

Enhancing Education:

Report on the Reviewing Process of the Textbooks for Compulsory Education (Phase 1)





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1. Introduction: textbooks and the quality of learning

In today's rapidly evolving world, the quality of education plays a pivotal role in equipping students with the necessary knowledge, skills, and attitudes needed for a successful career. Important in this educational journey are the textbooks that serve as key learning resources for students across the school subjects and grade levels. This report seeks to address an essential question in relation to this fact: How can textbooks be enhanced to better meet the educational needs of students in compulsory education? By examining the current challenges and opportunities in textbook content and design, this report aims to offer evidence-based recommendations for policymakers, educators, and textbook publishers.

The report is divided into three sections, which include a brief presentation of the process of reviewing the textbooks for Albanian language and Mathematics in compulsory education by expert teams, an analysis of the current state of these textbooks, and a set of recommendations derived from the entire process.

We hope that policymakers, educators, and stakeholders actively engage with the findings of this report and use them as a catalyst for positive change. Through collaborative efforts, we can pave the way for a brighter future, where textbooks are not just learning tools, but invaluable resources that inspire, challenge, and nurture the minds of the next generation.

1.1. The quality of learning and its relationship with textbooks

Although there is no universally accepted definition of education quality, there are often common denominators. According to the *2005 EFA Global Monitoring Report*¹, the first denominator refers to the learners' cognitive development as the major explicit objective of all education systems. Therefore, the success with which educational systems achieve this is one indicator of their quality. The second denominator emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

The issue of quality learning applies to all aspects and dimensions of education, namely:

- Quality of inputs (such as teachers, curricula, textbooks, facilities, and assessment systems)
- Quality of processes (such as teaching and learning processes, and processes of developing curricula and textbooks)
- Quality of outputs (i.e. learning outcomes/student competencies, the broader impact of education on individual and social development).

As we can see, textbooks are involved, directly or indirectly, in all these dimensions. Textbooks continue to have an important role in teaching and learning all over the world, presenting teachers and students with the official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviours of experts/authors in those fields. As

¹ UNESCO, EFA Global Monitoring Report 2005: Education for All – The Quality Imperative <https://www.right-to-education.org/resource/efa-global-monitoring-report-2005-education-all-%E2%80%93-quality-imperative>

Shannon (2010) details, textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them².

Textbooks are very often the only learning resource that teachers and students use. In many countries, textbooks still effectively drive teaching and learning, instead of being used as one possible resource among others. Even more, the messages that textbooks deliver have a powerful impact on learners (especially in the early years) and on society more broadly. Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also through their design, visual elements, pedagogical approach, and other aspects. Therefore, the quality of textbooks in a country may influence, in the long term, the quality of life and development in that country. Consequently, the role of textbooks is of major importance in society.

The issue of textbooks is of high interest in Kosovo, compared to many other European countries. This is partially explained by the teachers having relied on textbooks seen as a universal resource for learning and teaching. Because of their heavy impact on a population of more than 230,000 students and teachers in compulsory education, not including the parents, textbooks represent an important issue for debate among politicians, trade unions, and the large public.

In the public space, there is a continuous concern about the quality of school textbooks. Although informal discussions about the quality of these textbooks are frequent, professional analyses concerning the quality of textbooks are relatively few.

1.2. Rationale for the textbook review

The purpose of MESTI is to enhance a quality-based, accountable education and training system, in line with the best international practices in the field of education. To achieve this aim, MESTI has started processes of reviewing and revising the school textbooks.

The current legislation foresees ongoing review and revision of current textbooks. Nevertheless, the textbook evaluation process was sporadic, randomly based, and with quite a superficial impact. Thus, for example, the National Audit Office of Kosovo analysed the review of the existing textbooks, which was performed in 2015³. A brief overview of this report shows that among other aspects:

- Suggestions provided by teachers have highlighted grammatical errors in the textbooks or the textbooks were in general too theoretical and hard to understand. Despite this, the authors of the textbooks concerned have done very little analysis of their own to determine what additional improvements should be done to their textbooks. In addition, according to the Textbook Council members, the results

² Shannon, P. (2010). Textbook Development and Selection in International Encyclopedia of Education (Third Edition), p. 397-402, Elsevier, ISBN 9780080448947

³ National Audit Office, Kosovo (2016). Audit Report. Document No: 21.4.9-2015/16-08. The Review Process of Textbooks, Pristina.

of questionnaires filled out by teachers have not met their expectations, as they did not address the real needs and did not suggest meaningful improvements in textbooks.

- The average amount of changes made to textbooks of three publishing houses was 8%. During the audit, the evaluators found that, in certain textbooks, there only a few words were revised, and only some spelling corrections were made.
- The composition and qualifications of members that reviewed the textbooks, especially for science subjects, were not fully adequate, because of identified conflicts of interest.

As a result, this review process has not resulted in the elimination of textbooks' substantial deficiencies but only of some technical ones, and did not succeed to address deep, substantive problems.

Another analysis undertaken in 2018⁴ stressed the following shortcomings in textbooks based on collecting data from focus groups with teachers: lack of relevance and compliance with the new curriculum; overload (with topics, text, facts, formulas); content of incorrect facts and not well defined concepts; lack of balance in the width and depth of topic explanation; lack of multiple perspective in explaining topics; inadequate and inconsistent structure of the content; lack of reference to additional resources for additional information; non-compliance with the cognitive level of students; lack of reference/connection to relate to the previous information and experience of students; lack of inter-curricular correlation; lack of expected results at the beginning of each unit/subject and success criteria at the end of each unit; inability to flexibly use the text according to different learning abilities and styles; focus on information/facts and reproduction; inadequate, non-functional and non-attractive illustrations for the student. This report may constitute a source of information for further textbook analyses.

A few reports have focused on the gender aspects reflected in the textbooks. Thus, according to the analysis conducted for high school textbooks by the *Youth Initiative for Human Rights* (YIHR) in 2017, over 100 formulations were found of discriminatory and exclusionary language⁵. Another study, developed by Kosovo Education Center (KEC) in 2021 within a European project⁶ concludes, among other aspects, that textbook analysis in terms of gender revealed stereotyping of gender roles.

There is therefore a need for deeper analyses, which reflect to what extent textbooks avoid biases of all kinds, such as those identified by Blumberg (2007, p. 52–54):

- Invisibility (complete or relative exclusion from a group)
- Stereotyping (unfair assignment of characteristics to a group, at the cost of individual attributes and differences)
- Imbalance and selectivity (presenting only one interpretation of an issue, situation, or group of people)
- Unreality (ignoring unpleasant aspects in favour of flattering ones)

⁴ Boshtrakaj, L., Rraci, E., Bajrami, K. (2018). Quality of textbooks in Kosovo. KEEN.

⁵ Gjuha diskriminuese në tekstet shkollore-Analizë e teksteve shkollore të nivelit të mesëm të lartë, YIHR, Prishtinë, 2017.

⁶ KEC (2021). Evaluation of the implementation of Kosovo education strategic plan 2017 – 2021. Insufficient achievement.

- Fragmentation and isolation (presenting non-dominant groups as peripheral members of society)
- Cosmetic bias (things seemed to have been ‘corrected’/‘improved’ in books, but bias persists in different ways; cosmetic biases reflect in fact superficial changes, such as in the case of textbooks that seem to address women’s participation in, and contribution to society, however by associating them merely with secondary or supportive roles)⁷.

More recent research (2022) conducted by the *Kosovo Pedagogical Institute* records opinions of third-grade teachers and eighth-grade teachers on textbook quality from focus groups with teachers of three schools in three municipalities of Kosovo. Beyond a generally positive perception of the new textbooks, there is a lot of criticism, especially addressing the following issues: pictures and graphs do not match the age of the students to whom they are addressed; there are too few or missing connections among the chapters; tasks requiring higher level thinking are missing; most tasks are monodirectional and repetitive; frequently, the complexity of the presentation is much above the students’ age, while still there are no tasks requiring high-order thinking skills; there are paragraphs or even entire learning units that are repeated in different grades, and many other shortcomings⁸.

Teachers are entitled to express their opinions on textbooks, being the ones who work in class with these resources. However, a more elaborated analysis process is needed, to include teachers’ opinions in a coherent mechanism for reviewing and revising textbooks.

The current legislation foresees ongoing review and revision of current textbooks. The lack of adequate textbooks to implement the new curriculum continues to be one of the main challenges in education. The supposed shortcomings, and others, are to be investigated in a professional manner to open the perspective for new, improved textbooks.

Taking into account the accumulated body of evidence that indicates some of the deficiencies of the textbooks in use, MESTI decided to resort to an evaluation mechanism based on criteria and descriptors that would allow, on the one hand, a more professional analysis and, on the other hand, would lead to concrete solutions for improving the quality of these textbooks.

By the end of the school year 2022-2023, MESTI initiated a process of a professional review of the existing textbooks. This process aimed to collect specific data on the current quality of textbooks, identify areas for improvement and provide recommendations for targeted interventions for enhancing the quality of textbooks and for creating mechanisms able to ensure sustainability.

With the support of the KosEd project, a process of enhancing textbook quality by addressing the capacity building of textbook reviewers (Review Teams), based on international best practices and models applicable to the Kosovo context, has been developed.

The assignment of the Review teams encompassed the task to contribute to improving the quality of the current textbooks by delivering a criteria-based professional analysis of the

⁷ Blumberg, Rae Lesser. 2007. ‘Gender bias in textbooks: A hidden obstacle on the road to gender equality in education’. UNESCO. EFA-GMR. (Background paper prepared for the Education for All Global Monitoring Report 2008: Education for All by 2015: Will we make it?).

⁸ Arbnesha Mexhuani, Bekim Morina (2021). Opinionet e mësimdhënësve për tekstet e reja shkollore (klasat e iii-ta dhe klasat e viii-ta), KPI.

textbooks. The first phase of this initiated process – a pilot phase, aimed to improve the quality of the textbooks for Albanian language and Mathematics for grades 1 to 9. The KosEd project provided support in terms of building the capacity of the Review Teams to deliver both criteria-based analysis and recommendations for improvement of the analysed textbooks.

These processes were aimed at collecting specific data on the quality of current textbooks, identifying areas requiring improvement, and providing recommendations for focused interventions on the existing textbooks in order to improve them, so that students be supplied with better quality textbooks in the short term. This exercise will create the premises for improved interventions in the next stages of the processes of textbook review and revision, on a professional basis, in the medium and long term.

This pilot phase needs to be replicated in the next years for other subjects, so that the current textbooks on the market provide a better learning experience for students and a more coherent guidance for teachers. In the long term, the methodology initiated within this study may constitute the core for capacity-building programs for the teams of reviewers who will assess the quality of the new generations of textbooks.

1.3. Methods and Strategy of Implementation of the Textbook Review Process

The following activities have been undertaken:

1. KosEd developed the following documents:
 - The draft ToR for the textbook review and revision teams. Based on the ToR, MESTI issued the Decision to initiate the process.
 - Criteria and descriptors for the textbook review. It was agreed that the template proposed by the KosEd project is relevant to the current MESTI needs regarding the textbook review.
 - The methodology of the reviewing process, which included the rationale for this intervention in the educational system and the procedures to be used.
 - Specific criteria for the experts – members in the Review teams, included in ToRs for selecting these experts. These were based on the AI 18/2018 and the Call for expression of interest for textbook reviewers that MESTI has announced.
2. The textbook review instrument and the methodology of the textbook review were presented to the Textbook Council and agreed upon by the Council.
3. It was decided that, within this pilot phase, the reviews would be conducted for the textbooks for Albanian language and Mathematics, grades 1 to 9. The rationale to start with these subjects was that these are the subjects where Kosovar students have attained the lowest results in PISA tests.
4. An awareness campaign was launched when the process started, to explain publicly the importance of high-quality textbooks, to build the public perception that the improvement of textbooks is a key intervention in education quality improvement, to generate positive and proactive attitudes among the involved stakeholders, and, last but not least, to extend the selection base for potential good reviewers.

The capacity-building program for reviewers continuously had in view to enhance in reviewers:

- capacity to **use criteria** and descriptors to evaluate textbooks,
- a strong understanding of the **connection between the competency-based curriculum and the content** of a textbook,
- capacity to provide **informative, evidence-based reports** on the quality of a textbook; capacity to provide detailed **recommendations** for improving the textbooks.

5. The Review teams conducted the review of Albanian language and Mathematics textbooks. The number of identified textbooks to be reviewed by each Review team is listed below.

Table 1: List and number of textbooks according to the MESTI catalogue available in June 2023, which have been reviewed

CS	CS1				CS2					CS3				CS4				
	Alb		Math		Alb			Math		Alb		Math		Alb		Math		
Grades	G1	G2	G1	G2	G3	G4	G5	G3	G4	G5	G6	G7	G6	G7	G8	G9	G8	G9
Albas	1	1		1	1	1			1	1					1	1	1	
Berati									1									
Dukagjini	1	1	1	1	1	1	1		1	1	1	1	1	1		1	1	1
DUKAGJINI dhe PEGI (Abetare)	1																	
Libri shkollor	1			1							1							
Luarasi				1				1										
Magjia e librit	1																	
Pegi					1						1					1		1
Total	5	2	1	4	3	2	1	1	3	2	3	1	1	1	1	3	2	2
TOTAL	7		5		6			6		4		2		4		4		

The distribution of the number of textbooks per subject was the following: for Albanian language – 21 textbooks and for Mathematics – 17 textbooks, while per curriculum stage the distribution is: CS1 – 12, CS2 – 12, CS3 – 6, CS4 – 8. The number of textbooks per publishing house was the following: Albas – 11, Berati – 1, Dukagjini – 15, Dukagjini dhe Pegi -1, Libri shkollor – 3, Luarasi – 2, Magjia e librit – 1, Pegi – 5.

6. During the reviewing process, the KosEd team of trainers monitored the progress of the Review teams' work and provided ongoing feedback and support, to ensure the consistency of the review reports.

7. For each analysed textbook, the Review Teams compiled detailed reports containing both criteria-based observations and recommendations for improvement. The recommendations were assumed to be realistic and feasible, taking into account a short timeframe for operating the changes and the need to ensure better quality for the current textbooks. The recommendations have been accompanied, as much as possible, with concrete examples and suggestions for improvement.

The reports produced by the expert reviewers consist of four core sections, each requiring careful reading to gain a comprehensive understanding of how to improve the existing textbooks:

Section 1: **Brief General Comments about the textbook (Structure, textbook units content)** provides an overview of the revised textbook.

Section 2: **Strengths and Shortcomings** reflects on the strengths (benefits) as well as the weaknesses of the textbook under review.

Section 3: **The textbook review based on designated criteria** presents a table consisting of 5 criteria and 25 rich descriptors for an in-depth evaluation of the textbook. Comments and explanations are provided here regarding the extent to which the analysed textbook meets each criterion and descriptor. The five criteria and the associated descriptors are briefly mentioned below.

1. **CURRICULUM ALIGNMENT** i.e. The structure of the textbook is in accordance with the new competence-based curriculum.

The following descriptors were addressed:

- 1.1 Is structured in clear and balanced learning units
- 1.2 Is focused on the development of competencies
- 1.3 Covers knowledge and skills underlying the competencies
- 1.4 Addresses attitudes and values
- 1.5 Includes assessment tasks aligned to the competencies.

2. **ACCURACY OF CONTENT** i.e. The content of the textbook is accurate, relevant, appropriate and objective.

The following descriptors were addressed:

- 2.1 Reflects Kosovo culture and traditions
- 2.2 Has ethical, moral, and non-discriminatory character
- 2.3 Is based on facts and verified information.
- 2.4 Is presented in a coherent and logical manner
- 2.5 Contains the topics prescribed by the curriculum
- 2.6 Ensures age appropriateness
- 2.7 Includes both traditional and alternative assessment tasks

3. **EFFECTIVENESS OF THE LEARNING STRATEGIES** (The learning strategies proposed by the textbook are effective, following the requirements of the competence-based curriculum).

The following descriptors were addressed:

- 3.1 Is organised to promote progression from simple to complex
- 3.2 Includes exercises/tasks for practicing essential skills
- 3.3 Motivates learning and stimulates creativity

- 3.4 Stimulates active and inquiry-based learning
- 3.5 Provides real-world connectedness
- 3.6 Promotes differentiated learning
- 3.7 Encourages higher-order thinking
- 3.8 Includes both formative and summative assessment
- 3.9 Provides interdisciplinary openness

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE (The language used is accurate and accessible):

The following descriptors were addressed:

- 4.1 Accuracy of language; free of typographical errors
- 4.2 Readability

5. PRESENTATION AND DESIGN: Textbook presentation quality (pages, fonts, titles, images, colors, etc.) supports the intellectual development of students

The following descriptors were addressed:

- 5.1 Quality of layout and design
- 5.2 Quality of graphics and illustrations

Section 4: **Recommendations** (Detailed comments and corrections per page of the textbook). This section provides detailed page-by-page recommendations for improvement derived from a comprehensive textbook review process.

The reviewing process included all 38 textbooks approved as official textbooks and listed in the MESTI catalogue for Albanian language and Mathematics for compulsory education (grades 1 to 9). In most cases, the supplementary resources associated with the main textbook (teacher's guide, student's workbook) were also analysed. With a length of between 8 and 23 pages each, the 38 review reports cover more than 600 pages in total.

The present report is a synthesis of the findings. In order to avoid implications derived from an incomplete presentation of the data, inevitable for this synthetic report, the textbooks have been coded. When presenting the findings, we will further refer to these codes. A clarification of these codes can be found in Annex 1.

The work of the review teams provided data on the quality of current textbooks, identifying areas requiring improvement, and providing recommendations for improvements so that students can be supplied with better-quality textbooks in the short term. This exercise was also meant to create a professional basis for improvements in the next stages of textbook review and revision in the medium and long term.

2. Brief presentation of the main results of the textbook review process

In what will follow we present, in a concentrated manner, the main strengths and weaknesses identified in the textbooks by the review teams. To avoid any subjective interpretation, the reference to each textbook is made through its associated code. The findings are presented according to the criteria used to analyse the textbooks.

2.1. Strengths and weaknesses in the textbooks for Albanian language in compulsory education

2.1.1. Strengths in the Albanian language textbooks

The analysis of the textbooks for Albanian language revealed some strong points, which are briefly mentioned in the following.

2.1.1.1. CURRICULUM ALIGNMENT

Regarding the *coherence of the book structure*, some positive results were recorded. Thus, for example, the structure and content of **CS1G1AD** are not overloaded with unnecessary information and address specific competencies based on the Albanian Language Curriculum for the first grade. The textbook **CS2G2AH** has a consistent structure and organization of teaching units within its five chapters.

The emphasis on developing competencies is seen as a strength in the textbooks **CS1G1AA**, **CS1G1AG**, and **CS2G3AA**. **CS1G1AA** is an educationally focused textbook that aligns with the general competencies outlined in the Kosovo Curriculum Framework. Both **CS1G1AG** and **CS2G3AA** cover the skills and knowledge underlying the competencies recommended by the curriculum. Most of the textbooks contain exercises/tasks designed to *practice essential skills*, which is considered a strength in **CS1G1AG**, **CS2G2AH**, **CS2G4AA**, **CS2G5AC**, and **CS2G4AC**. These textbooks include selected texts and a variety of tasks that aid in the development of basic communication skills. The lessons encompass a wide range of literary and non-literary texts, engaging materials with interesting facts, as well as scientific and logical information. Through these texts, students also acquire cultural knowledge and elements of the language system. Additionally, the textbook **CS3G6AC** includes a workbook with numerous questions and exercises that assist students in continuous skill development.

Only one textbook was mentioned as having a strength concerning the alignment of assessment tasks to the competencies - **CS2G3AA**. This textbook includes selected texts and a variety of tasks and exercises that help the student develop communication skills and provide assessment for the level of attaining these competencies.

Similarly, the assignments for **CS4G9AH** also focus on communication skills, as highlighted in the curriculum. These assignments cover all levels of Bloom's taxonomy, allowing for differentiated learning. Each unit concludes with assignments that not only foster creative writing skills but also stimulate critical thinking.

Assignments of the **CS4G9AA** textbook target communication skills that are emphasized in the grade 9 curriculum. Given the curriculum's focus on communication, a significant portion of the tasks revolve around this aspect. For instance, in literary fragments featuring characters like the teacher and the students, the assignments encourage discussions about the dynamics of their relationship.

In **CS2G4AC**, all learning units are connected to communication skills, which are emphasized at the top of the pages in the book. The approach to developing communication skills is integrated with the order in which the skills are targeted in the respective learning units. The communication skills that are the main focus of a learning unit are distinguished through the different colours used in the Albanian language text throughout both parts of the book. The textbook **CS3G6AH** is well-structured, coherent, meticulously crafted, and covers a wide range of literary and non-literary topics. It contains up-to-date information and is written with meticulous scientific accuracy.

In the **CS2G3AA** textbook, the approach to developing communication skills is evident in every learning unit. Each unit focuses on a specific communication skill, which is then connected to other communication skills. The particular communication skills that are the main focus of a unit are distinguished by the use of different colours in the Albanian language text. These units and lessons contain a wide range of literary and non-literary texts, which not only teach cultural knowledge but also elements of the language system in **CS2G3AC**. They also include a series of tasks and exercises that assist students in developing basic communication skills, which is one of the primary objectives of the Albanian language curriculum for third graders. The same approach to developing communication skills can be observed in every learning unit of **CS2G4AA**, where each unit highlights a specific communication skill that is interconnected with other skills.

2.1.1.2. ACCURACY OF CONTENT

The language used in the texts of **CS3G6AC** and **CS3G6AE** corresponds to the students' age, and the complexity of sentence structure is taken into account. The texts actively promote education and responsible media usage, as well as encouraging independent research by prompting students to search the internet and compare different sources. Furthermore, the language used in the **CS4G8AA** book is generally straightforward and appropriate for the targeted age group of students.

The strength of *reflecting the Kosovo culture and traditions* was mentioned for some textbooks. Thus, **CS1G1AE** reflects, in general, the Kosovar culture and tradition through both illustrations and the terminology used. The textbooks **CS1G1AA** and **CS1G2AA** also showcase the values and traditions of Kosovo, with a particular focus on topics from rural life, making the text relatable and accessible to students of the appropriate age. Additionally, the textbook **CS2G4AA** features a diverse range of

literary and non-literary texts, including entertaining content, interesting facts, and scientific and logical information, which help students gain cultural knowledge and language skills. The non-literary texts in **CS4G9AH** are carefully chosen and prioritize the study of national history as well as global values.

The learning units of the textbook **CS2G3AA** cover the main topics and the learning outcomes defined by the curriculum for 3rd grade. The topics of the textbook (35 in total) consist of a wide variety of different literary and non-literary texts, entertaining texts, with curiosities and scientific and logical information through which cultural knowledge and elements of the language system are also learned. The learning units in both parts of the Albanian language textbook **CS2G3AC** have a consistent, clear structure, as well as good design. They cover the main topics and the learning outcomes defined by the curriculum for 3rd grade. Textbook **CS2G4AC** covers the main topics and learning outcomes of the topics defined by the curriculum of the Albanian Language subject, 4th grade. They are preceded by an introductory learning unit related to the return to school and a special unit on the learning goals that the student sets for himself at the beginning of the school year. The contents of the Albanian Language textbook **CS2G5AC** include most of the teaching topics and learning outcomes recommended by the curriculum documents. The textbook **CS3G6AE** (2021) is organised in well-defined teaching units and provides clear explanations for all content.

One single textbook was mentioned as having a strong point in the inclusion of both *traditional and alternative assessment tasks*. The textbook **CS2G5AC** attempts to integrate alternative assessments, including the practice of project-based assessment. A good example of mutual appreciation is presented on pg. 157, where students are asked to evaluate each other's work, based on the points of the evaluation plan for the project "Important things in life". The marking scheme for the evaluation are related to: a) the content of the poster; b) the text of the poster; c) presentation of the poster, ç) title and signature of the author of the poster; d) the selection of photographic materials; e) presentation; f) time of presentation; g) following all instructions.

The criterion of *age appropriateness* has been strongly fulfilled by a few textbooks. As a result, the content of **CS1G1AA** and **CS1G1AE** is easily accessible and suitable for first graders. The written and visual contents of **CS1G1AC** are appropriate for first graders, as they are connected to their real world, including family, society, and pets that is, with the things that surround them, and are easy to understand. The language used in the chosen texts of **CS2G3AA**, **CS2G3AC**, and **CS2G2AH** is clear and suitable for the students' age, it has been simplified and holds meaning, making it easy to comprehend and learn. The language learning methodology is generally well-presented and understandable for students in **CS2G4AA**.

The *coherent and logical manner of presenting the content* was considered a main strength in the following three textbooks: **CS1G1AA**, **CS1G2AC**, and **CS1G2AA**.

The content *based on facts and verified scientific information* was remarked as a strength in only three textbooks: **CS1G1AG**, **CS1G2AC**, and **CS3G6AH**

The selected literary and non-literary texts of **CS2G2AH**, **CS2G3AC**, and **CS2G4AA** are non-discriminatory and unbiased. They make an effort to connect well with local

culture, traditions, and the real world. The selected literary and non-literary texts of **CS2G4AC** are also not discriminatory and are focused on connecting well with national culture, traditions, as well as international principles and values. The language used in the selected texts and activities with students respects the principles of diversity, ensuring no discrimination based on race, nationality, ethnicity, language, religion, social status, beliefs, gender, age, disability, or belonging to a disadvantaged category. The **CS3G6AE** textbook does not exhibit any form of discrimination based on gender, race, or any other factor. It adheres to ethical, moral, and non-discriminatory standards. Additionally, each learning unit in the textbook has its own specialized vocabulary.

There are a few textbooks where the *ethical, moral, and non-discriminatory character* was highlighted as a strength of that book. For example, the textbook **CS1G1AD** shows approaches to people with special needs and care for them in different life situations, emphasizing the Principle of Inclusion promoted by the new curriculum. The textbook **CS1G1AE**, in general, is based on the principle of inclusiveness, and no discriminatory comment is seen in terms of race, nationality, ethnicity, language, religion, social status, beliefs, gender, age, disability or belonging to a disadvantaged category. There are no discriminatory comments in the textbooks **CS1G1AC**, **CS1G2AC** and there is a balanced inclusion of both genders and colors. The language used in the selected texts and activities with students of **CS2G3AA** respects the principles of difference in terms of race, nationality, ethnicity, language, religion, social status, beliefs, gender, age, disability or belonging to a disadvantaged category, etc.

2.1.1.3. EFFECTIVENESS OF THE LEARNING STRATEGIES

In **CS3G6AC**, some learning units offer links to other subjects, allowing students to enhance their knowledge in other areas. In the textbook **CS3G6AH**, there are teaching units that also incorporate various subjects, introducing students to cultural figures (music) and different cultural locations (Prizren, Berat, Pogradec, Lake Ohrid) etc. The Albanian language textbook 7 **CS3G7AC** covers topics that are related to several other social subjects, including journalism and communication in general. In **CS4G8AA**, the strength of the text lies in interdisciplinary integration, with connections between language and literature, mathematics, foreign languages, history, and geography. The textbook **CS4G9AA** also integrates with other subjects, drawing students' attention to the field of ethnography through literature with folklore elements, and encouraging them to conduct research in this area.

Both parts of the Albanian language textbook **CS2G3AC** contribute to interdisciplinary learning by incorporating short texts and other sources of information. They provide students with closer connections to three areas of the curriculum: literature, natural sciences, and society and environment. The same can be said for both parts of the textbook Albanian Language 4A & Albanian Language 4B **CS2G4AC**. In these books, carefully selected texts are integrated to coincide with significant dates of special importance, such as International Literacy Day, International Day of the Elderly, and World Food Day. The majority of the chosen readings are appropriate for the grade level and are accompanied by illustrations and explanations of the relevant

vocabulary. The textbook **CS2G5AC** also excels in interdisciplinary integration, encompassing the fields of literature, natural sciences, society and environment, life and work, physical education, and sports. It also connects with cross-curricular topics such as human rights, health, and the environment. Similarly to the previous textbooks, the readings provided are suitable for the grade level and are supplemented with illustrations and explanations of the vocabulary in certain teaching units, as well as a vocabulary list at the end of the text.

Interdisciplinary openness is a notable strength in **CS2G3AA**. The chosen texts in the learning units are carefully selected to facilitate connection and integration across disciplines. This means that the selected texts incorporate tasks, exercises, and various requirements related to fields such as arts, natural sciences, society, and the environment. The tasks also encompass cross-curricular issues including education for sustainable development, gender equality, human rights, health, media education, and more. Similarly, the textbooks **CS1G1AA** and **CS1G2AA** also aim to integrate other curricular fields such as natural sciences, social sciences, arts, and mathematics. This approach allows for the analysis of the Albanian language from different perspectives and establishes a connection with the students' culture.

Regarding *differentiated teaching*, there are limited examples available. Only one book has been identified as having a strong emphasis on this aspect. The materials and tasks outlined in the Albanian language textbook **CS3G6AC** are suitable for various forms of social learning, including class/frontal learning, working in pairs, working in groups, and more. This provides some guidance for incorporating differentiated learning approaches. In **CS2G2AH**, **CS2G3AA**, and **CS4G8AA**, the chosen texts are related to various aspects of everyday life. These include texts about vacations, travel, birthdays, spring, summer, holidays, the environment, flowers, water, health, music, theater, rules, games, free time, friends, and more. Additionally, in **CS1G2AA**, there is a connection between children's authors from the literary tradition of Kosovo and those from around the world. By reading these stories, students develop their imagination and make connections between different situations and real-life experiences.

Some textbooks serve as a source of *motivation for learning and stimulate creativity*. For instance, in the textbook **CS2G2AH**, specific sections such as "read and understand," "reflect," "write," "new words," "activities for students," "remember," "care," and "auxiliary questions" are designed to enhance communication skills development. Student-directed activities are generally creative and encourage independent work, such as the project of preparing a birthday calendar for classmates. **CS1G2AC** and **CS4G9AH** also contain tasks that promote active and inquiry-based learning. **CS2G2AH** provides good examples of fostering critical thinking, particularly in sections where students are required to write. Some textbooks, like **CS1G1AE**, establish connections with the real world. This book offers links between language and literary reading through texts written by Albanian and foreign authors, including poems, fairy tales, and stories that convey messages relevant to the child's reality.

In some parts of **CS2G3AA** and **CS2G4AA**, students are encouraged to work independently. Some textbooks, such as **CS1G1AE**, provide numerous tasks that aid in the development of basic reading and writing skills. **CS1G1AG** offers a rich content

of literary and non-literary teaching units, creating logical connections that help teachers explain the content in a way that maintains student interest and curiosity.

When it comes to the complexity of sentence structure, the language used in the selected texts is also linked to the age of the students in **CS3G6AC** and **CS3G6AE**. The selected texts of **CS4G8AA** directly promote education and the responsible use of media, as well as encouraging independent research by students, prompting them to search on the Internet and compare various sources. Moreover, the language employed in the book **CS4G8AA** is predominantly straightforward and suitable for the age group of the students.

2.1.1.4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

In terms of *language accuracy and accessibility*, certain books have been identified as having strong merits. For instance, the text **CS1G1AA** employs language that is appropriate and easily comprehensible; each learning module includes a glossary that elucidates the meanings of new and unfamiliar words for students. Additionally, learning modules that focus on language knowledge provide clear, straightforward definitions and grammar rules. The language used in the text **CS1G1AC** adheres to the rules of Albanian grammar, while its writing style and syntax are readily understandable for students.

2.1.1.5. THE QUALITY OF PRESENTATION AND DESIGN

Regarding the *quality of presentation and design*, the Albanian language textbook **CS2G3AC** exhibits a consistent, well-structured format, accompanied by aesthetically pleasing illustrations and carefully tailored to the selected texts and their intended messages. Both parts of the Albanian Language textbook **CS2G3AC** are visually appealing and meticulously designed. The textbooks for Albanian language **CS2G4AA** and **CS2G4AC** also possess a consistent, clear structure, boasting a strong design, attractive illustrations, and careful alignment with the chosen texts and their intended messages. Furthermore, the textbook **CS4G8AA** features appealing and thoughtfully crafted illustrations.

The textbook **CS3G6AE** has content and pictures that visually stimulate the interest of students to store the information in long-term memory.

2.1.2. Weaknesses in the Albanian language textbooks

Several weaknesses have been recorded in the textbooks for the Albanian language. We will analyze them based on the review criteria.

2.1.2.1. CURRICULUM ALIGNMENT

The first problem identified relates to the *structure* of these textbooks. For the students to have cognitive access to the books destined for them, these textbooks should have a crystal-clear structure that is easy to grasp and is explained at the

beginning of the book. It should be consistently followed throughout the pages. Additionally, the learning units/chapters should be balanced in terms of the covered content and learning outcomes.

Instead of which, more than 60% of the analysed textbooks for the Albanian language show a lack of clear structure and/or an imbalance of the chapters/learning units content. For example, the books **CS1G1AA**, **CS1G1AE**, **CS2G5AC**, **CS3G7AC** are not structured in chapters and consequently do not have a pattern to follow for understanding the content, which impedes students' clear view of the taught subject.

The textbook **CS1G1AC** did not pay attention to a balanced distribution between the chapters; thus, some units are approached on a large number of pages while others have only very little space allocated. In addition, the textbook **CS2G5AC** lacks organisation based on topics or chapters, there is no organisation according to communication skills, and there is no clear thematic separation indicated, even at least with a difference in graphics or color that could indicate a structure.

Another textbook, **CS2G4AC**, organizes its chapters according to the months of the school year. While this may facilitate teachers' planning, it poses a real risk of putting too much emphasis on the procedural framework for lesson development within the month, which may undermine the actual need to work with students in achieving learning outcomes.

The textbook **CS1G1AG**, although it has, in general, rich learning content and provides connections between Literature and Grammar, is also not structured in chapters; the same applies **CS4G9AC**. There is a disproportionate distribution of the number of lessons, in relation to the teaching time over the months of the academic year in **CS2G3AC**.

We have also noticed that some learning units and literary texts have been repeated from the textbook for grade 1 (**CS1G1AA**) in the textbook for grade 2 (**CS1G2AA**) of the same publisher.

In certain textbooks, such as **CS2G2AH** and **CS2G4AA**, the formulation of instructions, the organization of chapters, and the names of teaching topics are aimed at teachers rather than students. However, the textbook should be dedicated to students, as it is economically impractical to print the same number of copies for both students and teachers. This practice should be reviewed so that students can navigate the textbook independently.

Furthermore, there are some shortcomings in the *coverage of competencies* recommended by the curriculum documents. The main issue stems from the fact that the functional-communicative approach promoted by the Kosovo Curriculum Framework and Core curricula is not well understood by the authors of the textbooks, resulting in sporadic reflection of this approach in the textbooks. Thus, the development of basic communication skills, and the increase of fluency in reading comprehension in primary grades are not consistently followed in some of the books, for example in **CS1G1AA**, **CS2G5AC**. Moreover, some of the textbooks, for example **CS2G5AC**, **CS3G6AE**, and **CS4G9AC** keep their focus on rigid communication of grammar rules, with decontextualised exercises that do not contribute to the development of students' communicational abilities and skills. Most of the textbooks

have a clear separation between the literature and grammar parts, which leads to the consequence that in the second part, the topics are not elaborated to stimulate the development of communication skills: reading, listening, speaking, and writing, as is happening for the book **CS4G8AA**, but also for others.

Most of the textbooks do not sufficiently build the values and attitudes envisaged in the Curriculum. The *development of values and attitudes* seems not to be addressed in some Albanian language textbooks, for example in **CS1G1AA**, and **CS3G7AC**.

An Albanian language textbook for grade 7 (**CS3G7AC**), which seems to have been written in a very short time, does not closely match the principles and general goals of the curriculum. It lacks rubrics of questions, tasks, exercises, homework, as well as vocabulary.

2.1.2.2. ACCURACY OF CONTENT

Related to the *balanced coverage of the topics prescribed by the curriculum*, many shortcomings have been recorded. Thus, the learning units do not aim to achieve all curriculum outcomes in a balanced way and do not focus much on developing speaking and reading skills, for example in **CS1G1AC**, although these skills are essential for first graders. Topics related to functional communication such as: personal attributes (desires, concerns, ambitions); writing various types of letters (invitation, order, announcement, etc.), and communication via Media: radio, TV, children's magazines, etc. are mostly missing from **CS2G4AA**, **CS2G2AH**, and **CS2G3AA**, while in some other textbooks are insufficiently covered.

Some recommendations concerning the *coherence and logic of content distribution* refer to the chronology of the letters for **CS1G1AD** or the relevance of the dictionary for the students' needs in **CS1G1AD**. Some scientific errors have been identified in the **CS3G6AC** related to nominative adjectives.

Concerning the proper content, weaknesses have been also recorded. Some Albanian language textbooks, for example **CS1G1AC**, do not reflect *Kosovar tradition and culture* at all. In the exemplified textbook, in only two cases is the name of Kosovo mentioned in the spelling of the names, but no other Kosovar elements are presented. Related to cultural aspects, the reviewers also remarked that the textbooks written by mixed teams from Kosovo and Albania bring added value to the entire project, but these textbooks should address the timing of events and planning according to the school calendar in Kosovo, as well as the specificities of the language spoken in Kosovo.

In general, the textbooks have *ethical, moral, and non-discriminatory character*. However, this is not happening for all textbooks. Thus, in the textbook **CS3G6AH** in some topics there is discriminatory content in the language expressions and in inappropriate illustrations. In some teaching units of the textbook **CS3G6AC** it is observed that there is gender discrimination, that both genders are not presented equally, and especially – paradoxically – in the learning unit "Girls and boys". The textbook **CS1G2AA** does not present cases of children with special needs and children of different races and ethnicities from around the world to further integrate the principle of inclusion stipulated in the curriculum documents. There are inadequate

examples, through which inadequate messages can be indirectly transmitted to students, and which can be interpreted as discriminatory depending on the teacher's approach in **CS4G8AA**.

The overload issue is closely related to the *didactical approach* used in the textbooks. Ensuring *age appropriateness* is difficult to achieve for some textbooks. Thus, the terminology used in some teaching units does not match the age of the children and the explanation of their meaning is not clarified, even when dictionaries are included, such as in **CS1G2AC**. As mentioned before, in some cases, the sentence length ratio exceeds the optimal standard for readers from grade 3, such as **CS2G3AA**, or for fourth graders, such as **CS2G4AC**. In grade 9 textbooks (**CS4G9AC** and **CS4G9AH**), the level of language is often inappropriate for the relevant age group and the terminology is closer to the language that would target an audience of university students. In addition, in the learning units, little explanatory material is given, so the topics covered may not have been sufficiently explained to the students.

A major issue is *assessment*. Many textbooks fail to include both traditional and alternative assessment tasks and to provide formative and summative assessment. Alternative assessment tasks, project-based assessment, and assessments based on texts selected for analysis at first sight are missing from the vast majority of textbooks.

Some textbooks do not include either traditional or alternative assessments, for example **CS3G7AC**. In general, assessment is limited to memorization of facts and text procedures related to characters, stanzas of poems or paragraphs of stories, place, grammar rules, etc. such in **CS1G1AG**, **CS2G3AC**, **CS2G4AC**, **CS2G5AC**, **CS2G4AA**. Examples of assessment tasks generally are repetitive, focus on basic skills and invite to the reproduction of knowledge, such in **CS1G1AA**, **CS1G1AC**, **CS2G2AH**, **CS1G2AA**, and **CS1G1AD**.

Also, the textbook **CS3G7AC** does not include formative and summative assessment, does not encourage higher-level thinking, and does not stimulate active and inquiry-based learning.

2.1.2.3. EFFECTIVENESS OF THE LEARNING STRATEGIES

The covers of some Albanian language textbooks, such as **CS2G3AA** are not suitable for the age of the students. The covers of **CS3G6AC** are not creative, they do not motivate students to learn; the writing on the cover is inconsistent with the content and illustrations, the content and illustrations are for younger ages, while the cover is for older ages.

Interdisciplinary openness and *real-world connectedness* are not seen as relevant in some textbooks. Most of the textbooks lack integration of ICT in the learning process; guiding students to search the Internet to find different educational information, or giving instructions to carry out projects using ICT for educational needs is rarely present in **CS3G7AC** or **CS4G9AC**. The grade 9 textbooks largely fail to relate to the daily life of the students; the multimedia content is not taken as an advantage to make the content more interactive and student-centered. Also, the textbook

CS3G6AE does not suggest students search/research online for additional learning materials, integrating ICT in teaching and learning

There are no examples of summative assessment in **CS1G1AA**, **CS1G1AE**, **CS1G1AG**, or **CS3G7AC** and this relates to the book structure and the lack of division of the teaching units because separate chapters would lead to carrying summative assessment at the end. The reviewers did not identify examples of summative assessment to help students' progression in knowledge development in **CS1G1AE**, and **CS1G1AE**, either. In **CS1G1AG** approaches concerning the assessment of students' progress are reflected mainly related to language knowledge.

When formative assessment tasks are present, they contain, to a considerable extent, more examples of traditional than alternative assessment tasks. There is a tendency for more examples to appear that relate only to the memorization of facts and procedures, such as in **CS3G7AC**.

The analysed language textbooks rarely promote *differentiated learning*. Opportunities for engaging students with different skill levels are not included. Group work activities, student collaboration for tasks, and classroom engagements are not well guided, or simply no proper instructions are given. This is seen as a weakness in **CS1G1AD**, **CS2G3AA**, and **CS3G7AC**. Most of the textbooks, for example, **CS3G6AH**, and **CS3G7AC** do not contain materials and tasks at different levels, in terms of the requirements and difficulties faced by the students. Some textbooks, such as **CS2G4AC**, despite the attempt to overcome the traditional approach, do not clearly establish the focus of the student's work and the logical and content order of what is intended to be achieved within a certain teaching time. The textbook Albanian Language 7 **CS3G7AC** is not suitable for processing differentiated learning (class/frontal learning, work in pairs, work in groups); this textbook does not enable and does not encourage independent learning, due to the lack of tasks, suggestions, and questions of different levels.

There is a lack of prompts/questions and tasks that encourage critical thinking, independent student work, soft skills development, etc. In **CS1G2AC**, requirements beyond the contents of lessons, such as requirements related to reasoning, critical thinking of students, requirements to encourage reflection on learning and to self-direct learning, etc.

It seems that only a few textbooks have in view to *motivate learning and stimulate creativity*. Also, concerning encouraging *higher-order thinking* and stimulating *active and inquiry-based learning*, little is done within the present textbooks. A relatively large part of the requirements for students within the specific rubrics (talk, your opinion, create and discuss, learn more, exercises, your activity, etc.), are very related to memorization of content in **CS2G5AC**. Presentation of tasks in the text does not significantly stimulate students to become independent learners and find different sources of information in **CS3G6AE**.

In general, the text contains a small number of tasks that stimulate *students' critical and creative thinking*. To a large extent, in **CS1G1AA** the tasks focus on developing the learner's basic skills and do not include examples of critical thinking tasks or progression in complexity. The formulation of questions and tasks within the textbook **CS3G6AE** does little to help students develop the habit of higher-order

thinking and creativity. Exercises and tasks that encourage critical thinking and independent work of students are rare in **CS4G8AA**; interpreting literature is an ideal occasion for encouraging critical thinking and accepting different perspectives, but unfortunately, there are times when creativity is stifled, and a sententious tone is reinforced in this book.

The rubrics of the main part of the didactic apparatus (read and understand, reflect, write, new words, activity for students, remember, etc.) used in **CS1G1AD** could have been a good opportunity to see how students respond to these rubrics in the assessment part. However, the repetition of questions with the same non-creative approach (e.g. list summary sentences, write five sentences, write two qualities, etc.) greatly reduces the space to stimulate initiative, thoughts, creations, construction of questions from the students themselves, etc. In textbooks **CS1G1AG**, **CS2G2AH**, and **CS2G4AC**, there is a lack of requirements that encourage *critical thinking* and independent work of students, requirements related to reasoning, as well as requirements to self-direct learning. Requirements beyond the contents of the lessons are rarely set, there are no requirements related to reasoning, and critical thinking of students, and requirements to encourage reflection on learning and to self-direct learning.

In many textbooks, the learning units continue with the same philosophy of dry theoretical content without vivid examples to enhance students' understanding and their sensitivity towards literature **CS3G7AC**. In essence, the text does not convey emotion and sensitivity to the student **CS1G1AD**. The student fails to understand that the narrator and the lyrical speaker are fictional constructs within the literary text, and confusion with the author and his/her intentions can lead students to read literature as ideological preaching. Similarly, in the language section, the concept of style is treated in a rigid and rote-memorization manner, such as in **CS3G6AH** or **CS4G8AA**. Explanatory text dominates as opposed to fragments from literature or illustrations and multimedia content, which makes the text very theoretical and sometimes inaccessible to students, such as in some parts of **CS4G9AC**. Narratives and personal narratives are not present to enhance the curiosity of inquiring learners. In both grade 9 textbooks **CS4G9AC**, and **CS4G9AH**, some elementary concepts of literary study promote mechanical learning and do not enable the creativity of literary interpretation. The same is happening for some textbooks in lower grades. While the second-grade Subject Curriculum is envisaged to achieve the target result "differentiate reading-comprehension from mechanical reading", the textbooks continue to instruct the student to learn by heart to a large extent, for example in **CS1G1AA**, **CS1G2AA**. The vast majority of tasks are repetitive and address only basic levels of recognizing concepts and practicing standard exercises. and rarely includes examples that encourage critical thinking in the student.

The reading material provided in **CS1G1AD**, adapted and translated from foreign authors, includes several texts that provide students with facts and information but do not raise emotion and curiosity, and some of them do not convey a clearly identifiable message to the student.

Another major issue is the *overload in the textbooks*. Some textbooks contain an overwhelming amount of information, making it challenging for students to grasp and retain the language skills being taught, which can be detrimental to effective learning.

The workload in these textbooks refers to the volume and complexity of the material that students need to study and master. For example, there is a disproportion between the number of concepts/tasks/pages, and the available teaching time for the subject of Albanian language in grade 4 **CS2G4AC** and respectively in grade 5 **CS2G5AC**. The overload issue needs to be addressed, especially so as the burden on students comes from the frequent repetition of certain working tasks. In a significant number of teaching units, there are a lot of prompts/questions, tasks reading passages, comprehension questions, grammar rules, vocabulary lists, writing exercises, and other activities aimed at developing language proficiency, which are not appropriate for the learning time. The burden relies more on the assignments related to the language system, where students are asked to memorize the rules and procedures without putting the grammar in real-life communication contexts. Long sentences, built with more than 20 words to 60 words create difficulties for the logical understanding of students in grade 4 textbook **CS2G4AC**, but also in others. Overload of content above the age of the students has been identified especially in the topics related to morphology and syntax for example, for sixth-grade students, such as in the textbook **CS3G6AH**. Students' overload is generated by repeated exercises or the same prompts around the selected texts also in **CS2G3AA**.

2.1.2.4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

Concerning the *correctness and accessibility of language* there are also many shortcomings. Spelling mistakes have been identified when writing words, sentences or even the names of the authors. Some language definitions do not make their function clear. For example, this happens with the definition of some parts of speech and spelling rules which should be clearer and more concise in the grade 1 textbook **CS1G1AG**. Many spelling errors and incorrect use of punctuation marks were found when formulating tasks in **CS1G2AC**. There are some technical, organizational, linguistic, and content errors in **CS2G3AA**, **CS2G3AA**, **CS2G4AA**, **CS2G5AC**, which need careful revisions, based on the recommendations included in each textbook report. Also, a significant number of spelling errors, technical errors, as well as some other logical omissions have been found in **CS3G6AH**, **CS2G4AC**, **CS3G6AC**, and **CS3G6AE**.

2.1.2.4. THE QUALITY OF PRESENTATION AND DESIGN

The illustrations are of poor quality from a documentary or explanatory aesthetic point of view, and they address younger ages than they should be in **CS3G6AE** and **CS3G7AC**. It is worth noting that the cover is also illustrated for younger students in these books. In some textbooks, illustrations and photographs contain supplementary information that is missing in the text and create confusion, such as in **CS3G7AC**. In **CS4G9AC** the learning units are separated from each other only by titles, without any illustrations or colours to create visual connections.

In some textbooks, for example in **CS2G4AA**, **CS2G5AC**, and **CS3G6AH** there is no evidence of the source of illustrations, and it is not known if the right of intellectual property is respected, as many look to be downloaded from the internet.

A great deal of concern was raised by the poor quality of *layout and design and the quality of graphics and illustrations*. Problems were recorded concerning the grade 1 textbooks, which represent the first contact of students with the school requirements and should encourage them towards reading and learning. In general terms, some of these textbooks are distinguished by the poor quality of the illustrations used and the format and font of the letters, such as in **CS1G1AE**. Also, the soft binding of the book affects the durability of its use during the school year. The reviewers considered that the illustrations were not attractive, and the design was inappropriate in **CS1G1AC**. In **CS1G1AE**, there is not enough space on the page for the formulation of answers and some of the questions do not clarify the formulation of the written or oral requested answers. Even more, in one grade 1 textbook, **CS1G1AD**, the figures and illustrations presented do not coincide with the corresponding letter (an example can be found in the processing of the letter U), there are also cases when figures presented are related to the letter, but do not carry any message, which does not raise curiosity, discussion and student creativity.

2.2. Strengths and weaknesses in the textbooks for Mathematics in compulsory education

2.2.1. Strengths in the Mathematics Textbooks

The analysis of the textbooks for mathematics also revealed some strong points, which are briefly mentioned in the following, based on the review criteria.

2.2.1.1. CURRICULUM ALIGNMENT

The reviewers of the mathematics textbooks have identified a set of strengths in these textbooks. Some of these strengths pertain to the *textbook structure*.

The textbook **CS1G2MF** is organised into clear, balanced learning units. In this textbook, the learning content is classified into: recall, learn, practice, explore, solve problems, and have fun. At the end of some chapters or learning topics, the text offers additional projects to encourage creativity and practical application of acquired knowledge. Additionally, this textbook adopts the concrete-visual-abstract approach, which is found in the textbooks of Singapore, a country that excels in the PISA and TIMSS tests.

Units and lessons maintain consistency in structure and design in **CS2G3MF**, and the learning units address specific competencies mentioned in the 3rd-grade mathematics curriculum. The eighth-grade textbooks **CS4G8MA** and **CS4G8MA** are also consistent in structure and design. The textbook **CS3G7MC** is divided into ten chapters/topics, and the learning units derive from each topic according to their logical alignment. The distribution of learning content matches the purpose of each learning unit in **CS4G9MH** and **CS4G9MC**.

Some textbooks have been identified as having a strong focus on the *development of competencies recommended by the curriculum*. For example, in both textbooks **CS2G4MA** and **CS2G5MA**, the learning units concentrate on developing specific competencies mentioned in the core curriculum and the subject curriculum, which are distributed in a balanced way. The learning units of **CS4G8MC** consistently target specific competencies addressed in the eighth-grade mathematics subject curriculum.

The contents of the Mathematics 8 textbook **CS4G8MA** fully comply with the curriculum, and the distribution of the learning content corresponds to specific focus of the learning outcomes. The mathematics textbooks **CS4G9MC** and **CS4G9MH** are generally well-organized and help students to consolidate the basic concepts of mathematics. Their contents are consistent with the contents presented in the Subject Curriculum. However, there are some changes, compared to the subject curriculum, in the naming of the titles of the teaching units of **CS4G9MH**, but they do not affect the content; on the contrary, they add more coherence to the didactical construct. In **CS1G2MC** and **CS2G4MC**, the learning units sufficiently focus on the development of specific competencies mentioned in the core and subject curriculum.

2.2.1.2. ACCURACY OF CONTENT

The textbooks **CS1G2MA**, **CS2G3MF**, **CS2G4MB**, **CS2G5MA**, **CS3G6MC**, **CS3G7MC**, and **CS4G9MC** all have strength in ensuring *age appropriateness*. These textbooks present knowledge at an appropriate level for the student's understanding, and the language used is generally clear and well-chosen for the respective age group. The language in **CS2G5MC** is clear and suitable for the students' age. The language used in **CS4G8MC**, **CS4G8MA**, and **CS4G9MH** is simple and appropriate for the respective age group, and there is no prejudice present.

Some textbooks have been praised for their strong points in *coherence and logical presentation of content*. Therefore, the learning units of **CS2G4MA** are logically connected to each other, and the content within each unit is coherent, allowing for consistent elaboration with examples, tasks, and exercises. A logical flow is also evident in **CS3G6MC**, created between the learning units and the student's prior knowledge. The learning units of **CS3G6MC**, **CS3G7MC**, and **CS4G8MC** include a variety of exercises and tasks, enabling students to practice essential skills, consolidate basic skills, and ensure intellectual development. The tasks presented include suggestions for solutions to facilitate student understanding. A few textbooks, such as **CS1G2MC** and **CS1G2MF**, are notable for providing a consistent introductory chapter at the beginning of the book, ensuring students can recall their previous knowledge. Such chapters facilitate the student's transition to new knowledge. One of the advantages of the textbook **CS3G7MC** is that it often refers to mathematical knowledge from the previous class, aiding in the stability of mathematical knowledge and connecting it to students' prior knowledge. From the outset, in the Introduction of the textbook **CS4G9MH**, the rubrics of the book are presented, which provide guidance for accessing the learning materials. This facilitates the work of the students by directing them towards achieving the learning unit's objectives. The textbooks **CS1G2MC**, **CS1G2MA**, and **CS1G2MF** demonstrate *accuracy in their scientific content*.

A strong point was identified in the books **CS2G3MF**, **CS2G5MA**, **CS2G5MC** with respect to how they portrayed the *local culture and traditions in Kosovo*.

The textbooks **CS1G2MC**, **CS2G5MA**, **CS3G6MC**, **CS3G7MC**, **CS2G5MC**, **CS4G8MC**, and **CS4G9MC** do not contain any *discriminatory remarks based on gender, race, religion, or social status*.

2.2.1.3. EFFECTIVENESS OF THE LEARNING STRATEGIES

Some textbooks excel at incorporating *interdisciplinary approaches*. One such example is the text **CS1G2MA**, which incorporates elements from various fields, linking mathematics to real-world applications. The textbooks **CS2G4MA** and **CS2G4MB** also embrace interdisciplinary perspectives across a wide range of units. Additionally, the textbooks **CS2G5MA** and **CS2G5MC** provide students with different sources of information relating to mathematical topics. Moreover, the textbook **CS4G9MH** enhances student motivation by beginning each learning unit with keywords and an important historical event or other relevant commentaries, encouraging students to explore further research in other sources. In the textbook

CS4G9MH, following the “Repetition” sequence, a research task is provided that directly relates to the real-life experiences of the students. These research tasks, which may involve project work, examine topics taught as well as issues in the students' environment such as pollution and safety. The learning units for **CS2G5MA**, **CS2G4MB**, and **CS2G5MC** incorporate *assessment* strategies that focus on the recommended competencies. These textbooks conclude with a significant number of exercises, including questions and problem-solving activities, in order to achieve these competencies. The textbooks **CS3G6MC** and **CS3G7MC** promote students' independence by providing ample exercises, with each learning unit ending in independent tasks. Additionally, the associated workbook of these textbooks includes tests to help students evaluate their understanding of the covered units and identify areas for improvement. While there are a substantial number of exercises and assignments at the end of each learning unit, there is room for enhancement in **CS2G4MB**. The textbook **CS2G4MC** also includes Mathematics 4 Control Exercises, which are not given to the students directly but are used to assess their understanding after each learning unit, thereby facilitating assessment for the students.

In addition, the textbook **CS4G9MC** includes tasks for independent work at the end of each learning unit. These tasks can be utilized by the teacher to create a micro test for thematic assessment. Similarly, the textbook **CS4G9MH** features a section called “What we learned” at the end of each learning unit. This section contains a summary of the learning outcomes as well as an evaluation or test component.

Certain mathematics textbooks, such as **CS1G2MA** and **CS1G2MF**, encourage the development of *creativity, critical thinking, and logical reasoning skills*. These textbooks aim to engage students in these important cognitive processes. Thus, the textbook **CS3G7MC** promotes student independence by offering a variety of tasks for independent work. These tasks help students solidify their understanding of the material covered and identify areas where further work is needed.

In the text **CS2G5MA**, the inclusion of rubrics such as "Task for you", "Space for you", "Try to create a similar task with your friend/friends," and "Did you know that" encourages students to engage in higher-level thinking. Similarly, the textbook **CS2G5MC** includes sections titled "Challenging" and "Critical Thinking" to encourage students to think at a higher level, albeit to a limited extent.

Regarding the effectiveness of the learning strategies, some of the textbooks are well organized to promote *progression from simple to complex*. Thus, the learning tasks in both parts of **CS2G4MC** largely follow the characteristics of rational and logical learning. It typically starts with descriptive explanations, starting with the simplest examples and progressing to more difficult tasks.

The book **CS2G4MA** is structured with various sections that enhance its appeal and practicality. Tasks are grouped under names such as "Task" and "Question", "Give answers", "Work on together", "Test yourself", which not only make the book more interesting but also easier to use. Additionally, there is a "Discussion" section included, which is positively received, though it is suggested that more of these sections should be incorporated along the book.

The use of different rubrics, such as learn, practice, have fun, repeat, apply, and evaluate, along with unique color illustrations, aids in understanding the content, grabs students' attention, and provides a diverse learning experience in **CS1G2MC**. In **CS2G4MB**, the tasks are designed in accordance with the principles of rational and logical learning. The material starts with descriptive explanations and progresses from simpler to more difficult examples, with an emphasis on key elements of the learning unit.

Some textbooks excel in establishing *connections to the real world*. For instance, **CS1G2MC** includes interdisciplinary elements and real-life situations, promoting the integration of mathematics with other fields and everyday life. **CS1G2MA** focuses on developing strategies for solving contextual problems, ensuring a connection with the outside world. Real-world connectedness represents a strength for **CS2G5MA** also, particularly in some tasks, which are accompanied by illustrations and photographs depicted from reality.

A grade 4 textbook, **CS2G4MC**, has been identified as being particularly effective in promoting *differentiated learning*, which is a rarity. Within this textbook, the learning tasks provided greatly facilitate the differentiation of learning.

2.2.1.4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

Several mathematics textbooks have been recognized for their *accuracy and accessibility of language*. Therefore, the text **CS1G2MC** is written in a manner that is suitable for second graders. The textbooks **CS2G4MA** and **CS2G5MA** are written in the correct Albanian language, adhering to the standards of the Albanian language without any typographical or linguistic errors. There are very few errors in language, typography, or other linguistics aspects in **CS2G4MC**. The style and syntax in **CS3G6MC** and **CS3G7MC** are appropriate.

2.2.1.5. THE QUALITY OF PRESENTATION AND DESIGN

When it comes to the *quality of presentation and design*, both textbooks (3A, 3B) of **CS2G3MF** are well-organized, visually appealing, and thoughtfully designed. The text **CS2G5MA** is visually well-organized, comprehensive, and designed with care. The design of the book **CS4G8MC** incorporates a unique feature - the chapters are displayed in different colors. This allows for easier navigation and orientation for both students and teachers when referring to specific chapters and learning units. The textbooks A and B of **CS2G5MC** are well-organized, visually appealing, and thoughtfully designed. All illustrations, figures, and graphics in **CS1G2MF** are original creations. In **CS4G9MC**, particularly in the geometry section, the illustrations are displayed in vivid colors that are visible and easy to comprehend. Similarly, the chapters in **CS4G9MC** are also presented in different colors, aiding in the identification and location of specific topics. Additionally, **CS4G9MH** textbook contain clear and easily readable color illustrations.

2.2.2. Weaknesses in the Mathematics Textbooks

There are, however, quite many weaknesses identified in the mathematics textbooks. We will review them below in a brief synthesis, also based on the textbook review criteria.

2.2.2.1. CURRICULUM ALIGNMENT

There are some issues with the *structure* of some textbooks. For example, in textbooks **CS1G1MC** and **CS1G2MC**, there is an imbalance in the depth and breadth of the topic explanation. Each unit lacks expected results at the beginning and success criteria at the end. The structure of these books is inconsistent, leading to an imbalance in content and a lack of coherence in the teaching of topics. In **CS2G4MC**, there is a precise structure throughout the book, but it is rigid with the prompts "Repeat," "Practice," and "Learn." There is a lack of continuity that separates topics or chapters and add introductory, descriptive, motivational, and challenging pages for students. In the textbook **CS1G2ME**, the names of the learning units are not always correlated or relevant to their content.

Regarding the *coverage of competencies* seen as integrating knowledge, skills, and attitudes, there are many shortcomings. Thus, there are some deviations from the curriculum in terms of concepts that should be taught at a certain grade. For instance, the textbook **CS2G4MC** mainly covers topics defined by the curriculum, however, the learning outcomes for "Natural numbers" and "Geometric figures" are missing. Additionally, there are chapters that do not align with the content and the learning outcomes in a significant number of cases in **CS1G2MA** and **CS2G4MB**. Some topics prescribed by the curriculum are not included in the textbook **CS3G6MC**. Conversely, there are additional learning outcomes included in this textbook that are not expected to be taught in the sixth grade. The same issue persists in the seventh grade textbook **CS3G7MC**.

The content of the textbook **CS4G9MC**, particularly the didactical approach used in the text do not adequately stimulate the development of the fundamental skills required by the Curriculum Framework, Core Curriculum, and Subject Curriculum. In **CS2G4MA**, there is a lack of practical work, limited group activities, and a lack of examples that require different materials to practice essential skills.

The reviewers noticed the absence of the topic "literal expressions" in **CS1G1MC**. However, there might be debate related to the subject curriculum if working with letters is appropriate for first graders. Some other missing topics, such as "Surface," "Models," and "Working with data" were recorded for textbooks **CS1G1MC** and **CS2G4MB**.

The textbooks **CS1G1MC** and **CS2G4MB**, as well as other mathematics textbooks, do not cover personal and civic competencies. In general Mathematics textbooks do not address attitudes and values. Similarly, when it comes to reflecting the Kosovo culture and traditions, there are almost no references in the textbooks **CS2G4MA**, **CS2G4MB**, **CS2G4MC**, **CS3G6MC**, **CS3G7MC**, and **CS4G8MC**. These textbooks lack examples, photos, and illustrations that depict the national culture and traditions of

Kosovo. Additionally, there are no references to international culture in these textbooks.

2.2.2.2. ACCURACY OF CONTENT

As in the case of Albanian language textbooks, the phenomenon of *overload* was also found in the math textbooks. Thus, textbooks **CS1G2ME**, **CS1G2MC**, **CS2G3MF**, and **CS4G9MH** show an excess of topics, text, facts, and formulas together with a focus on information/facts and reproduction. Learning units are not always balanced and contain overloaded information, which paradoxically leads to a lack of coverage of the learning outcomes. This also happens with textbooks **CS2G5MC** and **CS3G7MC**. The unnecessary load with a lot of text makes these books hardly readable, with not enough space to distinguish between examples and counterexamples, and no space for creative tasks.

There is also an overload with age-inappropriate tasks. For example, in **CS2G5MA** and **CS2G5MC** there are sequences of operations tasks with middle brackets which are very long, including four math operations in complex sequencing, which can be difficult for the majority of fifth graders. Many tasks that require extensive mathematical practice with challenging problems are included in **CS2G5MC**, which can demotivate regular students who may find it impossible to achieve that level of theoretical understanding. In **CS2G4MC**, there is also a strong emphasis on procedural fluency, with a large number of exercises that, due to their rigour and complexity, diminish the motivational and enjoyable aspects of the topics and tasks for most of the students. The textbook **CS1G2MC** also does not align with the cognitive level of the students, but, as we have seen already, this is not an isolated phenomenon.

In terms of *coherence and logical flow*, many textbooks do not reference or connect previous information and student experiences. This creates a lack of consistency and interruption in the logical flow of the content. For example, in the textbook **CS1G2MA**, there is a lack of consistently following a conceptual structure, leading to content imbalance and interruption in the logical flow.

2.2.2.3. EFFECTIVENESS OF THE LEARNING STRATEGIES

Motivating learning and fostering creativity appear not to be the goals for many mathematics textbooks. For example, **CS2G5MA** focuses more on procedures rather than conceptual understanding, which hinders the development of critical and creative thinking skills. Additionally, there are too few exercises and activities in **CS1G2ME** and **CS3G7MC** that actively engage students and spark their interest in mathematics.

The tasks and topics presented in **CS2G4MA** are not sufficiently related to the outcomes of the creative thinking competency. There is a lack of activities that involve research, reflection, discussion, and verbal presentation by students in order to stimulate their ability to defend their ideas through logical argumentation.

In general, the text **CS2G4MB** follows the same logic in terms of examples and tasks from beginning to end. The units do not present engaging topics, but rather routine tasks that require memorization of steps and facts. This indicates a tendency towards **CS2G4MC**. The assignments in **CS4G8MC** involve little critical thinking and are more focused on rote learning. There are no quizzes, projects, or internet research tasks included. The learning units in **CS2G3MF**, **CS3G6MC**, and **CS4G8MC** do not promote the development of critical and creative thinking skills.

Lastly, in the textbook **CS4G8MC**, there is a shortage of examples and creative tasks that stimulate students' curiosity to learn and actively participate in solving mathematical problems. The lack of presentation of challenging problems, explicit requirements, and language that encourages research, analysis, and discussion further diminishes the motivation of students at the desired level.

The lack of creative approaches is closely related to the focus on *rote learning* and memorization. In **CS4G8MA**, the learning units primarily emphasize procedures rather than understanding and mastering the concept and its application. The framing of the definition, note, or clarification allows the possibility for the teacher to require memorization of that rule or note. The given definitions are overly technical with unnecessary words. There is a tendency to include numerous similar exercises that focus on memorizing mathematical facts in **CS4G8MC**, particularly when defining concepts or rules. This indicates to both students and teachers that memorization is expected. The book **CS2G3MF** is quite heavy in terms of units and contains many similar exercises focused on *memorizing* math facts.

The focus on rote learning is clearly emphasized in **CS4G8MA**, where, out of 85 learning outcomes, the following verbs dominate: Defines (19 times), distinguishes (11), applies (9), and counts (9). In contrast, the verbs compare (1), evaluate (0) and analyze (0) are less prominent. In **CS4G9MH**, there are many more routine or procedural tasks compared to non-routine tasks, which require creativity and critical thinking in students.

Furthermore, *real-world connectedness* appears to be lacking as an objective in many math textbooks. Learning units usually do not include tasks that have a clear connection to everyday life. This lack of real-life context fails to attract students' interest in learning and engaging in solving real-life problems in **CS3G6MC**. The textbook **CS3G7MC** generally does not address tasks related to everyday life and creative activities that can capture the reader's attention and encourage learning and problem-solving.

We found a few instances in **CS4G8MA** where mathematical problems were connected to the students' work, real-life situations, or their environment. However, these seem more like a collection of tasks rather than a comprehensive teaching resource for students.

One limitation of the **CS4G9MC** textbook is the lack of connections to the real-world experiences of the students. Furthermore, there is a lack of instruction on how to acquire and apply knowledge in contexts beyond the school setting. The textbook does not adequately address extracurricular activities, life and work skills, personal growth, or career guidance for students.

Concerning *interdisciplinary openness*, many inconsistencies have been also recorded. In **CS2G4MA**, the units do not rely on instructional technology or other tools that could aid students in visualising increasingly complex concepts at this age. There is also a lack of various perspectives in explaining topics. There is a lack of inter-curricular correlation in **CS2G5MA**, **CS2G5MC**. Projects, research, and internet work are not included in these units. The use of technology and digital competence are not promoted in these books.

We did not encounter any examples of encouraging the use of technology in **CS4G9MC**. For instance, even when it is necessary for curriculum learning outcomes, such as in statistics, the use of application programs for data processing is not required. However, the examples provided in the book, such as the processed graphs, have been created using computer programs like Excel or SPSS. Even when technology could be used to demonstrate problems in geometry, the emphasis is on pencil-and-paper work rather than using learning technology or other tools to visualize complex concepts, retrieve and analyze information, and find solutions.

There are a few examples in **CS4G9MH** that promote the use of technology in learning. However, it is important to incorporate tasks that allow students to utilize technology, both in the classroom and for research tasks at home.

Differentiated learning is rarely promoted in maths textbooks. The inability to flexibly use the text according to different learning abilities and styles is evident in textbooks **CS1G2ME**, **CS3G6MC**, and **CS3G7MC**. Additionally, the textbook **CS3G7MC** does not provide materials for remedial activities. There is also a lack of practical work, group work, and examples that require different materials to practice the tasks in **CS2G4MB**.

The textbook **CS4G8MC** fails to present a proportional balance between the development of conceptual understanding skills and the mathematics processes addressed during the lessons, thus lacking differentiated learning. The didactic apparatus does not facilitate the differentiation of learning or adaptation to the mental capacities of certain students, including those with learning difficulties, in **CS4G8MC**.

Concerning *assessment*, there are shortcomings in many textbooks. There are no dedicated sections for assessing understanding in the **CS1G2ME** textbook, and the assessment tasks are insufficient for measuring student achievement. Summative assessment is missing in **CS1G2MA**, **CS2G5MA**, and **CS4G8MA**. In the textbook **CS4G9MH**, research tasks are provided at the end of the section on “What We Learned”, but the lack of instructions or clarifications renders this assessment criterion unusable.

2.2.2.4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

Many textbooks have issues with *language correctness and accessibility*. For example, **CS1G2MF** contains spelling errors, incorrect verb selection, use of non-standard words, and other errors. Additionally, there are typographical errors. In **CS2G4MB**, the number of pages in the table of contents does not match the actual number of pages in the book. Furthermore, there are technical errors in many tasks

and spelling and typographical errors in **CS2G4MB**. The **CS2G4MC** textbook has a significant number of errors, potentially of a technical nature, that should be corrected during the revision process. Lastly, the use of explanatory vocabulary and graphic elements to aid comprehension is limited in **CS1G2MC**. The glossary in the book **CS4G8MA** suffers from some deficiencies and inaccuracies in relation to the concepts it aims to clarify or define. We would recommend revising it based on the original definitions or clarifications from reliable sources.

2.2.2.5. THE QUALITY OF PRESENTATION AND DESIGN

Many textbooks feature inadequate, non-functional, and unappealing *illustrations* for students. In **CS3G7MC**, several examples, photos, and drawings do not align with the topics discussed (particularly chapter covers) and lack high quality, which fails to aid students in better understanding the content. **CS2G5MC** contains an adequate number of graphic illustrations within the text, but lacks original pictures related to the tasks, which should be more extensive considering the students' age.

Moreover, the illustrations presented in the introductions of most chapters do not directly connect with the content to be discussed in **CS4G8MC**. Furthermore, in certain teaching units, the figures are not clearly presented, featuring very thin lines, particularly in the Triangle and Quadrilateral chapter. This makes it challenging for students to grasp the concepts, let alone engage in solving the tasks.

Also, in some units of **CS3G6MC**, the design is unsuitable as the font size is too small in certain examples. Additionally, some of the illustrations and photos are not sufficiently relevant to the text, failing to aid students in understanding the content. There is a lack of illustrations throughout the text, as well as an absence of original pictures related to the tasks, which should be more plentiful considering the students' age in **CS2G4MB**.

3. Policy Recommendations

This section brings to attention some solutions to improve the education system in Kosovo, solutions derived from the textbook analysis, but also taking into account the larger context that generated these textbooks and their philosophy of learning, teaching, and assessment practices.

3.1. Areas for improvement in the content of the textbooks

Because the entire process was dedicated to improving the quality of textbooks, we start this section of the report with suggestions for improving the content of current textbooks. The 38 textbook review reports provide specific and detailed recommendations for each textbook. Also, the strengths of the textbooks highlighted in Section 2 of this report reveal good practices in relation to the criteria, which can be seen as recommendations.

In these conditions, the recommendations below are mostly focused on some aspects that deal with mechanisms of efficient learning by bringing perspectives from recent research in cognitive science. These recommendations have also in view new generations of textbooks developed by authors who are aware of the new requirements of a competence-based curriculum and can build the students' adequate knowledge for a dynamic and rapidly changing world.

- *Context matters!* The analysis of the textbooks revealed that the majority of learning units offer decontextualized learning. There is a philosophy that mathematics is universal, therefore the context does not matter. Also, the same philosophy considers that language rules and communication skills should be internalized no matter the context. However, cognitive science clearly demonstrated that learning must be contextualized to be effective because learning should be meaningful for students.

Contextual learning in textbooks helps students understand complex concepts by relating them to their already experimented situations. A familiar context that introduces the new knowledge enhances comprehension. Thus, by providing relevant examples and case studies, textbooks make it easier for students to grasp the essence of the subject matter. Another role of the context is fostering transferable skills. By contextualizing learning, textbooks can promote the development of skills that can be applied across various disciplines and real-world situations. These skills include critical thinking, problem-solving, communication, and collaboration.

Specifically, it is recommended that the learning units in a textbook begin with examples or problem situations that students can encounter in their close social/natural environment so that the connection between the subject and students' level of comprehension is made. These examples should stimulate the development of students' problem-solving skills in their everyday lives, as well as help the development of critical and creative thinking and increase interest in learning the subject. Therefore, the textbooks for each grade should present more contexts meaningful for the students of that respective age, which are meant to encourage them to develop problem-solving skills in their everyday life situations by enhancing understanding and transfer of learning.

- *Real-life situations should pervade the textbooks.* Many of the analysed textbooks highlight an academic, abstract-theoretical view of the subject. This creates a rejection reaction from students who can get information today from various other sources that inevitably enter competition with school textbooks.

Real-life situations provide students with the opportunity to apply theoretical concepts to practical scenarios. By presenting authentic examples and narratives, textbooks make learning relevant, relatable, and applicable to the real world. This encourages students to think critically, analyze problems, and develop problem-solving skills. Also, by relating concepts to their own lives and experiences, students are more likely to stay engaged with the material and feel motivated to learn. Real-life situations can also foster curiosity and a desire to explore further, promoting a deeper understanding of the subject.

Specifically, both the language and mathematics textbooks should provide more examples from extracurricular activities related to sports, health, the environment, etc. Also, the text should contain activities that require the student to experiment, do some research in the spirit of the subject, provide opportunities for manual work, group work, and interactivity, to motivate students to learn.

- *Recall and memorization are important in sustainable learning, but they must be accompanied and balanced by creativity development.* Many of the textbooks are focused on rote learning, memorization of procedures, and the practice of decontextualized routine tasks.

Rote learning involves memorizing facts, concepts, or formulas without necessarily grasping the underlying principles. While rote learning can be beneficial in certain situations, it is not sufficient alone for deep understanding and critical thinking. Similarly, memorizing procedures can be helpful for performing specific tasks or following certain methodologies. However, it is essential to balance memorization with understanding the concepts behind the procedures to promote higher-order thinking skills. While textbooks often utilize rote learning and memorization as initial steps towards learning, they should ideally also encourage critical thinking, analysis, and application of knowledge.

It is recommended that the written explanatory text be reduced, the number of routine tasks that are presented for the students to solve be also reduced, while more tasks that require the student to reason, analyse, interpret, or evaluate are presented in the books. A successful textbook captures the attention and engages students in the learning process by incorporating interactive activities, thought-provoking questions, and real-life examples that can spark curiosity, encourage critical thinking, and make the content more relatable and meaningful. A comprehensive textbook should provide explanations of concepts and procedures (answering the question “why?”), real-life application examples, and opportunities for students to apply their understanding in practical scenarios or through problem-solving situations.

- *Visual and tactile senses contribute a lot to effective learning.* Many of the analysed textbooks display long texts with quite a few illustrations, many times irrelevant to the message they would want to convey.

Visual and tactile senses play roles in perceiving and processing information, forming connections, and enhancing memory retention. Visuals, such as images, diagrams, charts, and videos, provide representations of complex concepts and information. Tactile learning

involves physical interaction with objects or materials, providing hands-on experience. Both types help learners understand and interpret information more easily, allowing them to grasp abstract or challenging topics. Thus, visual and tactile experiences help learners develop a deeper conceptual understanding of the subject matter. When they can see and touch tangible representations of abstract ideas, they can internalize concepts more effectively. This understanding goes beyond rote memorization and enables learners to apply knowledge in real-world situations. These experiences also have a profound impact on memory retention. Studies have shown that incorporating visuals or hands-on activities can significantly enhance long-term memory recall.

Textbooks should incorporate visual schemes, charts, links to educational videos, etc. to enhance concept understanding. For example, the block pattern method is a visual strategy developed and widely used in Singaporean mathematics textbooks and notebooks. This approach has influenced students to have excellent results in international standardized tests such as PISA or TIMSS.

Practical tasks included in the language textbooks such as visiting an art exhibition or in mathematics textbooks, such as building models of 2D and 3D shapes in geometry, can reinforce understanding and help make connections between theory and practice. Tactile activities, like puzzles, crosswords, building blocks, or manipulatives, encourage learners to physically interact with the materials, fostering a sense of curiosity and motivation.

- *Social inclusion is a vector of development in contemporary communities.* Social inclusion can be stressed in the textbooks through providing resources for differentiated learning. The issue of differentiated learning is rarely addressed in the analysed textbooks in this sense; in the best cases, mathematics textbooks provide tasks on different levels of difficulty, but usually, these tasks focus on the training for math performance and less on ensuring, for example, remedial learning.

Textbooks play an essential role in shaping the minds of students and can offer opportunities to make them learn about social dynamics, diversity, and the importance of being inclusive. By incorporating social inclusion into textbooks, we can promote awareness, empathy, and acceptance among students. It can help them understand the value of inclusivity and the negative consequences of exclusion or discrimination. Moreover, textbooks can highlight the role of social inclusion in achieving development and progress in societies. They can explain how inclusive communities tend to be more equitable, stable, and prosperous. By understanding this link, students can recognize the importance of fostering social inclusion in their own lives and communities.

There is a subtle link between social inclusion and differentiated learning, because we need to both assume that people are different and, at the same time, that each of them should contribute to building knowledge and understanding in the classroom, in the community, and in society at large, by using personal abilities.

To include *differentiated learning* in a textbook, several strategies can be used, among which:

- Providing a variety of content options such as offering different reading levels, providing multiple examples and perspectives, and offering digital resources such as videos or interactive simulations.
- Allowing for flexibility in the pace at which students progress through the textbooks; more specifically, providing additional extension activities for

advanced learners and including review or remedial exercises for struggling students. In this way, students can work at their own pace and remain engaged with the textbook.

- Incorporating diverse assessment methods to evaluate students' understanding and progress. This can include multiple-choice, open-ended, and project-based assessments. It is also helpful to provide clear rubrics and criteria for evaluation. Additionally, opportunities for peer collaboration and discussion to encourage students to learn from and support one another can be also provided in the textbooks.

- *Values and positive attitudes are essential in building a nation.* Surprisingly, the references to the local culture and traditions are relatively few in the analysed textbooks.

The language and the mathematics textbooks should contain elements of the culture and traditions of Kosovo, to better contribute to the goals of pre-university education and the curriculum requirements. However, this should be done thoughtfully to avoid indoctrination while including local culture and traditions in a textbook and developing values and attitudes of citizenship. A few suggestions might be taken into account. The textbooks can provide balanced and diverse perspectives on historical events, cultural practices, and values, enabling students to form their opinions based on understanding and reasoning. Also, the examples and situations brought in the books should emphasize the importance of respecting different cultures, traditions, and perspectives and encourage multiculturalism. It is also important to provide multiple perspectives such as incorporating narratives and stories from different cultural backgrounds.

- *Technology is part of our life today.* Technology is very rarely included in the analysed textbooks. However, it represents an essential dimension of our lives today.

One of the learning outcomes promoted by the core curricula is the use of ICT. It is necessary to promote the use of technology for solving mathematical situations, but also other aspects related to languages and human life in general. For this to happen, it is useful to demonstrate how technology connects textbook concepts to real-life scenarios, industries, or professions. This can help students understand the practical relevance and motivate them to explore those connections further using technology. Also, by encouraging the use of technology to create groups or communities where students can collaborate on assignments, share notes, and discuss topics from the textbook, active participation and engagement can be stimulated.

- *Assessment and self-assessment are key tools for learning progress.* One of the features of the analysed textbooks is the lack of assessment or the improper use of methods for students' current assessments. Nevertheless, assessment and self-assessment are essential components of effective learning, for monitoring and measuring learning progress. They provide valuable feedback about a student's understanding, skills, and abilities, allowing them to make improvements and track their growth over time. They facilitate personalized instruction, promote self-reflection, and foster a culture of lifelong learning.

It is recommended to include, in each chapter (or unit), evaluation tasks of both the traditional type (test, quiz, etc.) and the alternative type (projects, self-assessment research, etc.) meant to identify areas where students excel and areas where they may need additional support.

Since learning outcomes are given for each topic, short tests given at the end of a lesson can verify whether those outcomes have been achieved or not. Through this continuous assessment, the possibility of differentiating achievement levels for students with different abilities and opportunities will be offered, allowing for adequate support before the learning loss accumulate to a level that is hardly recuperable.

- *Language correctness and scientific accuracy provide a solid foundation.* A general critique related to many of the analysed textbooks reveals spelling mistakes, confusing definitions, and a lack of clarity in the pace of learning.

To present accurate and up-to-date information, textbook authors should draw from reliable sources such as academic journals, scholarly books, reputable websites, and expert opinions. Properly citing sources and giving credit to authors is important to maintain academic integrity.

Also, The language should be clear, concise, and accessible for students to understand. Complex concepts should be explained in a way that can easily be processed, incorporating appropriate examples, analogies, and visuals. Ensuring accessibility in a textbook means making it inclusive for all learners. This includes using plain language, avoiding jargon, and providing appropriate accommodations for students with special needs. Text formatting, such as using legible fonts and appropriate spacing, also contributes to accessibility.

A language proof-reader should check the spelling in close cooperation with the textbook authors to ensure unified language expressions throughout the text. We also consider it necessary, when a mixed team of authors from Albania and Kosovo collaborate (which is a very good thing) to pay attention to the unification of the terminology authors from both countries are using in the textbook.

- *Motivation builds the future.* Very few of the analysed textbooks can be seen as motivating the students to advance in learning. However, motivation is at the basis of each human endeavour, and it should be promoted in textbooks.

To develop a motivational textbook, some strategies as the ones presented in the next can be developed. It is important to use concise and easy-to-understand language. Therefore, complex concepts should be broken down into simpler parts with clear explanations; examples, analogies, and visuals that could make the content clearer and interesting for the reader. The inclusion of diagrams, charts, graphs, and other visual aids can help illustrate complex concepts and make the content more visually appealing and accessible.

Another good solution is to break up the text with subheadings, bullet points, and relevant quotes to make it visually appealing and easier to navigate to maintain interest. Sections or examples that showcase how the concepts taught in the textbook are relevant and applicable in real-world situations can help students see the practical value of what they are learning and can motivate them to engage more with the text. Whenever possible, connections of the content of the textbook to students' personal interests, hobbies, or passions are more likely to enhance motivation to learn and retain the information. By including self-assessment quizzes or questions throughout the textbook, students can be also motivated as they see their knowledge and skills improve.

3.2. Recommendations for review and reviewing the textbooks in the future

The pilot process consisting of a capacity-building program and its implementation in reviewing textbooks, which took place at the end of the school year 2022-23, proved effective in terms of the competence gained by the involved participants and the results they obtained in professionally reviewing the allocated textbooks. The recommendations below detail how to make use of the created resources and how the process can be continued and enhanced.

- The MESTI needs to establish a process for ongoing review and revision of textbooks. This shall serve as a consistent and sustainable mechanism to obtain authentic inputs from textbook users focusing on an ongoing improvement of textbooks. This process and relevant mechanisms require clear legal basis so that the approach to ongoing review and revision are recognized and supported by MESTI.
- The pilot phase which included training of 30 experts and review and revision of textbooks for Albanian language and mathematics in grades 1 to 9 needs to be replicated in the coming years for other subjects so that the current textbooks on the market provide a better learning experience for students and more coherent guidance for teachers. In the long term, the methodology initiated within this process should serve as the core for capacity- building program for the teams of reviewers who will assess the quality of the new generations of textbook, in all other curriculum areas, and in each of the Kosovo municipalities.
- The Master training program for new teams of reviewers for the current textbooks for other subjects, should be developed and accredited by MESTI. The program for master trainers should cover aspects such as: how to select a textbook appropriate for the students' needs; how to make relevant implementation of the competence-based curriculum; how to develop resources to complement the content that is missing in a specific textbook.
- The capacity-building program for the review teams should become the core training for the future teams of reviewers who will assess the quality of the new generations of textbooks after the textbook law is approved. The program covers theoretical approaches in teaching and learning, recent research, and data on curriculum implementation (various subjects) in Kosovo, the Kosovo curriculum framework and the respective Core Curricula, the subject curricula, perspectives of textbook development and implementation in different countries, aspects related to the new textbook law in Kosovo, criteria, and descriptors for reviewing the textbooks. All these topics have been systematically combined with practical activities to ensure optimal internalization of the knowledge and skills to be developed. The program has a two-fold focus, on building functional competencies of participants to review the textbooks, as well as increasing their motivation and commitment to do a high-quality job.
- Given the novelty and complexity of the program content, and the good results obtained, the MESTI and the Faculty of Education should consider integrating it in the masters' program as a topic for ongoing research and analysis. Thus, approaches to textbook review and revision would become areas of interest for current and new masters' program students.
- The main team of 30 local experts trained by the KosED project constitutes a very important Kosovar human resource in the future, for textbook improvement and

textbook development. The future work of this team should be continuously supported by MESTI, and their professional work could be managed by a central institution, such as the Kosovo Pedagogical Institute. Considering that there are approximately 200 subject curricula and at least 600 book titles, at least 200 reviewers would need to be identified and trained per year to address the requirements of the new textbook law. The above-mentioned people will represent an essential human resource for all the processes related to textbook development and review, and their capacity should be recognized and capitalized on for future actions/reforms. This provides sustainability and continuity of the process.

- A pool of trained teachers and educators, covering the seven regions and the respective MEDs, is needed. This training shall contribute to the creation of municipal based review and revision teams who constantly contribute to textbook improvement by providing inputs and feedback from the school level. The trained teachers and educators should complete the training program developed by the KosEd and Kosovo Pedagogical Institute and approved by MESTI.
- MESTI needs to establish an effective communication mechanism with authors and publishers. This shall ensure that feedback and inputs compiled in the review and revision reports from the trained teams, at the MED and regional levels, are continuously shared and take into consideration the improvement of current and next textbooks and teaching materials. An annual calendar for review and revision of textbooks, prepared by MESTI and shared with all stakeholders, may be an effective communication tool. The annual calendar may include: the timeline for training of reviewers at the regional and MED level, the length of the review and revision process to take place, the process guidelines for analyzing the processing reports, the communication process with publishers and authors, the timeline to edit and improve textbooks as per inputs obtained, and the production of new and revised textbooks for the subsequent year.
- Findings from review and revision of textbooks may imply curriculum changes in general and subject curriculum revisions in particular. Thus, a clear mechanism to analyze inputs from the review and suggested curriculum/subject changes must be established by the MESTI. Guidelines (manuals) for ongoing curriculum and subject area improvements, developed by MESTI, could be an approach to effective improvement and upgrading.

3.3. Implications for Curriculum Design and Implementation

Within the textbook review process, several constraints and drawbacks have been identified concerning the implementation of the new curriculum. We will mention them to formulate recommendations for constructive improvements.

3.3.1. The knowledge reflected in the textbooks

The knowledge transmitted in Kosovo's compulsory education is still presented, essentially, as a product. Prefabricated cognitive products are offered, and the reproductive abilities of students are stimulated through appropriate exercises. Moreover, knowledge is expected to be turned to good account in and by itself, since its applications in individual everyday life or the productive sphere are not investigated. Knowledge as a process is being promoted discreetly by some textbooks. Only about 10 percent of the cognitive exercises proposed to

students in all the analysed textbooks have any link to practical life. Students are not taught how to work on projects, solve true-life problems, or discover how to search for alternative strategies when facing problems.

The prevailing learning resources are the textbook and the notebook. The idea of alternative resources for learning, *i.e.*, searching for and using sources of knowledge, is still far from playing an effective role in teaching and learning.

Too little attention is given to the training of individuals in the wise management of personal life. Subject knowledge is viewed separately, with few attempts to stimulate interrelations.

Gender relations are represented in a predominantly conservative manner. The mathematics textbooks, for example, reflect a kind of blindness regarding gender problematics, and it is reduced to presenting a picture of boys and girls together, at best. Usually, boys are the ones associated with math, therefore, pictures representing boys are more frequent in these books. This talks less about discrimination, but it talks a lot about a general mindset.

All these and probably other similar problems call for a radical change in the conceptions reflected in the textbooks of the knowledge proposed to students for learning. A new correlation of values, knowledge, and applications must be readily investigated, established, included in the books and promoted to influence teachers' practice in class.

By moving away from the product-oriented model of education, compulsory education can become more effective in preparing students for the challenges of the modern world. It can help them develop lifelong learning skills, adaptability, and critical thinking abilities, which are crucial for success in today's rapidly changing society.

3.3.2. From curriculum documents to curriculum implementation

The curriculum reform does not mean only producing documents. It is a vivid process involving all the components of educational infrastructure. The current state of Kosovo compulsory education reveals the dichotomy of two types of student performance: the traditional type which still represents the majority, centred on information reproduction, and the emergent type, proposed by the new Curriculum, centred on the development of the student's intellectual abilities and his or her capacities to integrate into society and family.

This dichotomy is also present inside the curriculum documents; in many cases, the subject curricula reflect that strong tendency to deliver a lot of information, sometimes above today's students' capacity to process it at a certain age, information that brings an overload of content, detrimental to active use of that information. Paradoxically, the textbooks analysis meant to check full compliance with the subject curriculum, revealed also that the subject curricula need to be revised to better serve the objectives of the curriculum framework and core curriculum.

To implement the new philosophy promoted by the curriculum framework, ongoing support, mentoring, and capacity building for teachers, school leaders, and community members are needed. This could include additional training, networking opportunities, and resources to promote continuous growth and improvement.

3.4. Implications for teacher training

The curricular reform itself led to the development of the dichotomy discussed above in relation to compulsory education: one of the world of cognitive reproduction and the other of the world of formative orientation. To bring more people to that second world, some concrete actions can be undertaken. A few recommendations, which involve teacher training structures and methodologies as well as a strong connection between curriculum and assessment, are presented below.

The Kosovo Curriculum Framework and the Core Curricula generously describe values, attitudes, abilities to be developed in students. Textbooks are subject-based, while the training for the implementation of the new curriculum was mostly general, insufficiently focused on specific subjects and especially on the didactical implications that emerged from the new curriculum. Therefore, the tough job of implementing the new curriculum was heavily put on (only) textbooks.

The institutions responsible for initial training of teachers, as well as for in-service training should more consistently recourse to analysis, discussion, and application of the new curricular options. It is important that the higher education institutions, in which the initial training of teachers takes place, assume this task with full responsibility.

It is to be mentioned that, in general, the universities and other higher education institutions have a different mission oriented toward the training of specialists in academically differentiated subjects and not towards that of the training of teachers for pre-university education.

From an institutional point of view, the potential for the promotion of curricular reform is reduced as long as the system of initial and further training for teachers is kept in a secondary position or in a position subordinating it to other missions of higher education. Here, Kosovo Pedagogical Institute can become a relevant link for improving the situation, on the one hand for developing in-service teacher training, on the other hand for supporting the teachers' needs for new learning experiences with authentic research.

To change the approach from viewing knowledge as a product to viewing knowledge as a process, teacher training programs could implement a list of strategies among which:

- *Emphasizing subject-specific pedagogy over content.* Teacher training programs should focus on equipping future educators with effective teaching strategies and methodologies specific to the subject rather than solely concentrating on content knowledge. This shift can help teachers recognize the importance of guiding students through the learning process of a certain discipline rather than just delivering information.
- *Promoting inquiry-based learning in various school subjects.* Teacher training programs can include practical subject-specific settings to emphasize the importance of inquiry-based learning, where students actively explore and investigate concepts of a certain discipline rather than passively receiving information. This approach encourages critical thinking, problem-solving skills, and a deeper understanding of the subject matter for the teachers and will create good premises to transfer this type of learning to students.
- *Encouraging collaboration and reflection while teaching various subjects.* Teacher training programs should create opportunities for educators to collaborate and reflect

on their teaching practices. By sharing experiences, discussing challenges, and learning from one another, teachers can develop a more process-oriented approach to knowledge. Such programs can be more effective when bringing together teachers from the same curricular area or from “neighbouring” curricular areas.

- *Incorporating technology integration.* To provide students with tools for independent research, collaboration, and self-directed learning, teachers should be themselves exposed to these kinds of experiences while they are preparing for the profession. Teacher training programs should therefore equip educators with the necessary skills to effectively integrate technology into their teaching practices.
- *Providing mentorship programs at the school level.* Mentorship programs should be established, where experienced teachers guide and support new educators in their transition from a product-oriented approach to a process-oriented approach. This personalized guidance can help teachers understand the benefits and challenges of adopting a new approach and provide practical strategies for implementation.
- *Engaging in research and innovation.* Teacher training institutions should actively engage in educational research and innovation. Through research, they can uncover evidence-based practices that support a process-oriented approach to knowledge. By staying updated on the latest research findings and innovative teaching methods, institutions can guide educators in implementing effective strategies.
- *Collaborating with schools and communities.* Teacher training institutions should collaborate with schools and communities to create a supportive learning ecosystem. This collaboration can involve partnerships with schools to provide practical training opportunities for aspiring educators and engage with communities to understand their educational needs. These partnerships can also help foster an environment that values knowledge as a process.

Overall, changing the approach from viewing knowledge as a product to building knowledge as a process requires a comprehensive effort from teacher training programs. By focusing on subject-based pedagogy, inquiry-based learning, collaboration, technology integration, lifelong learning, mentorship, research, and community engagement, the institutions involved in teacher training can help educators adopt a process-oriented approach to knowledge, leading to more effective and meaningful learning experiences for students. All these will have an organic impact on the structure and content of future textbooks and other learning resources, as alternative textbooks serve to synthesize the whole new logic of teaching and represent the main way to enhance flexibility and adapt didactic processes to the specific features of different classes.

3.5. Implications for Curriculum Implementation and Assessment

In terms of the point made above, we should note the tension between on the one hand the curricular reform promoted by the curriculum framework and the core-curricula, and on the other the assessment practices reflected in the textbooks as well as in the classroom. The former intends to be oriented towards formative education while the assessment still has as one of its effects the reproduction of the classical form of education in which information is assimilated and reproduced. Current assessment methods are not yet convergent with the requirements of the new curriculum. They still attempt to preserve the old practice of testing

the degree of knowledge reproduction. The curriculum reform will only have negligible effects if current assessments and national examinations continue to be oriented toward reproduction.

To effectively assess students' competence and provide valuable feedback for their learning and development, some major changes should be brought into assessment strategies. A few proposals are mentioned below.

- Nominating a structure/department/institution responsible for reforming assessment.
- Creating subject-specific working groups comprising curriculum specialists, educators, researchers and external experts to develop, review and validate assessment tools regularly.

This structure and its associated working groups should have in view:

1. *Developing progression maps.* Designing, for each school subject, matrixes of competencies that show the progression in complexity of the competencies along the school grades, which include the knowledge, skills, and attitudes students are expected to acquire in each grade. These progression maps will also contribute to equilibrating the contents distribution along grades, allowing a smooth revision of the subject curricula.
2. *Training and guidance for teachers.* Professional development programs and resources for teachers, organized per subject or curricular areas (in order to provide many concrete examples), should help them familiarize with:
 - strategies for designing and implementing assessments that accurately measure students' competency progression
 - effective use of subject-specific formative and summative assessment strategies to support students' learning.
 - integration of various assessment methods, such as practical tests, projects, portfolios, and oral presentations, to evaluate students' competence effectively.
 - feedback mechanisms to provide timely and informative feedback to students on their performance and areas for improvement.
 - flexibility and differentiation at the classroom level, by recognizing the diverse learning styles and abilities of students by allowing for differentiated assessments, accommodating individual needs and preferences and providing alternative assessment methods and accommodations for students with disabilities or special educational needs.
 - strategies to promote an ongoing dialogue between teachers, students, and parents/ guardians to discuss assessment results and to identify areas where additional support may be needed.
3. *Competence-based assessment strategy at national and regional levels.* A national strategy for reforming assessment could have in view to:
 - Explore the use of competency-based grading systems that focus on individual growth and progression rather than traditional marking/grading students.

- Introduce a system of external moderation to ensure the reliability and validity of assessment processes across different schools.
- Conduct periodic audits to evaluate the effectiveness and consistency of the assessment framework, identifying areas for improvement and implementing necessary adjustments.
- Promote the use of digital platforms or student portfolios to allow students to track their progress and showcase their achievements.
- Rethink the graduation exams: the *Achievement Test* at the end of compulsory education and the *Matura* exam, to make them more consonant with the new philosophy of assessment.

4. *Quality assurance of the assessment processes.* A mechanism of quality assurance should be put in place to ensure that the assessment procedures are updated and consistent across the educational system. This might have in view:

- Promote research initiatives to investigate the effectiveness and impact of the competence-based curriculum and its assessment practices.
- Collaborate with educational research institutions and experts to evaluate the outcomes of the assessment framework and identify areas for further improvement.
- Regularly review and update the assessment policies and practices based on evidence-based research findings and feedback from stakeholders.

• • •

Instead of a firm conclusion, this report ends with a list of questions. The work on reviewing the textbooks started out and remained with a list of tensions and contradictions, which manifested more or less explicitly during the process. These tensions and contradictions still remain and invite deep reflection:

Therefore, how can we, as decision-makers, educational managers, researchers, teachers ...

- Reduce the tendency of ‘rote teaching and learning’ which is currently accepted as the ‘default’?
- Create opportunities for students’ and teachers’ coherent agency in a system of centralised approval and decision, with some chaotic movements inside?
- Promote creativity, autonomous thinking, and other 21st-century skills for students, if these are not promoted for teachers, who are centrally selected and uniformly paid?
- Create those learning situations that satisfy the definition of competence-based approach, but which are ‘unseen’ and never met in initial and in-service preparation of teachers, nor by textbook authors?
- Support formative assessment as assessment meant to support students’ progress in learning and not for ranking students and hunting for their mistakes?
- Accommodate the need for change when change faces so many conceptual, mental, and practical-institutional barriers?

Enhancing Education:

Report on the Reviewing Process of the Textbooks for Compulsory Education (Phase 1)

Executive summary

Introduction

Textbooks serve as key learning resources for students across school subjects and grade levels and play a pivotal role in equipping students with the necessary knowledge, skills, and attitudes needed for a successful career.

This report aims to offer evidence-based recommendations for policymakers, educators, and textbook publishers as to how can textbooks be enhanced to better meet these needs in schools in Kosovo.

The issue of textbooks is of great interest in Kosovo, compared to many other European countries. Teachers rely on textbooks as a universal resource for learning and teaching, and in the public space, there is a continuous concern about the quality of school textbooks. However, although informal discussions about the quality of these textbooks are frequent, professional analyses are relatively few.

Taking into account an accumulated body of evidence including from the National Audit Office of Kosovo (2015), KEEN (2018), the Youth Initiative for Human Rights (2017), the Kosovo Education Center (2021), the Kosovo Pedagogical Institute (2022), all of which reported deficiencies of the textbooks in use, MESTI decided to resort to an evaluation mechanism based on criteria and descriptors that would allow a more professional analysis and would also lead to concrete solutions for improving the quality of these textbooks.

Process

The pilot process consisted of a capacity-building program to review textbooks at the end of the school year 2022-23. With the support of the KosEd project, the capacity building of textbook reviewers (Review Teams) was developed. The Review teams were tasked to deliver a criteria-based professional analysis of the textbooks. The first, pilot phase of this process targeted textbooks for Albanian language and Mathematics for grades 1 to 9.

The distribution of the number of textbooks per subject was the following: for the Albanian language – 21 textbooks and for Mathematics – 17 textbooks, while per curriculum stage the distribution is: CS1 – 12, CS2 – 12, CS3 – 6, CS4 – 8. The number of textbooks per publishing house was the following: Albas – 11, Berati – 1, Dukagjini – 15, Dukagjini dhe Pegi -1, Libri shkollor – 3, Luarasi – 2, Magjia e librit – 1, Pegi – 5.

Table 1: List and number of textbooks for Albanian language, according to the MESTI catalogue available in June 2023, which have been reviewed

CS	CS1		CS2			CS3		CS4	
	G1	G2	G3	G4	G5	G6	G7	G8	G9
Grades									
Publishing house									
Albas	1	1	1	1				1	1
Dukagjini	1	1	1	1	1	1	1		1
Dukagjini dhe Pegi (Abetare)	1								
Libri shkollor	1					1			
Magjia e librit	1								
Pegi			1			1			1
Total	5	2	3	2	1	3	1	1	3
Total per CS	7		6			4		4	
General Total	21								

Table 2: List and number of textbooks for Mathematics, according to the MESTI catalogue available in June 2023, which have been reviewed

CS	CS1		CS2			CS3		CS4		
	Grades	G1	G2	G3	G4	G5	G6	G7	G8	G9
Publishing house										
Albas		1		1	1			1		
Berati				1						
Dukagjini	1	1		1	1	1	1	1	1	
DUKAGJINI dhe Pegi (Abetare)										
Libri shkollor		1								
Luarasi		1	1							
Pegi										1
Total	1	4	1	3	2	1	1	2	2	
Total per CS	5		6			2		4		
General Total	17									

A total of 38 textbooks were analysed. For each textbook, the Review Teams compiled detailed reports with criteria-based observations and recommendations for improvement. Because of the detailed analysis, the review reports total more than 600 pages.

Findings and suggestions for improvement

A synthetic presentation of the main findings in the textbook review reports is done through a set of graphs collected in the ANNEX: *A collection of graphs, reflecting the main findings of the review process for the textbooks for Albanian language and Mathematics used in 2022-2023 in compulsory education*. The graphs depict the textbook's level of achievement according to the five textbook review criteria (curriculum alignment; accuracy of content; effectiveness of the learning strategies; correctness and accessibility of language; quality of presentation and design) and report synthetic results of the level of achievement of the 25 descriptors included in the criteria. To offer a snapshot into the results, the levels of achievement have been divided into only two categories: the books succeeded in fulfilling the criterion *to a large extent*, or the level of attainment is *insufficient*. Full details about each textbook review and recommendations for improvement can be found in each review report per textbook.

In what follows, the main findings are accompanied by suggestions for improvements.

Context matters! The analysis of the textbooks revealed that the majority of learning units offer decontextualized, theoretical learning. However, contextual learning in textbooks helps students understand complex concepts by relating them to their already experimented situations. By providing examples and case studies, textbooks make it easier for students to grasp the essence of the subject matter. By contextualizing learning, textbooks can also promote the development of skills that can across various disciplines and real-world situations, including critical thinking, problem-solving, communication, and collaboration.

Learning units in a textbook should begin with examples or problem situations that students can encounter in their close social/natural environment so that the connection between the subject and students' level of comprehension is made. These examples should stimulate the development of students' problem-solving skills in their everyday lives, as well as help develop their critical and creative thinking and increase interest in learning the subject.

Real-life situations should pervade the textbooks. Many of the analysed textbooks highlight an academic, abstract-theoretical view of the subject. This creates rejection from students who can get information from other sources that inevitably compete with school textbooks.

Real-life situations provide students with the opportunity to apply theoretical concepts to practical scenarios. By presenting authentic examples and narratives, textbooks make learning relevant, relatable, and applicable to the real world. This encourages students to think

critically, analyse problems, and develop problem-solving skills. Also, by relating concepts to their own lives and experiences, students are more likely to stay engaged with the material and feel motivated to learn. Real-life situations can also foster curiosity and a desire to explore further, promoting a deeper understanding of the subject.

Recall and memorization are important in sustainable learning, but they must be accompanied and balanced by creativity development. Many of the textbooks are focused on rote learning, memorization of procedures, and the practice of decontextualized routine tasks. Rote learning involves memorizing facts, concepts, or formulas without necessarily grasping the underlying principles. While rote learning can be beneficial in certain situations, it is not sufficient alone for deep understanding and critical thinking.

The written explanatory text should be reduced, the number of routine tasks that are presented for the students to solve be also reduced, while more tasks that require the student to reason, analyse, interpret, or evaluate should be presented in the books. A successful textbook captures the attention and engages students in the learning process by incorporating interactive activities, thought-provoking questions, and real-life examples that can spark curiosity, encourage critical thinking, and make the content more relatable and meaningful. A comprehensive textbook should provide explanations of concepts and procedures (answering the question “why?”), real-life application examples, and opportunities for students to apply their understanding in practical scenarios or through problem-solving situations.

Visual and tactile senses contribute a lot to effective learning. Many of the analysed textbooks display long texts with few illustrations, many times irrelevant to the message they would want to convey.

Textbooks should incorporate visual schemes, charts, links to educational videos, etc. to enhance concept understanding. For example, the block pattern method is a visual strategy developed and widely used in Singaporean mathematics textbooks and notebooks. This approach has influenced students to have excellent results in international standardized tests such as PISA or TIMSS.

Practical tasks included in the language textbooks such as visiting an art exhibition or in mathematics textbooks, such as building models of 2D and 3D shapes in geometry can reinforce understanding and help make connections between theory and practice. Tactile activities, like puzzles, crosswords, building blocks, or manipulatives, encourage learners to physically interact with the materials, fostering a sense of curiosity and motivation.

Social inclusion is a vector of development in contemporary communities. Social inclusion can be stressed in the textbooks by providing resources for differentiated learning.

The issue of differentiated learning is rarely addressed in the analysed textbooks in this sense; in the best cases, mathematics textbooks provide tasks on different levels of difficulty, but usually, these tasks focus on the training for maths performance and less on ensuring, for example, remedial learning.

Textbooks play an essential role in shaping the minds of students and can offer opportunities to help them learn about social dynamics, diversity, and the importance of being inclusive. By incorporating social inclusion into textbooks, we can promote awareness, empathy, and acceptance among students.

Values and positive attitudes are essential in building a nation. Surprisingly, the references to the local culture and traditions are relatively few in the analysed textbooks.

The language and the mathematics textbooks should contain elements of the culture and traditions of Kosovo, to better contribute to the goals of pre-university education and the curriculum requirements. However, this should be done thoughtfully to avoid indoctrination while including local culture and traditions in a textbook and developing values and attitudes of citizenship. A few suggestions might be taken into account. The textbooks can provide balanced and diverse perspectives on historical events, cultural practices, and values, enabling students to form their opinions based on understanding and reasoning. Also, the examples and situations brought in the books should emphasize the importance of respecting different cultures, traditions, and perspectives and encourage multiculturalism. It is also important to provide multiple perspectives such as incorporating narratives and stories from different cultural backgrounds.

Technology is part of our life today. Technology is very rarely included in the analysed textbooks. However, it represents an essential dimension of our lives today.

One of the learning outcomes promoted by the core curricula is the use of ICT. It is necessary to promote the use of technology for solving mathematical situations, but also other aspects related to languages and human life in general. For this to happen, it is useful to demonstrate how technology connects textbook concepts to real-life scenarios, industries, or professions. This can help students understand the practical relevance and motivate them to explore those connections further using technology. Also, by encouraging the use of technology to create groups or communities where students can collaborate on assignments, share notes, and discuss topics from the textbook, active participation and engagement can be stimulated.

Assessment and self-assessment are key tools for learning progress. One of the features of the analysed textbooks is the lack of assessment or the improper use of methods for students'

current assessments. It is recommended to include, in each chapter (or unit), evaluation tasks of both the traditional type (test, quiz, etc.) and the alternative type (projects, self-assessment research, etc.) to identify areas where students excel and areas where they may need additional support.

Since learning outcomes are given for each topic, short tests given at the end of a lesson can verify whether those outcomes have been achieved or not. Through this continuous assessment, the possibility of differentiating achievement levels for students with different abilities and opportunities will be offered, allowing for adequate support before the learning loss accumulates to a level that is hardly recuperable.

Language correctness and scientific accuracy provide a solid foundation. A general critique related to many of the analysed textbooks reveals spelling mistakes, confusing definitions, and a lack of clarity in the pace of learning.

To present accurate and up-to-date information, textbook authors should draw from reliable sources such as academic journals, scholarly books, reputable websites, and expert opinions. Properly citing sources and giving credit to authors is important to maintain academic integrity.

The language should be clear, concise, and accessible for students to understand. Text formatting, with legible fonts and appropriate spacing, also contributes to accessibility. A language proof-reader should check the spelling in close cooperation with the textbook authors to ensure unified language expressions throughout the text. We also consider it necessary, when a mixed team of authors from Albania and Kosovo collaborate (which is a very good thing) to pay attention to the unification of the terminology authors from both countries are using in the textbook.

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situations can help students see the practical value of what they are learning and can motivate them to engage more with the text. Whenever possible, connections of the content of the textbook to students' personal interests, hobbies, or passions are more likely to enhance motivation to learn and retain the information. By including self-assessment quizzes or questions throughout the textbook, students can be also motivated as they see their knowledge and skills improve.

Recommendations for a mechanism of reviewing textbooks in the future

- MESTI needs to establish a process for ongoing review and revision of textbooks. This shall serve as a consistent and sustainable mechanism to obtain authentic inputs from textbook users focusing on an ongoing improvement of textbooks. This process and relevant mechanisms require a clear legal basis so that the approach to ongoing review and revision is recognized and supported by MESTI.
- The pilot phase of textbook review needs to be replicated in the coming years for other subjects. In the long term, the methodology initiated within this process should serve as the core for a capacity-building program for the teams of reviewers who will assess the quality of the new generations of textbooks in other curriculum areas, and in each of the Kosovo municipalities.
- A master's training program for new teams of reviewers for current textbooks and other subjects should be developed and accredited by MESTI. The program for master trainers should cover aspects such as: how to select a textbook appropriate for the students' needs; how to make relevant implementation of the competence-based curriculum; and how to develop resources to complement the content that is missing in a specific textbook.
- The capacity-building program for the review teams should become the core training for the future teams of reviewers who will assess the quality of new textbooks after the textbook law is approved. The program has a two-fold focus, on building functional competencies of participants to review the textbooks, as well as increasing their motivation and commitment to do a high-quality job.
- Given the novelty and complexity of the program content, and the good results obtained, MESTI and the Faculty of Education should consider integrating it into the master's programme as a topic for ongoing research and analysis. Thus, approaches to textbook review and revision would become areas of interest for current and new master's program students.
- The main team of 30 local, trained experts constitutes an important Kosovar human resource for textbook improvement and textbook development. The future work of this team should be continuously supported by MESTI, and their professional work could be managed by a central institution, such as the Kosovo Pedagogical Institute. Considering that there are approximately 200 subject curricula and at least 600 book titles, at least 200 reviewers would need to be identified and trained per year, to address the requirements of the new textbook law. The trained reviewers will represent an essential human resource for sustainable processes related to textbook development and review,
- A pool of trained teachers and educators, covering the seven regions and the respective MEDs, is needed. This training shall contribute to the creation of municipal-based review and revision teams who constantly contribute to textbook improvement by providing

inputs and feedback from the school level. The trained teachers and educators should complete the training program developed by the KosEd and Kosovo Pedagogical Institute and approved by MESTI.

- MESTI needs to establish an effective communication mechanism with authors and publishers to ensure that revision reports from the trained teams, at the MED and regional levels, are continuously shared. An annual calendar for review and revision of textbooks, prepared by MESTI and shared with all stakeholders, may be an effective communication tool.
- Findings from the review and revision of textbooks may imply curriculum changes in general and subject curriculum revisions in particular. Thus, a clear mechanism to analyze inputs from the review and suggested curriculum/subject changes must be established by the MESTI. Guidelines (manuals) for ongoing curriculum and subject area improvements, developed by MESTI, could be an approach to effective improvement and upgrading.

Enhancing Education: Report on the Reviewing Process of the Textbooks for Compulsory Education (Phase 1)

ANNEX 1: The coding system

	CS	CS 1				CS 2						CS 3				CS 4			
	Subject Publishing house	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
		Alb	M	Alb	M	Alb	M	Alb	M	Alb	M	Alb	M	Alb	M	Alb	M	Alb	M
A	Albas	CS1G1 AA		CS1G2 AA	CS1G2 MA	CS2G3 AA		CS2G4 AA	CS2G4 MA		CS2G5 MA					CS4G8 AA	CS4G8 MA	CS4G9 AA	
B	Berati								CS2G4 MB										
C	Dukagjini	CS1G1 AC	CS1G1 MC	CS1G2 AC	CS1G2 MC	CS2G3 AC		CS2G4 AC	CS2G4 MC	CS2G5 AC	CS2G5 MC	CS3G6 AC	CS3G6 MC	CS3G7 AC	CS3G7 MC		CS4G8 MC	CS4G9 AC	CS4G9 MC
D	Dukagjini- Pegi	CS1G1 AD																	
E	Libri shkollor	CS1G1 AE			CS1G2 ME							CS3G6 AE							
F	Luarasi				CS1G2 MF		CS2G3 MF												
G	Magjia e librit	CS1G1 AG																	
H	Pegi					CS2G3 AH						CS3G6 AH						CS4G9 AH	CS4G9 MH

Enhancing Education: Report on the Reviewing Process of the Textbooks for Compulsory Education (Phase 1)

ANNEX2: A collection of graphs reflecting the main findings of the review process for the textbooks for Albanian language and Mathematics used in 2022-2023 in compulsory education

The graphs depict the textbook's level of achievement according to the five textbook review criteria (curriculum alignment; accuracy of content; effectiveness of the learning strategies; correctness and accessibility of language; quality of presentation and design) and report synthetic results of the level of achievement of the 25 descriptors included in the criteria.

In order to offer a snapshot into the results, the levels of achievement have been divided into only two categories: the books succeeded in fulfilling the criterion **to a large extent**, or the level of attainment is **insufficient**. Full details about each textbook review and recommendations for improvement can be found in each review report per textbook.

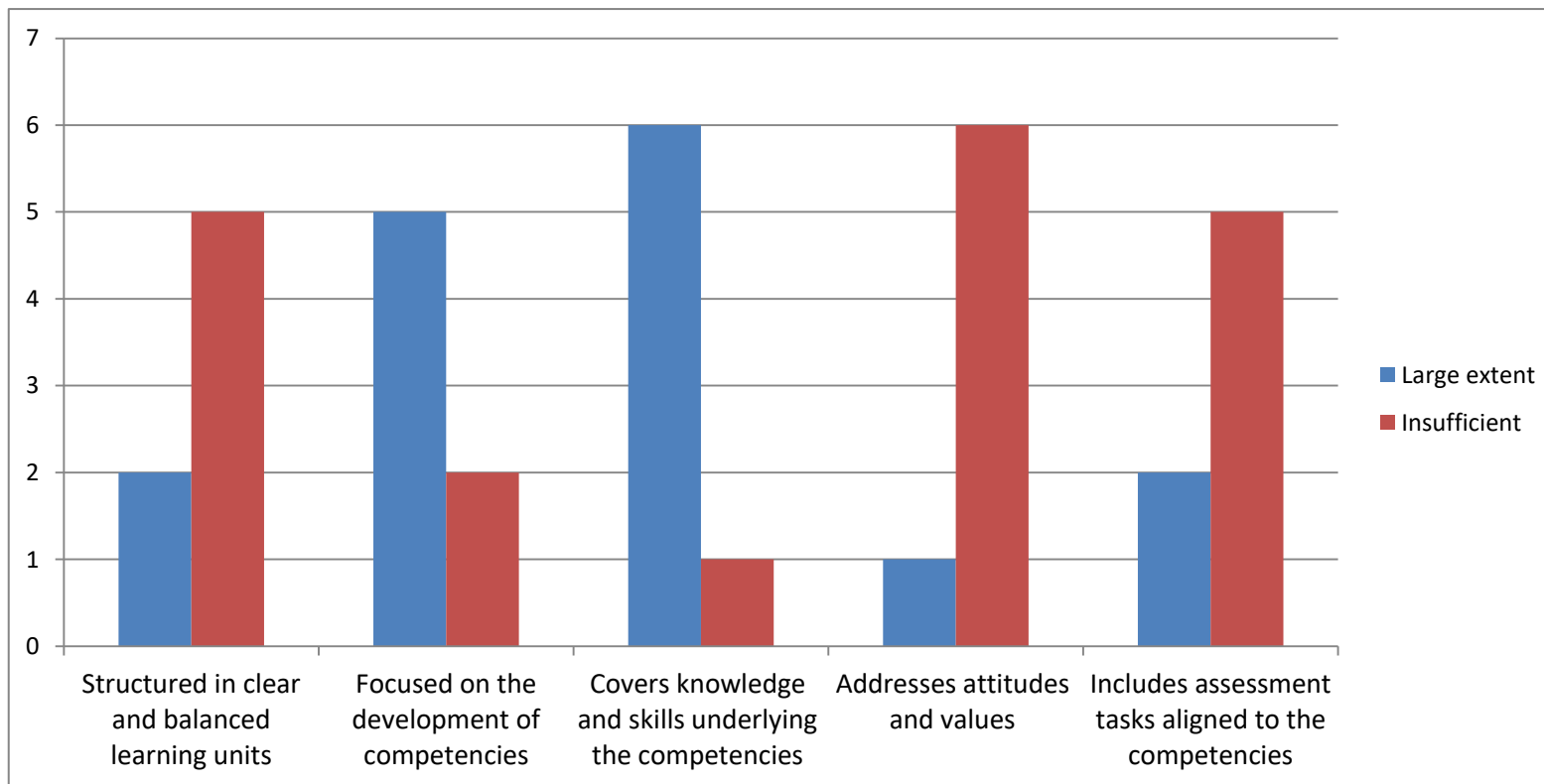
The graphs have been developed based on the 38 review reports produced by the teams of reviewers and reflect the reviewers' views on the analysed textbooks.

7 BOOKS

ALBANIAN CS1

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	2	5
Focused on the development of competencies	5	2
Covers knowledge and skills underlying the competencies	6	1
Addresses attitudes and values	1	6
Includes assessment tasks aligned to the competencies	2	5
	16	19

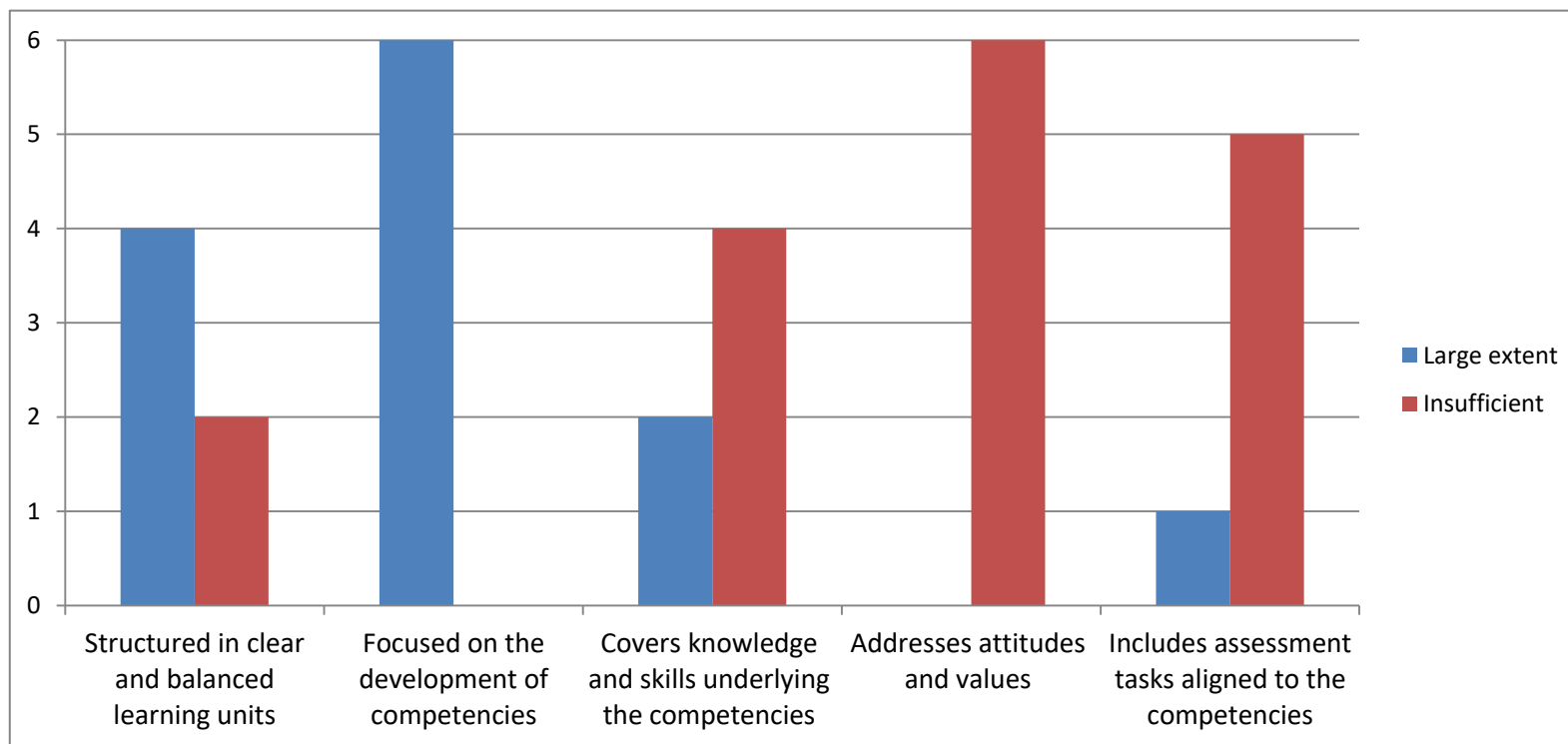


6 BOOKS

ALBANIAN CS2

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	4	2
Focused on the development of competencies	6	0
Covers knowledge and skills underlying the competencies	2	4
Addresses attitudes and values	0	6
Includes assessment tasks aligned to the competencies	1	5
	13	17

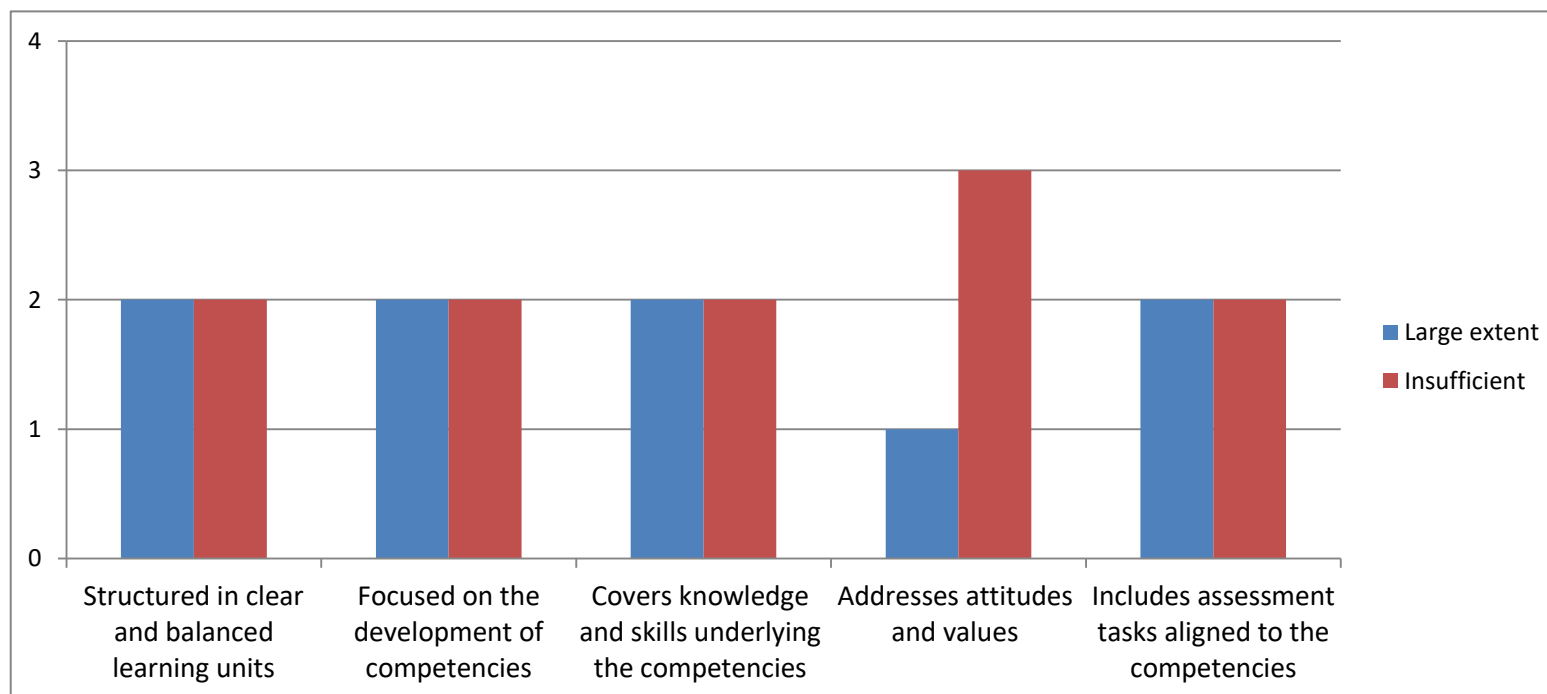


4 BOOKS

ALBANIAN CS3

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	2	2
Focused on the development of competencies	2	2
Covers knowledge and skills underlying the competencies	2	2
Addresses attitudes and values	1	3
Includes assessment tasks aligned to the competencies	2	2
	9	11

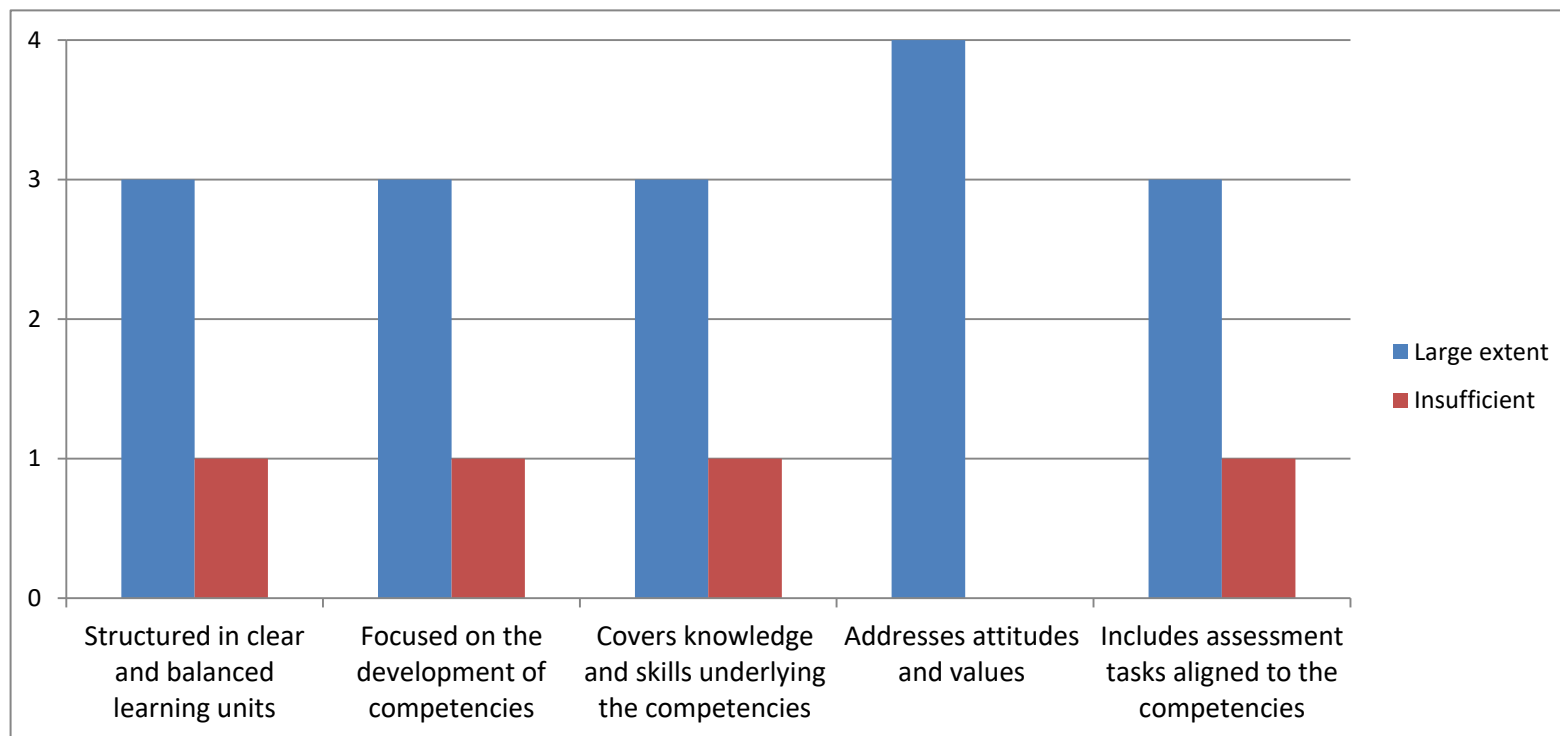


4 BOOKS

ALBANIAN CS4

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	3	1
Focused on the development of competencies	3	1
Covers knowledge and skills underlying the competencies	3	1
Addresses attitudes and values	4	
Includes assessment tasks aligned to the competencies	3	1
	16	4

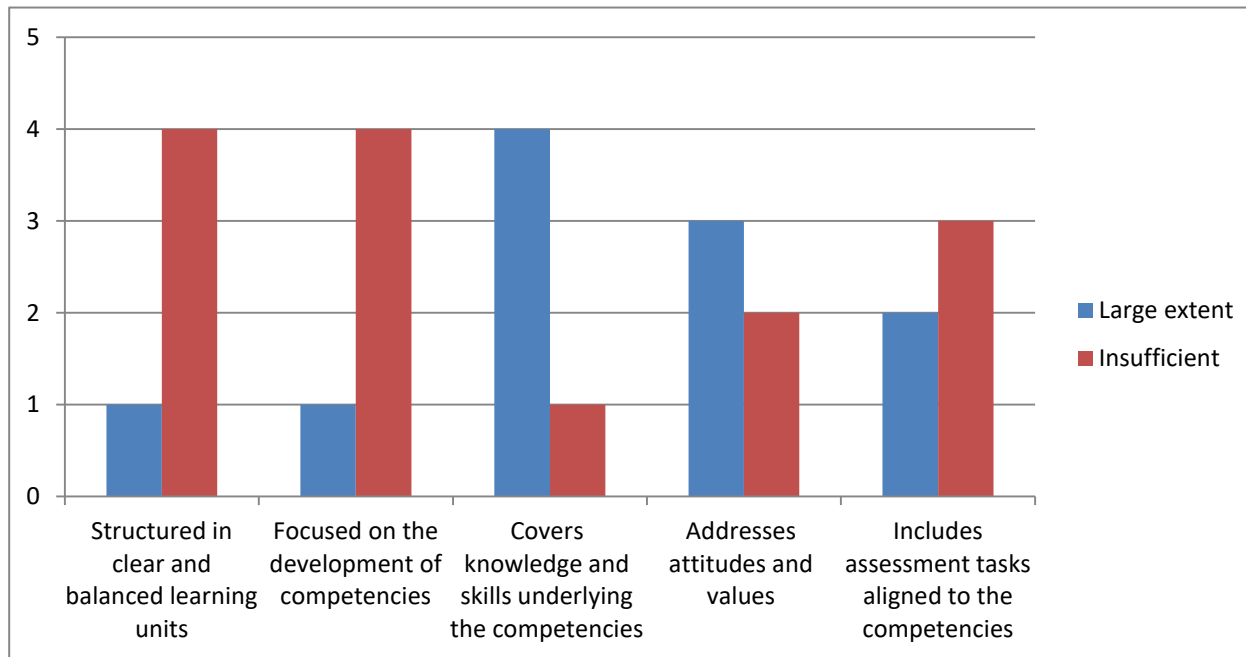


5 BOOKS

MATH CS1

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	1	4
Focused on the development of competencies	1	4
Covers knowledge and skills underlying the competencies	4	1
Addresses attitudes and values	3	2
Includes assessment tasks aligned to the competencies	2	3
	11	14

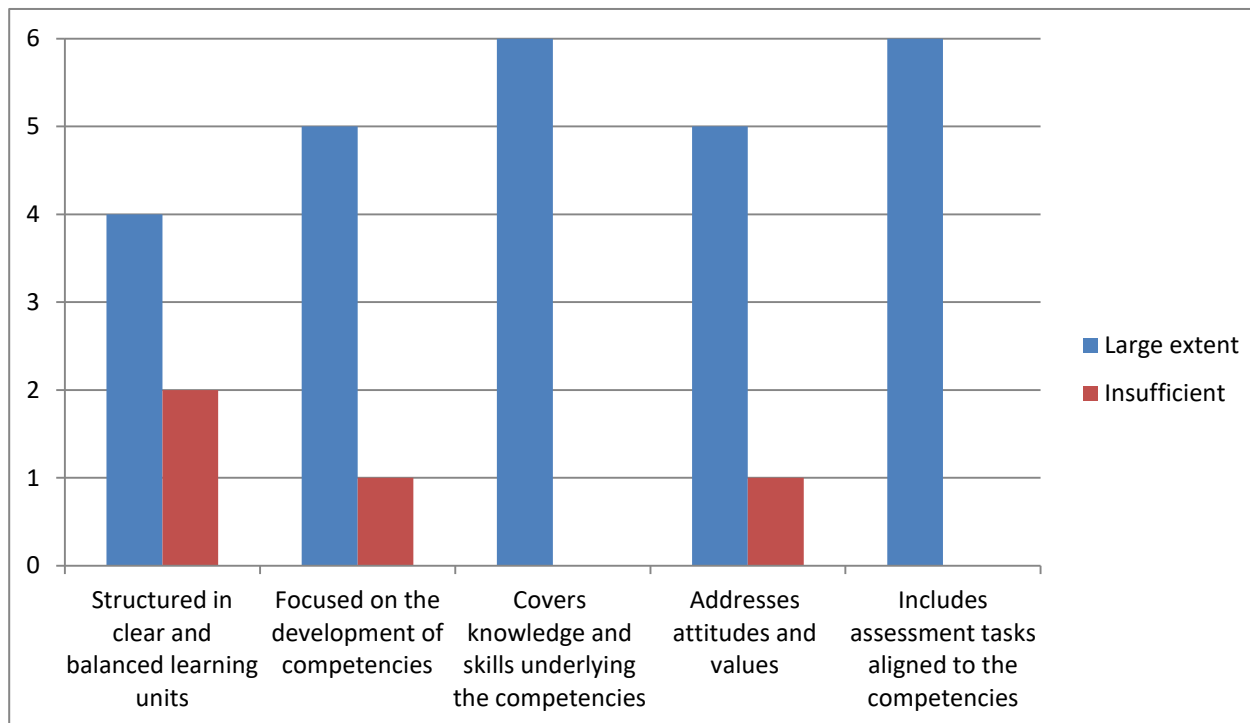


6 BOOKS

MATH CS2

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	4	2
Focused on the development of competencies	5	1
Covers knowledge and skills underlying the competencies	6	
Addresses attitudes and values	5	1
Includes assessment tasks aligned to the competencies	6	
	26	4

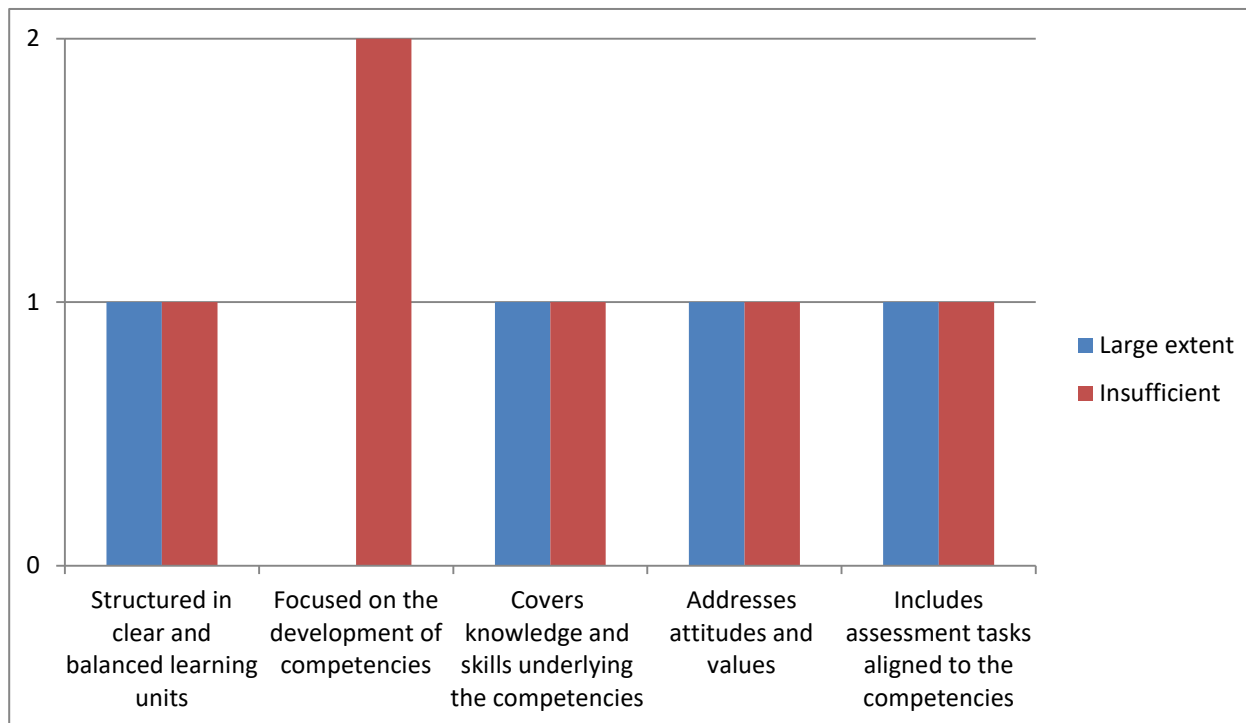


2 BOOKS

MATH CS3

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	1	1
Focused on the development of competencies	0	2
Covers knowledge and skills underlying the competencies	1	1
Addresses attitudes and values	1	1
Includes assessment tasks aligned to the competencies	1	1
	4	6

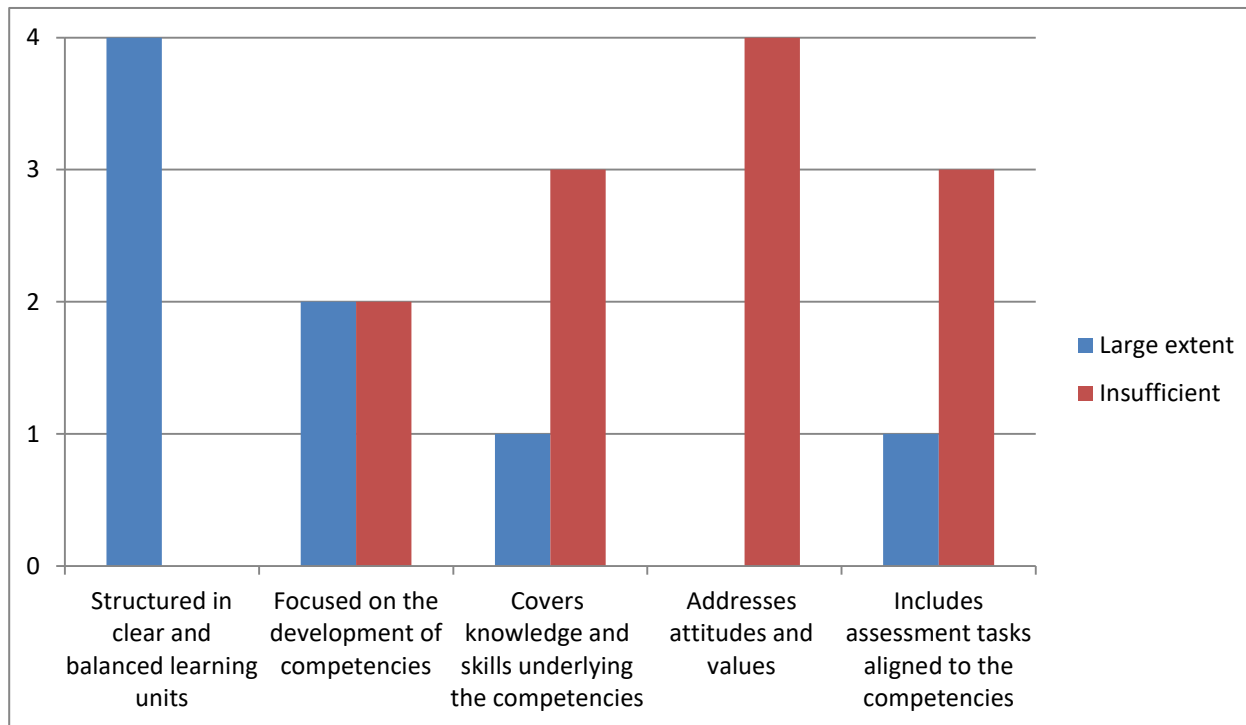


4 BOOKS

MATH CS4

1. CURRICULUM ALIGNMENT

	Large extent	Insufficient
Structured in clear and balanced learning units	4	0
Focused on the development of competencies	2	2
Covers knowledge and skills underlying the competencies	1	3
Addresses attitudes and values	0	4
Includes assessment tasks aligned to the competencies	1	3
	8	12

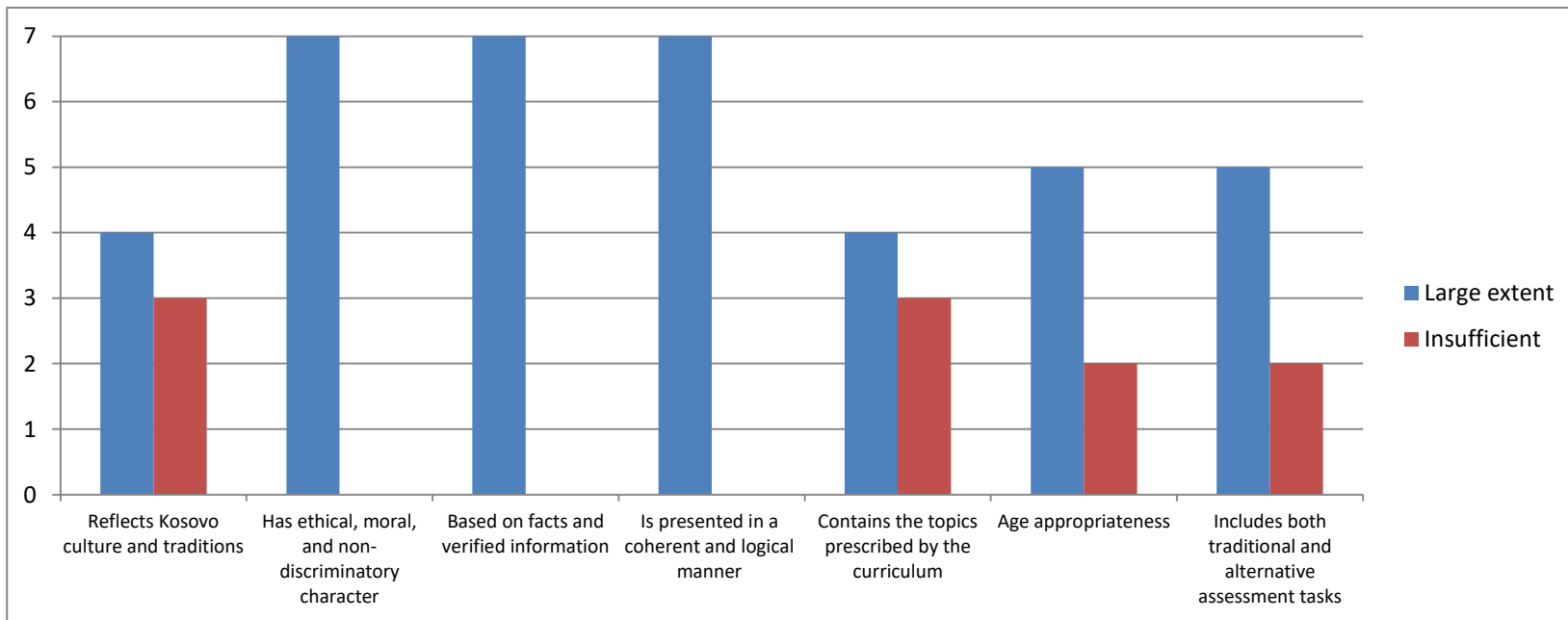


7 BOOKS

2. ACCURACY OF CONTENT

ALB CS1

	Large extent	Insufficient
Reflects Kosovo culture and traditions	4	3
Has ethical, moral, and non-discriminatory character	7	0
Based on facts and verified information	7	0
Is presented in a coherent and logical manner	7	0
Contains the topics prescribed by the curriculum	4	3
Age appropriateness	5	2
Includes both traditional and alternative assessment tasks	5	2
	39	10

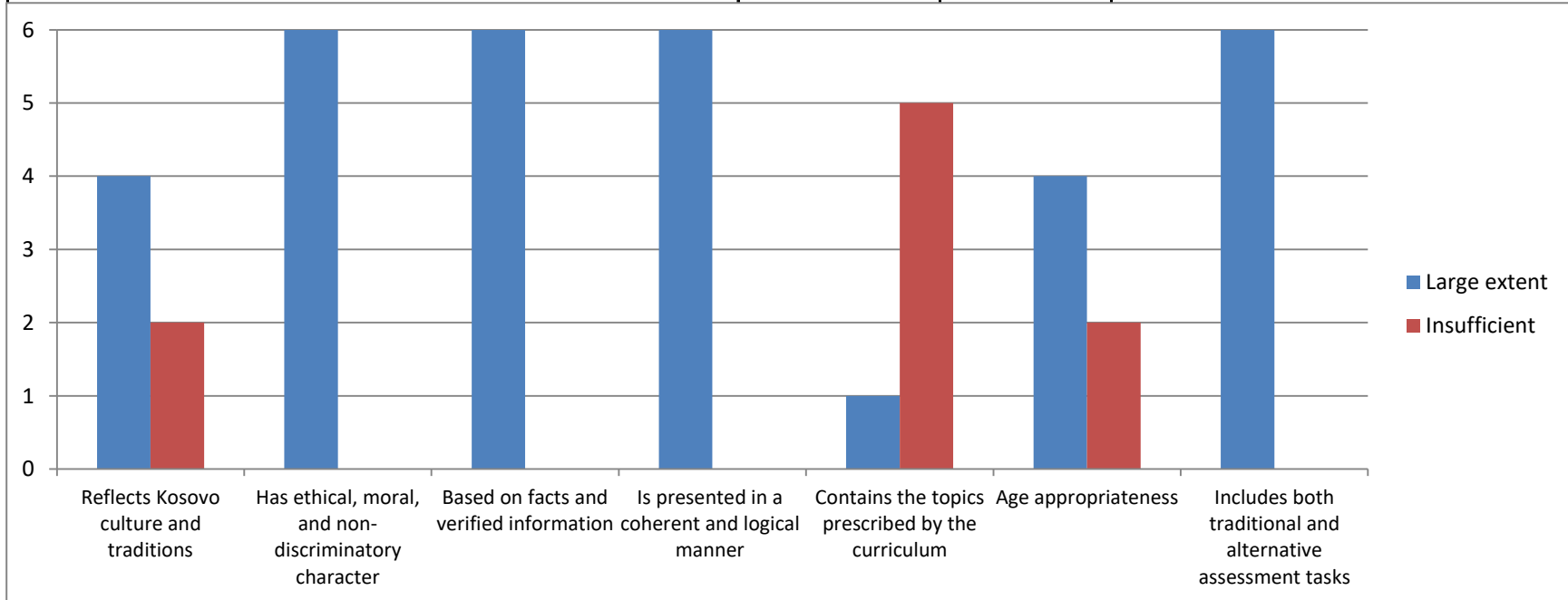


6 BOOKS

2. ACCURACY OF CONTENT

ALB CS2

	Large extent	Insufficient
Reflects Kosovo culture and traditions	4	2
Has ethical, moral, and non-discriminatory character	6	0
Based on facts and verified information	6	0
Is presented in a coherent and logical manner	6	0
Contains the topics prescribed by the curriculum	1	5
Age appropriateness	4	2
Includes both traditional and alternative assessment tasks	6	0
	33	9

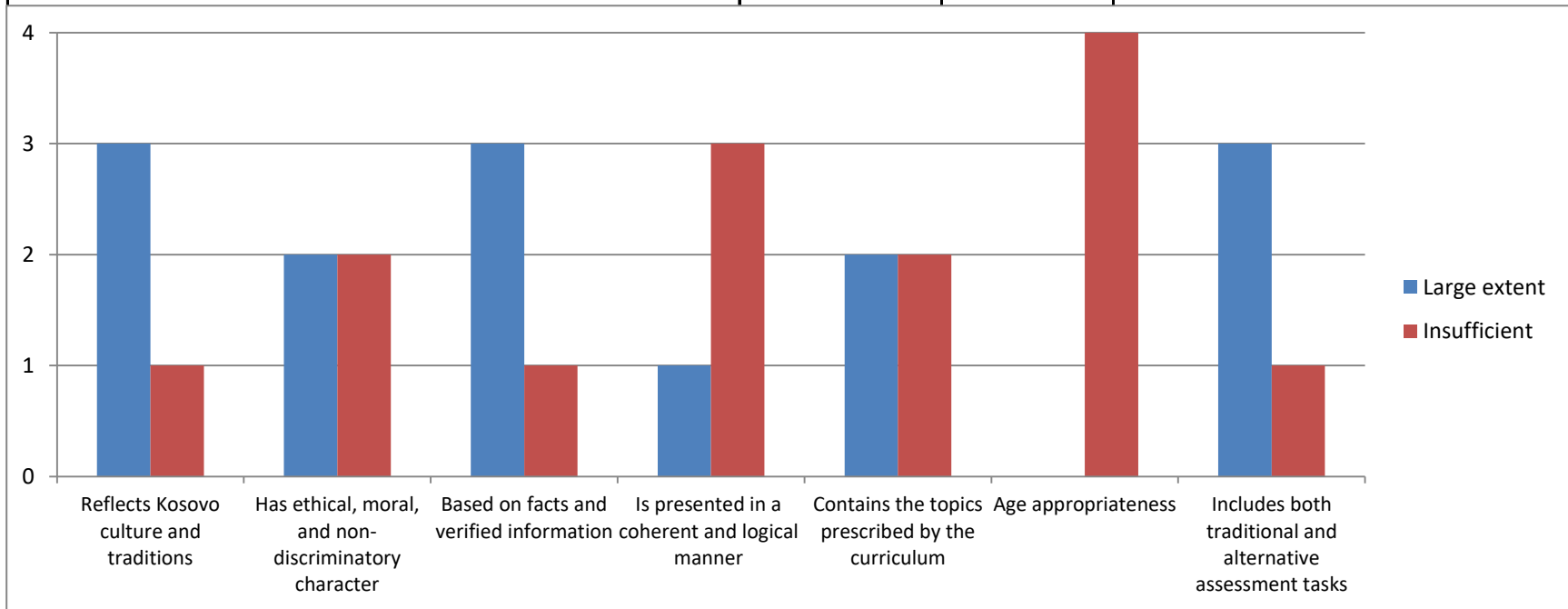


4 BOOKS

2. ACCURACY OF CONTENT

ALB CS3

	Large extent	Insufficient
Reflects Kosovo culture and traditions	3	1
Has ethical, moral, and non-discriminatory character	2	2
Based on facts and verified information	3	1
Is presented in a coherent and logical manner	1	3
Contains the topics prescribed by the curriculum	2	2
Age appropriateness		4
Includes both traditional and alternative assessment tasks	3	1
	14	14

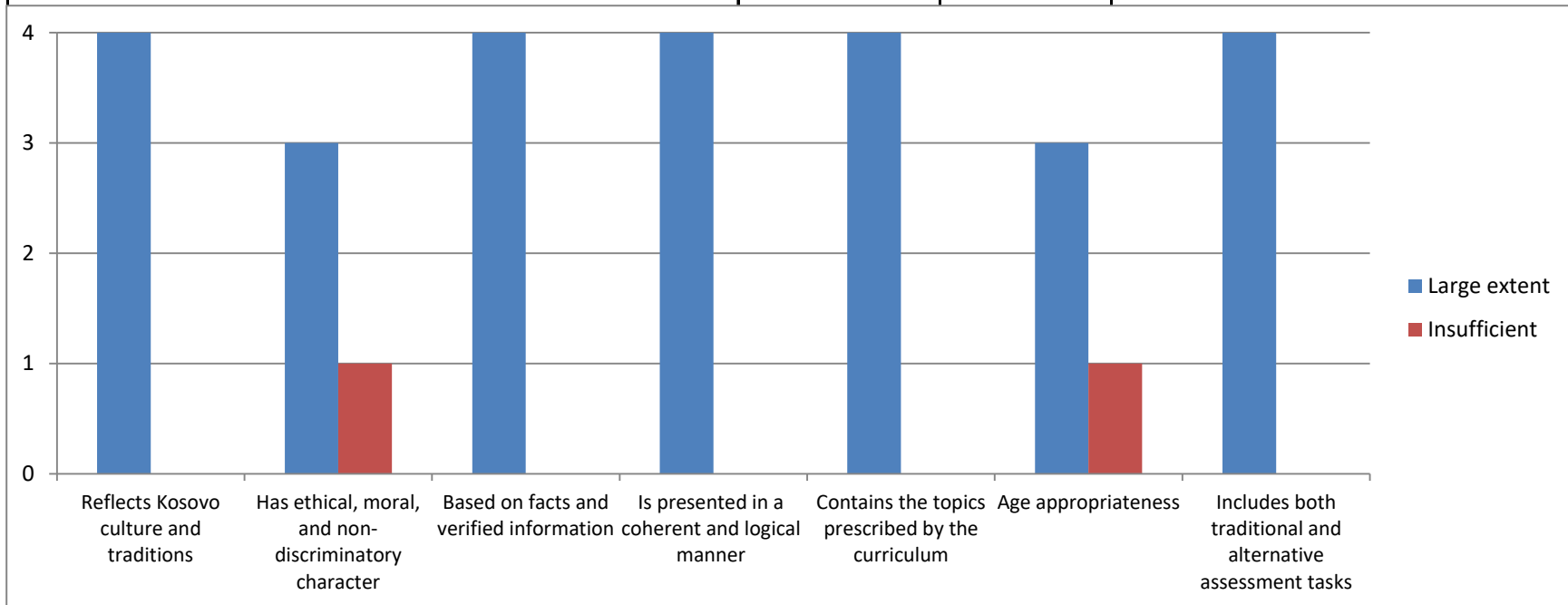


4 BOOKS

2. ACCURACY OF CONTENT

ALB CS4

	Large extent	Insufficient
Reflects Kosovo culture and traditions	4	0
Has ethical, moral, and non-discriminatory character	3	1
Based on facts and verified information	4	0
Is presented in a coherent and logical manner	4	0
Contains the topics prescribed by the curriculum	4	0
Age appropriateness	3	1
Includes both traditional and alternative assessment tasks	4	0
	26	2

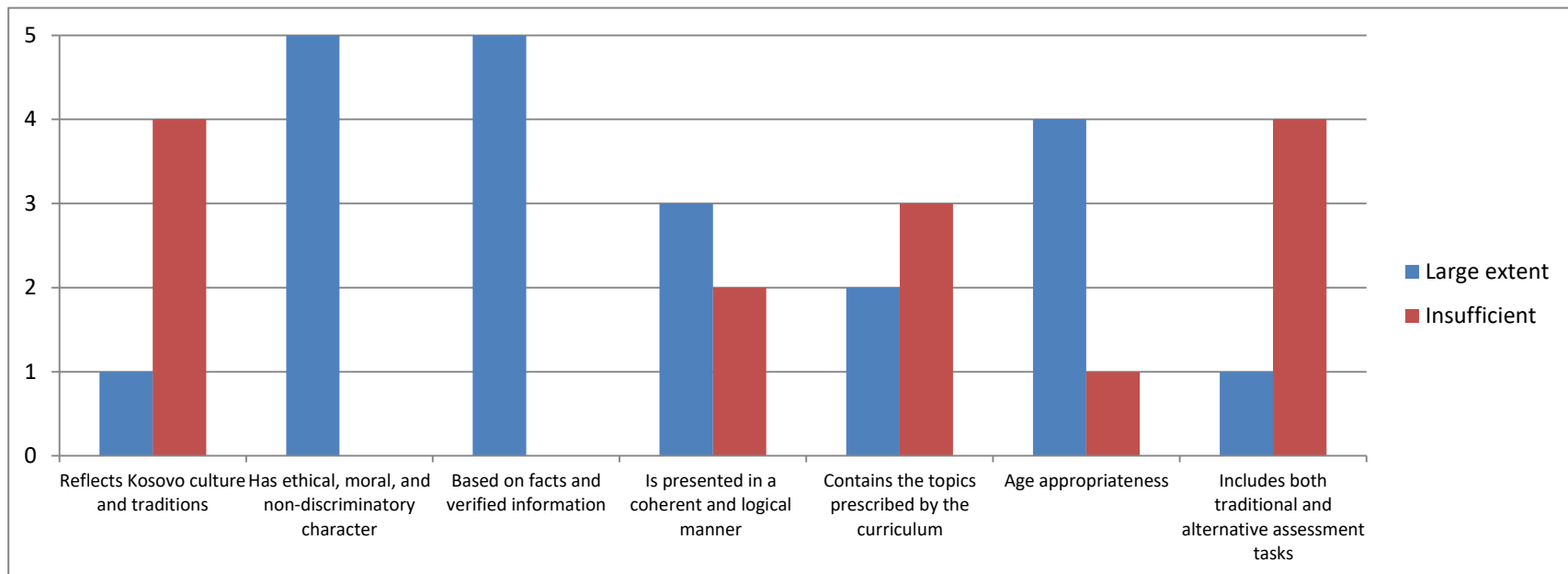


5 BOOKS

2. ACCURACY OF CONTENT

MATH CS1

	Large extent	Insufficient
Reflects Kosovo culture and traditions	1	4
Has ethical, moral, and non-discriminatory character	5	0
Based on facts and verified information	5	0
Is presented in a coherent and logical manner	3	2
Contains the topics prescribed by the curriculum	2	3
Age appropriateness	4	1
Includes both traditional and alternative assessment tasks	1	4
	21	14

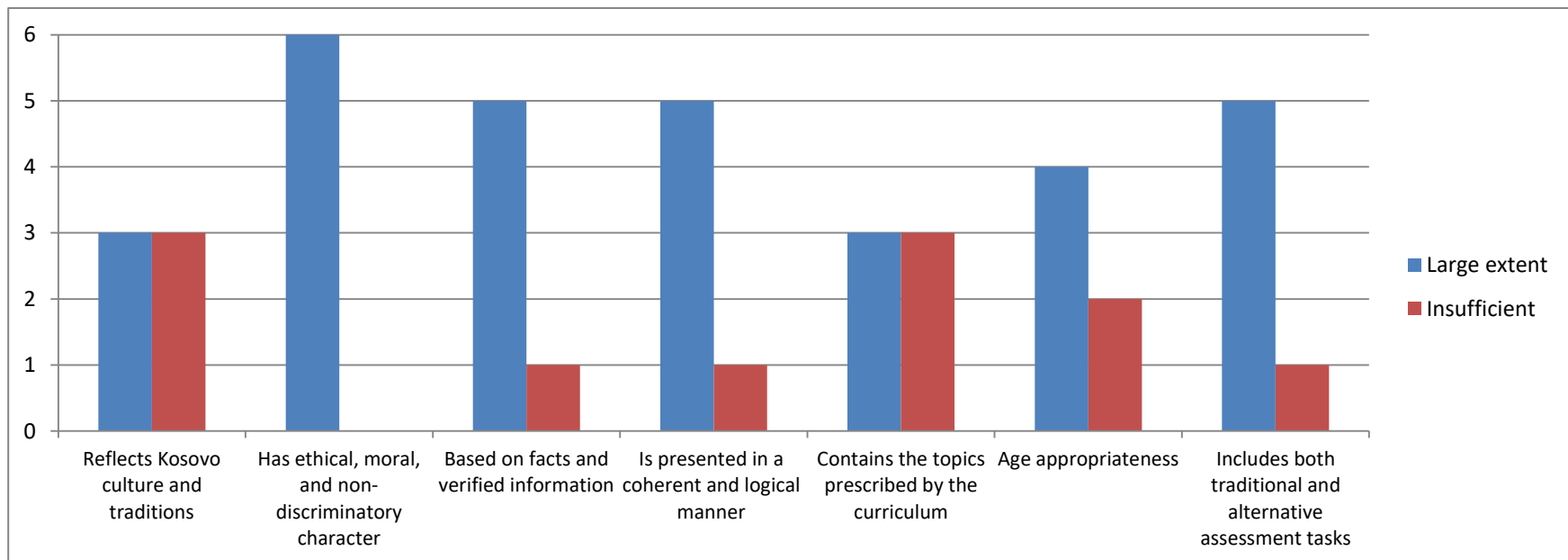


6 BOOKS

2. ACCURACY OF CONTENT

MATH CS2

	Large extent	Insufficient
Reflects Kosovo culture and traditions	3	3
Has ethical, moral, and non-discriminatory character	6	
Based on facts and verified information	5	1
Is presented in a coherent and logical manner	5	1
Contains the topics prescribed by the curriculum	3	3
Age appropriateness	4	2
Includes both traditional and alternative assessment tasks	5	1
	31	11

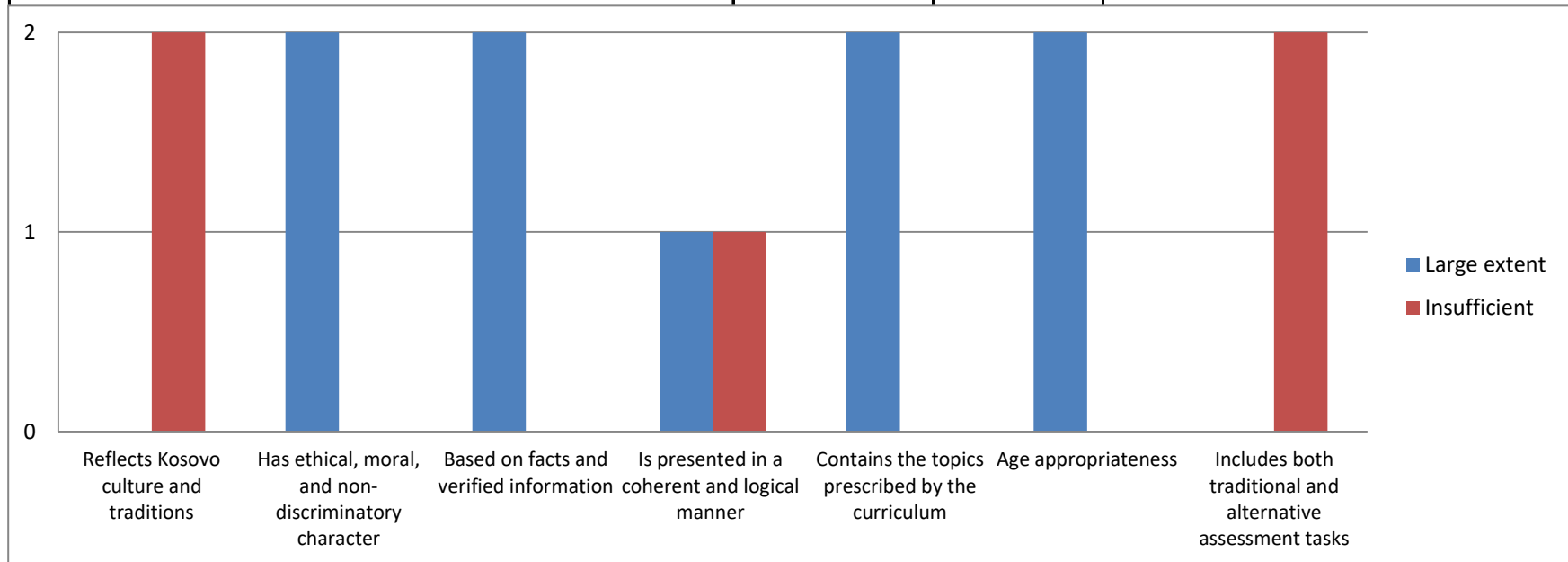


2 BOOKS

MATH CS3

2. ACCURACY OF CONTENT

	Large extent	Insufficient
Reflects Kosovo culture and traditions	0	2
Has ethical, moral, and non-discriminatory character	2	0
Based on facts and verified information	2	0
Is presented in a coherent and logical manner	1	1
Contains the topics prescribed by the curriculum	2	0
Age appropriateness	2	0
Includes both traditional and alternative assessment tasks	0	2
	9	5

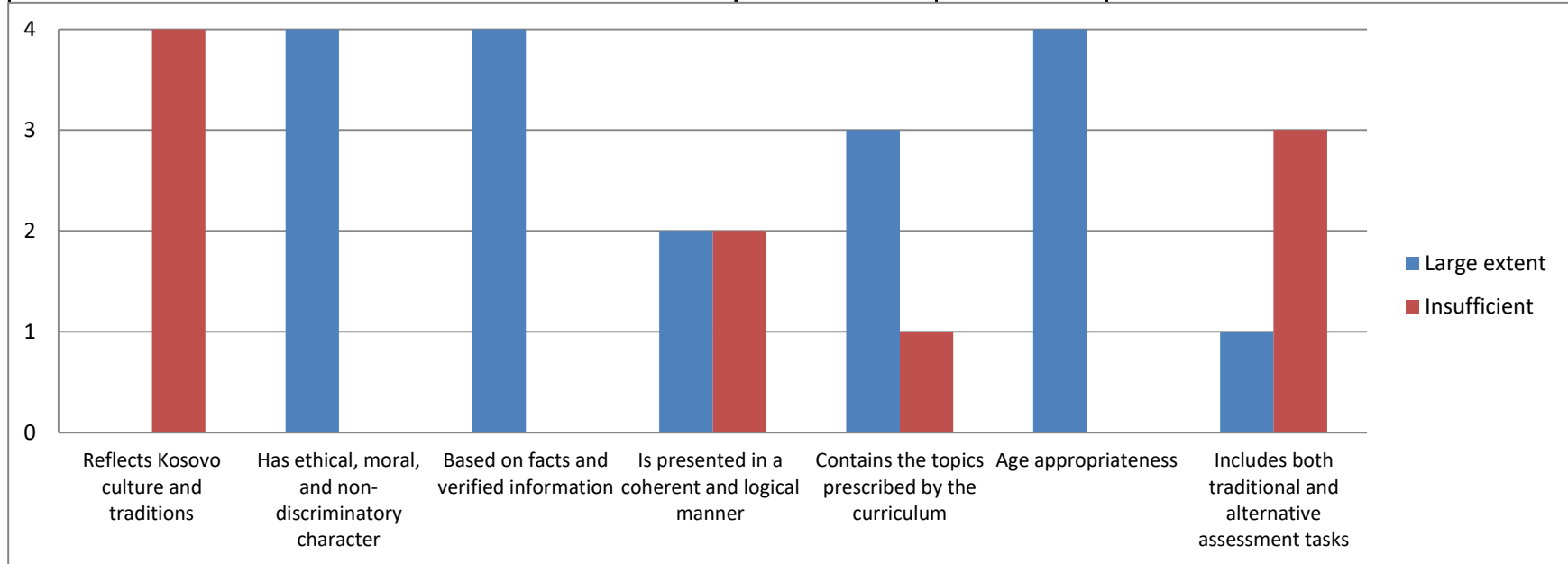


4 BOOKS

MATH CS4

2. ACCURACY OF CONTENT

	Large extent	Insufficient
Reflects Kosovo culture and traditions	0	4
Has ethical, moral, and non-discriminatory character	4	0
Based on facts and verified information	4	0
Is presented in a coherent and logical manner	2	2
Contains the topics prescribed by the curriculum	3	1
Age appropriateness	4	0
Includes both traditional and alternative assessment tasks	1	3
	18	10

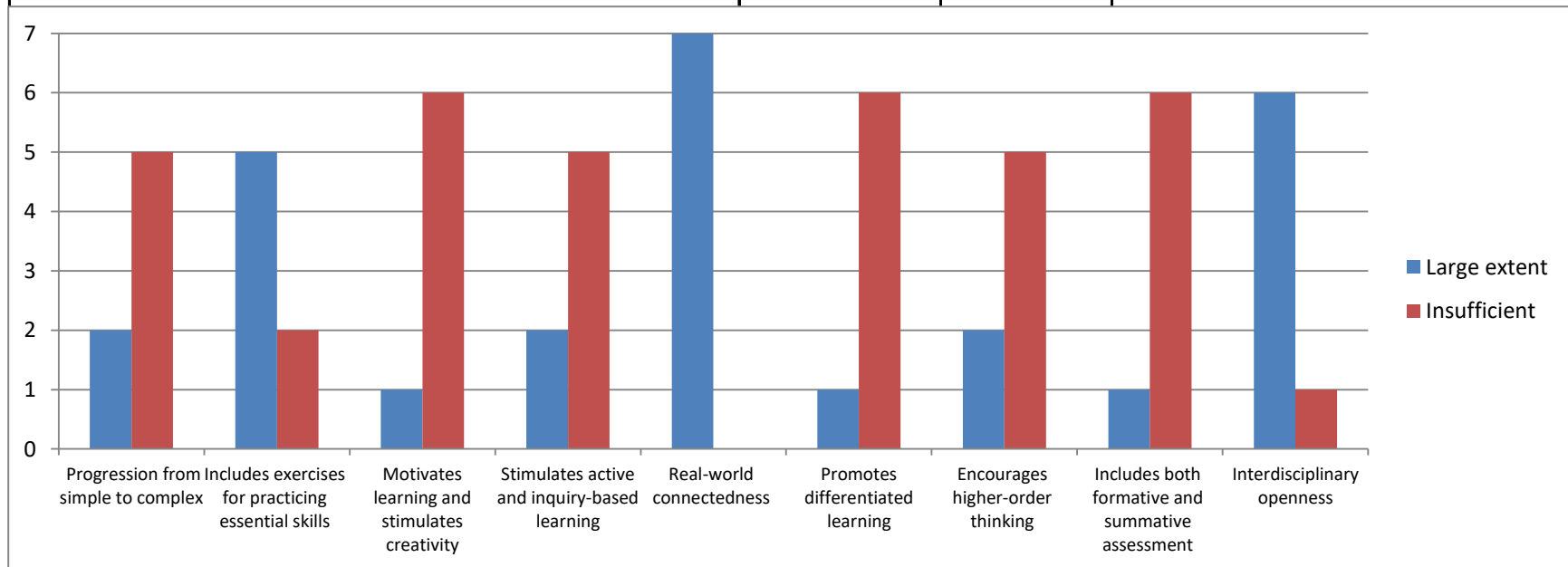


7 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

ALB CS1

	Large extent	Insufficient
Progression from simple to complex	2	5
Includes exercises for practicing essential skills	5	2
Motivates learning and stimulates creativity	1	6
Stimulates active and inquiry-based learning	2	5
Real-world connectedness	7	
Promotes differentiated learning	1	6
Encourages higher-order thinking	2	5
Includes both formative and summative assessment	1	6
Interdisciplinary openness	6	1
	27	36

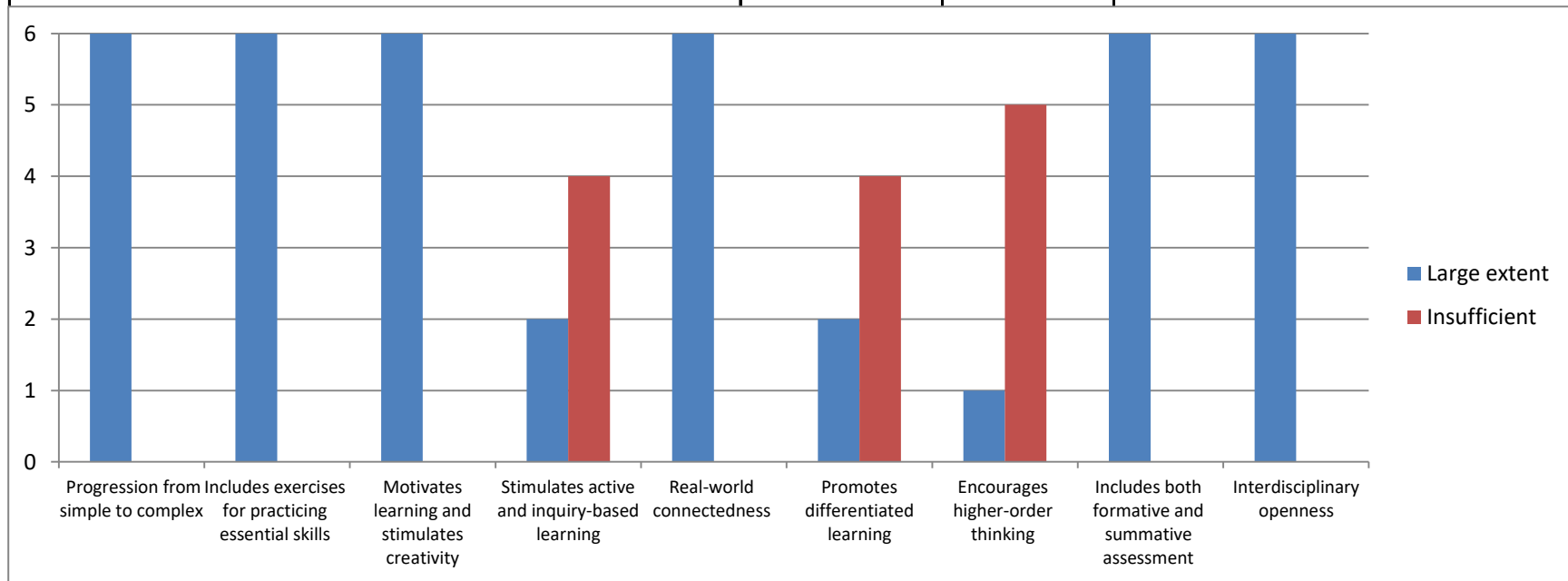


6 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

ALB CS2

	Large extent	Insufficient
Progression from simple to complex	6	
Includes exercises for practicing essential skills	6	0
Motivates learning and stimulates creativity	6	0
Stimulates active and inquiry-based learning	2	4
Real-world connectedness	6	
Promotes differentiated learning	2	4
Encourages higher-order thinking	1	5
Includes both formative and summative assessment	6	0
Interdisciplinary openness	6	
	41	13

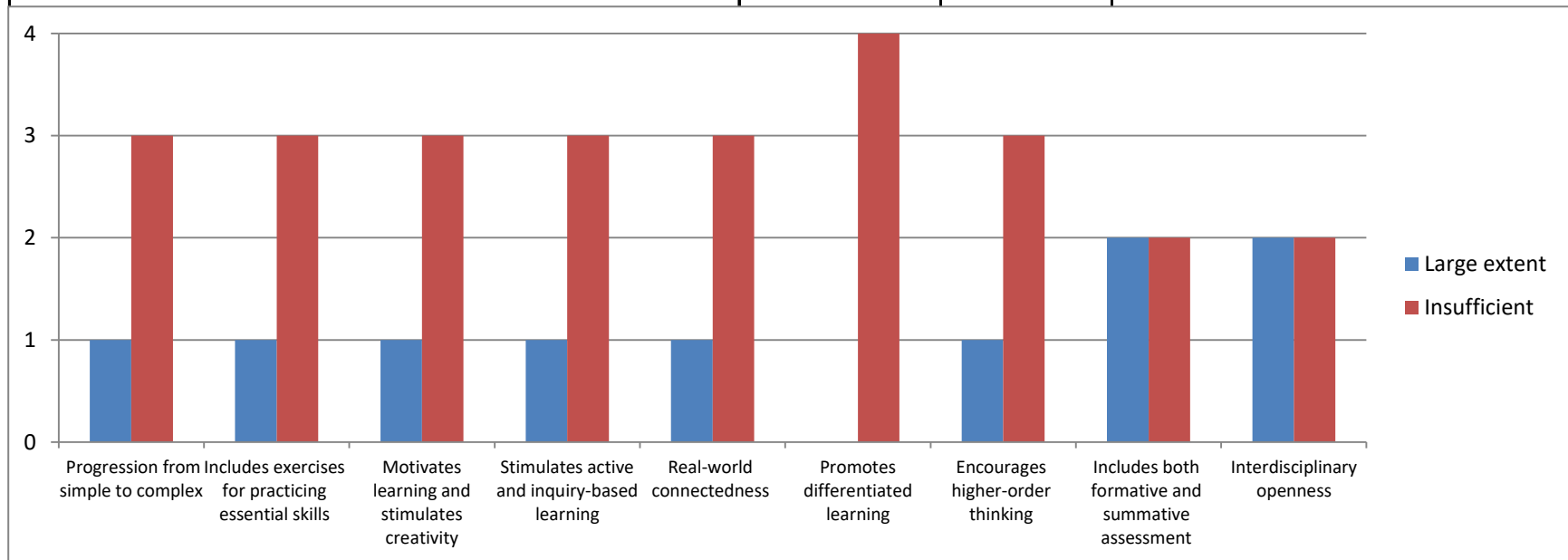


4 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

ALB CS3

	Large extent	Insufficient
Progression from simple to complex	1	3
Includes exercises for practicing essential skills	1	3
Motivates learning and stimulates creativity	1	3
Stimulates active and inquiry-based learning	1	3
Real-world connectedness	1	3
Promotes differentiated learning		4
Encourages higher-order thinking	1	3
Includes both formative and summative assessment	2	2
Interdisciplinary openness	2	2
	10	26

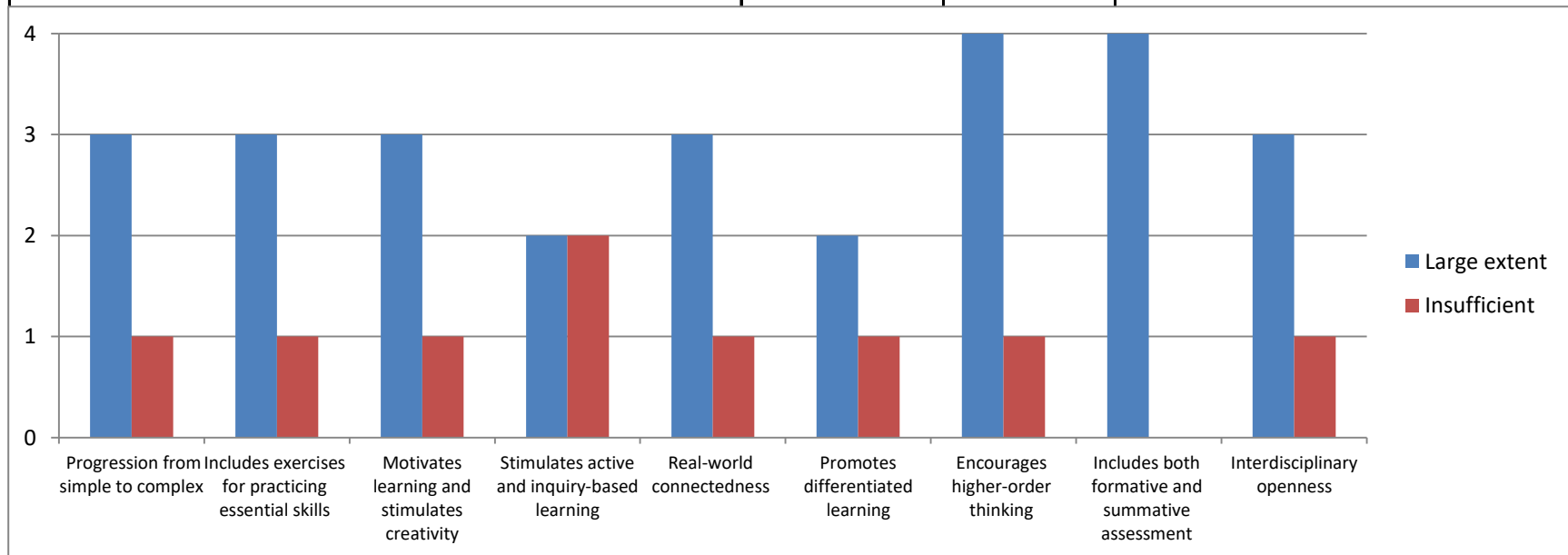


4 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

ALB CS4

	Large extent	Insufficient
Progression from simple to complex	3	1
Includes exercises for practicing essential skills	3	1
Motivates learning and stimulates creativity	3	1
Stimulates active and inquiry-based learning	2	2
Real-world connectedness	3	1
Promotes differentiated learning	2	1
Encourages higher-order thinking	4	1
Includes both formative and summative assessment	4	
Interdisciplinary openness	3	1
	27	9

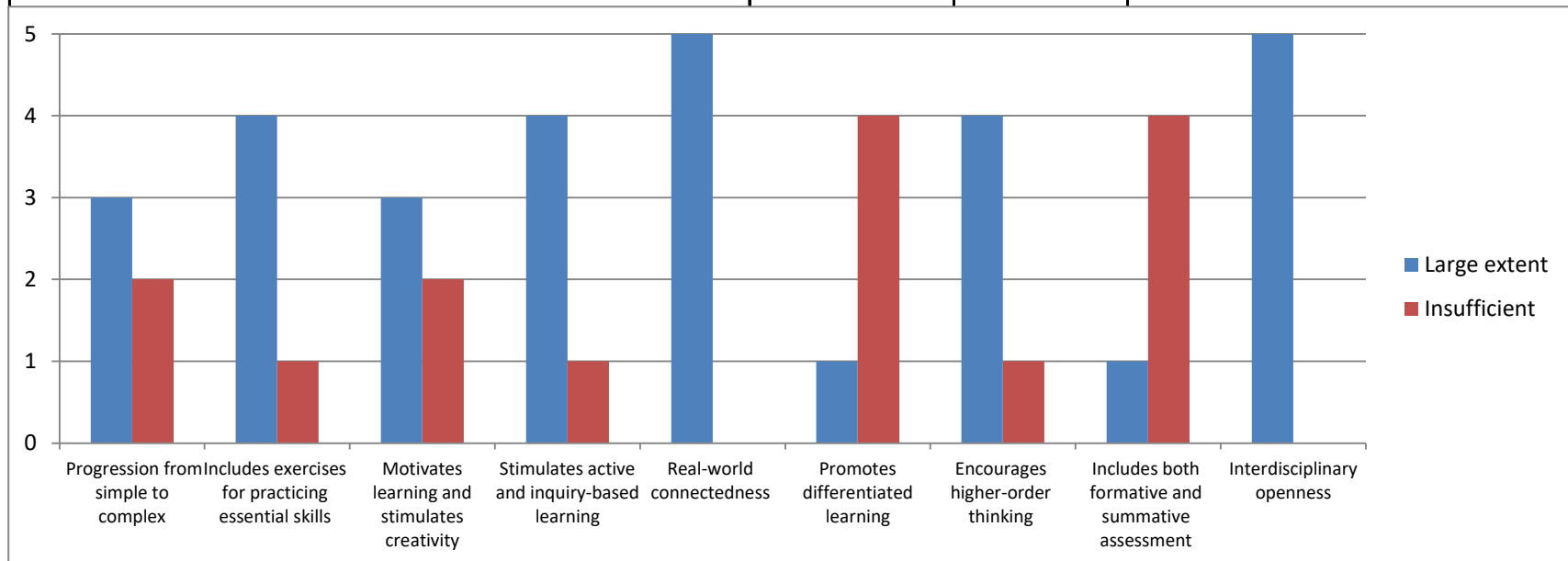


5 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

MATH CS1

	Large extent	Insufficient
Progression from simple to complex	3	2
Includes exercises for practicing essential skills	4	1
Motivates learning and stimulates creativity	3	2
Stimulates active and inquiry-based learning	4	1
Real-world connectedness	5	0
Promotes differentiated learning	1	4
Encourages higher-order thinking	4	1
Includes both formative and summative assessment	1	4
Interdisciplinary openness	5	0
	30	15

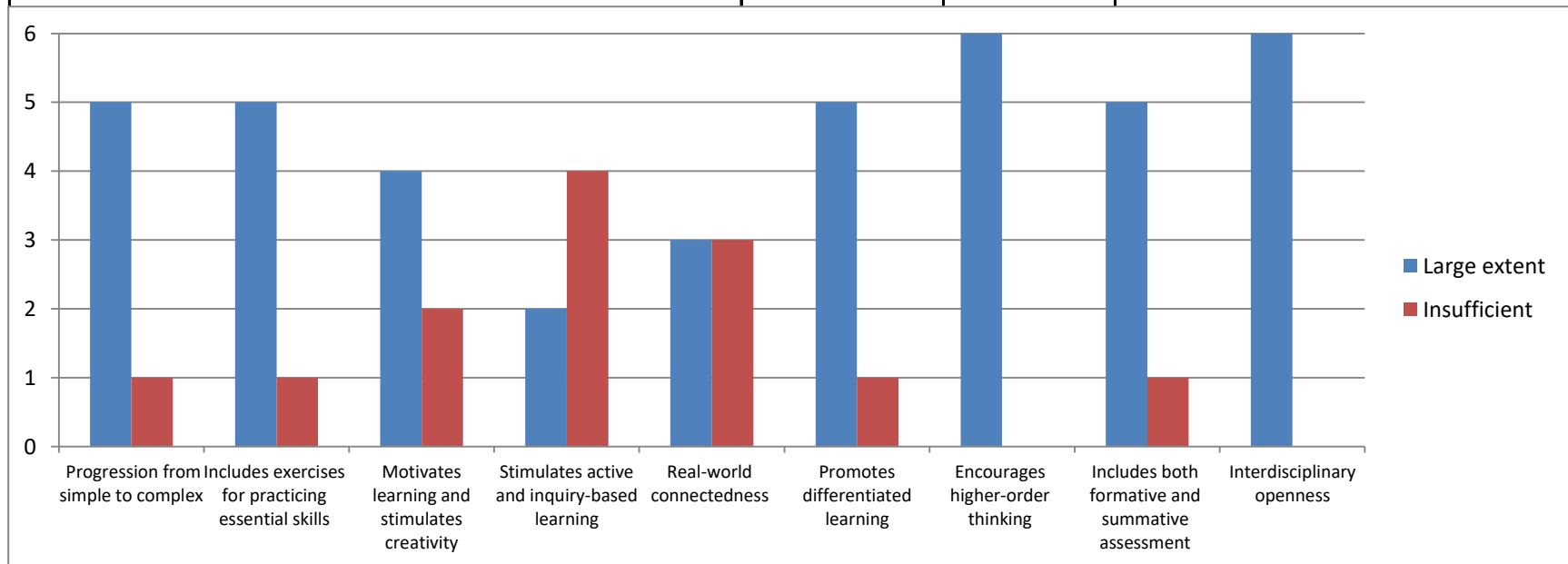


6 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

MATH CS2

	Large extent	Insufficient
Progression from simple to complex	5	1
Includes exercises for practicing essential skills	5	1
Motivates learning and stimulates creativity	4	2
Stimulates active and inquiry-based learning	2	4
Real-world connectedness	3	3
Promotes differentiated learning	5	1
Encourages higher-order thinking	6	0
Includes both formative and summative assessment	5	1
Interdisciplinary openness	6	0
	41	13

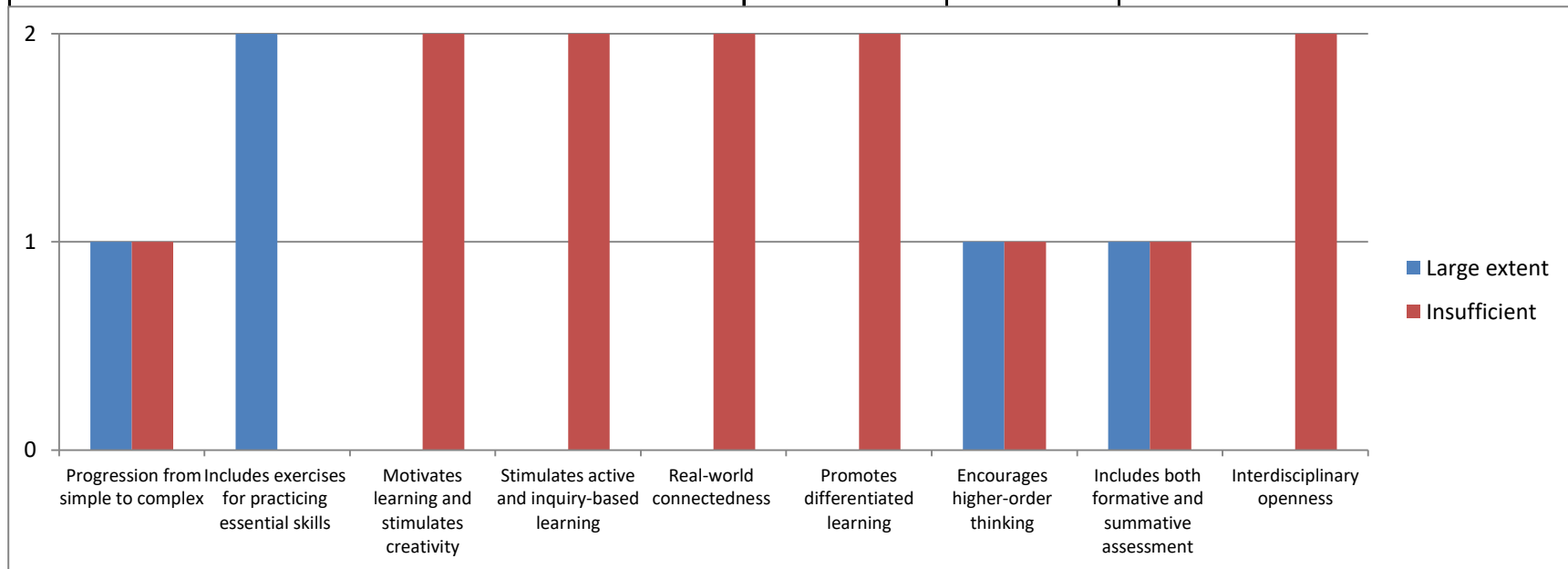


2 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

MATH CS3

	Large extent	Insufficient
Progression from simple to complex	1	1
Includes exercises for practicing essential skills	2	0
Motivates learning and stimulates creativity	0	2
Stimulates active and inquiry-based learning	0	2
Real-world connectedness	0	2
Promotes differentiated learning	0	2
Encourages higher-order thinking	1	1
Includes both formative and summative assessment	1	1
Interdisciplinary openness	0	2
	5	13

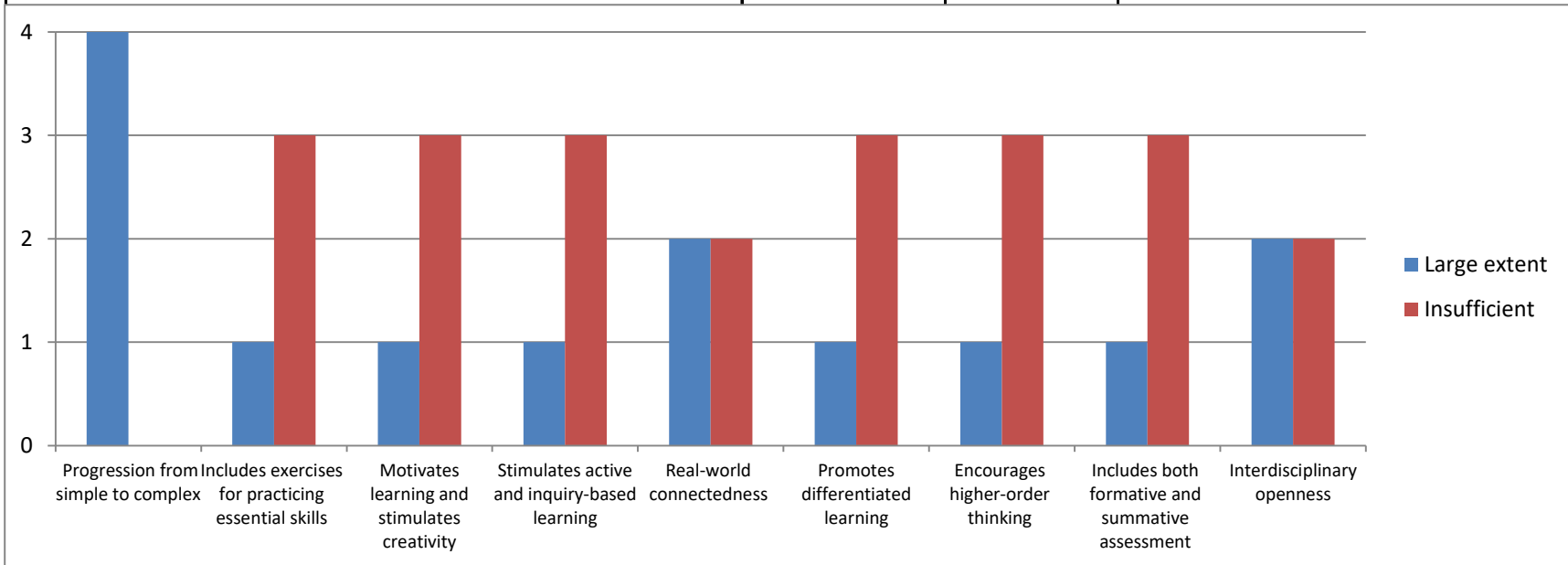


4 BOOKS

3. EFFECTIVENESS OF THE LEARNING STRATEGIES

MATH CS4

	Large extent	Insufficient
Progression from simple to complex	4	0
Includes exercises for practicing essential skills	1	3
Motivates learning and stimulates creativity	1	3
Stimulates active and inquiry-based learning	1	3
Real-world connectedness	2	2
Promotes differentiated learning	1	3
Encourages higher-order thinking	1	3
Includes both formative and summative assessment	1	3
Interdisciplinary openness	2	2
	14	22

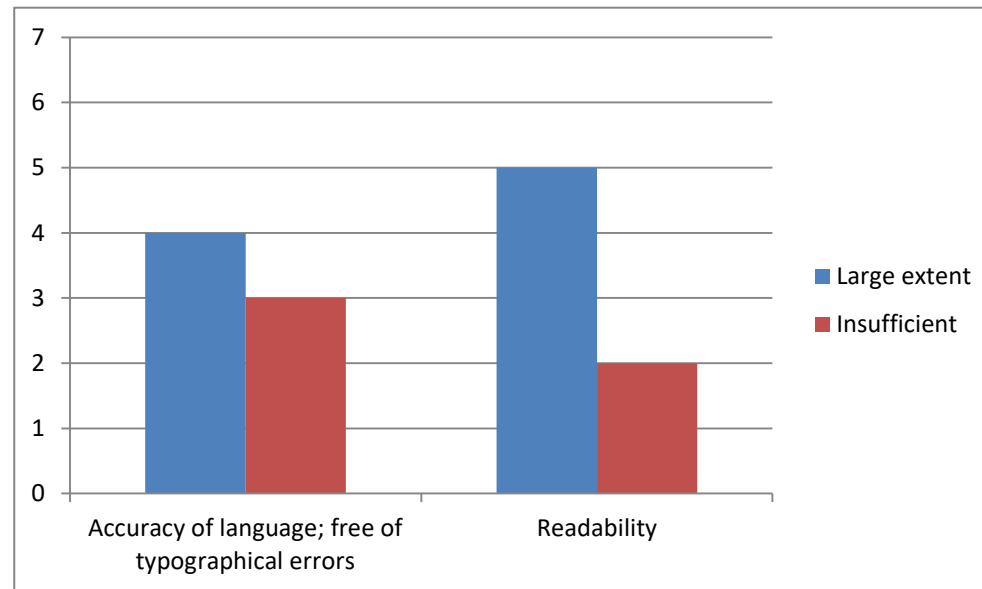


7 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

ALB CS1

	Large extent	Insufficient
Accuracy of language; free of typographical errors	4	3
Readability	5	2
	9	5

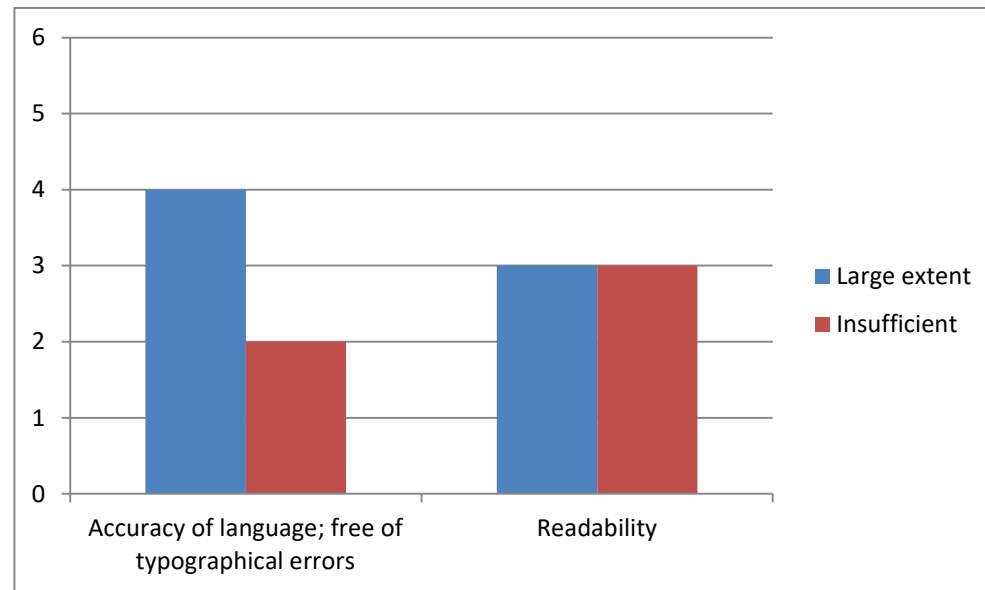


6 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

ALB CS2

	Large extent	Insufficient
Accuracy of language; free of typographical errors	4	2
Readability	3	3
	7	5

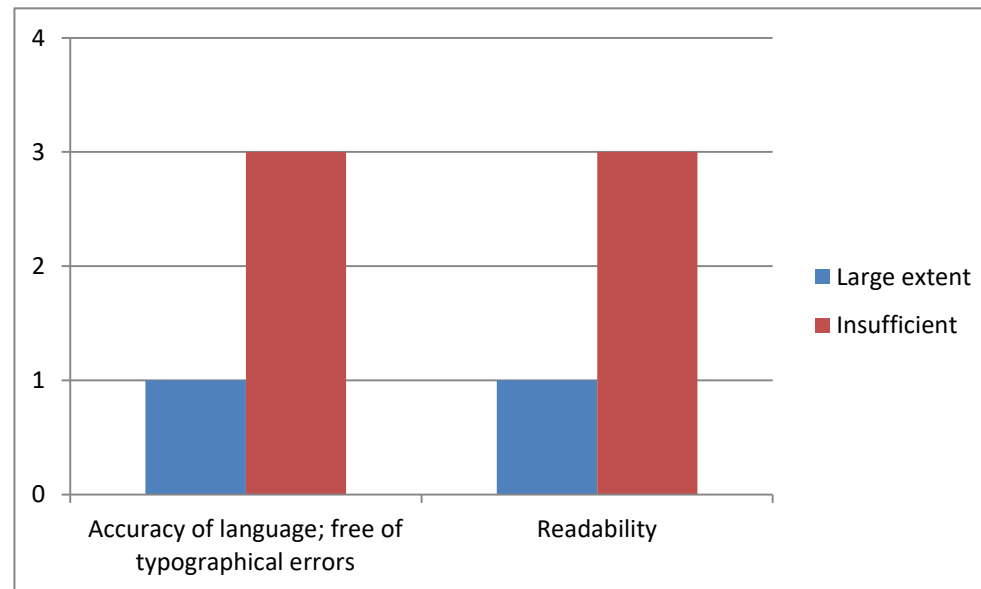


4 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

ALB CS3

	Large extent	Insufficient
Accuracy of language; free of typographical errors	1	3
Readability	1	3
	2	6

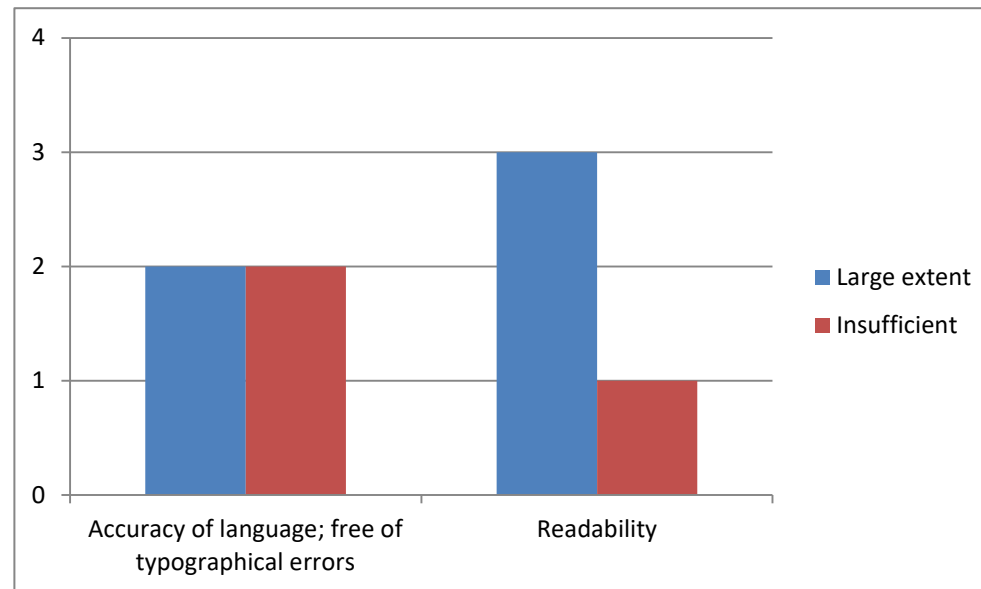


4 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

ALB CS4

	Large extent	Insufficient
Accuracy of language; free of typographical errors	2	2
Readability	3	1
	5	3

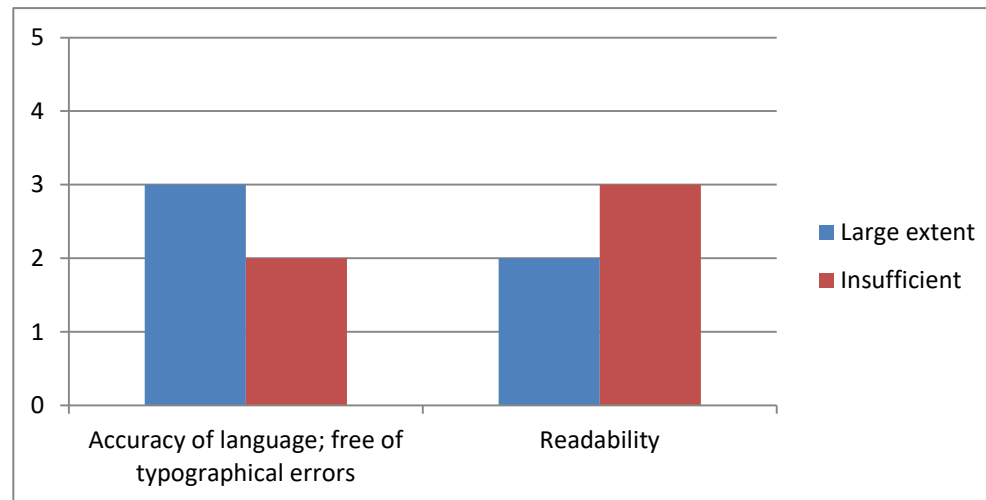


5 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

MATH - CS1

	Large extent	Insufficient
Accuracy of language; free of typographical errors	3	2
Readability	2	3

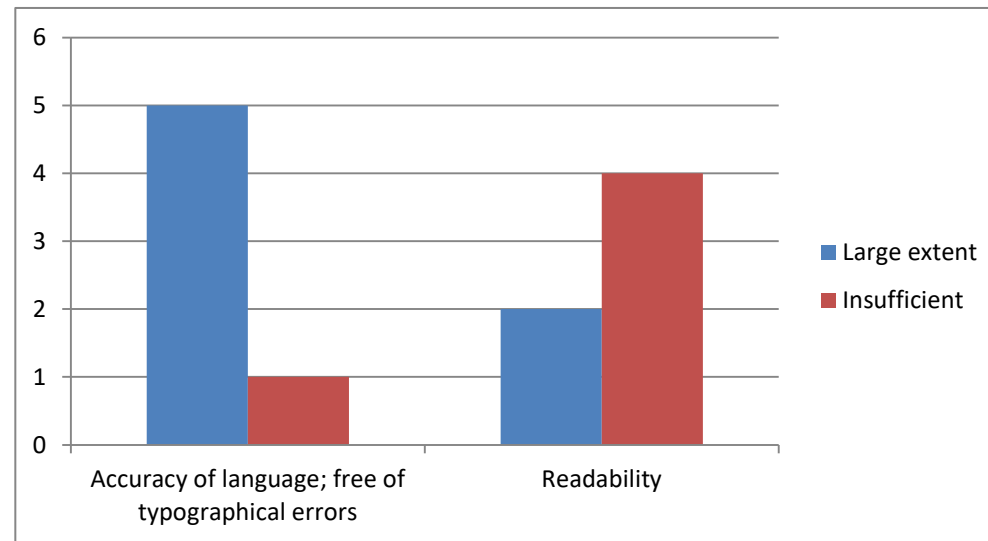


6 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

MATH - CS2

	Large extent	Insufficient
Accuracy of language; free of typographical errors	5	1
Readability	2	4

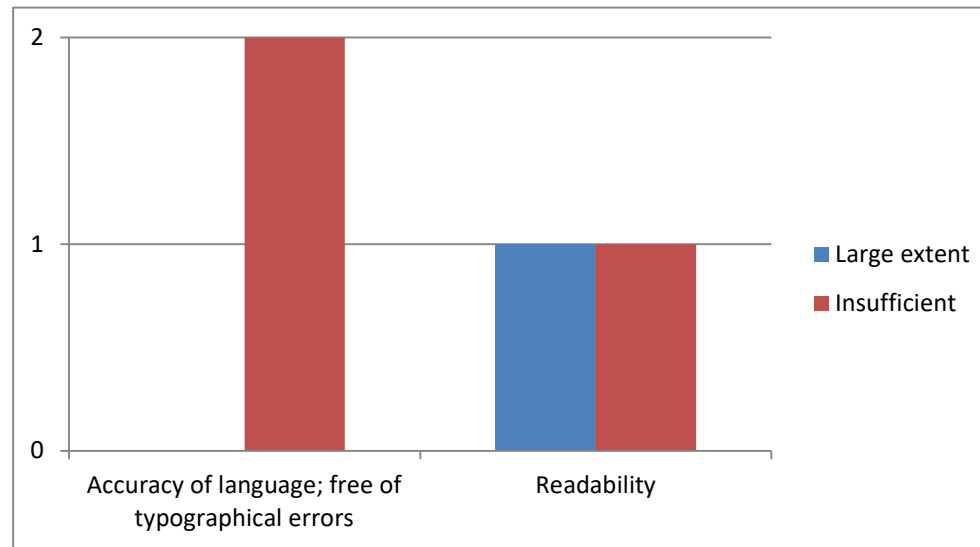


2 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

MATH - CS3

	Large extent	Insufficient
Accuracy of language; free of typographical errors	0	2
Readability	1	1
	1	3

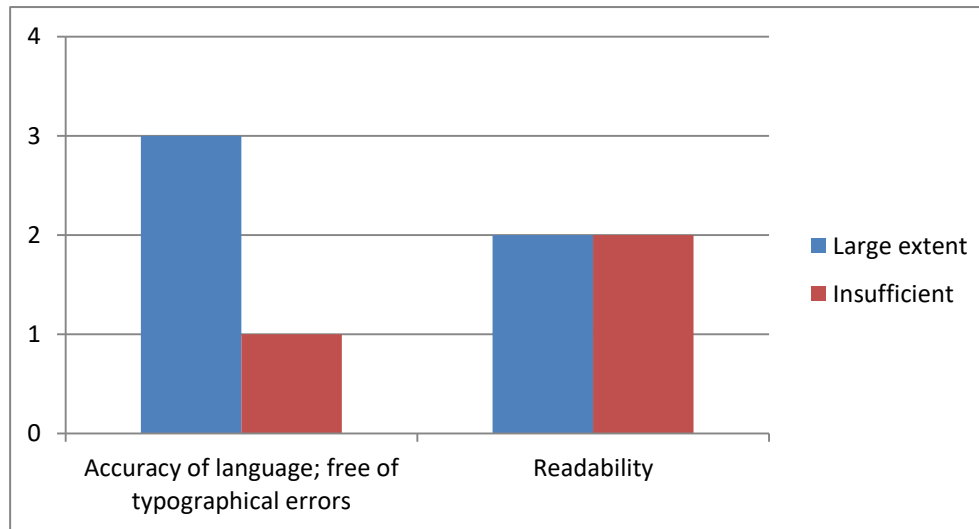


4 BOOKS

4. CORRECTNESS AND ACCESSIBILITY OF LANGUAGE

MATH - CS4

	Large extent	Insufficient
Accuracy of language; free of typographical errors	3	1
Readability	2	2
	5	3

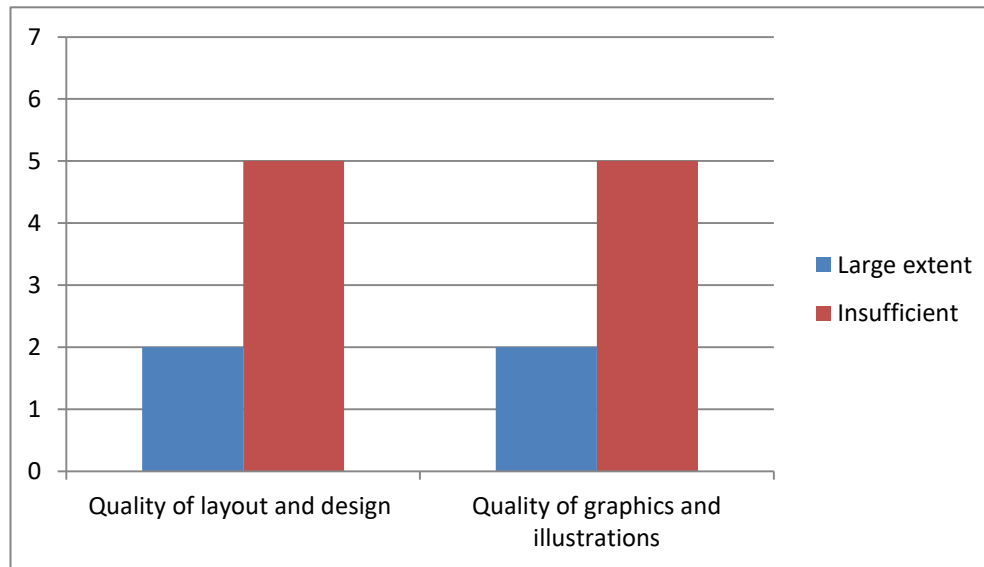


7 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

ALB CS1

	Large extent	Insufficient
Quality of layout and design	2	5
Quality of graphics and illustrations	2	5
	4	10

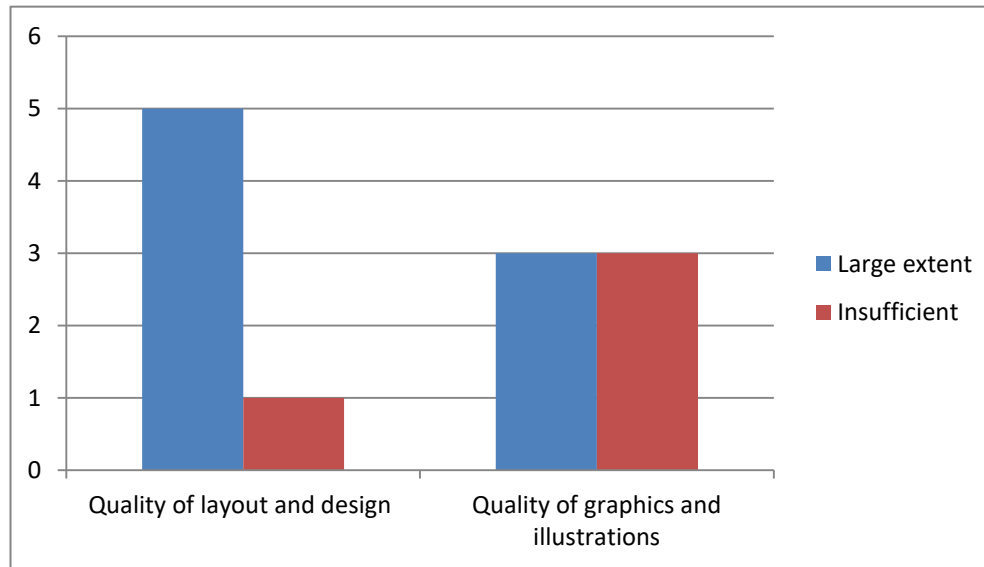


6 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

ALB CS2

	Large extent	Insufficient
Quality of layout and design	5	1
Quality of graphics and illustrations	3	3
	8	4

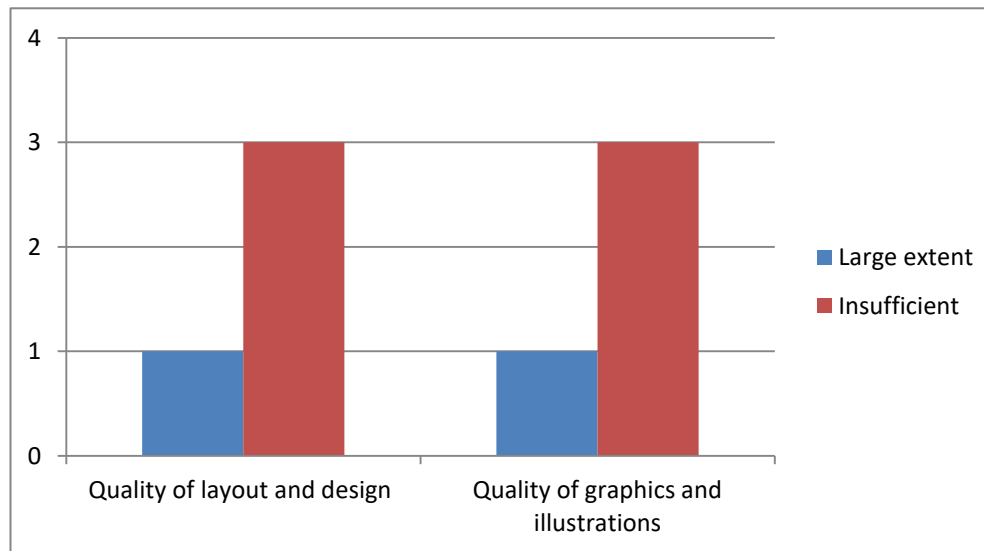


4 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

ALB CS3

	Large extent	Insufficient
Quality of layout and design	1	3
Quality of graphics and illustrations	1	3
	2	6

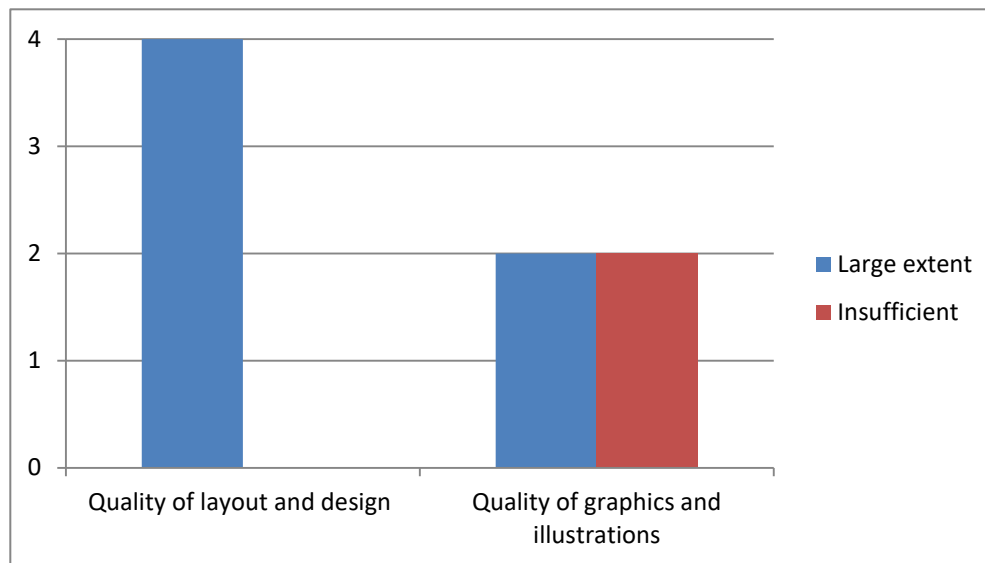


4 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

ALB CS4

	Large extent	Insufficient
Quality of layout and design	4	0
Quality of graphics and illustrations	2	2
	6	2

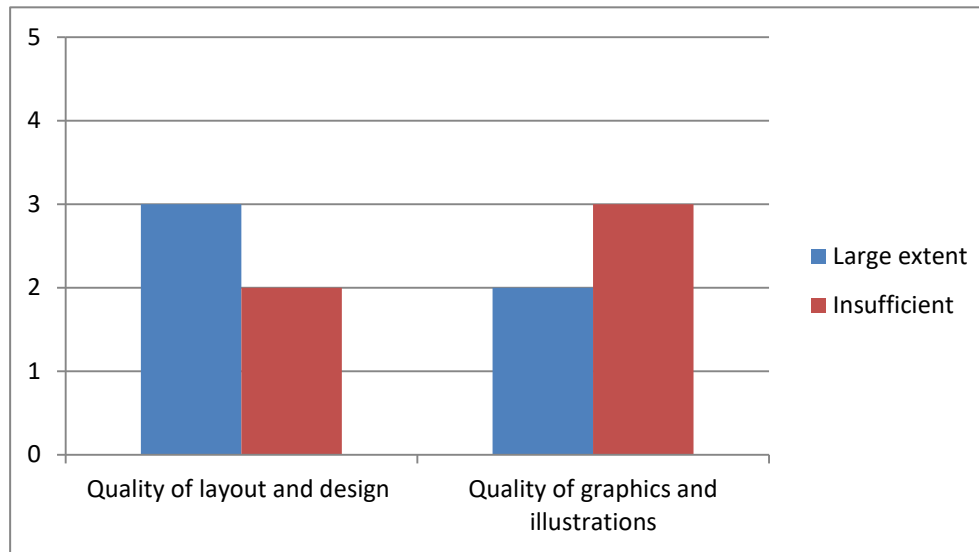


5 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

MATH CS1

	Large extent	Insufficient
Quality of layout and design	3	2
Quality of graphics and illustrations	2	3

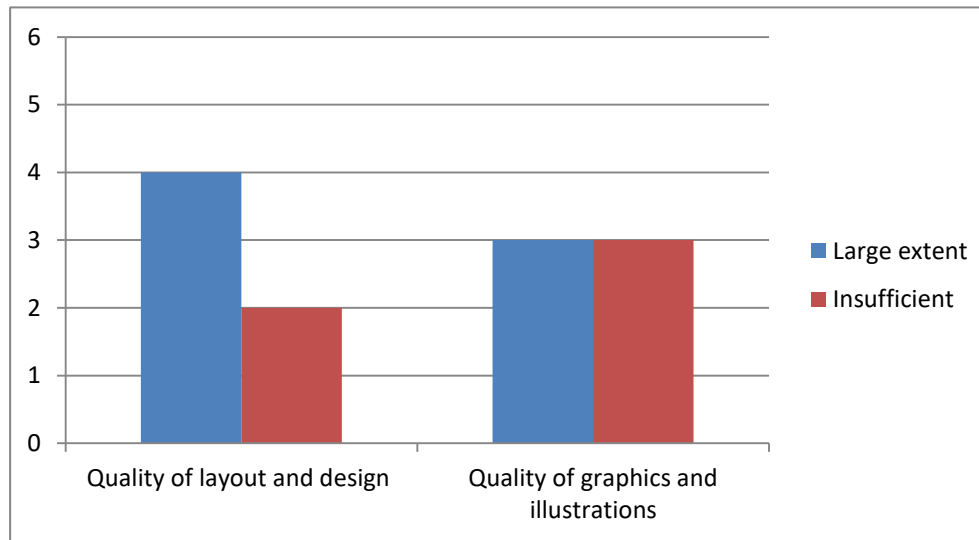


6 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

MATH CS2

	Large extent	Insufficient
Quality of layout and design	4	2
Quality of graphics and illustrations	3	3
	7	5

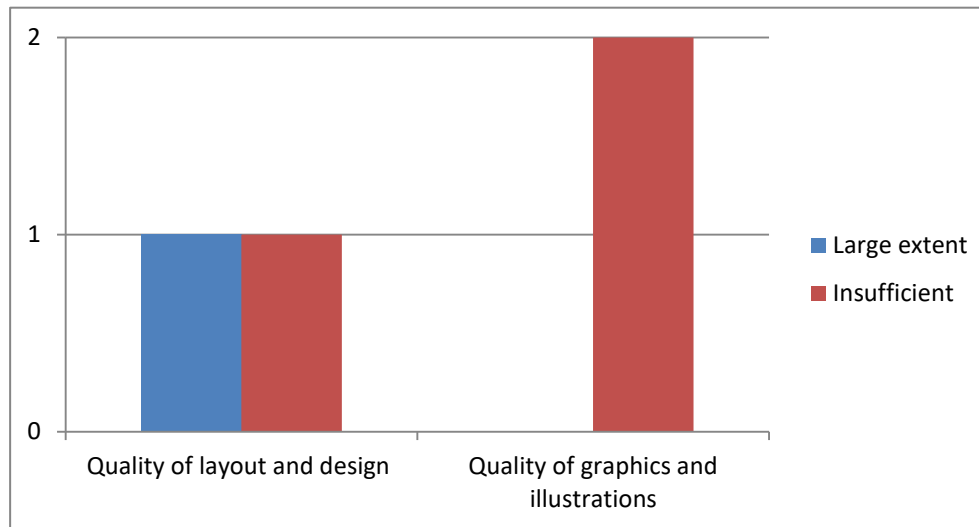


2 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

MATH CS3

	Large extent	Insufficient
Quality of layout and design	1	1
Quality of graphics and illustrations	0	2
	1	3



4 BOOKS

5. THE QUALITY OF PRESENTATION AND DESIGN

MATH CS4

	Large extent	Insufficient
Quality of layout and design	3	1
Quality of graphics and illustrations	2	2

