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Inclusion and Promotion of Attitudes and Values in Curricula: A Perspective of Basic Education in Kosovo

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Abstract

This qualitative study is a meta-analysis of basic education curricula in Kosovo with regard to the context of inclusion and promotion of attitudes and values in curricula. The study examines the organization, coherence, and changes reflected in the inclusion and promotion of attitudes and values across the hierarchy of curricular documents: the Curriculum Framework, the Core Curriculum for Primary Education (grades 1–5), the Core Curriculum for Lower Secondary Education (grades 6–9), and grade-level subject curricula (16 subject curricula: Albanian Language, Mathematics, Human and Nature, Society and Environment, History, and Biology, in grades III, V, VIII, and IX).

The findings of the study indicate that Kosovo has a formal competence-based curriculum in which attitudes and values are an integral part. They are embedded in educational goals, competencies, learning outcomes, learning content, as well as in methodological guidelines for teaching. However, a lack of coherence and noticeable differences are identified in the inclusion of attitudes and values across the hierarchy of curricular documents. The most pronounced differences appear in grade-level subject curricula, where some core attitudes and values such as tolerance, solidarity, diversity, self-respect, care for others, and care for the environment are either superficially integrated or not integrated at all into any category of curricular organization within the analyzed subject curricula.

The study highlights the theoretical and practical significance of promoting attitudes and values through the curriculum. It also emphasizes the need for further research, particularly for a more in-depth exploration of practices related to the promotion of attitudes and values in classroom teaching and learning.

Keywords: Kosovo, Competency-Based Curriculum, Subject Curricula, Attitudes and Values