

## **PROJECT TITLE**

‘Inter-Ministerial and Stakeholder Working Group on Curriculum review and contextualisation for basic education in rural areas’

## **PURPOSE OF THE PROJECT**

In 2004, a Strategy for Education for Rural People (ERP) was developed (by MEST and MAFRD) with stakeholder participation. It highlighted a number of problems and challenges facing ERP, especially in rural primary schools (grades 1-9).

The first priority for assistance to implement the Strategy, as identified by MEST, is for help with adapting and strengthening the curriculum for basic education in rural areas – especially for grades 6-9.

It is important for schooling to equip young people with learning experiences relevant to life (and making a living) in rural areas and within that context, that young people gain an awareness of their democratic rights and responsibilities.

The purpose of this project, which is funded by the OSCE in co-operation with MEST, is:

**‘to bring together various Ministries, municipal authorities, organisations and local education institutions (rural schools and their communities) into a Working Group, with the task of reviewing and making recommendations to MEST for adjustments in the curricula at primary level (grades 6-9) to ensure that what is being taught is relevant to the needs of rural learners’.**

## **PROJECT ACTIVITIES**

Over the period March to September 2005, a series of three two-day workshops for the Working Group will be held in Pristina and in Lipjan Municipality.

## **PROJECT OUTPUTS**

Through capacity and institution building measures for policy makers, managers, teachers and community members, this project will enhance the effectiveness of implementation of the Strategy for Education for Rural People. In particular it will achieve the following outputs:

- **Increased awareness and motivation amongst teachers, communities and PISG officials (MEST)** about more relevant learning experiences for children in rural schools; **and enhanced civic education components therein.**
- Increased **capacity of the key actors to support and guide participatory curriculum development** in rural schools, and provide more effective and relevant learning experiences for rural children;
- Increased **collaboration between (central and local) key actors** involved in capacity building (education and training) for rural development;
- An improved system and process for reviewing and modifying (contextualising) the curriculum which is participatory and which meets the learning needs of rural children and enhances awareness of rights and responsibilities in that context.