clearly regulates the norms of school autonomy and flexibility.

School-level autonomy and flexibility to implement the curriculum means the opportunity and responsibility of the school to:

- Draft its annual teaching plans and the flexible use of school time allowing for interactive teaching and learning; the core curriculum for curriculum stages defines the minimum percentage of time allocated to each learning area underlying a curriculum stage (a period covering two to three school years), while teaching plans for specific subjects during a school year may be drafted at the school level;

Plan and use the optional part of the curriculum, including the possibility of:

- increasing the time allocation within certain learning areas;
- developing and implementing additional curriculum elements to meet students' special needs, as well as reflecting the circumstances under which the school operates.

Responsibility and accountability

Along with school level autonomy and flexibility, the curriculum framework envisages the building of a clear accountability mechanism for the entire hierarchy of the education system. Responsibility and accountability refer, first of all, to the implementation process of the curriculum framework and, secondly, to the education system as a whole.

During the implementation process of the curriculum special attention will be paid to the creation of an ongoing evaluation culture, implying that monitoring the progress of curriculum implementation requirements should become a normal part of school activities. Within this process, teaching staff, school management staff and municipal educational authorities will be involved in an ongoing process of data collection and analysis, documentation of challenges and solutions for the successful implementation of curriculum requirements, and enhancement of the quality of education.

In this context, the implementation of the State curriculum at school level envisages:

- Active engagement on the part of schools in an ongoing process to improve teaching and learning experiences for the enhancement of students' attainments;
- Active engagement on the part of schools and municipalities in an ongoing process of data collection and analysis, and documentation of challenges and solutions for implementing the requirements of the State curriculum;
- A clear line of support, reporting and accountability concerning curriculum implementation.

4. The KCF through different levels of education: key stages and their role in organizing the educational process in schools

The Kosovo Curriculum Framework (KCF) has been drafted so as to correspond with the new formal structure of the Kosovo education system, comprising the educational stages shown in Table 2.

TABLE 2: ISCED and the structure of the Kosovo education system

ISCED levels ¹	Formal structure of the Kosovo education system	Ages
	Adult education/lifelong learning in broad terms (formal and non-formal)	23–24+
ISCED-6	Post-university education	23–24+
ISCED-5	University education ²	
ISCED-4	Post-secondary (non-university) education	18+
ISCED-3	Upper secondary education Grades 10–12	15–17
ISCED-2	Lower secondary education Grades 6–9	11–14
ISCED-1	Primary education Grades 1–5	6–10
ISCED-0	Pre-primary education (grade 0)	5–6
	Pre-school education	Birth–5

1. International Standard Classification of Education.
2. The three last top stages are not part of pre-university education.

During the different levels of formal education, students are prepared in a consistent manner for lifelong learning and the world labour market in an age of knowledge based on digitalization.

Compared to the National Qualification Framework (NQF), the first four levels of the formal education system covered by the KCF correspond to the first five levels of qualifications established by the NQF. This provides a good foundation and platform, which at the same time opens the door to lifelong learning and adult education. Therefore, all curriculum key stages and all curriculum areas will stress the possibilities offered to students of achieving their national qualification as defined by the national Qualification Framework (NQF).

4.1. The structure of pre-university education

The key characteristics of each formal level of the education system, as well as their impact on the curriculum and the learning process, are presented below.

Pre-school education

Pre-school education represents the first educational level during which children are educated either in their families or in pre-school institutions (ages 0–3 and ages 3–5); this may also take place in pre-school institutions and/or primary schools (ages 5–6). Pre-school education is based on the standards of early childhood learning and development for ages 0–6; such standards support and foster children’s optimal development.

Pre-school education represents a period of rapid and substantial physical, cognitive, emotional and social development for children. Given the importance of this development phase for the establishment of a good basis for lifelong learning, children will be exposed to basic essential learning processes in order to stimulate their curiosity about themselves, society, nature, culture and new technologies. The aim of the educational process in this phase is to stimulate their creativity and enthusiasm in approaching new experiences and facing real-life situations.

During this period, children will be encouraged to develop communication skills in their mother-tongue in simple everyday situations, to increase their attention and concentration skills, and to develop their basic social skills.

Particular attention during this level will be paid to their physical development through physical activities and experiences that will increase the children’s awareness of their physical well-being and their health and safety.

In the pre-primary grade (ages 5–6), children will be exposed to learning experiences that include the basic elements of reading, writing and numeracy, thus raising their level of preparedness for subsequent schooling and life.

Pre-primary education (Preprimary Grade)

This grade involves the basic elements of reading, writing and numeracy. Children should become familiar with letter signs and simple text structure through making use of photographs/drawings and analysing elements of various pictures. Learners should also become familiar with basic mathematical operations, such as the grouping of elements, the identification of mathematical symbols with different concrete objects, and the ability to solve simple problems of daily life using mathematical operations. At this age, activities related to arts should be an important part of the programme in order to develop children’s emotional and affective capacities.

Primary education (Grades 1–5)

At this level, learning experiences at school should contribute to children’s familiarity with more systematized forms of learning through “games/work/learning”, so that the children can distinguish between games and tasks. The learning process takes place in an integrated form, allowing for a holistic understanding of children’s relations with the natural and man-made environments.

The main focus of the educational process at this level is on the acquisition of basic literacy skills, establishing a sound foundation for cognitive, social, emotional and motor development. Special attention will be paid to the development of the child's personality and positive attitude towards learning as a foundation for the development of basic learning habits—that is “learning to learn”.

Teaching and learning in primary education should be basically organized, provided, facilitated and co-ordinated by class teachers, supported by assistant teachers if necessary, and with the possible support of specialized subject teachers.

Lower secondary education (Grades 6–9)

Lower secondary education provides learners with new challenges for their cognitive, physical, personal, social and moral development. Students' natural curiosity will be further nurtured in order to make sure that the knowledge, skills, values and attitudes acquired at this level represent a sustainable foundation for higher levels of education.

By building on their “basic literacy” acquired during the previous level of education, students at this level will be encouraged to develop and reinforce this literacy by gradually making it functional and sustainable for different aspects of their entire lives, such as for information, culture, science and technology. This, indeed, implies learning to access information efficiently and effectively, to assess information critically and competently, and to use information accurately and creatively.

Visual and digital literacy are of equal importance at this level. Visual literacy refers to the student's ability to decipher, interpret and detect knowledge patterns and communicate ideas using imagery.

Digital literacy supports students to use time effectively and be creative in expressing and communicating their ideas, in identifying and using information resources during their current learning activities (e-libraries, different scientific web pages, reliable media, etc), organizing and maintaining their resources and assignments in e-form, quick and accurate calculations, etc.

At this level, the curriculum will be enriched by exposing students to a wide range of learning experiences (i.e. combining conceptual and practical approaches; abstract thinking and contextualized action; contact with concrete and virtual reality); students will be encouraged to identify their personal preferences and areas of special interest.

At the lower secondary education level, learners are further prepared for their career orientation through the support of professional mentors/counsellors, who will guide them to pursue their personal learning interests and to define their future options appropriately.

Upper secondary education (Grades 10–12)

Upper secondary education will provide the basis for a wider, deeper and more specialized process of learning, taking into account: (a) the future orientation of students towards their academic studies, vocational (including post-secondary non-university education) qualifications and/or entering the labour market as qualified workers; as well as (b) the need to equip students with lifelong learning skills.

During this stage, in both general (gymnasia) and vocational schools, the process

of learning and the development of knowledge, skills, values and attitudes has to take into consideration the need of preparing young people to take responsibility for their own lives, to participate in society as active and competent citizens, and to engage successfully in competition on the labour market. Therefore, learners will be exposed to a more challenging process of knowledge acquisition, and the development of their intellectual, emotional and physical potential.

Post-secondary, non-university education

Post-secondary, non-university education follows upper secondary education, and eligible candidates should be 18+. It corresponds to ISCED level 4. In Kosovo, this type of education is provided by technical secondary education institutions, by higher vocational schools, as well as by universities.

The post-secondary education level provides for vocational specialization, cross-sectoral vocations, general vocations and general higher education. Students completing their education at vocational and general schools may enter this educational level, where they will acquire vocational competences for different fields. For certain vocations, such competencies may have been defined by international standards; if not, they are then defined by the National Qualification Authority (NQA). Based on the NQF, the diploma obtained at this level of education will correspond to level 5 of the student's qualification; this will serve to enter the labour market or to re-qualify for certain jobs. Successful candidates at this level are qualified to enrol at university level without fulfilling the minimum requirements in the Matura test.

Post-secondary educational institutions should already have assessment instruments and mechanisms in place to certify candidates who have achieved a certain level of experience and concrete results in their work, but do not possess a diploma providing evidence of their qualification. In order to provide this requirement, institutions shall establish procedures for the recognition of prior learning in compliance with the requirements and regulations of the NQA.

4.2 Curriculum key stages

The KCF is designed in six curriculum key stages representing periods with common features in terms of children's development and curriculum requirements.

They constitute the main reference points for defining key competencies to be mastered, student progress and achievement requirements, the organization of learning experiences, access and assessment criteria, as well as specifying the institution responsible for their achievement.

The structure and organization of the curriculum according to curriculum key stages include:

- respecting the characteristics of different phases of child development when defining specific aims and competencies to be mastered by children;
- respecting each individual learners' pace in mastering the competencies foreseen within a certain curriculum key stage;
- providing a higher level of clarity in articulating expected learning outcomes across curriculum stages as a reference point for the process of educational planning and organization at the school level;

ensuring an increased flexibility in the process of educational planning and organization through extending the planning cycle from one school year to two/three school years (depending on the curriculum stage);
 ensuring specific guidance for the organization of the educational process across curriculum stages, with special emphasis on methodology and assessment techniques;
 increasing the accountability of the school and the local education authority for the quality of education offered at the school level.

TABLE 8: The curriculum key stages of education

International Standard Classification of Education	Formal levels of the education system	Curriculum key stages
ISCED-3	Upper secondary education Grade 12	Curriculum key stage 6: Consolidation and specialization
	Upper secondary education Grades 10–11	Curriculum key stage 5: General and professional development
ISCED-2	Lower secondary education Grades 8–9	Curriculum key stage 4: Reinforcement and orientation
	Lower secondary education Grades 6–7	Curriculum key stage 3: Further development and orientation
ISCED-1	Primary education Grades 3–5	Curriculum key stage 2: Reinforcement and development
	Primary education Grades 1–2	Curriculum key stage 1 Basic acquisition
ISCED-0	Pre-primary grade	Curriculum key stage 1 Basic acquisition
	Age 0–5	Foundation curriculum key stage: Early childhood education

Foundation Curriculum Key Stage—early childhood education

This stage covers the period from the child’s birth to the pre-primary grade. During this key stage, children are supported in their early personal development through play activities, such as:

- developing their capacity to communicate in the mother-tongue through activities that help children to articulate words correctly, enriching their vocabulary and exercising their abilities to listen to others;
- encouraging their physical development and ability to co-ordinate their body movements, strength, equilibrium, small muscle development, hand/eye co-ordination, and their ability to manipulate different objects of daily use;
- becoming progressively aware of themselves, others and the environment surrounding them;
- developing the capacity to follow rules, to distinguish right from wrong, and to differentiate between behaviour that is and is not permitted;
- fostering active participation in practical activities, assessing risk and respecting basic hygiene and safety rules.

Curriculum Key Stage 1 – Basic acquisition

This stage covers the pre-primary grade, grade 1 and grade 2. The basis for systematic learning is established at this stage, while the educational process is focused on the pupils:

- learning and understanding their rights, obligations and responsibilities in the classroom, school and family;
- acquiring basic elements of communication literacy in the mother-tongue (reading and writing) and numeracy (arithmetic);
- gaining initial exposure to learning the English language;
- exploring the environment in a more systematic way;
- fulfilling certain tasks within their deadline;
- confronting different learning experiences individually and as members of a group.

Curriculum Key Stage 2 – Reinforcement and development

This stage covers grades 3, 4 and 5. At this stage, students should be encouraged to consolidate their basic acquisitions in reading, writing, communication and learning techniques as a basis for further learning and development.

At this level, children are exposed to challenges, such as:

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

Curriculum Key Stage 3 – Further development and orientation

This stage covers grades 6 and 7. It aims to deepen knowledge in different learning areas, while ensuring a foundation for academic and career orientation. Students are exposed to challenges, such as:

- the development of abstract and complex thinking (i.e. higher-order intellectual skills) needed to enquire about the world and themselves, as well as to solve problems;
- nurturing their interest to know themselves, others and the social and natural environment better;
- developing skills for self-evaluation;
- developing effective communication skills, including mathematical and scientific codes;
- expanding the possibilities for verbal and written communication in their mother-tongue, in English and in their second foreign language or one of the official languages;
- developing responsibility for active participation in social life and protecting the environment.

Curriculum Key Stage 4—Reinforcement and orientation

This stage covers grades 8 and 9. It aims to orientate students to consider different future career options. Students 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 different issues dealing with real-life problems 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 training and orientation activities to allow them to clarify their aspirations;
- strengthening their self-evaluation skills;
- reinforcing their competencies for individual and team work.

Curriculum Key Stage 5—General and professional development

This stage covers grades 10 and 11. It aims at exposing students to more profound and 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 skills applicable to different information sources and resources, and approaching different kinds of available data critically;
- developing a willingness to commit themselves to sustained effort and to higher expectations in terms of learning and preparedness for their career, as well as for their personal, professional and public lives;
- preparing to take responsibility for their own lives, to participate actively in social life as responsible and competent citizens, and to compete successfully in the labour market. Developing them as individuals and members of society capable for life and work by equipping them with the necessary competences to cope with changes in the local and global economy, and learning to solve problems in different situations in their personal and professional lives;
- preparing to live and work independently and cope with the challenges and opportunities of modern society, as well as taking responsible and well-informed actions and decisions in different situations during their entire lives.

Curriculum Key Stage 6—Consolidation and specialization

This stage covers grade 12. This is a phase of transition from adolescence to maturity, during which students have to consolidate their entire compulsory education experience and prepare themselves for the requirements of a new phase of life and higher education. Students in secondary school programmes will be prepared to enter the labour market as skilled workers. 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 to learn and prepare for further studies and/or professional development;
- demonstrating their abilities to develop and promote career planning strategies using examples and innovations, which help them to develop their ideas as entrepreneurs;
- demonstrating their ability to change the concept of career by researching a wider range of work, bearing in mind the development of transferable skills for career opportunities in the future;
- engaging in the process of personal career planning by investigating post-secondary qualification opportunities, recognizing that requirements of attitudes, work and decision-making will change constantly.

5. Curriculum and subject areas, and learning modules across curriculum levels and key stages

The Kosovo Curriculum Framework (KCF) is structured into seven broad curriculum areas. Curriculum areas provide the basis for the development of key competencies defined in the KCF from early childhood through to upper secondary education. They are common to both general upper secondary education and to vocational education. The link between curriculum areas and their underlying subjects and learning modules should serve to develop key competencies.

5.1 Curriculum areas and subjects

Curriculum areas constitute the basis for organizing the educational process across formal levels of education and curriculum key stages. The curriculum areas are as follows:

- Languages and communication;
- Arts;
- Mathematics;
- Natural sciences;
- Society and environment;
- Health and well-being;
- Life and work.

Each curriculum area has its own learning outcomes, which correspond to the achievement of key competencies. Curriculum areas cover one or more subjects or learning modules. Subjects and learning modules are based on the learning outcomes defined for each curriculum area. Some subjects in a curriculum area may form part of various curriculum key stages. Table 3 shows how curriculum areas are spread across the levels of education and curriculum key stages.

TABLE 9: The spread of curriculum areas across levels of education and curriculum key stages

Learning areas across curriculum key stages (KS)										
		Pre-school	KS1	KS2	KS3	KS4	KS5	KS6		
Curriculum areas	Age cohorts: 0-3 years old 4-5 years old		Grades: Pre-primary 1-2	Grades 3, 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and 11 (General education)	Grades 10 and 12 (Vocational education and training — VET)	Grade 12 (General education)	Klasa XII (Arsimi dhe aftësimi profesional — AAP)
Languages and com- munication	Activities foster- ing language communication		Mother- tongue English	Mother- tongue English Second language	Mother- tongue English Second language	Mother- tongue English Second language	Mother- tongue English Second language Other languages	Mother- tongue English Other languages	Mother- tongue English Second language Other languages	Mother- tongue English Second language Other languages
Arts	Activities foster- ing communica- tion skills and artistic expres- sion		Figurative art Music education	Figurative art Music education	Figurative art Music education	Figurative art Music education	Figurative art Music education	Applica- tive arts	Figurative art Music education	Applicative arts
Mathemat- ics	Activities foster- ing reasoning and numeracy skills		Mathemat- ics	Math- ematics	Mathemat- ics	Math- ematics	Mathemat- ics	Math- ematics	Mathematics	Mathemat- ics
Natural sciences	Activities foster- ing inquiry and discovery of the environment		Natural sciences	Natural sciences	Natural sciences	Natural sciences	Biology Physics Chemistry Astronomy	Natural sciences	Biology Physics Astronomy	Natural sciences

Society and environment	Activities fostering self-awareness, awareness of the others and social skills	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment
Health and well-being	Activities fostering the development of hygiene habits and physical skills	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment
Life and work	Activities fostering capacities to understand and follow procedures and rules, curiosity, creativity and learning in different ways	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment	Society and environment

Languages and communication

The curriculum area of languages and communication enables students to develop and use languages as a means of communication in their daily lives, as well as in their professional and public activities. All competencies defined in the curriculum should be achieved through each of the subjects in this curriculum area.

This curriculum area covers the following subjects: mother-tongue, English as a first foreign language, other neighbouring languages and other foreign languages. Each subject (language) within this curriculum area also covers its literature, as a special form of language use in relation to aesthetic values.

- **The mother-tongue** is to be taught across all curriculum key stages from pre-primary to grade 12.
- **The English language** starts from the first stage and continues to the last grade of upper secondary education. During the first curriculum key stage, learners will acquire English through play, drawing and song, and continue in later stages with reading and writing. In the last two key stages of secondary education, English will be taught, where feasible, as an applied subject within other learning areas, especially in vocational education schools.
- **The Albanian language for students of the non-Albanian community** is to be taught from the second key stage of the curriculum.
- **A second foreign language** starts in the third key stage of the curriculum (grade 6). A second language may be: one of the neighbouring languages (Serbian, Bosnian and Turkish), which students can choose to learn; and/or German, French and Italian, amongst others.
- Other languages start in the fifth curriculum key stage, that is in upper-secondary education (gymnasia and vocational schools). This group of languages includes: German, French, Italian, Spanish and/or classic languages (Latin, Ancient Greek or some other language).

Arts: Fine art and music education

This subject is taught from the first key stage to the end of the sixth key stage of the curriculum, where all aspects of learning expressive arts encompass the possibility of carrying out and performing artistic work.

The curriculum area arts ensures that students enhance their knowledge and perception skills through the development of their ability to understand, together with mental and creative skills. They develop the ability to understand concepts through drawing, painting, sculpture, graphic design, dancing, stage performances and music.

This curriculum area plays a significant role in the overall development of children and adults by encouraging them: to understand and express their vocational experiences; to enhance their creativity; to acquire basic artistic concepts, techniques and influences; to learn to communicate, perform and develop their artistic skills in order to express themselves; to contribute to social change and the development of artistic events and information.

Arts develop students' abilities leading them to consider artistic expression as one of most important aspects of their education. The curriculum area of arts is an inte-

gral part of the learning process linked to imagination and intelligence, where children participate in different activities that develop their creativity and imagination.

The goal of this curriculum area is to develop the students' figurative and musical creativity, and their response to artistic expression made up of the diverse activities included in arts education.

Arts develop students' self-confidence and their creative skills.

The participation of students in all forms of artistic expression promotes the development of their individual identity, as well as their identity as part of a group.

Cultural diversity on the one hand, and the national cultural heritage on the other, should be an integral part of arts education.

Mathematics

Mathematics is both a learning area and a curriculum subject. It promotes the development of students' skills and abilities to think critically; develops their personality; fosters their skills to work independently and systematically; arouses their curiosity and sense of inquiry; and constructs new knowledge in order to apply it in other curriculum areas to solve the problems of daily life.

Mathematics is taught in all curriculum key stages (KS). In the first and second key stages, students learn about numeracy, geometric figures, position in space, measuring and problem-solving calculation skills. In the third and fourth key stages, this learning is associated with algebra, geometry and statistics. In the fifth and sixth key stages, students enhance their knowledge about trigonometry, mathematical analysis and probability.

One of the most important aspects in all curriculum key stages is the integration of mathematics into all curriculum areas and cross-cutting issues so that students master the key competences. In the fifth and sixth key stages, mathematics prepares students for further studies and, in the case of vocational schools, prepares them for certain professions through the inclusion of applied mathematics.

Through the learning of mathematics, students become knowledgeable about numbers, space, measurement and the use of statistics. They will be able to understand the role of thinking in mathematic terms, which is useful for the development of modern science and technology, as well as for the application of mathematics in solving various types of problems.

The natural sciences

The natural sciences enable students to know, understand and explore nature, the animate and inanimate worlds, and the human being – starting with microorganisms and moving on to the macro-cosmos—that is the Universe.

Science is a dynamic, co-operative and creative endeavour of the human being, which originates from the wish to know and understand the world surrounding us, to discover the unknown, to explore the secrets of the Universe and to solve problems.

The natural sciences enable students to understand concepts, fundamental laws and theories of nature. They contribute to the overall development of society; they help in the advancement of technology and economic development, enhance the quality of

human life, maintain health, preserve the natural environment and protect our well-being.

Through the teaching and learning of the natural sciences, students will develop their desire to investigate their natural environment and the impact brought about by human activity.

Students will be taught to master the basics of scientific work, concepts, means and procedures, reach accurate conclusions from the analysis of data, and present and evaluate the outcomes.

Students will develop the ability to solve problems using measuring instruments through individual and group work within a learning module or through carrying out a particular project.

In this way, they will develop their critical thinking skills and be able to identify problems, formulate questions, express hypotheses and come to conclusions based on arguments, following all the methodological steps of scientific research. In Key Stages 1 and 2, there is an integrated subject approach (biology, physics, chemistry, geography and astronomy), where students will learn about the natural and man-made environment, as well as about scientific research methods enabling them to study natural phenomena.

In Key Stages 5 and 6 in general education (gymnasia) sciences are provided through specific subjects (that is physics, chemistry, biology and astronomy (only in KS6)). In vocational schools, sciences are offered as integrated subjects according to their application in certain professions.

Society and environment

Through the learning area of society and environment, students will develop knowledge, skills and attitudes required in a democratic society. This enables them to understand the world, people, their values, and social structures that have existed at different times and in various countries, as well as other situations. In addition, through this learning area they will develop their understanding of their own and the wider environment. This will enable them to participate and contribute actively and critically in the local, national and global community in which they live and work, and particularly on social and environmental issues.

The different strands and thematic approaches of this field will be based on the perspective of global educational aims, such as cultivation of personal, social, national, State and cultural identity, learning to live together and education for sustainable development.

In KS1 and KS2, students learn about understanding and decision-making, and understanding themselves, society and the world. In KS3 and KS4, social and environmental issues are addressed under the learning area of "Society and environment," either through integrated learning or through such subjects as history, geography and civic education.

In KS5 and KS6, society and environment is taught through specific subjects in general schools (gymnasia)—history, geography, civic education, sociology, psychology, logic and philosophy—emphasizing the development of relevant key competencies.

In KS5 and KS6, learning experiences provided to students in this learning area

in vocational schools will again take place during integrated social subjects, including aspects of civic education, history and geography, and supported by thematic issues.

Through this curriculum area, students will become familiar with values and social norms in a democratic society. They will tackle social phenomena from a historical, sociological, economic, psychological and inter-cultural perspective.

Health and well-being

The learning area of health and well-being enables students to develop knowledge, understanding and skills for their mental, emotional, social and physical health.

This learning area is designed as a way for students to gain knowledge, develop skills, values and behaviours that will help them to cope successfully with the challenges of life at the present time and in the future.

Through this learning area, learners will develop their physical and motor skills, as well as their capacity to communicate and express themselves using their body. They will also be able to develop a sense of care and responsibility for their own well-being and for the well-being of others by adopting healthy lifestyles and being able to avoid different kinds of threatening situations.

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

The learning area health and well-being begins in KS1 and continues to KS6. An integrated approach to physical education and sports, together with health education, is provided in KS1 and KS2, including the encouragement of healthy lifestyles. During KS4 education is provided about avoiding disease and health risks, as well as sexual education. In KS5 reproductive health, family planning and family education will be implemented.

Life and work

The learning area life and work provides challenging activities, which include conducting research, problem-solving, assessing new concepts, skills and materials, and learning about innovatory products with practical applications. Students will develop their creativity and entrepreneurial skills, and will be encouraged to be innovative and creative designers of their future. These are essential attributes bearing in mind that our students will play a significant role in the global economy (becoming competitive in the labour market) and learning about the technological development of the twenty-first century.

The main aim of the learning area life and work is to enable students to become informed, skilled and adaptable adults full of initiative. The learning activities from this curriculum area will be implemented across all curriculum key stages leading to a step-by-step achievement of learning outcomes.

In KS1 and KS2, this learning area focuses on life-skills, handicrafts and home economics. In KS3 to KS6, counselling and career orientation, technology and information, education for work and entrepreneurial education are included.

Starting with KS5 and KS6, the learning area life and work will occupy the majority of the time allocation in vocational schools, bearing in mind that all other learning

areas will be devoted to particular vocations. In reality, the learning area life and work, together with the optional subjects in the curriculum, should compose 60% of the time allocation in these schools, which will be mainly dedicated to learning the profile of a particular occupation.

5.2 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' ages and developmental needs. At this stage, time allocation across different learning areas is provided in percentage terms only, which implies the minimum time allocation for that specific learning area. At a later stage, a more specific time allocation across learning areas for the core curriculum at all levels and key stages will be presented through syllabuses.

TABLE 10: Time allocation for each curriculum area (in percentages)

	ISCED-0		ISCED-1		ISCED-2		ISCED-3	
	KS1		KS2	KS3	KS4	KS5&6 General education	KS5&6 Vocational education and training	
	Pre- primary	Grades 1 & 2						
Languages and communication	33%	38%	33%	25%	27%	20 %	16%	
Arts	17 %	10%	8%	7%	7%	7%	3%	
Mathematics	28%	24%	21%	18%	13%	13%	9%	
Natural sciences	6%	5%	8%	14%	17%	17%	6%	
Society and environment	6%	5%	8%	15%	13%	17%	6%	
Health and well-being	11%	10%	8%	7%	7%	7%	6%	
Life and work	65%	5%	4%	7%	7%	7%	47%	
Optional subjects	6%	5%	8%	7%	10%	13%	6%	
Other activities								

The time allocation from pre-primary grade to completion of KS4 (grade 9) ensures that students will receive a balanced and unified education, which will be assessed through the standardized national examination.

From KS5, students will be able to choose between general (gymnasium) or vocational education. Due to the specific nature of vocational schools (music schools, art schools, etc.), time allocation differs substantially across learning areas at this stage. However, the core curriculum for upper secondary schools will define the basic learning outcomes common to all students completing KS6 (students from general and vocational schools) in order to pass the Matura.

What the core curriculum and the school-based curriculum have in common is that both should enable students to achieve the six key competencies defined in the KCF. Schools should advise students on their choice of options so that they will benefit to the greatest extent from elective subjects; schools will take into consideration their

capacities (staff, premises, community needs, etc.) before deciding on the school-based curriculum. Once a school-based curriculum has been established, it will become compulsory for all students in that school; it will be monitored and assessed on the same criteria as the regular part of the core curriculum. The decision on the school-based curriculum (10–20% of total school time) will take into account several alternatives through which the optional part of the curriculum can be constructed:

additional teaching and learning activities that can help achieve specific competencies (i.e. the majority local language, optional subjects, project work, community service, artistic and sporting activities);

remedial activities for students experiencing learning difficulties in certain subjects;

reinforcement of knowledge, skills and attitudes in certain learning areas;

optional subjects selected from a list of curriculum topics/courses/modules prepared and provided by the MEST;

development of school-specific activities that define a school project (such as the teaching and learning of languages, ICTs, career guidance);

development and implementation of specific curricula related to local circumstances, resources and the needs of the school;

strengthening of career guidance and preparation for life and work.

The last of these statements is especially valid for upper secondary schools, both gymnasias and vocational schools. For vocational schools, it is designed to support the professional specialization undertaken by students. For general schools (gymnasias), it is intended to reinforce the preparation of students for work and post-secondary education.

Types of gymnasias

There are three types of gymnasias at the upper-secondary education level:

Social science and language gymnasias;

Natural science gymnasias;

Specialized gymnasias (artistic, mathematical, linguistic, technical, etc.).

Vocational schools will take advantage of the optional part of the curriculum by allocating 10% of their time to vocational education. This time allocation, along with 50% of the time dedicated for the learning area of life and work, will compose 60% of the time allocated for learning a profession. The remaining percentage of the time allocation is dedicated to other learning areas, which, as much as possible, should be relevant to the chosen profession.

Vocational schools

There are six types of vocational school:

- Agricultural school;
- Technical school (electro-technology, engineering, civil construction, graphic design, communication);
- Medical school;
- Economic and administration school;
- Chemistry-technology school;
- Art school.

School autonomy and the optional part of the curriculum

The ability to allocate time to the optional curriculum gives schools a certain degree of autonomy. However, it should be made clear that this part of the curriculum should also contribute to the achievement of the six competencies as defined in the KCF. Schools must decide about this part of curriculum in collaboration with children, parents and other stakeholders. Schools will develop flexible and innovative study programmes for this part of curriculum that correspond to the needs, context and the best interests of the students and the school.

Since it is the school that proposes on the use of the optional part of the curriculum, it submits the proposed study programme which must be approved by the municipal education directorate and the MEST. This part of the curriculum is monitored, assessed and documented according to the same criteria and principles as all other parts of the curriculum.

MEST will design subject syllabi that will serve as orientation for the school. However, the distribution of time according to subjects and grades for the optional parts of the curriculum will be decided by the school. This will enable a school to organize its staff taking into consideration the actual circumstances of the community in which it is located. School syllabi for the optional part of the curriculum will receive the support from pedagogical services at the central and local levels. Prior to implementation, all syllabi will receive the approval of the responsible educational authorities at the local and central levels.

6. Curriculum documents: what is expected from schools and teachers?

Curriculum documents that facilitate the implementation of the KCF should clearly define what is expected of teachers and schools. Such documents need to be developed and will include the following:

The curriculum for early childhood education (birth–5 years old);

The core curriculum for primary, lower secondary and upper secondary education (gymnasias and vocational schools);

The syllabi for pre-primary to grade 12, covering all individual or integrated subjects for each grade.

Other documents that will facilitate the implementation of the curriculum at the school level include textbooks, additional teaching and learning resources, as well as teaching materials and assessment instruments.

6.1 The hierarchy of Kosovo curriculum documents

TABLE 11: The hierarchy of KCF documents

KOSOVO CURRICULUM FRAMEWORK															
Early childhood curriculum		Core curriculum (CC) for primary education						CC for lower secondary education				CC for upper secondary education ¹			
Birth-3 years	3-5 years	CC of KS1			CC of KS2 Gymnasium curriculum			CC of KS3 VET curriculum		CC of KS4 Gymnasium curriculum		CC of KS5			CC of KS 6
		Sy ² / primary grade	Sy1	Sy2	Sy 3	Sy 4	Sy 5	Sy 6	Sy 7	Sy 8	Sy 9	Sy 10	Sy 11	Sy 10	Sy 11
TEXTBOOKS															
ADDITIONAL TEACHING AND LEARNING RESOURCES															
STUDENT ASSESSMENT INSTRUMENTS															

1. The curriculum for upper secondary education establishes the common standard that all students should achieve at this level across KS5 and KS6. Specific curricula for gymnasias and vocational schools define the learning outcomes within each curriculum area.
2. Sy stands for syllabi

The core curriculum

The core curriculum is the main curriculum document for primary, lower secondary and upper-secondary schools. It covers the main provisions that are set forth by the MEST and are compulsory for all students in Kosovo.

There are two separate systems of learning outcomes under the core curriculum: the learning outcomes for each curriculum key stage define the concrete achievements expected of students upon completion of each of the six curriculum key stages; the learning outcomes for each curriculum area within a curriculum key stage.

Since learning outcomes for each curriculum area permit a holistic integration and approach to teaching specific subjects within a curriculum learning area, the learning out-

comes for each curriculum key stage promote the further integration of curriculum areas in order to develop the six key competencies defined by the KCF. These define the expectations of teachers, educational authorities, parents and society in relation to students' measurable achievements at the end of each curriculum key stage.

Learning outcomes according to curriculum key stages

Learning outcomes for each curriculum key stage, which are expected to be achieved by all students upon completion of that key stage, do not cover everything that students might have learned or should have learned during that particular curriculum key stage. They do express essential achievement—i.e. the requirement to master key competencies upon completion of a particular curriculum key stage.

Learning outcomes for each curriculum key stage reflect what students should necessarily know, be able to do and accomplish upon completion of that key stage. They represent the requirements that allow a smooth transition from one level to the next in the system up to end of compulsory education.

The core curriculum for upper-secondary schools defines the essential learning outcomes that are common to all students attending this level of education. Learning outcomes, according to the curricula for gymnasias and VET schools, will be determined according to the specifics of these two sub-sectors of upper-secondary education.

Learning outcomes according to curriculum areas

Learning outcomes for each curriculum area have an educational and pedagogical function since they aim to:

ensure the linkage between subjects and learning activities to be realized under a particular curriculum area intended to integrate prior knowledge (declarative and procedural), skills and attitudes provided through those subject in general, and fostering integrated learning;

promote a competency-based approach enabling a joint system of learning experiences provided to students in order to develop their "key competencies for the twenty-first century" as defined in the KCF;

ensure a platform for the development of subject curricula;

enable the implementation of new teaching practices at the school level, thus encouraging school-based curricula.

Other components of the core curriculum

The following aspects are also regulated by the core curriculum:

the scope of curriculum areas during curriculum stages;

methodological guidelines for organizing the educational process under each curriculum area during the curriculum key stages;

syllabi that define the time allocation for the subjects across curriculum areas along curriculum key stages;

the progress requirements during formal levels of education, including the minimal requirements for promotion from one curriculum key stage to the next;

criteria and forms of assessment;
recommendations for curriculum management at the school level.

6.3. Subject syllabi

Subject syllabi will be prepared at the school level¹ in compliance with the provisions defined in the core curriculum. The system of learning outcomes (LO) under subject syllabi will define what a student should achieve within each of the subjects and themes/lesson units throughout a grade/school year.

Along with LO, subject syllabi should also contain the following:

- themes/lesson units of respective subjects for each grade;
- methodological guidelines indicating how to develop themes/lesson units within each specific subject;
- the possibility of organizing learning experiences during the school year, including lesson plans that define the distribution of time allocation according to subjects for each grade;
- Teaching materials and other supporting resources.

All curriculum documents should be drafted in compliance with the basic principles of the KCF, which allow:

- the selection of contents that take into account students' prior learning experiences, their interest and potentials;
- the organization of learning activities that are challenging and attractive to all students;
- the organization of learning activities that take into account differences among students (related to different learning styles as well as all other aspects of diversity, including such issues as gender, age, ethnicity, religion, culture and socio-economic background, as well as students with special needs);
- The development of competencies for ongoing learning, life and work;
- inclusive and meaningful education that integrates and reflects interrelations and interdependencies of the world;
- connections between conceptual approaches and practical dimensions, such as the application of knowledge and use of certain skills in the context of solving real-world problems;
- integration into the curriculum of emerging areas, which reflect new developments in society, economy, culture or sciences (such as, information and communication technologies, e-learning, media awareness and life-skills);
- A lifelong learning perspective with special emphasis on the competencies of learning to learn, and the use of new technologies and competencies to evaluate and process information effectively and responsibly.

¹ Bearing in mind the actual level of teacher training, MEST will facilitate the work of schools in drafting the new school-based syllabuses for all subjects within the overall curriculum reform process. The drafting process for new syllabi will start after a detailed qualitative review of existing syllabi, involving teachers, parents, students and the local community. While drafting new syllabi, detailed guidelines and instruments for the review process of the syllabi will be prepared immediately following the development of the core curriculum. This process will begin only after a detailed analysis of feedback on needs assessment for change.

7. The student assessment system

During the evaluation process, the progress and level of achievement of learning outcomes defined by the core curriculum and subject syllabi will be evaluated. The system of learning outcomes defined by the curriculum system of Kosovo is presented in Table 12.

TABLE 12: The system of learning outcomes in Kosovo

Hierarchy of curriculum documents	System of learning outcomes
Kosovo Curriculum Framework	Key learning outcomes, which express the required level of achievement of the six key competencies upon completion of pre-university education.
Core curriculum for curriculum Key Stages 1–6	Learning outcomes, which express the required level of achievement of the six key competencies upon completion of each curriculum key stage. Learning outcomes for each curriculum area during a curriculum key stages.
Subject syllabi	Subject learning outcomes according to subjects for each grade.

7.1 Internal assessment

Internal assessment should enable all students to affirm their level of knowledge acquisition, and the development of their skills and attitudes through assignments and tasks at different levels of complexity, including:

- the breadth and depth of their acquired learning;
- their readiness to respond to challenges at the designated level of learning outcomes and to progress to more challenging learning;
- their ability to apply learning in new circumstances.

The application of this assessment based on competencies defined by the KCF will enable teachers and schools to be more accurate and confident in evaluating students' achievement at all levels of education.

Student assessment at the classroom level

The aims of assessment at the classroom level are as follows:

- planning remedial work for students;
- assessing achievement;
- identifying students' talents/gifts.

Assessment at the classroom level includes formative assessment throughout the school year, final assessment (upon completion of a school year) and summative assessment (upon completion of a curriculum key stage)

Formative assessment, in addition to other non-formal methods of assessment during the entire learning process, consists of an assessment rating scale using the award of marks from 0 to 5.

- **Mark 1:** insufficient performance in completing a given assignment;
- **Mark 2:** sufficient performance in completing a given assignment;
- **Mark 3:** good performance in completing a given assignment;
- **Mark 4:** very good and acceptable performance in completing a given assignment;
- **Mark 5:** excellent and original performance in completing a given assignment.

This scale is used to assess every situation in which a student is required to complete an assignment given by his/her teacher and it is recorded in the grade diary or in a register kept by the teacher/school. The main reference for the learning-to-learn assessment is to be found within specific learning outcomes defined in school syllabi (see learning outcomes according to subjects and thematic issues presented in Table 12).

Final assessment occurs at the end of each school year and reflects the level of a student's performance during the whole year.²

The description of a summative assessment scale is as follows:

- **Mark D:** average performance during a school year at assessment level 2 (2.00 – 2.49);
- **Mark C:** average performance during a school year at assessment level 3 (2.50 – 3.49);
- **Mark B:** average performance during a school year at assessment level 4 (3.50 – 4.49);
- **Mark A:** average performance during a school year at assessment level 5 (4.50 – 5.00).

At the end of a school year corresponding to the completion of a curriculum key stage (grades 2, 5, 7, 9, 11 and 12), a conclusive marking occurs in addition to a final marking assessment.

In the case of conclusive marking, the average mark does not derive from the mark recorded in the diary during the period covered by a certain curriculum key stage, but is based on the list of learning outcomes for the learning areas defined by the core curriculum (see learning outcomes according to learning areas presented in Table 12).

In such a case, the achievement level of learning outcomes within a learning area is recorded for each student.³ Achievement assessment of each learning outcome is based on an assessment scale of 1 to 6. This type of assessment is carried out by a team of teachers, who have each covered different aspects of a learning area.⁴ The conclusive mark for a certain learning area upon completion of a curriculum key stage (conclusive mark A, B, C or D) derives from the arithmetical average taken from the assessment of learning outcomes achievement.

Students who have reached levels A, B, C or D continue to the next grade/stage level. However, students who have only reached level D continue to the next grade/stage level with remedial programmes in learning areas/subjects/modules where they have performed below assessment level 2. Those who do not even reach level D repeat the school year again.

² Detailed guidelines related to the final marking process are provided in the core curriculum of certain educational levels.

³ Relevant forms for the assessment of learning outcomes for each learning area upon completion of a curriculum key stage will be provided in the core curriculum.

⁴ Detailed guidelines related to the organization of summative assessments will be provided in the core curriculum for the relevant level.

In students' grade books and in the diploma issued upon completion of a school level, only conclusive marks and the results of standardized evaluations will be recorded.

Assessment at school level

School-level assessment refers to the level of a student's achievement in mastering key competencies, expressed under the core curriculum through essential learning outcomes realised upon completion of each curriculum key stage.

The result is recorded in the student's grade book, as well as in the certificate issued upon completion of each consecutive formal level of education.

This type of assessment is organized by municipal authorities and the school itself in order to self-evaluate the quality of the education provided at the school level, as well as to plan measures to ensure the minimum required level for all students to reach the key competencies.

Assessing the achievement of essential learning outcomes (see learning outcomes according to curriculum key stages presented in Table 12) is carried out for each student by a team of teachers, who have been working with the students during the assessment period covered.⁵ All data processed at school level, including the planning measures for additional work with students, are to be submitted to the municipal educational authority.

7.2 External assessment

External assessment of students' achievement is organized by the central educational authorities in order to verify the situation and the level of the quality of education and of the assessment at school, municipal or State level.

External assessment is carried out:

- in order to verify the quality of assessment at classroom, school or municipal level;
- in order to standardize the assessment at the national level;
- for research purposes;
- in order to use the results.

Standardized State/national assessments are organized upon completion of grades 5, 9 and 12. State/national assessments are focused on measuring the level of achievement in mastering the key competencies.

State assessment at the end of grade 5 refers to the level of achievement in mastering the key competencies expressed in the core curriculum through learning outcomes for the curriculum key stage. This assessment serves the needs of the central and municipal authorities to monitor students' achievement results.

Standardized assessment at the end of grade 9 refers to the level of achievement in mastering the key competencies expressed in the core curriculum through the learning outcomes for the curriculum key stage. This assessment determines clear criteria for the required level of achievement in order to transit to the next educational level, specifically to upper-secondary schools.

⁵ Relevant forms for the assessment of achievement of the six key competencies upon completion of the curriculum key stage will be provided under the core curriculum.

Standardized assessment at the end of grade 12, through the State Matura examination, aims to measure the level of achievement in mastering the key competencies expressed through learning outcomes for the curriculum key stage, as well as through

the main learning outcomes in the KCF. This assessment defines clear criteria for:

- the required level of achievement in order to obtain the upper-secondary school diploma;
- the required level of achievement for enrolment at university.

Students who successfully complete the Matura examination obtain a diploma.

Students completing grade 12 in vocational schools can also take the Matura⁶ examination, so that their level of achievement in mastering the key competencies can be recorded.

In addition to the Matura examination, students of vocational schools will also master the competencies foreseen for certain professions. Therefore, the vocational final exam will be taken at the end of grade 12 in vocational schools. This is a semi-external examination, which is administered by the school and the municipal educational authorities. Based on the results of this examination, students are qualified for a specific profession (level 4 of the National Qualification Framework). Equipped with this diploma, students will have the opportunity:

of entering the labour market;

of continuing their post-secondary non-university education in upper secondary vocational schools (ISCED-4).

Qualifications (competencies) achieved through different forms of non-formal and informal education will be recognized within the formal education system following recognition and accreditation procedures to be assigned by the National Qualification Authority.

TABLE 13: The hierarchy of curriculum documents, the system of learning outcomes and the type of assessment

Hierarchy of curriculum documents	System of learning outcomes	Type of assessment
Kosovo Curriculum Framework	Main learning outcomes, which express the required level of achievement of the key competencies upon completion of pre-university education.	State assessment upon completion of upper-secondary school “Matura Diploma”

Core curriculum for the Curriculum Key Stages 1-6	Essential learning outcomes, which express the required level of achievement of the key competencies upon completion of each curriculum key stage.	Assessment at school level "School certificate" Professional diploma ¹
	Learning outcomes for each curriculum area during a curriculum key stage.	Final assessment at grade level. Student's "grade book"
Subject syllabi	Learning outcomes according to subjects for each grade.	Final assessment "Mark certificate" Formative assessment "Student's portfolio"

1. Upon completion of their education in vocational schools, students obtain a vocational diploma as envisaged in the KCF for vocational education.



**IMPLEMENTATION OF THE
CURRICULUM FRAMEWORK**

2

1. The role of the school: ensuring a sympathetic environment for the development of competencies

The Kosovo Curriculum Framework (KCF) provides a greater level of autonomy for the school to plan and carry out the curriculum, taking into consideration the specific nature of its teaching staff, the school infrastructure and other characteristics of the community where the school is situated. As such, it enables each school to create its own identity in the best interests of its students and the locality where it functions.

Schools are expected to review carefully the strengths and weaknesses of each of their teachers so that they better organize the educational process. Teachers are expected to use greater flexibility to plan and use a wide range of teaching methodologies suitable for an interactive and individualized approach to students aimed at achieving the predefined learning outcomes.

TABLE 14: Opportunities and requirements of the curriculum

Key stakeholders in the teaching and learning process	New opportunities/requirements of the curriculum
The learner	<ul style="list-style-type: none"> • Is aware of the learning objectives and expected learning outcomes; • Monitors his/her progress against expected outcomes and carries out continuous self-assessment; • Participates in important decisions about organizing school activities related to students' health, security and well-being, as well as the overall functioning of the school.
The teacher	<ul style="list-style-type: none"> • Uses a wide range of methods adapted to the learner's situation, needs, interests and potentials; • Selects relevant content for the students taking into account the connections between learning areas and subjects, and promotes integrated learning; • Encourages students to broaden their horizons and be responsible when facing different challenges and opportunities in life, learning and work; • During the entire learning process with students, makes sure to include issues and learning experiences that contribute to the development of the six key competencies; • Participates in the development of school-based syllabi and learning materials in compliance with the principle of school autonomy; • Identifies problems and difficulties, as well as students' aptitude to learn, and provides appropriate individualized support to students; • Organizes supplementary and additional teaching based on the final assessment of students' achievement (upon completion of the school year); • Applies formative assessment in order to provide students with ongoing feedback on their progress or lack of it, as well as providing them with guidance, motivation and further support; • Communicates openly with parents and involves them in supporting students' progress; • Engages in teamwork and collaborates with his/her colleagues to jointly plan and share learning experiences, the assessment of students' progress and their achievement at the end of a curriculum key stage.

Curriculum Framework for Pre-University Education in the Republic of Kosovo

<p>Professional services (pedagogical, psychological, social services, etc.)</p>	<ul style="list-style-type: none"> • Supervise continuously the performance of the educational personnel; identify their needs and provide the necessary professional support; • Ensure necessary co-operation between teachers in their joint planning of learning experiences; • Provide advice to the school management staff in their planning and in the recruitment of teachers • Identify the need to hire external experts for the school; • Identify the possibilities of using other public services for an effective implementation of the new curriculum; • Record continuously the school's progress in the implementation of the curriculum, as well as its challenges and school-based solutions; • Organize the assessment of student achievement upon completion of curriculum key stages and, in co-operation with the educational personnel, plan supporting programmes (remedial and additional teaching) at the school level; • Manage the process of sharing experiences between different schools.
<p>The school director</p>	<ul style="list-style-type: none"> • Ensures that the school is a learner-friendly, safe, pleasant and enabling learning environment; • Ensures constant enhancement of the quality of education and teachers' accountability at school; • Ensures that the overall school culture and the atmosphere in the classroom contribute to nurturing values and attitudes defined in the core curriculum; • Provides for differentiated learning and choice in the context of both curricular and extra-curricular activities; • Manages effectively the increased autonomy and flexibility to plan and carry out the implementation of the curriculum in line with the specific nature of the staff, the school infrastructure and other local characteristics where the school functions; • Works, in collaboration with stakeholders, towards developing a clear school concept, including a school vision and mission, as well as the means that the school intends to employ to enhance the quality, equity and accountability of its educational services; • Engages in exchanging the best practices, challenges and identified solutions during the process of implementation the curriculum; • Enables the school to collaborate with other children's services in order to help students overcome learning difficulties and other learning barriers to school attendance; • Applies the principle of school democracy through the involvement of students, parents and other educational stakeholders in the process of decision-making at classroom and school level; • Ensures that school rules and procedures are clear and transparent; • Ensures that accountability towards the stakeholders, community and educational authorities is respected.

Students' council	<ul style="list-style-type: none"> • Reflects upon overall performance of the school and the teaching staff, the school environment and other issues related to students' well-being and safety; • Shares its concerns, requirements and students' recommendations with the governing board, school director and other local education authorities.
Parents' council	<ul style="list-style-type: none"> • Monitors the school environment, as well as the overall performance of the school and teachers; • Shares parents' concerns, requests and recommendations with the governing board and local educational authorities.
Governing board	<ul style="list-style-type: none"> • Approves school-based syllabi and sends them for further review and adoption by the educational authorities; • Reviews and approves annual teaching plans prepared at the school level; • Proposes extra-curricular activities; • Reviews and approves the school's proposals to use the optional part of the curriculum and extra-curricular activities; • Reviews and approves the list of textbooks and other educational materials; • Exercises its functions in relation to the use of the school budget; • Hires the educational personnel, management staff and support staff for the school; • Sets the school rules.

During the preparatory activities for the implementation of the new curriculum, all schools prepare three-year school development plans prior to their involvement in the implementation process. These development plans will be submitted to the relevant municipal education directorate for approval.

The initial school development plans will include the following:

- A detailed background of the school in relation to the new curriculum requirements, with an emphasis on:
- the school infrastructure;
- the teaching staff;
- school professional services;
- management staff;
- teaching aids.

Defining the measurement indicators (three-year development plan) to ensure the necessary capacity-building at the school in order to meet the requirements of the new curriculum.

2. The development of new teaching and learning resources supporting the development of competencies

From a student-centred and competency-based perspective, it is important that teaching and learning materials and 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 alone. Access to and use of a wide range of learning resources to plan and realize learning in the classroom will eliminate rote memorization and provide the possibility of learning to learn.

Teachers should use learning resources that encourage and promote acquisition of the relevant knowledge, and the development of skills, values and attitudes leading to the gradual acquisition of the key competences. That is to say that, regardless of the achievement level, key competencies, essential learning outcomes (ELOs), core curriculum learning outcomes, curriculum areas learning outcomes, learning outcomes of syllabuses/different thematic units, a variety of learning resources may be used rather than a single book, such as:

- alternative subject textbooks within a curriculum area;
- materials created by teachers themselves for different thematic issues;
- ready-made resources from available Internet web sites;
- e-learning platforms;
- e-libraries;
- different resources from daily life (catalogues, guides, etc.).

Regardless of their format and purpose (i.e. educational software; experimental kits, or other materials), learning resources must comply with the basic principles of the KCF, encouraging:

- teaching and learning that provides a balanced acquisition of knowledge, and the development of higher-order intellectual skills and attitudes;
- the application of interactive teaching methods and assessment procedures that address higher-order intellectual skills, including creativity and independent problem-solving;
- the promotion of positive values, principles and experiences, such as human rights, social justice and inclusion;
- the avoidance of prejudices and stereotypes, discriminatory attitudes, hatred and violence;
- relevant and appropriate activities for assessment and self-assessment, as well as activities facilitating the development of learning-to-learn competencies;
- connections with other subjects and curriculum areas across curriculum key stages/levels.

The MEST will look for more sustainable financial alternatives regarding textbooks, as well as for more suitable competitive policies between publishers and textbook writers so that high-quality learning resources based on standards are developed. In this context, the manner of publishing textbooks/learning resources, and the procurement and supply of textbooks will change to correspond to the requirements of the new curriculum.

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.

Teachers should use these learning resource centres to enrich their teaching materials and methods.

Teachers, students and stakeholders are also encouraged to engage actively in producing customized learning resources in compliance with legal provisions and taking into account their context, learning needs and students' interests.⁷ Students, teachers and other educational stakeholders should also collaborate in producing resources for e-learning using the resources of ICTs.

Students with learning difficulties will be provided with appropriate individualized learning resources based on their particular needs.

⁷ For instance, the outcomes of student project work could become a valuable learning resource for different classes. Teachers, in turn, can develop customized resource folders (portfolios/kits) for different topics by drawing on newspapers, magazines, specialized literature or handouts for student activities.

3. The implementation of the KCF

In order to create a sustainable foundation for the implementation of the Kosovo Curriculum Framework (KCF), the following should be ensured:

the preparation of documents;

the complete readiness of the school system and individual schools so as to be able to undertake the implementation of the new curriculum;

capacity-building of school management staff and teachers for the implementation of the new curriculum, including their continuous professional training.

The KCF will be implemented gradually through the joint efforts of the MEST, the municipal education directorates, schools and other collaborative partners at central and municipal levels.

The implementation plan of the core curriculum consists of two phases:

the preparatory phase for the implementation of the KCF;

the actual implementation phase.

Full implementation of the new curriculum can be considered accomplished only when: schools are engaged in an ongoing process to improve their teaching and learning methods so as to increase their students' level of achievement;

schools and municipal education directorates are engaged in an ongoing process of data gathering and analysis, and documentation of the challenges and solutions encountered when introducing the curriculum requirements;

MEST monitors the fulfilment of curriculum requirements at the State level as a basis for revision and updating programme policies in the field of education, as well as ensuring institutional support;

MEST develops teachers' norms and pedagogical documentation;

the school infrastructure is adapted and reorganized in order to implement the KCF standards.

3.1 Preparatory phase for the implementation of the KCF

The preparatory phase aims at ensuring that all of the necessary preconditions for the implementation of the KCF are fulfilled, including:

- drafting and approval of the complete package of curriculum documents;
- development and approval of the complete package of sub-sector supporting policies for the implementation of the curriculum;
- preparation of textbooks and other school resources;
- development of new pedagogical documentation needed at the school level;
- preparation of pilot municipalities/schools for the first phase of implementation;
- implementation of the State curriculum in pilot schools.

Drafting of the complete package of curriculum documents

- Development and publication of the Kosovo core curriculum for primary, lower secondary and upper-secondary education (gymnasia and vocational schools);
- Development and publication of the early childhood curriculum;
- Development and approval of new school-based syllabi in compliance with the new curriculum requirements.

Development of the complete package of sub-sector supporting policies

- Continuous development of professional policies and practices;
- Adoption of school development policies and practices, including standards for the school infrastructure;
- Central and local institutional development policies and practices dealing with school administration and management;
- Development of teaching and learning resources, policies and practices (including textbooks);
- Adoption of student assessment policies and practices.

Development and testing of textbooks and new school resources

- Revision of existing textbooks with reference to the new curriculum requirements and new standards for textbooks;
- Development of new sample teaching and learning materials to be used in pilot schools;
- Development of teachers' guidebooks on the use of existing textbooks to meet the requirements of the new curriculum, as well as providing teacher training in using them in pilot schools.

Development of new pedagogical documents for schools

- Revision and development of new pedagogical documents for schools

Preparing pilot municipalities/schools for the first phase

- Development of guidebooks/manuals about curriculum implementation for municipal education directorates and school administration, teaching and professional staff;
- Preparation of school development plans in pilot schools and securing funds for their implementation;
- Building the capacities of municipal education directorates to play their role in improving school attendance, the level of students' achievement, as well as improving the effective use of physical, financial and human resources in compliance with the opportunities provided by the new curriculum;
- Development of standards of professional practice for school management, and capacity-building for the role and activities of management staff in pilot schools, such as:

- ensuring a child-friendly, safe and secure environment;
- enhancing the quality, equity and accountability of teachers;
- developing a clear school profile that reflects the characteristics of the school personnel, infrastructure, community and environment where the school functions, by providing differentiated opportunities to students to master key competencies;
- applying the principles of school democracy through the involvement of students, parents and other educational stakeholders in the process of decision-making at classroom and school level;
- providing equal access to information and learning resources for all students in compliance with equity and non-discriminatory principles;
- applying the principles of inclusive education by respecting the diversity of students' needs and possibilities;
- Building the capacities of all teaching staff in pilot schools so as to be able to include student-centred learning and competency-based approaches in:
 - organizing students' learning experiences;
 - assessing their achievement level;
 - preparing, selecting and using learning resources.
 - Establishing professional services;
- Developing an information and consultation campaign about the changes envisaged in the new curriculum for pre-university education reaching all stakeholders (students, parents, civil society, the business community, etc).

Implementation of the curriculum in lead schools

The curriculum will be initially implemented in pilot schools selected by MEST in consultation with municipal education directorates. The teaching and management staff of lead schools will be supported by professional services.

The implementation phase in lead schools includes activities, such as: Implementation of the core curriculum in some selected schools in the country based on:

- supporting sub-sectoral policies;
- the implementation guidelines;
- Monitoring sessions, continuous professional development and training for municipal education directorates (MEDs), school management and teachers during the entire implementation process of the curriculum in lead municipalities;
- Creation of networks for:
 - exchanging experiences between lead schools;
 - sharing best experiences between lead schools and other schools as a preparatory step for the next phase;
 - sharing experiences between MEDs;
 - continuous communication between lead schools, MEDs and all stakeholders;
- Development of syllabi based on the core curriculum;
- Gradual creation, publication and distribution of new textbooks and other learning materials;

- Preparing all MEDs and schools for the full implementation phase;
- building the capacities of and hiring professional staff for pedagogical counselling at the municipal level;
- capacity-building of school management throughout Kosovo;
- preparation of school development plans and securing funds for their implementation;
- building the capacities of teaching staff throughout Kosovo schools;
- establishment of professional services in all schools;
- introduction of other necessary measures to ensure the readiness of schools for implementation.
- If some aspects of the KCF are identified as non-functional in practice during the pilot phase, then recommendation for change or later revision will be provided.

3.2 Gradual implementation of the full curriculum

The complete package of the KCF consists of:

- subject syllabi developed for a curriculum key stage or grade;
- relevant teaching and learning resources for students (including textbooks or other types of resources, i.e. educational software, learning modules, etc.)

The development and gradual implementation of the curriculum package can be represented as in Table 15.

TABLE 15: Development and implementation of the KCF

ACTIVITIES	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI	Phase VII
Development of subject syllabi developed for each curriculum key stage or grade	Pre-primary Grade 6 Grade 10	Grade 1 Grade 7 Grade 11	Grade 2 Grade 8 Grade 10	Grade 3 Grade 9	Grade 4	Grade 5	
Relevant teaching and learning materials	Pre-primary Grade 6 Grade 10	Grade 1 Grade 7 Grade 11	Grade 2 Grade 8 Grade 12	Grade 3 Grade 9	Grade 4	Grade 5	
Implementation of the full package		Pre-primary Grade 6 Grade 10	Grade 1 Grade 7 Grade 11	Grade 2 Grade 8 Grade 12	Grade 3 Grade 9	Grade 4	Grade 5

Annex 1: Glossary of the KCF

TERM	EXPLANATION	EQUIVALENT TERMS
Accountability	A concept of ethics and governance (including ethical governance in schools) is the acknowledgement and assumption of responsibility for decisions, actions and their consequences. It is related to the expectation for rendering accounts to stakeholders.	
Assessment	The process of gathering information and making judgements about a student's achievement or performance	
Assessment for learning	It aims to support students in achieving the key competencies by showing them where they are in relation to expected learning outcomes. It aims to make the students participants in defining learning outcomes and success criteria, as well as personal indicators of success. Students learn what they should do to achieve those predefined learning outcomes and how they will achieve them.	Formative assessment
Assessment methodology	The strategies and activities employed, normally by teachers (internal assessment) or by specialized agencies (external assessment), to gauge a student's achievement or performance.	
Assessment of learning	The gathering of valid, reliable and comparable evidences in order to assess student's progress in learning (that is, their achievement in various curriculum/subject areas and their mastery of key competences).	Summative assessment
Attitudes	Internal position toward people, facts, phenomena, actions, beliefs and situations; internal readiness to act.	Readiness
Basic education	The years of schooling considered necessary to reach a minimum standard of mastery for key competencies.	It usually covers compulsory education.
Block teaching	An innovative way of allocating time for learning by defining more compact periods of time for subjects/learning units instead of weekly periods spread throughout the whole school year (for instance, teaching a subject during a single semester of six weeks instead of weekly classes distributed throughout the school year). It can be applied especially to 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 educational goals, and develop certain competencies in students (i.e. work education or technology; personal development; life skills; social studies).	

Child-friendly environment	Learning environments that are friendly, rights-based, inclusive, healthy and protective for all children. They also involve powerful relationships between families/ community and schools.	See UNICEF framework for rights-based, child-friendly education systems and schools.
Classroom-based assessment	Regular assessment performed by teachers in their classrooms as part of their normal teaching and learning strategies. It provides immediate and continuous feedback related to students' achievements and teaching and learning issues.	
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 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 (also routines, patterns of thinking, behaviours).
Compulsory education	The duration of schooling considered obligatory by law and (usually) is free of charge for children and their families. Compulsory education in Kosovo includes: primary, lower-secondary and upper-secondary education (ISCED-1, -2 and -3).	
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, and interactions and contexts. Learning needs to make sense (to be meaningful) to learners in order to be effective.	Sh: Gasjet konstruktiviste
Contact period	The time traditionally allocated for the (regular/periodic) systematic interaction between teachers and students in the context of subjects, learning units and/or lessons.	
Core curriculum	Common requirement for all students in terms of key competencies, common subjects and general orientations.	
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 of subjects. Common examples include peace education, human rights and citizenship education, gender issues, communication skills and intercultural education.	Cross-cutting themes

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” (resulting from classroom interactions) and “effective curriculum” (what students actually learn).	Curricula (pl.)
Curriculum area	<p>A broad category of learning, often grouping traditionally discrete but related subjects to facilitate knowledge, skills, values and attitudes.</p> <p>Grouping of specific subjects in a curriculum area takes into account their particular contribution to the development of students in compliance with the general and specific aims of the schools. It also takes into account a multi- and interdisciplinary approach to implementing cross-cutting issues.</p>	
Curriculum framework	<p>A set of policies, regulations, directions and guidelines central for curriculum development and implementation that governs the development of syllabi 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).</p>	
Curriculum key stages	<p>Certain stages through which the curriculum is employed at different educational levels and grades. Periods that have common characteristics for the development of children, curriculum requirements, and teaching and learning approaches for the development and enhancement of students’ learning. In the Kosovo Curriculum Framework, key stages are designed to ensure:</p> <ul style="list-style-type: none"> - more transparency and accuracy in defining educational aims and assignments; - specific guidance for the organization of the educational process across curriculum stages, with special emphasis in methodology and assessment techniques; - new challenges related to students’ development and specific objectives in each of the curriculum key stages. 	
Curriculum policy	<p>Formal decisions made by the government or the educational authorities that have a direct or significant bearing on the development of the curriculum. These decisions are normally recorded in official government documents.</p>	
Curriculum structure	<p>The way in which the curriculum of any system is organized, 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.</p>	

Curriculum system	The body of curriculum provisions and documents through which teachers and stakeholders are given guidance related to why, what, how and to what extent students should learn. The curriculum system usually consists of education laws, curriculum frameworks, subject curricula, standard assessment, school textbooks and other teaching and learning resources.	
Diagnostic assessment	Assessment which usually is implemented at the start of the learning process and focuses on the identification of the strength and weaknesses of students, and the support they need to overcome various learning difficulties.	
Differentiated instruction	Differentiated instruction implies the creation of multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and apply concepts as a part of the daily learning process. It allows students to take responsibility and ownership over their learning and allows for peer teaching and learning.	
Effective curriculum	What students really learn in terms of knowledge, attitudes and skills.	Realized curricula
E-learning	Learning based on the use of new information and communication technologies, which aims at enhancing access to information as well as their effective use in the context of distance learning activities through networks.	
Elective curriculum	Curriculum/subject areas that students can choose based on their interest, talents and needs.	
Enhanced teaching and learning time	Allocation of more time for teaching and learning to acquire specific knowledge, skills and attitudes in order to obtain more profound learning and attitudes.	
Entrepreneurship education	In its narrower meaning, it aims at preparing children and young people to undertake an entrepreneurial role in the economy, i.e. to create their businesses. In its broader meaning, it aims to equip children and young people with entrepreneurial skills, such as taking initiative, decision-making, risk-taking, leadership, management and organizational skills.	
Environment for holistic learning	Such as a learning organization that invites students to use simultaneously their intellectual, emotional and motor-sensory abilities.	
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 organized sport.	
Formal curriculum	Learning provisions and experiences provided to students within formal education. The formal curriculum serves as the basis for a socially-recognized certificate or diploma.	Intended/official/compulsory curriculum

Formal education	The hierarchically structured, chronologically graded education system, running from primary school through to university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and vocational training. Results achieved and qualifications obtained through formal education are recognized socially through the provision of a certificate or diploma.	
Formative assessment	A classroom-based assessment which is employed by teachers in order to support and enhance students' attainment during a certain period. It regards learning as a process and not only as a result (see also Assessment for learning, with which it is related).	
General education (schools)	General students' achievement and development of a broad area of knowledge, skills and attitudes that are linked to the curriculum/subject areas, as well as to work and life.	
Hidden curriculum	Beliefs, attitudes and skills that students have or develop through their personal experiences. The hidden curriculum may or may not be in compliance with the official/compulsory curriculum.	
Holistic and comprehensive learning	Learning that integrates academic aspects with students' development, addressing phenomena as a whole by emphasizing the interrelationship of natural, social and personal dimensions and processes.	See also "integrated learning"
Holistic development	Harmonized development/progress in all dimensions, that is of intellectual, emotional and motor-sensory aspects.	A whole person development approach
Inclusive education	Inclusive education tries to address the learning needs of all children with special focus on those who are marginalized and segregated. It implies that all students, with or without disabilities, are able to learn together in common pre-school environments, in schools and other community-based educational environments supported by suitable networks of professional services.	
Informal education	Acquisition and development of knowledge, skills and attitudes from daily experiences, outside of formal and non-formal educational environments, and due to the lack of a systematic and intended learning processes.	
Information and communication technologies (ICT)	New instruments and processes that provide access to information, and enable their processing as well as their communication using electronic devices, such as computers, TV, Internet or other digital devices.	
Integrated learning	Learning that reflects and points to the links/connections and inter-links/inter-connections in individual and social life (human activities), nature and knowledge.	Holistic and comprehensive learning
Interactive classroom	An educational environment at classroom level based on constant sharing of experiences between teachers and students through research activities, problem-solving and real work.	

Interactive teaching and learning	The 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 to basic education might be referred to as “basic competencies”.	Generic, transversal or overarching competencies
Knowledge	Factual concepts and information and their interrelation (e.g. structures and patterns) related to natural and artificial environments, people and society, culture and economy, and a worldview. Declarative knowledge points out the “what”, while procedural knowledge is concerned with the “how”.	
Knowledge-based economy and society	A society and economy in which knowledge becomes the primary source of development and progress (especially through the Internet, e-learning and other technology-mediated processes).	
Learner-centredness	The philosophy and practice of rethinking teaching and learning (as well as the curriculum) from the perspective of learners’ needs, situations and contexts.	
Learning	The process of obtaining, absorbing and developing new knowledge, skills, values and attitudes that are integrated with pre-existing structures, while they constitute the 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 and processes through which students acquire/develop knowledge, skills, values and attitudes.	
Learning potential	Potential situations and processes that foster students’ learning.	
Learning outcomes	Statements describing what students should know, believe, value and be able to do when they complete their formal education. Outcomes should be expressed in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.	Outcomes Student competencies Student results Student achievements
Learning resource	Reference to and support for student learning, including textbooks, educational software, experimental kits, atlases, dictionaries, workbooks, etc.	
Lifelong learning	Equipping students with the necessary competencies so that they become successful lifelong learners.	
Life-skills	Skills that 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 (of four years duration in Kosovo — ISCED 2)	
Meaningful learning	In contrast to rote memorization, it leads to development of conceptual networks (i.e. mind maps) that may be applied in various situations and enable creativity and problem-solving. From the constructivist point of view, it also refers to learning that is meaningful to students (i.e. it is interrelated to their personal experiences and oriented to practice and real work).	
Multi-layer identity concept	Understanding the identity as a complex result of predefined factors and other developing factors due to exposure and participation of individuals and groups of different cultures in the context of the current phenomenon of globalization.	
Multiple intelligences	Influential contemporary theory of intelligence and personality (Gardner) stating that specific intelligences can be detected in the brain instead of just a general or generic intelligence, usually defined as capacity to solve problems effectively. It had important consequences for curriculum development and implementation, especially through the concept of child- or learner-centred approaches and the “whole person” model of learning and development. So far, eight multiple intelligences have been identified: linguistic; logical-mathematical; spatial; bodily-kinaesthetic; musical; interpersonal; intrapersonal; naturalistic. In addition to these eight multiple-intelligences, existential/spiritual/moral intelligences have also been mentioned.	
Non-formal education	Any organized educational activity outside the established formal system. Therefore, non-formal education can be held within or outside educational institutions and serves different age groups. It may include educational programmes that address literacy for adults, basic education for drop-out children, life-skills, work skills and general culture. Non-formal education programmes do not necessarily follow the “graded” education system and they can vary in duration. Certificates may or may not be awarded at the end of successfully achieved learning goals.	
Optional curriculum	The optional part of the curriculum that reflects those subjects and curricular activities defined at school level.	School-based curriculum
Peer assessment	Type of assessment when students assess other students’ work (it may be both formative and summative).	
Peer education	Educational process based on sharing of information, knowledge and experiences among peers who act as learning resource persons or mentors.	
Peer teaching peer	The practice where students assume the role of the teacher in the school environment with the aim of sharing their knowledge and skills with other students.	

Predictive assessment	An assessment that aims at predicting potential failures and successes in the development of students so that effective programmes are recommended for their progress, as well as appropriate additional actions in case of lack of expected learning.	
Primary education	The first period or cycle of education in Kosovo of five years duration, including one pre-primary grade (ISCED-1)	
Progression of sustainable development	Learning based on effective integration of prior learning in the new system of knowledge, skills and attitudes.	
School autonomy	Autonomy given to schools to manage their financial resources (public or private funding), to manage their human resources (school principals, teaching staff and non-teaching staff), as well as to take decisions at the school level including the assessment system (accountability) of schools in relation to this autonomy.	
School-based curriculum (or institutional-based curriculum)	The part of curriculum that is defined at school (or institution) level.	
Secondary education	The second period or cycle of schooling, often divided into lower and upper phases (ISCED-2 and -3).	
Selective assessment	An assessment that aims at grouping and/or selecting students in compliance with certain success criteria (e.g. selection of talented students for science or arts classes; a selection of students who will be admitted in various schools of upper-secondary education).	
Self-assessment	Self-assessment of students about their achievements and their problems in learning. Similar to peer assessment, it is based on higher-order intellectual skills that students use to assess their learning as a process and as a result.	
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.	Community service-based learning
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 development that involves periodic repetition of knowledge, skills and attitudes interrelated with curriculum/subject areas in the context of newer, broader and more complex learning experiences. It serves as the consolidation of prior learning and addresses new learning contents more deeply.	

Standard	<p>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), environments (environmental standards).</p> <p>2. The level of achievement or performance that is expected from students if they are to be awarded particular results.</p>	
Subject	A discrete learning discipline (such as mathematics or history).	
Summative assessment	A type of assessment that summarizes students' achievement and learning outcomes over a certain period of time.	
Sustainable learning	Learning related to and in the service of the sustainable development of society, the economy and the environment.	
Syllabus	A document describing the learning objectives, learning outcomes and content related to a specific subject. Modern syllabuses also provide guidance on its implementation, including relevant teaching and assessment methodologies.	Programme of study in/for a certain subject
Teaching	Activities employed to foster students' learning using a wide range of methods adapted to different 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 ensures time allocation for project work and more interactive teaching and learning.	
Values	What people appreciate as guiding principles and as their main reference for their choices and behaviours.	
Vocational education and training	Education and training that enables students to obtain working skills and professional qualifications for certain professions, together with the achievement of key competencies as defined by the curriculum framework.	

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