



UNMIK



IPVQ

INSTITUCIONET E PËRKOHSHME TË VETËQEVERISJES
PROVISIONAL INSTITUTIONS OF SELF-GOVERNMENT
PRIVREMENE INSTITUCIJE SAMOUPRAVLANJA

QEVERIA E KOSOVËS - GOVERNMENT OF KOSOVO - VLADA KOSOVA

MINISTRIA E ARSIMIT, SHKENCËS DHE TEKNOLOGJISË
MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY
MINISTARSTVO ZA OBRAZOVANJE, NAUKU I TEHNOLOGIJU

ACTION STRATEGY

CURRICULUM DEVELOPMENT

INTRODUCTION:

Development of reforms in education in Kosovo is a necessity with purpose to move towards positive changes in education and the latest world technology. Transition in education system and changes in curriculum development in general, affect in the development of the personality of young people in Kosovo. By development of the new curriculum we aim to fulfill students needs in accordance with their interests towards a better perspective.

Through new changes in education system, new curriculum in Kosovo, subject curricula and plan program development, MEST will enable cultivation and development of knowledge, culture, social life and job market for children, youth and whole people of Kosovo.

Development of curriculum will enable children to be integrated on time in modern teaching process and new teaching methodology and life long learning.

For the development of Curriculum Framework, MEST was supported financially and professionally by leading agencies as: UNICEF, GTZ, World Bank, UNESCO-IBE etc. It is necessary to be supported by those and other agencies on development of curriculum and subject curricula, so any assistance for development of this process is useful and welcome.

Education system in Kosovo 1989 to 1999

Until 1989, Kosovo had decision making power in all aspects of the education process: legislation, school curriculum, languages of instruction, textbooks and teacher training. In 1989 this autonomy was revoked. The Yugoslav government introduced a new exclusively Serbian language curriculum. Many Kosovar Albanian teachers were dismissed and a broad movement to boycott the official system began.

In 1990, Kosovar Albanians developed a parallel system of governance in Kosovo. Likewise Kosovar Albanian children attended "parallel schools" either in existing school buildings or in private houses. The system was self-supported by Kosovar Albanians at home and abroad with more than 267,000 pupils being taught by 14,000 primary teachers up until the 1999 crisis. Payment of teachers was irregular with teachers often working for little or no pay.

During this decade Kosovo Albanians had no access to training programmes, or to new ideas and methodologies being tried and tested across the world. Consequently the quality of education deteriorated. Under the parallel system, Kosovo-Albanian children followed a curriculum adapted from the ex-FRY curriculum with Kosovo specificities and additions from Albania. To this day Kosovo-Albanian children continue studying under this curriculum, while Serbian and Turkish children follow the curriculum approved by Belgrade.

The situation deteriorated rapidly with the expansion of the armed resistance of the Kosovo Liberation Army (KLA) against Serbian rule reaching a peak in February 1998 when the first massacres of civilians occurred. In March 1999, after failure of the Rambouillet peace conference, NATO started the 74-day bombing campaign. As many as 800,000 refugees fled Kosovo to neighboring countries. By mid-June the NATO intervention had succeeded in pushing the Serbian forces out of Kosovo and within just a few weeks almost all Kosovo-Albanian refugees returned although it is estimated that as many as 250,000

Kosovo-Serbs and members of other Serbian speaking communities such as Roma have still not come back.

Since June 1999 Kosovo has been administered by the United Nations backed by a NATO protection force (KFOR) under UN Security Council Resolution 1244/99. The UN Administration (UNMIK) is headed by a Special Representative of the Secretary General or SRSG. In November 2001 multiethnic general elections were successfully held and there is now a Kosovo Government that is gradually taking over more and more responsibility from UNMIK. The Government is a provisional one officially entitled the Provisional Institutions of Self-Government or PISG. It has been given 3 years to prove that self-government by Kosovars can be effective and can meet the requirements of UNSCR 1244, especially with regard to human rights and multi-ethnicity. The all-important issue of final political status for Kosovo remains to be resolved.

Reconstruction and rehabilitation

Immediately following the 1999 conflict, UNICEF in conjunction with nine international NGOs, conducted a comprehensive assessment of the physical condition of 1,034 (out of the total number of 1,211) school buildings. The results showed that 800 were either completely destroyed or very badly damaged. Many others needed repair to buildings and to water and sanitation systems. By April 2000, more than 50 international organizations, as well as KFOR, had committed themselves to repair and rehabilitate over 870 school buildings. For UNICEF's part, by mid 2002, in partnership with a number of international NGOs, 22 totally destroyed primary schools had been re-constructed, a further 26 schools repaired, and water and sanitation facilities upgraded in 92 more. UNICEF also funded the provision of school furniture, classroom equipment and supplies, as well as individual students' kits.

As part of the post-war recovery effort, UNICEF focused on assisting the UN administration and local authorities to organized the first school year after the 1999 crisis. The new school year started as planned on 4 September 2000 with 289,000 children enrolled in primary school and 83,000 enrolled in secondary school. The start of the 2000 school year on time, in a normal setting and with the appropriate materials, helped children to build upon a growing sense of normality after the traumatic experiences many had suffered.

UNICEF as education "lead agency" for UNMIK

Once UNMIK was set up it instituted a system of "lead agencies" among some of the main international bodies present in Kosovo. UNICEF was designated lead agency in education with special responsibility for the areas of curriculum development and early childhood education.

Education reform

The reform process began under UNMIK. Legislation was drafted to increase the years of compulsory education from 8 to 9 by lowering the starting age from 7 to 6 and introducing a new 9th grade. This would make primary education (grades 1 through 5) and lower secondary education (grades 6 through 9) compulsory, with optional upper secondary being grades 10 through 12. This reflects the European standard education structure of 5:4:3 years per education level.

Between the end of 2000 and beginning of 2002, UNICEF supported the development of a **new curriculum framework**. Until then Kosovo had used an outdated, mainly prescriptive, top-down curriculum that relied on rote learning and allowed for little or no participation on the part of the pupils. It was agreed that this had to change and, most importantly, the curriculum needed to be a unifying curriculum that would be acceptable to Kosovars from all ethnic communities. The new framework preserved valuable features from the old curriculum while including elements from modern education systems around the world. It reflects cultural and linguistic diversity and aims to improve the quality and equity of education services for all. New developments in the arts and sciences, democratic developments in society and new trends in the labour market are taken into account as well as including sport, art, music and life skills as an integral part of a child's education.

At the same time the Canadian Government initiated a programme of **in-service teacher training** under its Kosovo Educator Development Project or KEDP which began to introduce modern methods of interactive teaching and learning into the classroom.

In March 2002 a new Kosovar Government was appointed with 10 Ministries, among them the Ministry of Education, Science and Technology (MEST). The responsibility

for the education sector was taken over by the Ministry although still supported by UNMIK international advisers.

Once the PISG had been established, UNICEF ceased to be the lead agency for education but, at the invitation of the new Minister, did continue to be the lead support agency for curriculum development and for early childhood education policy and programmers.

The new Ministry reviewed and revised the draft legislation and the Education Law was passed in mid-2002, making the first nine years of education compulsory. The 9th grade curriculum was rapidly drafted so that it could be applied with the new 2002/2003 school year.

1. Priorities:

Ministry of Education, Science, and Technology give a special priority to the education reforms and development of curricula. Through new changes in education, new curriculum of Kosova, subjects' curricula and development of curriculum, MEST will enable to children, young people, and all people of Kosova the cultivation and development of knowledge, culture, social life and labor market.

- Implementation of new curricula will enable pupils for integration on time in the course of modern study, and new methodology of teaching and learning.
- Teacher information and training enables a successful implementation of new curriculum and the changes in education in Kosova.
- Expansion of subjects program contents, and proposals for changes from pre-school to the grade 13.
- Decision of standards content, achievement according to the levels: Primary school (1-5, Secondary Low education (6-9), and Secondary Higher education (10-12 or 13).
- Development of curricula for pre-school, and education curricula for 1-13 grades.
- Implementation of texts book, and other educational sources from the 1-3 grades.
- Teacher Training.

- Development of national Test at the end of each level 9, 5, 12, 13.
- Administration of national Test.

Evaluation

2. Curriculum Development

Having completed the new curriculum framework during 2001, UNICEF worked with UNMIK on drawing up a comprehensive agreement with Ljubljana University in Slovenia for developing the content of subject curricula within the overall framework. In March 2002 a three-day workshop was organized in Kosovo with the participation of 12 experts from Slovenia and the curriculum team from the Ministry. The workshop served to exchange views on the education sectors in Kosovo and Slovenia and to agree on the strategy and methodology for developing the new Kosovo curriculum. In order to compare education systems, a set of curricular documents were provided, translated into Albanian and placed on the internet for easy reference by the national curriculum team, education specialists and teachers throughout Kosovo.

Once the new Kosovo Ministry of Education was established and the new Minister had had a chance to review the proposed strategy for curriculum development he made some modifications. He expanded the national curriculum team to ensure future continuity and included experts not just from Slovenia but from other European countries also.

In April 2002, eight Kosovo educators including two members of the national curriculum team participated in an international seminar on curriculum development held in Ljubljana organized by the South East European Educational Cooperation Network. The visit also provided an opportunity for the Kosovo's to hold further discussions with their Slovenian counterparts.

Shortly after this, in early July 2002 the new Education Law was passed by Parliament and, as noted earlier, it then became an urgent task to draft a 9th grade curriculum in time for the 2002/3 school year starting in September. This was largely done by the national curriculum team working on their own.

Based on Curriculum framework of Kosovo, in the chart below is given a review of

number of subjects according to grades, which will be later used to help us to assign subject experts who will compile subject curricula.

Number of subjects for grade I-XII
(Derived from New Kosovo Curriculum Framework chart)

SUBJECTS**	Primary school					Secondary school				Upper sec. school			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII*
Mother tongue	x	x	x	x	x	x	x	x	x	x	x	x	x
Albanian lang. for students of non-albanian communities													
First foreign language - English			x	x	x	x	x	x	x	x	x	x	x
Math	x	x	x	x	x	x	x	x	x	x	x	x	x
Human and nature			x	x	x								
Civic education			x	x	x	x	x	x	x	x	x	x	x
History				x	x	x	x	x	x	x	x	x	x
Music	x	x	x	x	x	x	x	x	x	x	x	x	x
Fine arts	x	x	x	x	x	x	x	x	x	x	x	x	x
Hand craft	x	x	x	x	x								
Physical education, sports and health courses	x	x	x	x	x	x	x	x	x	x	x	x	x
Biology						x	x	x	x	x	x	x	x
Physics						x	x	x	x	x	x	x	x
Chemistry							x	x	x	x	x	x	x
Geography						x	x	x	x	x	x	x	x
Domestic economy, and education for entrepreneur							x	x					
Technology (including IT)						x	x	x	x	x	x	x	x
Geology											x		
Astronomy												x	
Social studies										x			
Second foreign language						x	x	x	x	x	x	x	x
One classic language										x			
Economy											x		
Logic												x	
Psychology											x		
Sociology												x	
Philosophy											x		
Social and juridical subject (*)									x				
Basis of technique (*)									x				
TOTAL:	6	6	9	10	10	13	14	14	16	18	17	17	14

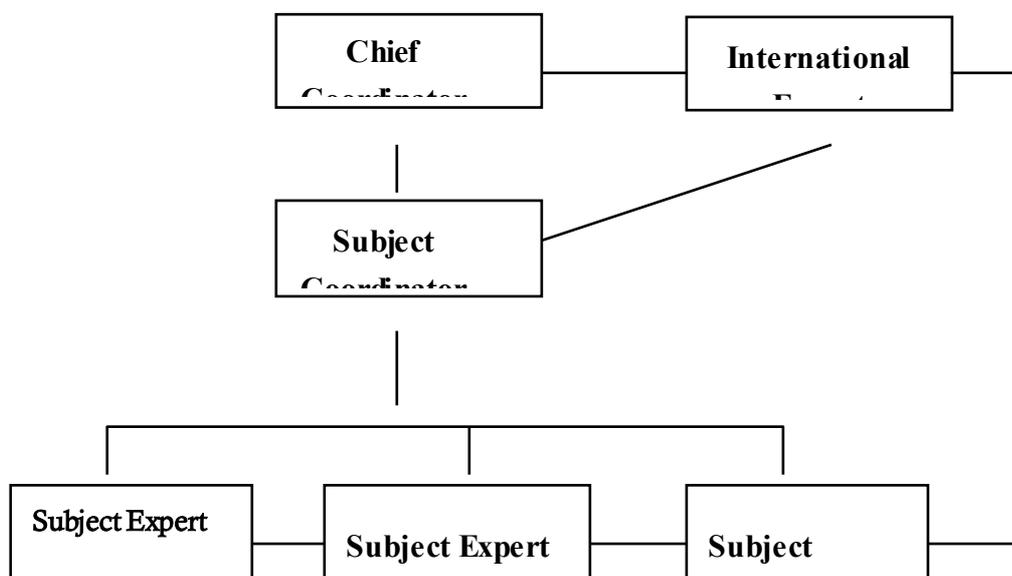
(*) In future will remain as selective subjects

Establishment of local experts groups, coordinators and international experts

Local experts who will compile subject curricula according to levels and curriculum according to certain grades and certain subjects will be selected in accordance with determined professional criteria and their experience.

Structure of expert's group for one subject will be:

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From work groups of each subject is expected a good cooperation in order to have a final work as a result of a mutual consensus. Teams of subject experts are separated according to levels (1-5), (6-9) and (10-12/13). Since the continuity and logics between curriculum contents must be established these teams must work together when it is needed to review and propose changes from first grade until twelfth grade. Teams of experts should also work together, especially when we have to do with the same approach to general objectives, standards and methodologies. Because of correlation and sub curricula issues of the education content in different subjects, teams need to inter communicate.

The prepared material should be given to the coordinator of teams in electronic version, hard copy written in computer, font size 12, font type Times New Roman, page A4, which will be handed to main coordinator on the defined date according to action plan.

The collected material will be prepared for print and will be published as a summary of all curricula, but it will be printed also in particularity for each subject.

Duties of coordinators and experts

Ministry of Education, Science and Technology has defined duties and obligations for coordinators and subject experts.

1. Duties and obligations of coordinators

The role of coordinator is:

- To propose duties and obligations for experts' teams for curriculum development
- To monitor the work of curriculum development team and to help them in such activities
- To coordinate the cooperation between members of groups, to help them in solving dilemmas and in consensus achievement between members of groups
- To coordinate the cooperation between international experts and teams of local experts
- To monitor time and deadlines for development of activities according to the planned dynamics
- To overlook the results of experts' work and to present those results

2. Duties and obligations of local experts

- Analysis of the existing curricula (1-12 or 13)
- Analysis (comparison) of the curriculum of different states (at least three states)
- Presentation of different ideas for structure and content of the curriculum (for respective levels and grades/respective subjects)
- Outgiving of duties and responsibilities inside the team (according to the agreement)

- Harmonization of experts' thoughts inside the team about the existing curriculum and proposals for changes
- Observance of deadlines in the action plan about the development of activities
- Respect general orientations of the New Curriculum Framework of Kosova, regarding goals and objectives of educational system in Kosovo, and also regarding skills, knowledge and qualities that must be developed for students.
- Determination of contents' and negotiability's standards
- New subject curricula must appropriate students' general and special skills.
- New content of curricula to provide knowledge, skills, qualities, attitudes, up date behavior and balanced deeds.
- New subject curricula to enable teachers dealing in creative way with organization of curriculum, by stimulating them to contribute personally as developers of curriculum and teaching tools.

Hand in of finished materials it's going to be in hard copy (font size 12) and with floppy disc or CD. Experts are obligated to give methodological instructions for teaching and learning. They must give instructions also about implementation of curricula and for the literature that must be used.

Duties of international experts

From international experts it is requested:

1. In the initial phase of the project, to lead the Team in creation of Scope and Sequence including 12 grades for a specific subject
 - 1.1 To bring in the initial meetings one or more examples of Scope and Sequence used in organizations other than Kosova
 - 1.2 To guide the discussion on what possibility and rank would be suitable for Kosova
 - 1.3 To guide the discussion on the curriculum of Kosova and its differences with proposed Scope and Sequence
 - 1.4 To identify changes that should be made in the curriculum of Kosova appending the compiled Scope and Sequence

- 1.5 To provide the draft in English, hard copy of the proposed Scope and Sequence, in which the curriculum elements stated in the New Curriculum Framework of Kosova are directed to:
- A proposed name for the curriculum
 - Philosophy and meditation of subject
 - Scope and Sequence of the general and specific results for each point from 12 grades
 - Main competences (knowledge, skills and attitudes)
 - Relations between other curricular fields, where they are applicable
 - References to over curricular issues such as personal education, education for democratic state, education for employer, health, environment, ITC (Informative Technology and Communication) and media education since they can apply to the subject with review

Decision for project management

The Head of Curriculum Division will appoint curriculum official (now called as Project Manager), which will be in charge of project. Project manager must be a curriculum official, who has done the review and evaluation of different needs.

The role of Manager will be:

1. To search and inform for all needed issues the Evaluation Council and development teams
2. To supervise curriculum development through the activities such as participating and leading of all meetings of Experts' Council and development teams and cooperation with other agencies and groups
3. To organize review, development, evaluation and public consultations
4. To supervise and organize the selection and development of aiding sources for teaching
5. To monitor, supervise and use the results of every field, to test them, aiming to improve the curriculum
6. To work with Standards and Evaluation Team, at that time when the review of standards and instruments of evaluation is needed to be done
7. To work with the Teachers' training Service to make sure that teachers are ready for reforms

8. Prepares plan for implementation of curriculum

The subject curricula are going to have this structure:

- Introduction. The role of subject in students' development;
- General aims/goals
- General and specific objectives
- Relationship with other subjects – inter curricular aspects
- References to curricular issues such as life skills, personal education, education for civic democracy, education for employer, health, environment, ITC (Informative Technology and Communication), media education etc.
- Main skills and abilities
- Mapping of content
- Methodological instructions and orientation for an independent work
- Negotiability standards
- Evaluation

The curriculum document may also include:

- Illustrative examples
- Other important elements for a clear communication of curriculums' goals

The process of inside evaluation of the Ministry for approval and evaluation of the curriculum demands these questions:

- Are the essential competences (knowledge, skills and attitudes) directed in the right way in curricula and teaching?
- Are the curriculum and the way of teaching suitable for physical, intellectual, cultural and emotional skills of students of that age and level?
- Is the curriculum dedicated to students with special needs (e.g. with later understanding or those that have bigger skills than the others)?
- Is the curriculum compatible with the governmental policy about the uptake of respect and understanding the diversity of kosovar culture?
- Do the curriculum and the way of teaching promote tolerance and good understanding?

- Is there any articulation (relevance) between classes (levels) in secondary education and labor- market
- Is it relevant with other curricula where the results might be common and similar?
- Is the gender issue treated in the curriculum and teaching?
- Are the inter-curricular and inter-subjects objectives processed in harmony with the New Curriculum Framework of Kosova (life skills, education for democracy, , health, environment, ITC (Informative Technology and Communication) and education for employer)?
- Are there clear orientations for standards, evaluation issues, way of teaching and methodological instructions?

Evaluation is going to be done by Council of Experts for Curriculum and Textbooks. Deadline for comments, proposals, feedback, to the project manager should be enough in order to have a reflection and propose possible changes.

3. Project Strategy and Activities

Curriculum Development Phases for Kosovo

ACTIVITIES	Phase I 2002/3	Phase II 2003/4	Phase III 2004/5	Phase IV 2005/6	PhaseV 2006/7	Phase VI 2007/8
Development of subject curricula maps according to levels	1-5, 6-9, 10-11/12					
Development of plan programs according to grades	1, 6, 10	2, 7, 11 Pre- primary	3, 8, 12	4, 9, 13	5	
Implementation of teaching plan programs according to grades	9	1, 6, 10	2, 7, 11 Pre- primary	3, 8, 12	4, 9, 13	5
Development of textbooks and other resources	9	1, 6, 10	2, 7, 11 Pre- primary	3, 8, 12	4, 9, 13	5
Reviewing, analysing and finalizing of subject curricula according to levels	KKRK	1-5, 6-9, 10-11/12	1-5, 6-9, 10-11/12	1-5, 6-9, 10-11/12	1-5, 6-9, 10-11/12	1-5, 6-9, 10-11/12
Teachers training	July – Decembe r	July- December	July- December	July- Decembe r	July- Decembe r	July- Decembe r

Phase I (year 2002 – 2003):

- Finalization of New Kosovo Curriculum Framework
- Implementation of subject plan program in grade 9
- Development of textbooks and other teaching resources for grade 9.
- Development of subject curricula maps (Scope and Sequence) for levels:
 1. Primary school 1-5
 2. Secondary school 6 – 9
 3. Upper secondary school 10 -12/13
- Development of teaching plan programs for grades: 1, 6 and 10.

Subject curricula for grades 1, 6 and 10 were completed. This process was developed in two phases. The first phase was characterized by reviewing and analyzing subject curricula (Scope and Sequence) of all levels; 1-5, 6-9, 10-13, identifying contents' standards and achievable standards , while the second phase included subject curricula development for the grades 1, 6 and 10 and review and analysis of the situation in the preschool education.

December 2003 – May 2004: The national curriculum team finalized subject curricula for the next grades (2, 7, 11 and pre-school) to be introduced in the school year 2004/5, the Kosovo Serb and Goran team will feel confident enough to participate in the workshops in Pristine as integral members of the team. These grades would then have a unified and acceptable curriculum from the outset.

UNICEF Supported 5 national consultants to ensure that the cross-cutting issues: human rights, gender equity, non-discrimination, life skills and environment are incorporated across the curriculum. These consultants will be expected to provide materials and best practices from a number of European countries, advice on content and methodology for incorporating cross-cutting issues and participate in all the seminars and workshops. The Ministry supported the 170 or more members of the national curriculum team.

- **May – August 2004:** the Ministry will work with CIDA and other donors to produce the textbooks and teaching aids needed for the new curricula as well as undertake teacher training with the new subject materials ready for the start of the school year in September.
- **October 2004 – March 2005:** The curriculum team, now unified with approximately 15 K-Serbs and 3 Gorani educators, will work with the team of international advisers on subject curricula for grades 3, 8 and 12 for introduction in the school year 2005/6.
- **April – September 2005:** production of textbooks and teaching aids plus teacher training.
- **October 2005 – March 2006:** Then finally curricula for grades 4 and 5 will be developed and grade 9 will be reviewed and revised so that it is properly integrated into the overall new curriculum.
- **April – July 2006:** textbook and teaching aid production and teacher training.

- **During 2006:** The whole pre-school, primary and secondary curricula will be reviewed and revised to ensure smooth transition from one grade to the next and to incorporate any modifications resulting from lessons learned by teachers and pupils during implementation of the new curricula.
- Endorsement will be sought from the Belgrade government to accept the unified curriculum so that all children in Kosovo, regardless of their ethnic background, can benefit from equal educational opportunities.

BUDGET:

For development of subject curricula in the long term strategy

Note: Herein budget for development of textbooks and other resources (professional instruction for teachers, material in CD-s etc) is not planed.

Phase I 2002/3		Phase II 2003/4		Phase III 2004/5		Phase IV 2005/6		Phase V 2006/7		Phase VI 2007/8	
Class I	155 700 □	II	171270 €	III	188397€	IV	207236€	V	227959€		
VI	171 800 □	VII	188980 €	VIII	207878€	IX	228665€				
X*	413 880 □	XI*	455268 €	XII*	500793€	XIII*	550872€				
X**	272 750 □	XI**	300025 €	XII**	330025€	XIII**	363027€				
T.C. D.	122 500 □	T.C. D.	134750 €	T.C. D.	148223€	T.C. D.	163045€	T.C. D.	179349€	T.C. D.	197284€
TOTAL:	1136 630€	T.	1 250293€	T.	1375318€	T.	151284€	T.	407308€	T.	197284€

TOTAL: 5 897 678 €

Instead of closure:

In this part we are giving an introduction of the main activities for curriculum development, trainings, evaluations and textbook for preschool education., primary education, lower and upper education (for five types of gymnasiums). These activities will be realized by the experts of local and international institutions under the observation of MEST. National test, setting the standards and evaluation will be part of the process and will be developed parallel according to the dynamic as was planned.

One part of the training for teachers in the process will be developed by the local and international NGO under the monitoring of MEST.

MAIN AIMS AND ACTIVITIES	GOALS AND POLICIES OF MEST	PRIORITY ACTIVITIES	DEVELOPMENT PHASES AND APPLICATION
<p>Development of reforms in the education process of Kosova is a necessity of time, with determined goals to go further with positive changes in the education and the new world technology. With curriculum development the goal is to fulfill needs of the students in correspondence with their interest toward better perspective</p> <p>For curriculum development on the subject fields are engaged few experts from different subject profiles. In this process are involved UNICEF office in Kosova, world bank and the liaison offices of the west countries, USA and Canada.</p> <p>Are engaged also few</p>	<p>MEST specific priority gives to reforms in education and curriculum development. Through new changes in education, new curriculum of Kosova, subject curricula and curriculum development, MEST will make possibilities for students and all population in Kosova to cultivate and gain knowledge, social life and labor market .</p> <p>-Implementation of new curriculum will give the students possibility to integrate in the time, in the process of modern education and to the new methodology for teaching and learning</p> <p>- Information and training of the teachers enables successful</p>	<p>Standards of content and achievements in the subjects For levels (1 – 5, 6 – 9, 10 – 11 ore 13).</p> <p>Curriculum development for preschoolers and subject curriculum according to levels 1,2,3 and classes 1 – 5, 6-9 and 10-13.</p> <p>Implementation of curriculum for grades 1 – 13th .</p> <p>Development of textbooks and other sources from grade 1 – 13.</p> <p>Teacher training</p> <p>Development of national test fro grades 9,5,12,13.</p>	<p>In the process of curriculum development is involved a number of experts local and international. Each year directly in this process are taking part 200 local experts15 international experts. In this process are taking part few contributors. Process is developed in 6 phases:</p> <p>Phase I: Development of curriculum Level 1,2,3 and grades 1,6,10 implementation of I gr 9, development of textbooks, development of the test for grade9 and teacher training for grades 1,6,10; Development of training</p> <p>Phase II: develop. Of curric. For grades 2,7,11, development of tests for gr. 1,6,10, teacher training fro grades 2,7,11, development of test for grade 9;</p> <p>Phase III: development of curr.gr.13,8,12, dev. Of textbooks for gr. 2,7,11,teacher training for gr. 3,8,12, testing of students for</p>

<p>international experts (Slovenia, England, Canada) During the curriculum development there are some challenges and difficulties, ex. Financial state of MEST, schools and teachers. Disregard of the reasonable teachers requests which indicate in deferring of the process.</p>	<p>implementation of the new curriculum and changes in the process of education in Kosova.</p>	<p>Administration of national test Analyzing the results of national test and drafting the standards for evaluation and assessment</p>	<p>gr. 9;</p> <p>Phase IV: development of curr. For gr. 4,9,13, dev. Of textbooks for gr 3,8,12, teacher training for gr 4,9,13. testing of students for gr. 9,12;</p> <p>Phase V. development of curr. For gr. 5, dev. Of textbooks for gr 4,9,13, teacher training for gr V, testing of students for gr. 9,12,13;</p> <p>Phase VI: Full implementation of subject curriculum, development of textbooks for grade 5. teacher training and development of test for grades 5,9,12,13</p>
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BUDGET:

List of priority actions	List of priority action	SPECIFICATION	2003/2004 EVALUATION	2004/2005 EVALUATION	2005/2006 EVALUATION	2006/2007 EVALUATION
A) Development of curricula	Development of curricula, level 1,2,3,, and 1,6,10,grade, implementation 1, 9 grade. - Development of curricula, grade 2,7,11 - Development of curricula, grade 3,8,12 - Development of curricula, grade 4,9,13. - Development of curricula, grade 5	2. Consume Specification 2.1 STAFF 2.2 EQUIPMENT 2.3 Services	BUDGET A) Development of curricula 768 600 □	BUDGET A) Development of curricula 883 200 □	BUDGET A Development of curricula 1 015 680 □	BUDGET A) Development of curricula 1 168 032 □
B) Development of teacher Training	- Teacher Training for grade 1,6,10 - Teacher Training for grade 2,7,11 - Teacher Training for grade 3,8,12 - Teacher Training for grade 4,9,13 - Teacher Training for grade V - Test in grades 9 - Test in grades 9,12 - Test in grades 9,12,13 - Test in grades 5,9,12,13	2.4Edition I/ Translation / Publication 2.5 TRAINING 2.6 Reserve expenses 2.7.EVALUATION	B) Training 518 000 □ D) Test: 165 560 □	B) Training: 559 570 □ D) Test: 190 300	B) Training: 643 500 □ D) Test: 218 840 □	B) Training: 740 025 □ D) Test: 251 666 □
C) Zhvillimi i testimit	- Test of educational for the grade 9 -Development of Texts for the grade 1,6,10 - Development of school texts book for the grade 2,7,11 - Development of texts books for the grade 3,8,12	2.8. Texts Book (Only for compulsory education)	TOTAL: 1 452 168 □ Grade (I,VI,IX) 3 305 690	TOTAL: 1 633 070 □ Grade (II, VII) 2 048 268	TOTAL: 1 878 020 □ Grade (III, VIII) 2 472 761	TOTAL: 2 159 723 □ Grade (IV,VI,IX) 3 563 807
D) Zhvillimi I teksteve dhe buimeve tjera mësimore	- Development of texts book for the grade 4,9,13,5					