

Sweden

Karl Larsson - Anna-Karin Frisk - Martina Möller



Core curriculum in Sweden – balancing visions and increasingly disparate expectations and influences

Abstract

The Swedish curriculum framework is introduced and discussed in terms of coherence. Sweden defines its core curriculum as the general parts that address teaching and learning, regardless of subject. Since its inception in 1994, the core has been subject to several amendments. However, even more substantial changes have been made to the subject syllabi that are also part of the curriculum framework, which raises questions about the coherence of the framework as a whole.

Because Sweden's take on competences differs somewhat from the contemporary notion, challenges that arise when a national curriculum has to meet demands driven by transnational policy flows such as competence-based frameworks are discussed.

Two cases – one concerning content overload and the other concerning attainment gaps – serve to illuminate a political perspective on the question of monitoring the curriculum's feasibility.

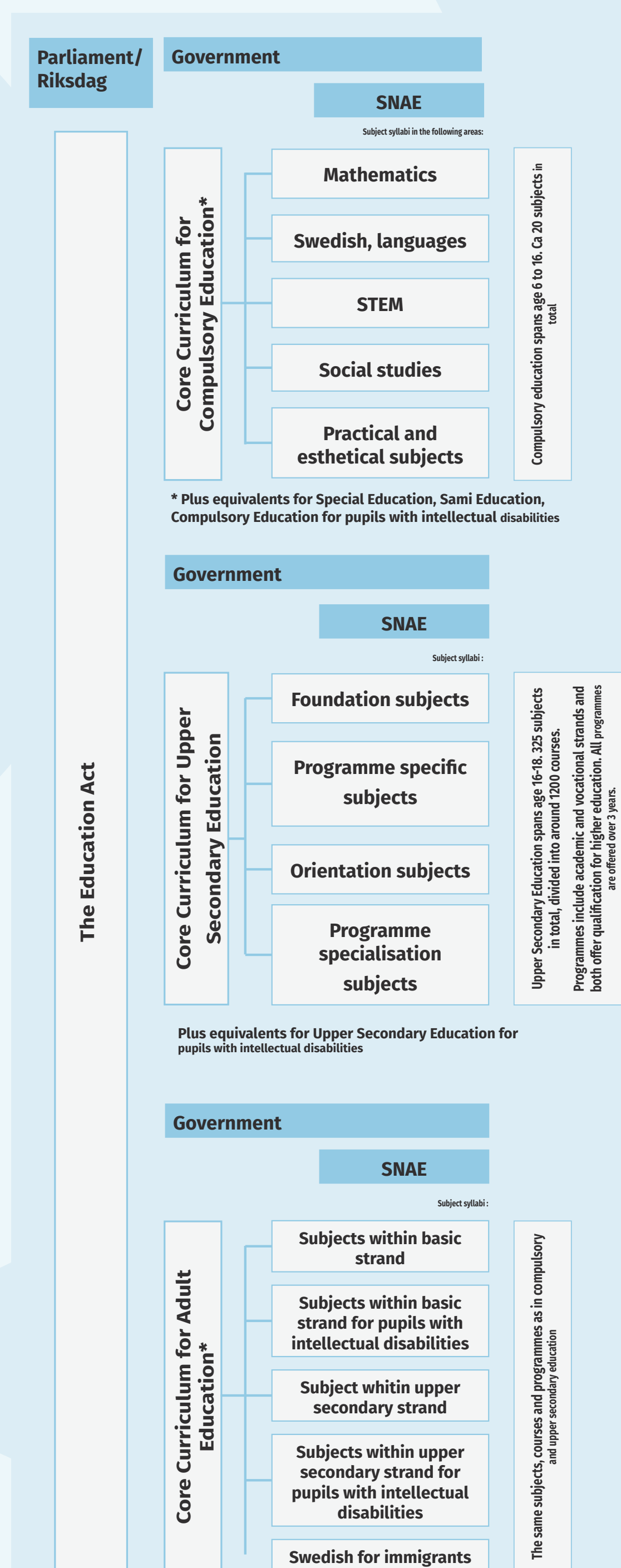
Fact box

This article focuses on:

- Primary education
- Secondary education

In Sweden the **teaching time** in primary education amounts to 6.890 hours. The number of hours per stage (three year cycle within primary) and subject are also regulated. In secondary education the minimum regulated total teaching time for academic programmes is 2.180 hours and for vocational programmes 2.430 hours. Both levels have 40 weeks of school a year.

Sweden has **mandatory national tests** that have to be taken into special consideration by the teachers when grading. In primary education these tests are organised in year 3 (Mathematics, Swedish and Swedish as a second language), year 6 (English, mathematics, Swedish and Swedish as a second language) and year 9 (English, Mathematics, Swedish, Swedish as a second language, Biology, Chemistry, Physics, Religion, History, Civics, Geography). In secondary education national tests are organised for English, Mathematics, Swedish and Swedish as a second language.



	Core curriculum	Full curriculum
Subjects/topics/ key competences	Current research has suggested that the most salient themes are: Bildung, Human rights, Democratic attitudes and working methods, Sustainable development, Cultural heritage, Ethical/ Environmental/International/ Historical perspectives, Health and well-being, Sexuality, consent and relations, Equality and gender, Group rights, Critical literacy, Language development, Socio-emotional skills, Digital competence and entrepreneurship.	Primary: Art, English, Home and consumer studies, Physical education and health, Mathematics, Modern languages, Mother tongue tuition, Music, Biology, Physics, Chemistry, Geography, History, Religion, Civics, Sami, Crafts, Swedish, Swedish as a second language, Sign language for the hearing, Technology. Secondary: a total of around 650 different subjects both for the academic and vocational tracks. Transversal elements may only be articulated in the subject syllabi if they are relevant to the subject in case and can be expressed in a subject-specific way.
Amount of detail	A 'value base' makes up most of the core. Tasks and responsibilities for schools are derived from this value base and presented as mission statements. The core curriculum defines integrative knowledge as a compound of facts, understanding, skills and familiarity. The core curriculum indicates some didactic implications but does not include concrete suggestions.	In addition to the core there are subject syllabi that: • Specify subject aims and relevant knowledge in the form of subject-specific facts, objects of understanding, skills and ways of forming judgments. • State one set of learning objectives for primary and one set for each subject in secondary. • Specify mandatory subject content. • Specify criteria for grading. The subject syllabi do not contain didactic guidelines and suggestions.
Who is involved in its development	Elected political decision makers, curriculum experts from governmental bodies, academics, various representatives from concerned parties. Also society, broadly through a process of public hearing of proposals.	Elected political decision makers, curriculum experts from governmental bodies, academics, representatives from concerned parties such as educational researchers, vocational associations, pupil and teacher associations. Also society, broadly through a process of public hearing of proposals.

The Netherlands

Annette Koopmans-van Noorel (MSc.) - Dr. Jeroen Bron



Renewal of core objectives for primary and lower secondary education in the Netherlands and the elaboration of design criteria

Abstract

The Ministry of Education decided that a renewal of the formal curriculum for primary, lower and upper secondary education was necessary, and the project was assigned to SLO. The programmes for primary, lower and upper secondary education are being developed by various teams almost concurrently.

The assignment includes a number of design criteria safeguarding the depth and breadth of the curriculum, as well as a focus on 'basic skills': reading, writing and literature in Dutch, numeracy and mathematics, digital literacy and democratic citizenship education. Teams developing the proposals are meant to focus on the core of the learning area or subject. Two design criteria are elaborated in this contribution: the formulation and number of core objectives, and 'design space'. The design space criterion must indicate the relative size of a learning area or subject as a percentage of the total 'curriculum space'. One objective of this approach is to prevent curriculum overload, another is to facilitate a better balanced curriculum.

The political context is reflected in the government assignment and the design criteria. Political contexts are often dynamic. An important element in this dynamic is the pendulum between a broad and a narrow curriculum. In a broad curriculum multiple subjects as well as a balance between qualification, socialisation and subjectification are valued. A focus on basic skills devotes more attention to reading, writing and literature, and numeracy and mathematics and a focus on qualification. The pendulum is influenced by various organisations, networks, committees and opinion leaders. This raises questions about how best to organise a stable and long-term curriculum development in an unstable environment.

This contribution describes the current renewal of the core objectives, experience with previous renewals within the political context of that time and how SLO operates within this environment. We elaborate on the main design criteria meant to safeguard the focus on the core curriculum, addressing several challenges we experience, and explaining how we navigate them.

Fact box

This article focuses on:

- Primary education
- Secondary education

The level to which the core curriculum addressed in the paper applies to:

- Ages of the learner: 4-15 years.
- Goal of the core curriculum: orientation toward upper SE, which includes pre-vocational education, general education and pre-university education.

In primary education and in lower secondary education the estimated **teaching time** ratio between the core curriculum and the full curriculum is 70/30%. Upper secondary is a more complex system consisting of various profiles that students can choose and that include compulsory subjects and elective subjects. However, not all options are offered by all schools. Teaching time legislation only covers the minimum total teaching time for the school period as a whole.

- On average in primary education (estimation)
- Grades 1-4: 22 hours per week
- Grades 5-8: 25 hours per week
- On average in secondary education: 25 hours per week

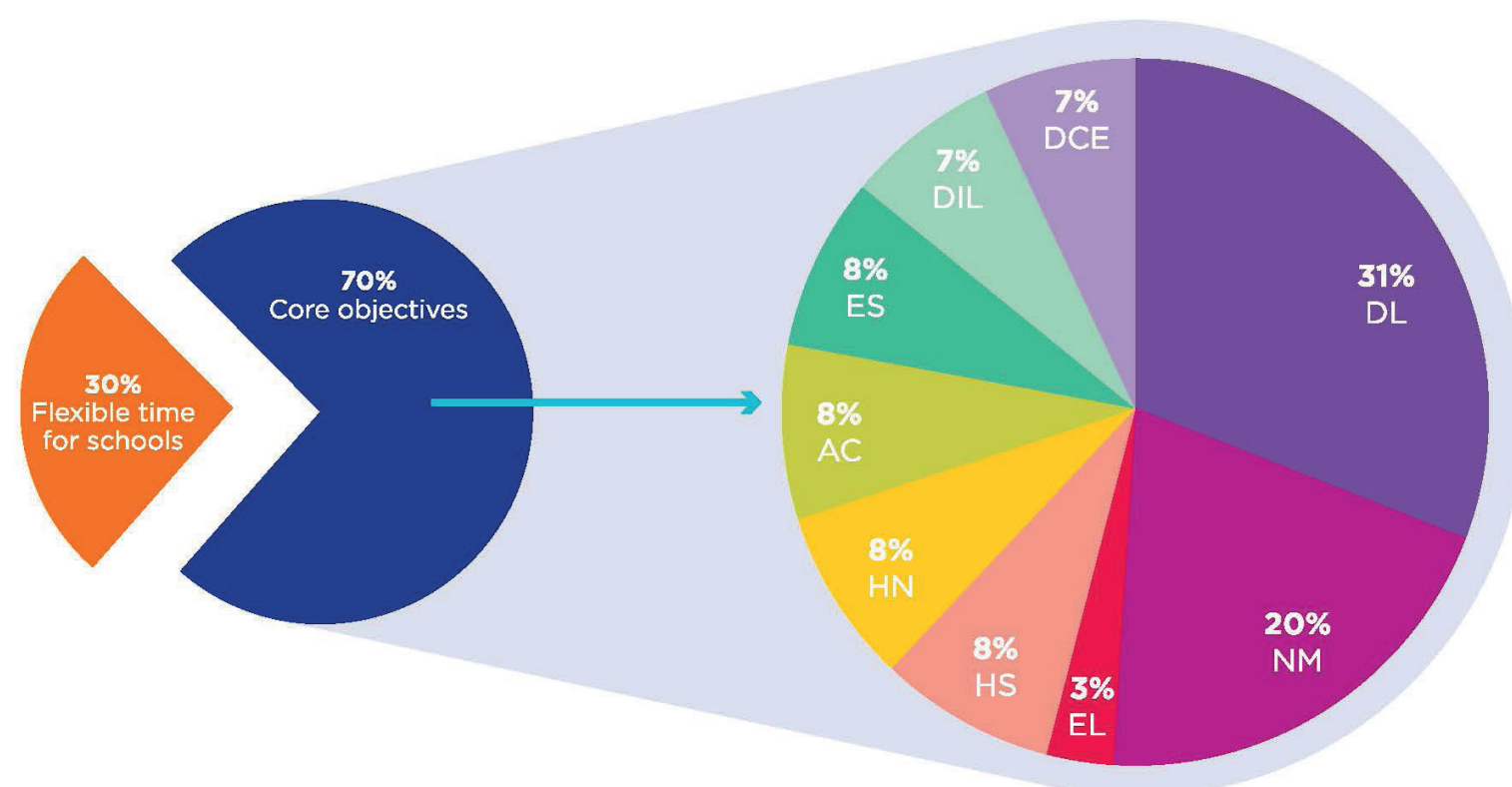
Regarding the number of weeks of school per year, the government establishes most of the holiday weeks, but schools also have some autonomy. On average there are 40 weeks per year.

As for **central examinations**:

- Pre-vocational education (vmbo): grade 4
- General education (vmbo-tl/mavo): grade 4
- Higher general education (havo): grade 5
- Pre-university education (vwo): grade 6
- These are high-stakes exams, which qualify learners for the next educational levels.
- All subjects at all levels have some sort of exam. At least 50% is a 'school exam', for which the school is responsible. A number of subjects only has a 'school exam'. In other cases, 50% takes the form of a central written exam.

Design space for the core objectives for primary education

TOTAL 5,264 HOURS



- Dutch language (DL)
- Numeracy & Mathematics (NM)
- English (EL)
- Other Modern Foreign Languages (OMFL)
- Human & Society (HS) (social studies)
- Human & Nature (HN) (natural sciences)
- Arts & Culture (AC)
- Exercise & Sports (ES)
- (physical education) Digital Literacy (DIL)
- Democratic Citizenship Education (DCE)

	Core curriculum	Full curriculum
Subjects/topics/key competences	The core objectives for primary education and lower secondary education include nine learning areas, of which four are considered 'basic skills' (Dutch language, numeracy and mathematics, and the two new learning areas digital literacy and democratic citizenship education). The choice of specific topics and key competences that will be included in the core curriculum is part of the renewal currently taking place.	The core objectives cover 70% of the curriculum, 30% is flexible time for schools. There are no requirements about how to use this time, so you could say that anything can be part of the full curriculum in addition to the core.
Amount of detail	The core curriculum is not very detailed; the autonomy of schools is highly valued. Nevertheless, the current renewal aims at more elaborated core objectives than the previous (2006) version, to support and give more direction to schools and teachers. <ul style="list-style-type: none"> • It includes knowledge, skills and attitudes. • It does not contain detailed learning paths or intermediate learning goals. The core objectives for each learning area in primary education and lower secondary education are aligned, as are a number of upper secondary subjects. There are no pedagogical guidelines and suggestions in the core curriculum; this is part of the autonomy of schools. 	Schools can make their own choices of how to elaborate the core curriculum in their school-based curriculum. There are no legal requirements for the 30% flexible time. Learning paths, intermediate learning goals, lesson and pedagogical suggestions will be developed by SLO in collaboration with stakeholders following the renewal of the core objectives. This elaboration is exemplary; schools can also develop their own, and are free to choose teaching and learning materials. A variety of textbooks is offered by commercial educational publishers and open source material is also available.
Who is involved in its development	Besides SLO: teachers, subject specialists, teacher educators, scientists, and a broad range of stakeholders (from policy, education, society and science) can give feedback on the drafts.	Educational publishers, educational supporting agencies, schoolboards and several other stakeholders can contribute guidelines, (enrichment or remedial) learning material and electives for the full curriculum.

Norway

Knut G. Andersen - Gaute Heyerdahl



Intentions and tensions in the national curriculum reform in Norway

Abstract

Norway has a long tradition of following a comprehensive national Core Curriculum. The article describes how the Core Curriculum both elaborates on the values on which the school system is based and the principles for each school's practice. The Core Curriculum also describes cross-curricular competencies on a general level. The government's 2020 Knowledge Promotion curriculum framework introduced Health and Life Skills, Democracy and Citizenship and Sustainable Development as three

new interdisciplinary topics. In the current curriculum, the interdisciplinary topics are included in each subject's curricula. The article points to tensions that lie explicitly and implicitly in the curriculum and discusses key trade-offs in the development of the curriculum. The article also deals with tensions pointed out in findings of a continuing evaluation research project of the 2020 Knowledge Promotion curriculum.

Fact box

This article focuses on:

- Primary education
- Secondary education

In Norway the **teaching time** in primary education (1-7) is 20 hours per week, in lower secondary education (8-10) it is 23 hours per week, both on average per year. Both levels have 38 weeks of school per year. The ratio between the core and the full curriculum cannot be

specified: the teaching time is related to each subject. Norway has a **central examination** in both lower and upper secondary education.

The Education Act
Distribution of Subjects and Hours
Core Curriculum
<ol style="list-style-type: none"> 1. Core values of the education and training 2. Principles for education and all-round development 3. Principles for the school's practice
Subject Curricula
About the subject
<ol style="list-style-type: none"> 1. Relevance and central values 2. Core elements 3. Interdisciplinary topics 4. Basic skills
Competence Aims and Assessment
Assessment Schema

	Core curriculum	Full curriculum
Subjects/topics/key competences	<ul style="list-style-type: none"> • Five basic skills, understood as literacies: oral, reading, writing, numeracy and digital skills • Three interdisciplinary topics: Public health and life skills, Democracy and citizenship and Sustainable development 	In the current curriculum, both the interdisciplinary topics and the basic skills are included in the subject curricula (e.g. Social Studies, Mathematics,...)
Amount of detail	<p>The core curriculum elaborates on the core values in the objectives clause in the Education Act and the overriding principles for primary and secondary education and training. It comprises three chapters:</p> <ol style="list-style-type: none"> 1. Core values of the education and training 2. Principles for education and all-round development 3. Principles for the school's practice. <p>In chapter 2 'Principles for education and all-round development' the interdisciplinary topics and the basic skills are described on a general level.</p> <p>The core curriculum does not include knowledge, skills and attitudes or a detailed learning path/intermediate learning goals. It doesn't include pedagogical guidelines and suggestions either.</p> <p>The subject curricula describe the content and goals of the subjects.</p>	<p>The full curriculum includes knowledge, skills and competences.</p> <p>It does not include a detailed learning path/intermediate learning goals. Pedagogical guidelines and suggestions are not included.</p>
Who is involved in its development	Politics, administration, school representatives, representation of teachers, representation of academics, student organizations.	Politics, administration, school representatives, representation of teachers, representation of academics, student organizations.



Core curriculum - key competences and learning outcomes for primary and lower secondary education in Kosovo

Abstract

The aim of this article is to present an overview of the key competences integrated in the curricula developed in Kosovo, with a special emphasis on the Core Curriculum for primary and lower secondary education in Kosovo. The approach taken in this article is qualitative and comparative, through which we present an in-depth analysis of the curriculum documents, as well as a meta-analysis of reports on the development and implementation of these documents, related to the approaches applied in the establishment of the six key competences and learning outcomes. Part of the analysis also involved cross-curricular issues from the perspective of their role in achieving the key competences.

The drafting of the Core Curricula for the formal levels of education in Kosovo is an innovation in the curriculum reform in progress. The results of the analysis and meta-analysis prove that the choices applied for formulating and including the learning outcomes for the key competences in the curriculum documents, are

an effort and commitment of the education system in Kosovo to promote the competence-based approach in all curriculum documents. There is a lack of cohesion and coherence in the curriculum, in relation to the key competences and learning outcomes for the competences, their interrelationship with the features of the key stage defined in the Core Curriculum, with the curriculum areas, the subject programmes for the class and with cross-curricular issues.

The development of the key competences is effectively guided by the implementation of the curriculum and activities with students in the classroom. We need more information about the practices of working with students in the classroom and more evidence about the aspects of the curriculum actually implemented or not, in order to review and complete them. Therefore, these findings represent an added value for further studies of curricula in the context of Kosovo, and beyond.

Fact box

This article focuses on:

- Primary education
- Secondary education

In the core curricula, **teaching time** is determined by a percentage (%) at the level of curricular fields. In the subject curricula, the same teaching time is specified for each subject, in the number of weekly and annual teaching hours. The optional curriculum is determined by the school. It is an integral part of the compulsory educational plan. In primary education, schools have more than 6% autonomy of teaching time for the optional curriculum, while in lower secondary education this is about 5%. The other percentage of teaching time is determined by the government. In primary education, there is a total of 4,181 annual lessons for grades 1-5, this means 21-24 hours per week. In lower secondary education, there is a total of 4,343 hours of annual teaching for grades 6-9, this

means 29-30 hours a week. There are 37 weeks of teaching for both levels of education per year.

As for **central examinations**, there is a state exam at the end of primary education, namely in the 5th grade. It is not carried out every year. The goals of the assessment are related to the research of various aspects of education and to identifying needs for support of students in lower secondary school and improving the primary level. There is also a state exam at the end of lower secondary education, namely at the end of the 9th grade. It is carried out every year. The goals of the assessment are related to measuring the level of achievement of competencies and the orientation for enrolment in upper secondary school.

Goals in pre-university education:	Key competences:	The principles of the Curriculum:
<ul style="list-style-type: none"> • Cultivation of personal, national, state, and cultural identity • Promoting general cultural and civic values • The development of responsibility to oneself, to others, to society and to the environment • Skills for life and work in different social and cultural contexts • Entrepreneurship development and use of technology for sustainable development • Lifelong learning capability 	<ol style="list-style-type: none"> 1. The competence of communication and expression 2. Thinking competence 3. Learning competence 4. Competence for life, work and environment 5. Personal competence 6. Civic competence 	<ul style="list-style-type: none"> • Inclusiveness • Competence development • Integrated and coherent teaching and learning/ interconnected • Autonomy and flexibility at the school level • Responsibility and accountability

Pre-University Education Structure – Curriculum Formal Levels and Key Stages

ISCED	Formal Levels of Pre-University Education	Curriculum Key Stages
ISCED 3	Upper Secondary Education: Grade XII	Key stage 6: Consolidation and specialization
	Upper Secondary Education: Grades X-XI	Key stage 5: Basic general and professional development
ISCED 2	Lower secondary education: Grades VIII-IX	Key stage 4: Reinforcement and orientation
	Lower secondary education: Grades VI-VII	Key stage 3: Further development and orientation
ISCED 1	Primary education: Grades III-V	Key stage 2: Reinforcement and development
	Primary education: Grades I-II	Key stage 1: Basic acquisition
ISCED 0	Preparatory class	Preparatory stage: Early childhood education
	Preschool education	

Curriculum areas:	School-based curriculum:	Student assessment:	Guidelines for drafting curricular documents:
<ol style="list-style-type: none"> 1. Languages and communication 2. Arts 3. Mathematics 4. Natural sciences 5. Society and environment 6. Physical education, sports and health 7. Life and work 	<ul style="list-style-type: none"> • Elective curriculum • Other learning activities: supplementary, additional learning, learning - extracurricular activities; 	<ul style="list-style-type: none"> • Continuous assessment - (formative assessment and summative assessment), • Final assessment - at the end of the school year • Assessment for key stage - at the end of each curricular level 	<ul style="list-style-type: none"> • Core Curriculum for Early Childhood Education (ISCED 0); • Core Curriculum for Primary Education (CC/1 - ISCED 1); • Core Curriculum for Lower Secondary Education (CC/2 - ISCED 2); • Core Curriculum for Upper Secondary Education - gymnasium (ISCED 3); • Core Curriculum for Upper Secondary Education - vocational schools (ISCED 3); • Subject Curriculum for each grade; • Guide for teachers and school principals;
<ul style="list-style-type: none"> • The lesson plans: • In primary education, there are a total of 4,181 hours of annual lessons for grades 1-5. • In lower secondary education, there are a total of 4,343 hours of annual teaching for grades 6-9. 	<ul style="list-style-type: none"> • State assessment: • Grade 5 • Grade 9 • Grade 12 - State Matura Exam 		

	Core curriculum	Full curriculum
Subjects/topics/key competences	<p>Focus on core competences, with a particular focus on:</p> <p>(i) breaking down the results of the key competences at the level of the curriculum stages:</p> <ul style="list-style-type: none"> • Competence of communication and expression • Thinking competences • Learning competences, • Life, work and environment competences, • Personal competences, • Civic competences. <p>(ii) breaking down learning outcomes for curricular areas, at the level of the curriculum stage.</p> <p>Curriculum areas determined in the Core Curriculum:</p> <ul style="list-style-type: none"> • Languages and communication • Arts • Mathematics • Natural sciences • Society and environment • Physical education, sports and health 	<p>Focus on classroom subject curricula. Subject curricula are linked to curricular areas and learning outcomes of curricular areas. In the first grade of primary education, they start with nine teaching subjects and one subject from the optional curriculum. Meanwhile, in the ninth grade there is a total of 14 subjects and one subject from the optional curriculum.</p>
Amount of detail	<p>The Core Curriculum for the formal levels of education has the same structure and organization, including regulatory and descriptive specifications for all levels they cover.</p> <p>They provide detailed arrangements and descriptions for:</p> <ul style="list-style-type: none"> • features of curricular levels for the formal level of education covered by the relevant CC; • key competences and results of competences for the curricular stage; • curricular fields, concepts and learning results for curricular fields; • optional curriculum; • teaching time for each curricular field; • instructions for the teaching methodology; • student assessment system. 	<p>The subject curricula for each class, used by teachers and schools, are detailed, including</p> <ul style="list-style-type: none"> • The purpose of learning the subject in the respective class; • Field concepts; • Learning topics; • Learning outcomes for annual learning topics; • Methodological guidelines.
Who is involved in its development	<ul style="list-style-type: none"> • Political representatives • Education officials from the Ministry of Education and the local level • Representatives from schools • Representatives from teachers' unions • Representatives from Faculties of Education • Kosovo Pedagogical Institute • Local experts • Experts from international partners who support education in Kosovo 	<ul style="list-style-type: none"> • Education officials from the Ministry of Education and the local level • School representatives • Representatives from the Faculties of Education • Local experts

Hungary

Nikoletta Dóra Bagi - Mónika Réti - Gábor Rózsa - Péter Singer - Krisztián Tókécsy



Reflection on the revision of content regulation in Hungary

Abstract

Content regulation changed in Hungary in 2020. In this article, we summarize the reasons and the main targets for the revision and renewal of the content regulation system in Hungary. The National Core Curriculum 2020 is a modified version of the previous National Core Curriculum introduced in 2012. The modified National Core Curriculum is a strategic reflection on the challenges brought about by the economic, natural and technical environment and by the changes in societal needs. The document's strategic objective is to modernize

educational content, to reduce student workload, and to display the values of the nation and the family more prominently in the educational process.

Our analysis highlights the emergence, the relevance and the enforcement of competences, especially transversal competences in the document.

The paper also covers the presentation of tools supporting the introduction and implementation of the content regulators, as well as monitoring possibilities.

Fact box

This article focuses on:

- Primary education
- Secondary education

In Hungary the maximum **teaching time** in primary education is 24 or 25 lessons (45 minutes) per week, in lower secondary education it is between 28 and 30 lessons per week, and in upper secondary education it is 34 lessons per week. The academic year consists of 36 weeks in all three levels. In total, in primary education it is between 864 and 900 lessons per year, in lower secondary education it is 1,080 lessons per year, in upper secondary education it is 1,224 lessons per year. The core curriculum and the framework curricula were designed so that, on average, schools can teach the defined compulsory content in 80% of the teaching time. During the remaining 20% of

the teaching time schools can decide the teaching content according to their teaching and learning profile including practicing, catching up, and talent development.

Hungary has a **central assessment**: *the national assessment of basic competences*. From 2022, the assessment of basic competences is organised from grade 4 to 11. The assessment tests the students' reading comprehension, mathematical, natural science and language competences, while the measurement of digital competences and historical thinking is under development. The *matriculation exams* provide pathways and admission to university.

Development fields – educational goals	Representation in the 2020 NCC		
	Target	Content	Subject
1 Ethics	A	A	O
2 Sense of national identity; patriotic education	A	M	O
3 Education for democratic citizenship	M	M	C
4 The development of self-knowledge and community skills	A	A	-
5 Family life education	M	M	O
6 Physical and mental health education	M	M	-
7 Responsibility, volunteering	M	M	-
8 Sustainability and environmental awareness	M	M	O
9 Career guidance	A	M	O
10 Economic and financial education	M	M	O
11 Media literacy	M	M	O
12 Learning to learn	A	M	O

LEGEND:

- A: represented in all literacy areas (with similar weight)
- M: represented in most literacy areas
- O: specifically linked to an optional subject
- C: specifically linked to a compulsory subject
- : not specifically linked to a certain subject

	Core curriculum	Full curriculum
Subjects/topics/key competences	Focus on active learning as transversal competence, which frames all subjects in the core curriculum. Also in scope: Other transversal competences, such as learning competences, problem-solving skills, sustainability competences, active citizenship, entrepreneurship, moral and ethical, as well as digital competences.	In Hungary's content regulation system, the national core curriculum lays down the conceptual and substantive foundations and principles of public education. It is complemented by the subject-related framework curricula, which further specify and contextualize sub-competences, content and pedagogical tasks, prescribe minimum requirements for each subject for one or two grades, establish development tasks in skill areas and outline the available and recommended time frame for fulfilling the requirements. The National Core Curriculum amended in 2020, continues the tradition of the Hungarian education system in terms of content regulation (value-based approach), it aims to establish and develop learners' competences. This is applied at all levels of regulation in order to ensure the effectiveness of the educational process. Schools develop their local curricula based on the core and framework curricula. This is part of their pedagogical programmes.
Amount of detail	- Knowledge and skills are a bigger part of the core curriculum, while attitudes are included to some extent. - Primary, lower secondary and upper secondary education have their own detailed learning and knowledge goals, described in a two year period. - There are no didactic guidelines in the core curriculum, schools can use a wide variety of didactic strategies in order to achieve the established learning and knowledge goals.	The full curriculum includes knowledge, skills and attitudes augmented by learning goals and didactic suggestions. There are numerous framework curricula available (for all compulsory and optional subjects) and they are detailed documents offering support for teachers.
Who is involved in its development	An expert committee called Education 2030 (with members from the National Academy of Sciences, academic experts, and practicing teachers) which collaborated with the State Secretariat for Public Education. There was an open public debate on the renewal of the core curriculum, which also involved stakeholders such as teacher associations, churches, other professional organizations as well as teacher unions - the process was overseen by the State Secretariat for Public Education.	The frame curricula were developed under the coordination of the Educational Authority of Hungary, involving academic experts, practicing teachers and other experts from subject-related areas.

Slovenia

Jasna Rojc - Branko Slivar - Ada Holcar



How Slovenia reduced curriculum overload and incorporated cross-curricular competences

Abstract

The Slovenian education system has been facing pressure from a range of sources to expand the curriculum by adding new subjects, content and/or competences (digital literacy, sustainable development, etc.) to the curriculum. The purpose of the development work in the general upper secondary school curriculum is to maintain the existing coherence of the curriculum, prevent an overload of subjects and content/competences, while at the same time addressing the needs of modern society. In response to these demands, the National Education Institute is undertaking a systemic approach

to developing the general upper secondary school curriculum. This is supported by a National Curriculum reform, which emphasises the importance of integrating cross-curricular competences in all subject-specific goals of primary and secondary schools as the key strategy for tackling and mitigating curriculum overload in Slovenia. It also aims to introduce an active and authentic approach to the development of civic competences and strengthening integration across subjects through an interdisciplinary thematic strand.

Fact box

This article focuses on:

- Primary education
- Secondary education

In Slovenia the **teaching time** in primary education is 22 hours and in secondary education 20 hours per week. The gymnasium programme comprises 35 weeks of school per year. The ratio between the core and the full curriculum is 80/20.

In grades 6 and 9 of primary education, pupils take the *national assessment of knowledge*. Subjects assessed are: mother tongue and mathematics, plus a foreign language in grade 6. In grade 9 the additional subject is determined by the minister responsible for education. These assessments are compulsory for all pupils except for migrant students in the first year of integration. The results do not affect pupils' school marks. They serve as additional information about their level of knowledge, which means the national assessment is a low-stakes test.

Slovenia has a **central examination** at the end of secondary education. The Matura is a school leaving exam required for the completion of secondary education and for admission to university. Thus, the Matura represents not only a final exam but also a continuation regulating the transition from secondary to tertiary education, as is the case of educational systems in many European countries.

The Matura is a national exam with equal conditions for all candidates: they take the exam simultaneously, following the same procedures and rules and in accordance with the same assessment criteria. Achievement in the Matura and achievement in the last two years of schooling are taken into consideration where there is a limit to the number of students in higher education.

INTERDISCIPLINARY THEMATIC STRAND PLAN
<p>NAME of ITS Consumerism with Responsibility for Sustainability</p>
<p>KEY RESEARCH QUESTION Are we critical consumers? Do we have enough knowledge to assess our own consumption habits and change them?</p>
<p>DESCRIPTION (GIST, SUMMARY) OF THE PROBLEM Consumerism can have a profound impact on the quality of our daily lives. Advertising creates new needs and promotes the expression of one's own identity through certain consumer behaviour. Young people form habits during adolescence that become established and change little in adulthood. As they often do this unconsciously, it is important that they learn to recognise and control these patterns of behaviour. Through the cross-curricular integration of psychology, chemistry, philosophy and geography, students learn about the factors that influence the formation of consumption habits, acquire the skills to critically evaluate information and become aware of the consequences of consumption habits for their health and well-being and for the environment.</p>
<p>INTERDISCIPLINARY OBJECTIVES</p> <ul style="list-style-type: none"> To become aware of the importance of sustainable development and anticipate action (from an environmental, social and economic point of view) on an environmental/consumer issue. To collect, organise, interpret, and evaluate data in a reasoned way. To solve authentic problems and develop a plan to raise consumer awareness. To develop critical thinking and entrepreneurial competences.
<p>THE SUBJECTS COVERED AND THEIR GENERAL OBJECTIVES Chemistry (33 hours), Psychology (26 hours), Philosophy (24 hours), Geography (22 hours)</p> <p>CHEMISTRY: General objectives and competences:</p> <ul style="list-style-type: none"> To develop the ability to apply scientific knowledge for critical evaluation, To develop a responsible attitude towards themselves and the environment in the use of substances, To develop an awareness of the interdependence of social, socio-economic, and natural-technical processes. <p>PSYCHOLOGY: General objectives and competences:</p> <ul style="list-style-type: none"> To acquire a critical attitude towards consumerism and its impact on the individual, To develop an understanding of the criteria of good advertising, To develop an attitude towards themselves in relation to consumerism, To develop research skills. <p>PHILOSOPHY: General objectives and competences:</p> <ul style="list-style-type: none"> Orientation towards independent, creative thinking and judgement, To encourage reflection on oneself and on the world, society and nature, To develop a tolerant dialogue based on rational arguments, To form an orientation for life. <p>GEOGRAPHY: General objectives and competences:</p> <ul style="list-style-type: none"> To know the meaning and the difference of the technical terms ecology, sustainable development and environmental protection and the role of environmental legislation and professional services in the field of the environment, To understand environmental problems and be aware of the importance of man as a transformer of the environment, To develop an awareness and sensitivity to the environment and environmental problems and recognise its value and vulnerability, To develop the research skills and abilities to identify, investigate and critically assess the harmful changes resulting from human irresponsibility towards nature and to promote sustainable solutions to environmental problems, To seek new ways of acting sustainably, To develop research skills.
<p>THEMATIC CONTENT</p> <ol style="list-style-type: none"> Environmental/consumer authentic situations Critical consumerism - research tasks Consumerism in health, well-being and the environment

	Core curriculum	Full curriculum
Subjects/topics/key competences	Focuses on mathematics, languages, history, and sports education. Compulsory subjects taught for less than four years are geography, biology, chemistry, physics, music, fine arts, psychology, sociology and philosophy and informatics. In the gymnasium programme, citizenship is also part of the core curriculum, but it is not a classical subject, it is a content section.	Optional subjects represent 14% of the entire programme; other forms of teaching, including content sections, representing 6% of the entire programme (300 hours over four years) so-called 'elective compulsory activities'.
Amount of detail	The core curriculum is goal-oriented and includes knowledge, skills and competences. The depth depends on the subject. Didactic guidelines and suggestions and recommendations for assessment and evaluation are also included.	The full curriculum includes the knowledge, skills and attitudes regarding optional subjects. Didactic guidelines and suggestions are included as well.
Who is involved in its development	National education institute with teachers and experts from faculties.	National education institute with teachers and experts from faculties.

Bosnia and Herzegovina



Maja Stojkić - Marija Naletilić

A shift towards learning outcomes as the basis for the common core curriculum in Bosnia and Herzegovina

Abstract

After defining the key competences (completed in 2011), and in accordance with its mandate, in 2012, the Agency for pre-primary, primary and secondary education started developing the Common Core Curriculum (CCC) based on the learning outcomes for eight educational fields and for the school subjects within those fields. Since in 2012, the Common Core Curricula in Bosnia and Herzegovina was only a set of agreed content for the individual subjects, the above-mentioned initiative by the Agency represented a huge step forward towards educational reform. The purpose of this initiative was to contribute, as effectively as possible, to systematic changes in education, and to develop more accessible, more adaptable, more efficient preschool, primary and secondary education in Bosnia and Herzegovina.

The process of developing the Common Core Curricula based on learning outcomes lasted from 2012 to 2018. This newly developed CCC is a fundamental document that determines the direction of the development of education systems in Bosnia and Herzegovina, from preschool education till the end of high school education.

In order to improve the implementation and supervision of outcome feasibility, the Agency has also compiled several supporting documents.

All the documents are intended to support the competent ministries of education and pedagogical institutes to implement the reform in their jurisdiction.

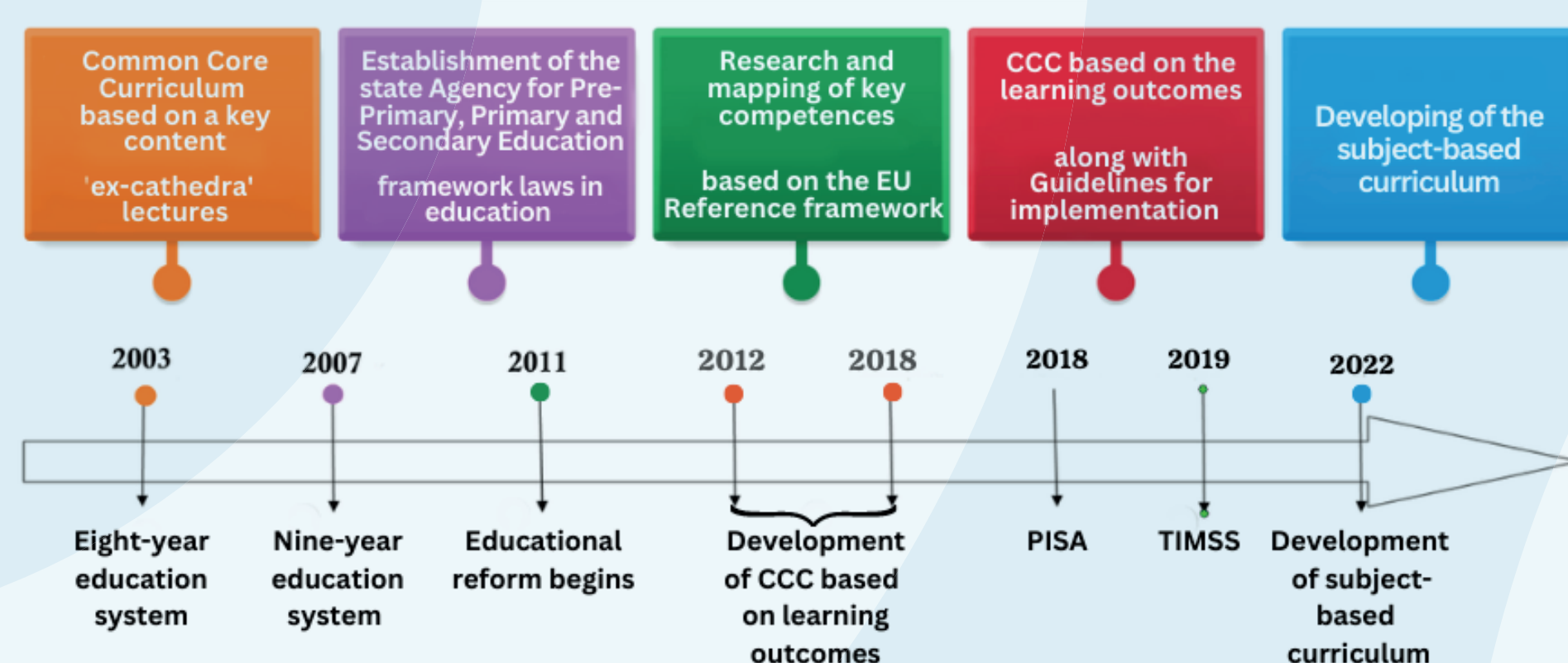
Fact box

This article focuses on:

- Primary education
- Secondary education

In Bosnia and Herzegovina (B&H) the **teaching time** in primary education is 20-35 hours per week. In secondary education this is 35 hours per week. Both levels have 35 weeks of school per year. The ratio between the core and the full curriculum is approximately 70%.

B&H does not have **central examination**.



	Core curriculum	Full curriculum
Subjects/topics/key competences	<p>The following ten key competences are part of the core curriculum in B&H:</p> <ol style="list-style-type: none"> 1. Communication in the mother tongue 2. Communication in a foreign language 3. Mathematical competence and basic competences in science and technology 4. IT competence (informational, media, technological) 5. Learning to learn 6. Social and civic competence 7. Sense of initiative and entrepreneurship 8. Cultural awareness and expression 9. Creative-productive competence 10. Physical – health competence. <p>All school subjects are grouped under one of the following eight educational areas:</p> <ol style="list-style-type: none"> 1. Language and communication area 2. Mathematics area 3. Science area 4. Social and humanistic area 5. Area of technology and information technology 6. Art area 7. Physical training and health area 8. Cross-curricular and cross-subject area 	<p>B&H has 12 competent ministries who each have autonomy regarding education for a certain canton/entity. Each ministry agreed with the general framework (ten key competences and eight educational areas) and to develop a more detailed subject based curriculum within that framework.</p>
Amount of detail	<p>A single methodology was applied to all education areas and subjects within the areas by defining fields, components, student learning outcomes, and the relevant indicators:</p> <p>A field is an organized, coherent set of knowledge, skills and attitudes within a certain field or school subject.</p> <p>Components are smaller units within strands that represent and additionally define certain knowledge and contents.</p> <p>Learning outcomes are statements about what a student should know, understand, and be capable of doing and demonstrating after completing a certain learning process, and are used to define components.</p> <p>Indicators define the degree of achieving the defined outcomes in accordance with the students age.</p>	<p>Elements of the subject-based curriculum are pretty detailed. Besides the information of the core-curriculum, it consists of: Description of the subject; Objectives of learning and teaching the subject; Key contents; recommendations and guidelines for teaching, learning and evaluation.</p>
Who is involved in its development	<p>All competent ministries of education in B&H and all pedagogical institutes. Also, teachers and advisers named by the ministries and institutes and university professors (as experts) are involved.</p>	<p>All pedagogical institutes and all teacher trainers within a competent ministry of education are involved in the development of the subject-based curriculum.</p>

Albania

Dorina Rapti - Gerti Janaqi



Albania's core curriculum in primary and secondary education

Abstract

The implementation of curricular reform with competences in Albania began in 2014, and was motivated by the needs, current developments and goals of the education system. These can be found in the various documents of European education policies and beyond, and in the tradition of our education system. This reform was of great importance due to the need to increase the quality of education and training, to guarantee equal opportunities for quality education and training for all, to open up the education system to the world, improve student results and academic achievements, the best way of learning and to include students with different learning abilities, etc. The curriculum based on competences required a big

change in terms of pedagogical practices and student assessment in Albania. The curriculum is organized as a core curriculum and an elective curriculum, creating opportunities for more flexibility in development. This curriculum also requires teachers to evaluate whether the student has demonstrated subject competences and key competences and to adapt learning strategies to improve student performance. To facilitate the implementation of the new curriculum, we launched a pilot phase. The Quality Assurance Agency of Pre-University Education (QAAPUE) has continuously focused on teacher training in the implementation of the curriculum with competences in order to ensure optimal quality.

Fact box

This article focuses on:

- Primary education
- Secondary education

In primary and lower secondary education 93% of the **teaching time** is devoted to the core curriculum and 7% to the elective curriculum. In upper secondary education (grade 10 – 11) 93% of the teaching time is devoted to the core curriculum and 7% to the elective curriculum. In upper secondary education (grade 12) 57% of the teaching time is devoted to the core curriculum and 43% to the elective curriculum.

In primary education there are 22 to 25 hours per week and 35 weeks per year. In lower secondary education there are 28 to 32 hours per week and 35 weeks per year. In upper secondary education there are 30 to 32 hours per week and 36 weeks per year (grade 10) or 34 weeks per year (grade 12).

As for **central examinations**, there is an assessment of primary education students' achievements (one test for language, maths and science) in grade 5. In grade 9 there are national basic education examinations (three tests: language, maths and foreign language). In grade 12 there is the state matura (four tests: language and literature, maths, foreign language, optional subject from the sciences and social sciences).

No.	FIELDS/SUBJECTS	GRADES									Total hours
		I	II	III	IV	V	VI	VII	VIII	IX	
1	LANGUAGES AND COMMUNICATION	10	10	9	8	8	10	10	10	10	85
1.1	Albanian language	8	8	6	5	5	5	5	5	5	52
1.2	English language	2	2	3	3	3	3	3	3	3	25
1.3	Second foreign language						2	2	2	2	8
2	MATHEMATICS	4	4	4	4	4	4	4	4	4	36
3	NATURAL SCIENCES	1	1	1	2	2	2	4	6	6	25
3.1	Science	1	1	1	2	2					7
3.2	Physics						1	2	2	2	7
3.3	Chemistry								2	2	4
3.4	Biology						1	2	2	2	7
4	SOCIETY AND THE ENVIRONMENT	1	1	1	2	2	3	5	5	5	25
4.1	Education for society	1	1								2
4.2	Citizenship			1	1	1	1	1	1	1	7
4.3	History				1	1	1	2	2	2	9
4.4	Geography						1	2	2	2	7
5	ART	2	2.5	3	2	2.5	3	2	2	2	21
5.1	Music	1	1	1	1	1	1	1	1	1	9
5.2	Visual art	1	1	1	1	1	1	1	1	1	9
5.3	Dance		0.5	1							1.5
5.4	Theatre					0.5	1				1.5
6	PHYSICAL EDUCATION, SPORTS AND HEALTH	3	3	3	3	3	3	3	3	3	27
7	TECHNOLOGY AND ICT	0	0	0	2	2	2	1	1	1	9
7.1	ICT				1	1	1	1	1	1	6
7.2	Practical technological skills				1	1	1				3
8	SCHOOL-BASED CURRICULUM (grades 1-3 develop the ICT subject)	1	1	1	1	1	1	1	1	1	9
Total (hours per week) 35 weeks		22.0	22.5	22.0	24	24.5	28	30	32	32	237

	Core curriculum	Full curriculum
Subjects/topics/key competences	<p>The core curriculum contains the following key competences:</p> <ul style="list-style-type: none"> • Communication and expression competence • Thinking competence • Competence of learning to learn • Competence for life, entrepreneurship and the environment • Personal competence • Civic competence • Digital competence <p>Learning fields and subjects are as follows:</p> <ul style="list-style-type: none"> • Languages and communication: Albanian language, foreign language • Mathematics: maths • Natural Sciences: physics, biology, chemistry • Society and environment: history, geography, civic competences, philosophy, sociology, psychology • Arts: music, theatre, visual art, dance • Physical education, sports and health • Technology and ICT 	<p>The full curriculum contains the same key competences and learning fields as the core curriculum. In addition, we have:</p> <ul style="list-style-type: none"> • Elective curricula, that must be developed in all schools. The students can choose topics based on their interests. • School-based curricula, in which the students can also develop community service or practical modules. These modules are designed and developed by the schools themselves based on the students' interests.
Amount of detail	<p>The core curriculum has a curriculum framework, national teaching plan and syllabi for all subjects, for all classes in pre-university education. These syllabi include:</p> <ul style="list-style-type: none"> • Knowledge, skills and attitudes • A detailed learning path/intermediate learning goal; • Didactic guidelines and suggestions that are supporting materials for teachers and students. 	<p>The full curriculum has the same amount of detail as the core curriculum.</p>
Who is involved in its development	<p>Politics, administration, school representatives, representation of teachers, representation of academics, inspectorate and parents are involved.</p>	<p>The school-based curriculum is drafted by schools and teachers. The partners involved in the core curriculum, are the same as those involved in the full curriculum.</p>

Ireland

Derek Grant - Dr Sharon Skehill - Evelyn O'Connor



Curriculum review and redevelopment processes in Ireland

Abstract

The curriculum in Ireland reflects the educational, cultural, social and economic aspirations and concerns of Irish society. This article investigates the importance of curriculum review and redevelopment within Ireland's education system. The National Council for Curriculum and Assessment (NCCA), as the statutory curriculum agency of the Department of Education (DoE), develops curriculum and assessment policy advice through its consultative, enabling structures. Curriculum developed by the NCCA and adopted by the DoE as national policy describes the essential entitlement of learners from

birth to 18 years participating in state education. The article further describes the complex, challenging and ever-changing curriculum landscape in Ireland. It does so by providing a snapshot of NCCA's consultative and deliberative curriculum design processes, involving a range of education stakeholders. The article also highlights implications for curriculum development across early childhood, primary and post-primary education emerging through the interaction between the wider public and the education policy landscape.

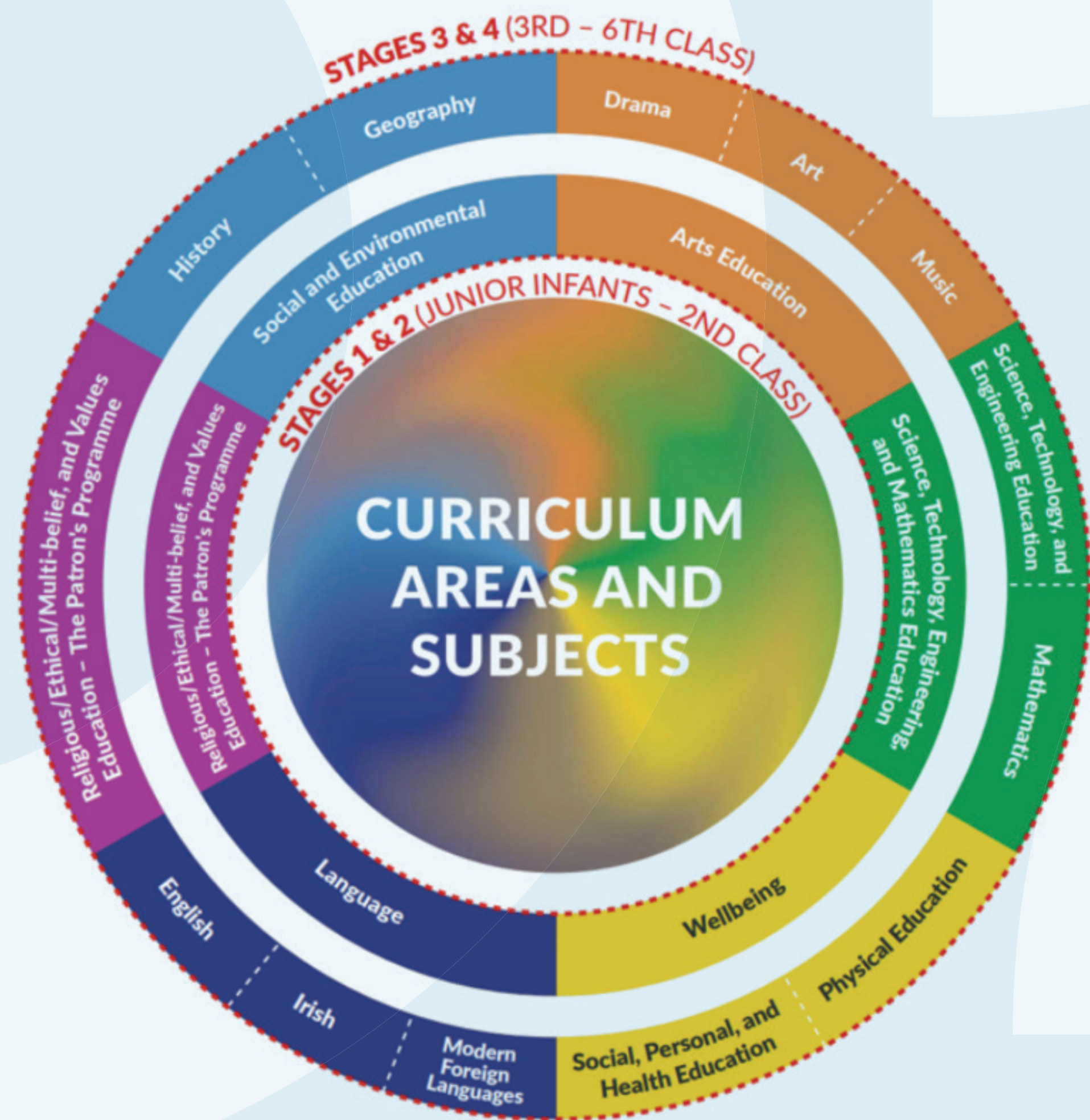
Fact box

This article focuses on:

- Early childhood education
- Primary education
- Secondary education

In Ireland the **teaching time** in primary education is defined at 20 hours a week. For the first two years of primary education shorter days apply (15 hours a week). School weeks in post-primary education contain 22 hours. Primary education has 36 weeks (182 days) of school a year and post-primary education 33 weeks (167 days).

Ireland has mandatory **national tests** both at primary and post-primary level. Primary education has Standardised Testing in Literacy and Numeracy in the 2nd, 4th and 6th class. In lower secondary education State examinations at Higher and Ordinary Level are available in English, Irish and Mathematics. In upper secondary state examinations are available at Higher and Ordinary Level for all subjects and at foundation level for Mathematics and Irish.



	Core curriculum	Full curriculum
Subjects/topics/key competences	Key competencies (aka skills or themes) vary across phases of education. At lower secondary (Junior Cycle), 4 subjects are compulsory: English, Irish, Mathematics and History. In addition, all students must engage with the area of Wellbeing, which includes Physical Education (PE), Social, Personal and Health Education (SPHE) and Civic, Social and Personal Education (CSPE). All other subjects/areas are optional, though almost all students also study Science. At upper secondary, three subjects are compulsory, English, Irish and Mathematics, and all students also engage with Physical Education.	The Early Childhood Curriculum Framework contains four core thematic areas: Wellbeing; Identity and belonging; Communicating; and Exploring and thinking. The full redeveloped Primary School Curriculum will include 7 key competencies and 5 curriculum areas and subjects (Language, STEM Education, Wellbeing, Arts Education, and Social and Environmental Education). Eight key skills are included in the full curriculum of lower secondary (Junior Cycle): Managing myself, Staying well, Communicating, Working with others, Managing information and thinking, Being literate, Being numerate. Subjects in lower secondary: Applied Technology, Business Studies, Classics, Engineering, English, Irish, Geography, Graphics, History, Home Economics, Jewish Studies, Mathematics, Modern Foreign Languages, Music, Religious Education, Science, Visual Art, Wood Technology. The full curriculum of upper secondary (Senior Cycle) will include key competencies: Information processing, Communicating, Being personally effective, Working with others and Critical and creative thinking. Various programmes are organized in Upper Secondary (Senior Cycle): Transition Year; the Established Leaving Certificate, the Leaving Certificate Applied (LCA); and the Leaving Certificate Vocational Programme (LCVP). Within each programme a myriad of subjects is offered.
Amount of detail	Knowledge, skills and attitudes are detailed in curriculum frameworks for the phase of education in question and/or in key skills/competencies frameworks. There is no distinction between a core and full curriculum in early childhood and primary curricula in Ireland. Learning outcomes are framed for every two or four years in primary education depending on the area and stage of learning; in post-primary education, learning outcomes are framed for three years in lower secondary (junior cycle) and for two years in upper secondary (senior cycle). In post-primary, examples of student work in classroom-based assessments at junior cycle are published to support teachers in arriving at judgements about the level of achievement to award. Suggestions for pedagogies and detailed planning guidance are provided by the Junior Cycle for Teachers support service. In Senior Cycle, guidelines to support engagement with coursework are published and suggestions for pedagogies and planning are provided.	Early Childhood Curriculum Framework Children's learning is presented using four themes. These are Wellbeing; Identity and belonging; Communicating; and Exploring and thinking. The Themes are presented using four aims. Each aim is divided into learning goals. Primary Curriculum The full redeveloped Primary School Curriculum will include Learning outcomes across all curriculum areas / subjects, describing the expected learning and development for children at the end of a period of time. Post-Primary Curriculum Parallel to core curriculum.
Who is involved in its development	Education partners and stakeholders, children and students, parents, school managers, teachers, early childhood educators, third level educators, researchers, Government departments, and consultation with experts and the general public.	Education partners and stakeholders, children and students, parents, school managers, teachers, early childhood educators, third level educators, researchers, Government departments, and consultation with experts and the general public.

Wales

David Egan - Yvonne Roberts-Ablett



Developing a purpose-led curriculum for Wales

Abstract

This chapter describes the unique way in which Curriculum for Wales has been developed and how this transformational change is being supported. Since 2014 Wales has been engaged in developing, for the first time, its own curriculum, moving from a product orientation to a process oriented curriculum model. Following the 2015 Successful Futures report, which set the direction for Curriculum for Wales, all parts of the education system, led by teachers from 'pioneer schools', have co-constructed the curriculum. Pioneer groups developed a Digital Competency Framework, a curriculum framework and an approach to pedagogy based on teacher professional enquiry. Curriculum for Wales is based around four purposes, supported by a national framework that sets out the skills and knowledge for

schools to design their own curriculum through a process of 'subsidiarity'. Key elements of the framework are the Areas of Learning and Experience, Statements of What Matters, Principles of Progression, Descriptions of Learning, the Relationships and Sexuality Education Code and guidance on human rights and careers and work-related experiences. These are supported by non-statutory frameworks for literacy, numeracy and digital competence. Approaches to assessment are based on the principles of assessment for learning. As part of the process of curriculum implementation that began in September 2022, work continues to support practitioners in the development of research-informed pedagogy and to share effective practice.

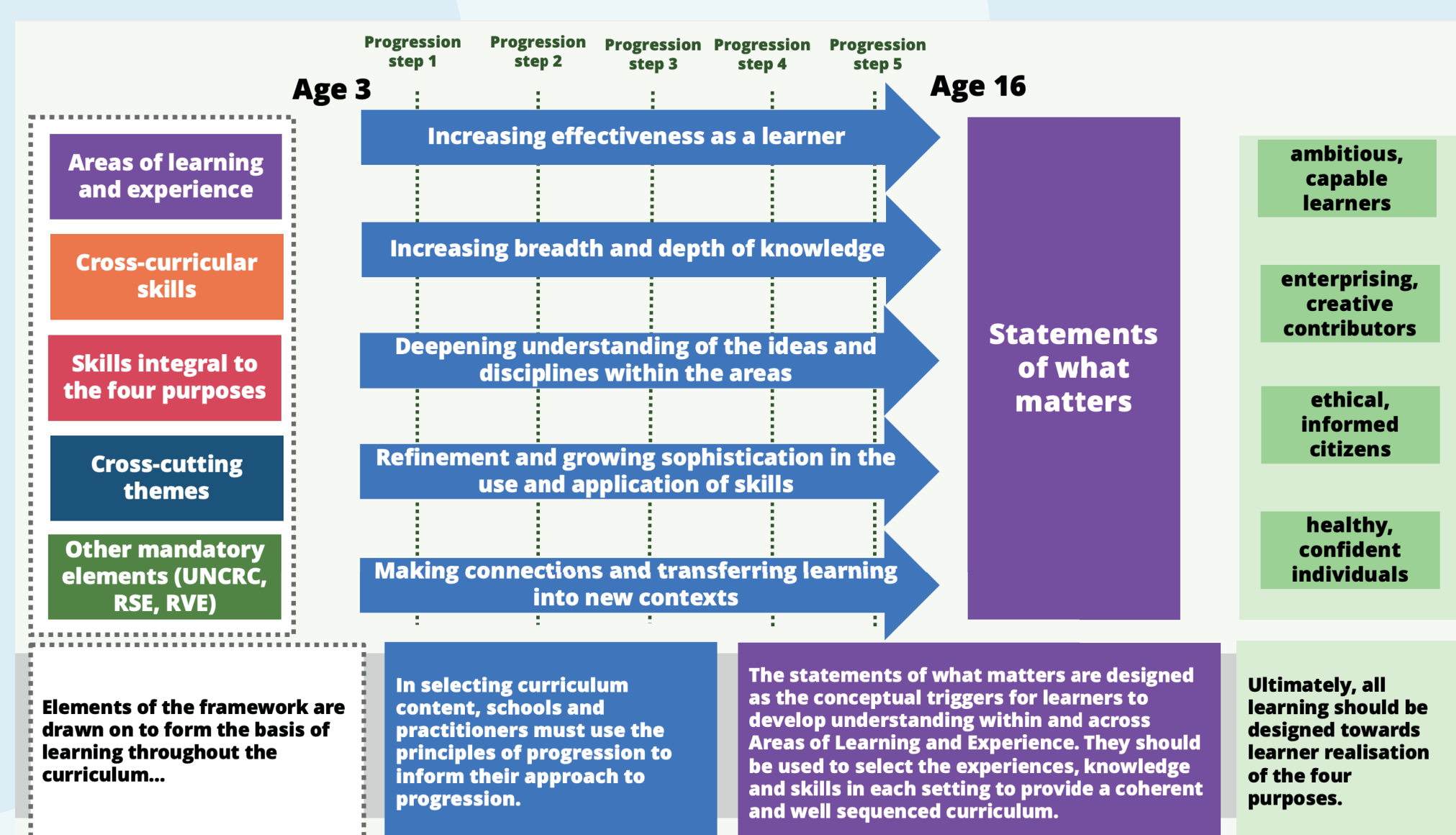
Fact box

This article focuses on:
 Primary education
 Secondary education

In Wales, the Education (School Day and School Year) (Wales) Regulations 2003 ("the 2003 Regulations") apply to schools maintained by LAs and to special schools (whether or not so maintained). They make provision for a school day which is ordinarily to be divided into two sessions with a break in the middle, and for schools (other than nursery schools) to meet for at least 380 sessions, which equates to 190 days, during any school year.

Sessions must allow sufficient lesson time to deliver a broad and balanced curriculum that includes the national curriculum and religious education. Schools are free to decide the length of each lesson.

Wales has **central examination**, but only for secondary education. At 16 learners will complete a range of qualifications, predominantly at UK Level 1 and 2. Future qualifications to reflect the principles and ethos of the Curriculum for Wales are part of an ongoing consultation process by the independent regulator Qualifications Wales. The aim is for qualifications to reflect learner progression at age 16 as they develop the characteristics described in the Four Purposes, but that these qualifications do not define their education as they are only one element of a learner's overall attainment.



	Core curriculum	Full curriculum
Subjects/topics/key competences	Curriculum for Wales is a purpose led, process curriculum. This raises difficulties in using the term core and full curriculum as it does not list content or specify outcomes of learning. Teachers and other experts have developed a national framework, each school then develops its own curriculum within the requirements set out in the national framework to reflect their context and their learners. Through a range of learning experiences, all learners will develop knowledge and skills integral to the Four Purposes of the Curriculum for Wales. A curriculum must be designed at school/setting level paying due regard to the mandatory elements of the Principles of Progression and Statements of What Matters in addition to statutory codes on Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE). Learners must experience learning in all six Areas of Learning between age 3-16, including Expressive Arts, Health and wellbeing, Humanities, Languages, Literacy and Communication, Maths and Numeracy and Science and Technology.	
Amount of detail	Please consider minimally the following aspects: <ul style="list-style-type: none"> Including knowledge, skills and attitudes? Including a detailed learning path/ intermediate learning goals? Including didactic guidelines and suggestions? (see reference to the place of the national framework and local design) In addition descriptions of learning outline the progression of a learner between ages 3-16 in each Area of Learning and Experience and in RSE.	Please consider minimally the following aspects: <ul style="list-style-type: none"> Including knowledge, skills and attitudes? Including a detailed learning path/ intermediate learning goals? Including didactic guidelines and suggestions? In addition to the outline above, statutory guidance supports schools to design a curriculum that meets the needs of their learners and context. In addition, frameworks to support the design of literacy, numeracy and digital competence are included in guidance.
Who is involved in its development	An ongoing co-construction approach includes all aspects of the curriculum framework being designed with a range of stakeholders including learners and young people, practitioners, international experts, higher education institutions, independent regulatory bodies such as Qualifications Wales and Estyn (the education inspectorate in Wales), regional professional learning partners and government.	The article highlights the role of school practitioners, learners, parents and community groups in supporting the implementation of the national framework within a local context. Professional learning to support curriculum realisation involves similar ways of working.

Montenegro

Nevena Čabrilo



Integration of key competences for lifelong learning in the Montenegrin education system

Abstract

The quality of education is a crucial aspect of education development in Montenegro. Over the past two decades, various improvements have been implemented to enhance the education system. The focus is on individual subjects at all levels of education. However, it also provides the opportunity to integrate competences necessary for personal development, sustainability, inclusion in society and employment, and the development of values and integrity. To achieve this, the

Montenegro Key Competences Framework Programme has been developed as a strategic document to guide the integration of key competences in the current curriculum. The programme has been designed to support lifelong learning at all levels of education. To ensure its successful implementation, guidelines have been developed for teachers and more than 40% of all teachers and school management have completed a training programme.

Fact box

This article focuses on:

- Primary education
- Secondary education

In primary education approximately 75/80% of the **teaching time** is defined by the government in a core curriculum and 20/25% is allocated to the full curriculum. In secondary education approximately 80/85% of the teaching time is defined by the government in a core curriculum and 15/20% is allocated to the full curriculum.

In primary education there are 19 to 28 hours per week and 34 to 36 weeks per year. In secondary education there are 32 to 35 hours per week and 34 to 36 weeks per year.

As for **central examinations**, there is an assessment of primary education students' achievements (Mother tongue, Mathematics, English). In secondary education there are central exams for Mother tongue, Mathematics or English and two subjects chosen by the student.

Teaching time:

- Primary education
 - » First cycle (1st to 3rd grade) 19 hours per week
 - » Second cycle (4th to 6th grade) from 21 to 24 hours per week
 - » Third cycle (7th to 9th grade) from 27 to 28 hours per week
- Secondary education
 - » Gymnasia 32-35

Grade	Number of classes per week	Number of classes per year	Compulsory part of subject (80-85%)	Open part (15-20%)	Theoretical classes/new content	Practical examination
VII	1	34	28	6	11	17
VIII	1	34	28	6	11	17
IX	2	62	52	10	21	31

	Core curriculum	Full curriculum
Subjects/topics/key competences	Mother tongue, Mathematics, English, II Foreign language, Arts, Musical culture, Nature and society, Knowledge of society, History, Geography, Nature, Biology, Chemistry, Physics, Informatics with technology, Physical Education, Philosophy, Psychology, Sociology ...	Elective subjects, transversal competences: physical and mental health, digital competences, social competences, citizenship, sustainability competences, learning competences, self-awareness, entrepreneurship and cultural awareness and expression.
Amount of detail	<ul style="list-style-type: none"> • Knowledge, skills and attitudes are explained in detail for all educational levels. • There are detailed learning goals for all educational levels. • There is a specific guideline for the core curriculum. 	<p>Apart from the learning outcomes designed for the subject programmes by the government, teachers are obliged to integrate 15% to 25% of the open part curriculum both in their annual and lesson plans</p> <ul style="list-style-type: none"> • The school-based curriculum covers each school year, both in primary and secondary education. • Didactical recommendations for a specific subject are available on two places in the curriculum, along with all the educational outcomes specified as necessary for its realization, as well as general didactical recommendations that emphasise what is important for the realization of the subject in general. • Didactical recommendations provided for each educational outcome contain three elements: content of the learning process, activities of the learning process, number of classes necessary for class realization. Apart from these recommendations teachers use special guidelines prepared by the Bureau for Educational Services.
Who is involved in its development	Bureau for Educational services, VET Centre, representatives from University and schools.	Bureau for Educational services, VET Centre, representatives from University and schools.

Luxembourg

Martin Kracheel - Halldor Halldorsson



Renewing primary education in Luxembourg: a stakeholder-driven curriculum review

Abstract

The Covid 19 pandemic further emphasised some limitations of the current curriculum ('Plan d'études') for Luxembourgish primary education. The 'Plan d'études 2025' (PE 2025) project was launched in June 2021 to address these shortcomings through a comprehensive review and reform process. This paper focuses on the review process, which uses a participatory consultation approach to gather cross-sectional input from diverse stakeholders including pupils, parents, teachers, administrators, unions and policymakers. The transparent consultation process aims to define challenges and co-create potential solutions, whilst

establishing or strengthening links between the various stakeholders. Its main findings provide the basis for a shared and dynamic curriculum, adapted to today's ever-changing world, while also aiming at communal ownership of said curriculum. The outcomes of the review inform the reform process, which will propose specific changes to the curriculum, both in relation to its form and content. Finally, the paper provides some preliminary conclusions about such a participatory curriculum consultation process in a multilingual European country.

Fact box

This article focuses on:

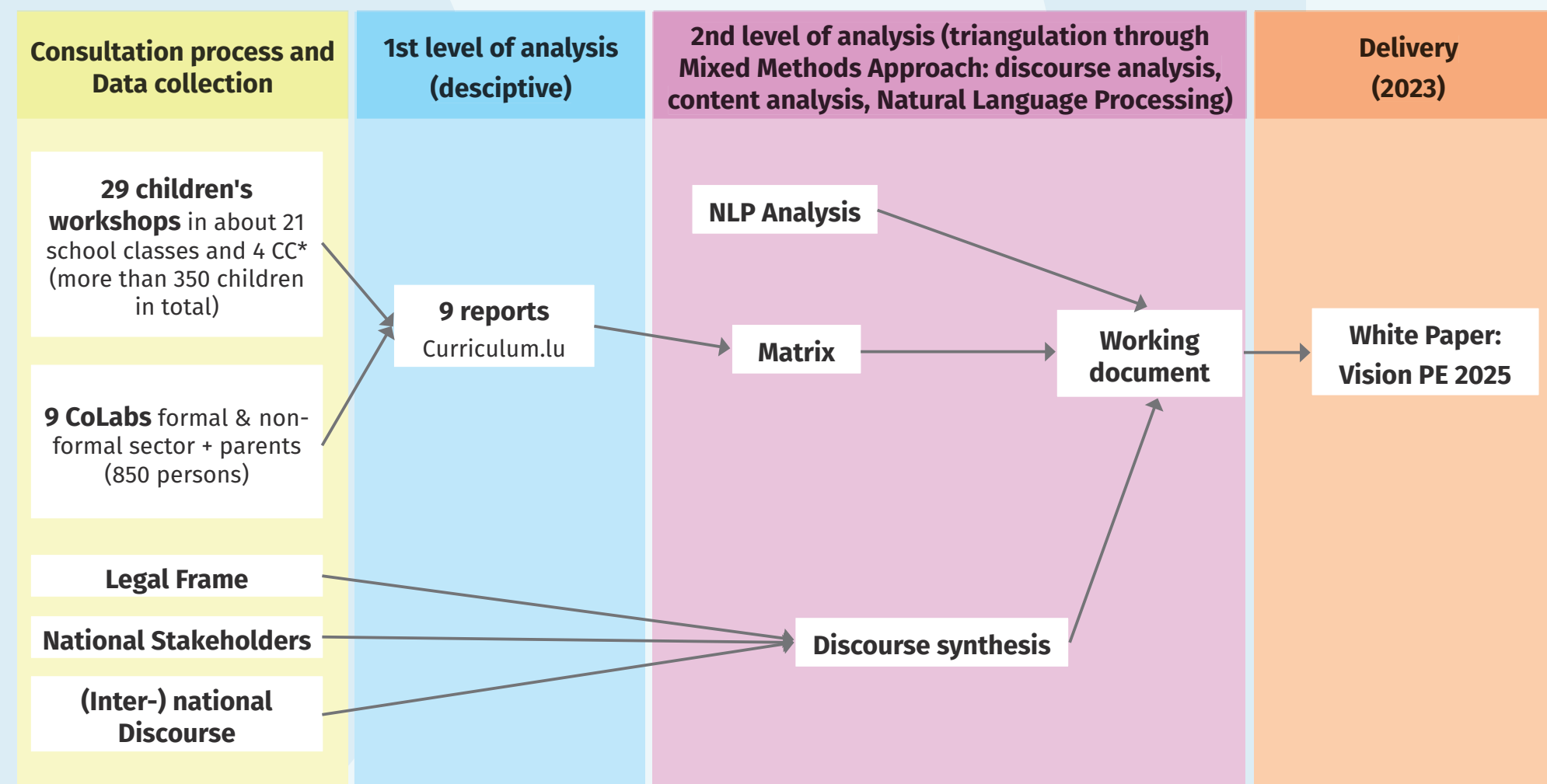
- Primary education
- Secondary education

In Luxembourg **the teaching time** in primary education comprises 28 lessons of 50 minutes per week. There are 36 weeks of school per year. In total, in primary education there are 1,008 lessons per year.

In Luxembourg the Grand-Ducal legal decree forms the basis of the current Luxembourg Plan d'études (curriculum). It contains three annexes. In order to follow the proposed distinction between core and full curriculum, we consider the core curriculum as the formal, state approved curriculum. Annex 1 (competence levels), Annex 2 (Programmes:

competences to be developed, performance examples and recommended contents) as well as Annex 3 (teaching time tables) are therefore part of the core curriculum. The full curriculum, which in fact "requires up to 100% of learning time", may include the operational curriculum (in the classrooms) as well as the experiential curriculum (experienced by the students).

Luxembourg has **central examinations** for French, German and Mathematics in the last year of primary school.



	Core curriculum	Full curriculum
Subjects/topics/key competences	The Luxembourgish language and language awareness, Literacy and the German language, the French language, Logical and numerical reasoning and mathematics, Discovery of the world with all the senses, Science education, Natural science and the humanities, Body expression psychomotricity, sports and health, Creative expression, aesthetic and cultural awareness in the field of plastic arts and music, Living together and values. In addition to these developmental and learning domains with their respective subject-specific competences, there are also so-called transversal competences and media literacy, as well as descriptors illustrating the expected performance & content needed to develop these competences.	The core curriculum corresponds with the full curriculum in the sense that it is the formal curriculum. The full curriculum differs locally, based on the learning materials used in the classroom (in Luxembourg, the freedom of teaching materials is mentioned in the law text).
Amount of detail	The core curriculum includes competences which are detailed on four different levels (Level 1 to 4): <ul style="list-style-type: none"> • Knowledge and skills are described to some extent • There is no detailed learning path, however intermediate learning levels are defined Didactic guidelines and suggestions are part of a different annex in the legal decree (Annex 2).	The full curriculum includes: <ul style="list-style-type: none"> • A detailed learning path is to be constructed by the teacher based intermediate learning goals/ competence levels and the chosen learning materials
Who is involved in its development	The Ministry of Education, in consultation and collaboration with: politics, administration, school representatives, representation of teachers, representation of academics.	Schools and teachers.