

Jehona Rrustemi & Tatjana Atanasoska

***The Role of the Organization for Economic Co-operation
and Development (OECD) in Education Systems – A
perspective of Educational Reforms in Kosovo***

Aim of study/research:

- The aim of the study is to describe the role of the OECD organization in educational reforms and the perception of the impact of educational reform according to its purpose regardless of underperformance of students in the PISA test.

Key words: Reforms, OECD, PISA, TALIS

Objective of Study /research

- Description of the research results “Concepts of citizenship for primary school students in Kosovo” regarding the freedom of expression of students during the learning process.
- Description of the research results “Concepts of citizenship of primary school students in Kosovo” regarding student cooperation during the learning process.
- Analysis of the results of Kosovar students in the PISA 2015 and PISA 2018 test.
- Identification of the role of the Organization for Economic Co-operation and Development (OECD) in educational reform.

Representative group

- In May 2012, the research “Concepts of citizenship for primary school students in Kosovo” was conducted with students of grade 8 in 171 schools in urban and rural areas in all municipalities of Kosovo. The respondents involved in the research sum to a total of 1700 students of different ethnicities (Albanian, Bosnian, Turkish, Serbian, Gorani, Roma, Ashkali and Egyptian). For the purpose of this research, the researcher has used the standardized questionnaire “INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY” adapted for the circumstances of Kosovar students.

The role of the Organization for Economic Co-operation and Development (OECD)

- The importance of the OECD is crucial as it not only offers good opportunities for cooperation between its member states but also serves as a mirror and good experience for many other countries in the world that are not its members, which can analyze, improve and evaluate the impacts of educational reforms in their countries.
- Some of the OECD publications dedicated to education reform are:
 - New perspectives from Talis 2013, (international study program that focuses on the learning environment and working conditions of teachers in schools).
 - Education in a glance 2014, OECD indicators. This report provides data on the educational structure and finances and performance of schools in 34 OECD countries.
 - Education Policy Perspective 2015. This report provides data on educational reforms in the last seven years in OECD countries to help other countries learn from each other in order to choose the best reforms as needed based on their context).

- Skills beyond school, summary of the report, 2014. This report provides data on vocational higher education and training, in order to complement the various economies.
- Critical Mathematics in Innovative Societies and the Role of Metacognitive Pedagogy, 2014. This report provides data on how mathematics fosters skills that are appropriate to social innovation.
- Measuring innovations in education, 2014. This report provides data on teachers' innovations, various pedagogical approaches, new strategies in order to improve education.
- Early childhood education and care. This publication brings benefits to parents, children and society at large. It focuses on the qualities described in 5 policies, offering the possibility of comparison with other international countries.

The results of the research “Concepts of citizenship of primary school students in Kosovo” regarding the freedom of expression of students during the learning process.

Teachers encourage students to express their opinions

		Frequency	Percent
Valid	Never	224	13.2
	Rarely	236	13.9
	Sometimes	351	20.6
	Often	845	49.7
	Total	1656	97.4
Missing	Illegible	7	.4
	No answer	37	2.2
	Total	44	2.6
Total		1700	100.0

Students have the opportunity to openly express disagreement with their teachers

		Frequency	Percent
Valid	Never	209	12.3
	Rarely	280	16.5
	Sometimes	607	35.7
	Often	584	34.4
Total		1680	98.8
Missing	Illegible	9	.5
	No answer	11	.6
	Total	20	1.2
Total		1700	100.0

Students express their thoughts in class, even when they are different from most other students.

		Frequency	Percent
Valid	Never	142	8.4
	Rarely	226	13.3
	Sometimes	479	28.2
	Often	820	48.2
	Total	1667	98.1
Missing	Illegible	5	.3
	No answer	28	1.6
	Total	33	1.9
Total		1700	100.0

In school I learned to work in groups with other students

		Frequency	Percent
Valid	Fully agree	1404	82.6
	Partially agree	226	13.3
	Disagree	36	2.1
	Fully disagree	12	.7
Total		1678	98.7
Missing	Illegible	10	.6
	No answer	12	.7
Total		22	1.3
Total		1700	100.0

Results of Kosovar students in the PISA 2015 and PISA 2018 tests

- Kosovar students have participated for the first time in the PISA 2015, ranking 68th out of a total of 70 participating PISA 2015 countries, leaving behind Algeria and the Dominican Republic.
- Also, in the PISA 2018 evaluation, Kosovar students achieved almost the same results as in the PISA 2015 evaluation. Thus, in the PISA 2018 assessment, Kosovar students left behind the Dominican Republic and the Philippines.

Discussion

- The 2001 curriculum framework and the 2011 curriculum framework have promoted contemporary teaching, aspects of which are collaboration and interaction between students. Traditional approach of teaching has promoted individual student learning, gender differences, the division between ethnic groups and the division between different religious affiliations.
- The recognition of students with their rights is confirmed by the results of the research "Concepts of citizenship of primary school students in Kosovo". Based on the answers of the respondents, it can be seen that over 90% of them have given a positive answer, since the research has been extended to rural areas. We can therefore state and confirm again the impact of the curricular framework on students' awareness of their rights and injustice that they can encounter.

Conclusions

- From the results of the research “Concepts of citizenship of primary school students in Kosovo” we can conclude on the positive effects that had the curricular frameworks of Kosovo of 2001 and 2011 in educating students about their rights. These actions are aimed to improve the education system.
- From all this we can conclude that the mission of educational reform can be identified through various researches. Although we can say that the educational reform in Kosovo has not been productive, there are still positive elements, which are worth of being emphasised.

Thanks!