IBE Draft Resource Pack for Capacity Building in Curriculum Development

Draft as of June 2009

supporting the

Basic Education in Africa Programme (BEAP) in Tanzania

<u>AGENDA</u>

Day 1	*Focus* **Background – BEAP Framework, IBE's role and the Resource Pack** **Curriculum change and the role of the stakeholders**		*Expected outcome:* **Clarification on BEAP vision as laying foundation** **Common understanding of IBE's role and the significance of the capacity building activity within the BEAP framework** **Approach to the educational environment, the structure and relations (both formal and informal) between the components of the education system, develop a better appreciation of the history, strengths and weaknesses of the existing curriculum and education system, to identify stakeholders and relations between them.**
Morning	0830-0930 (1 hour)	***Registration*** ***Welcome address*** Permanent Secretary, Ministry of Education, Tanzania Director, UNESCO Dar es Salaam IBE representatives Director, TIE ***Introduction of participants***	
	0930-1030 (1 hour)	***Presentation on the BEAP and IBE's role in BEAP by Lili Ji, IBE*** - what is BEAP (principles, inception, tailored approach, country ownership, systemic change, coverage, cooperation, UNESCO 35 C/5, BEAP sub-regional leading pilots) - IBE in BEAP (brief overview of history and mandate, comprehensive approach to curriculum reform,	

		generic competencies, new trends and crosscutting issues, the Resource Pack as the first concrete capacity building activity for supporting BEAP)
		A brief overview on the contents of the Resource Pack presented by Hugo Labate, Resource person, IBE - questions that led the organization of the Resource Pack - non prescriptive approach - an image of curriculum as a complex interactive web of processes and products - Module 1: curriculum change
	1030-1100	*Mid-morning health break*
	1100-1130 (30 min)	*Plenary presentation: structure of the seminar by Hugo Labate* *Plenary discussion: expectations of participants*
	1130-1300 (1.5 hours)	*Activity 2: Actors and context for change* *Brief overview of the activity starting text* **Task - Small group discussion** One of the participants presents Case Study: "Analysis of Strengths and Weaknesses of Curriculum Context in Korea", and the small group tries to answer the questions from the Korean point of view and see if any questions were left unanswered. **Task - Individual reading** Read and examine the Case Study: "Kyrgyz Republic: a Contextual Scan" and the Case Study: "Analysis of Egyptian context". Find similarities and differences with the Korean case.
	1300-1400	*Mid-day health break*
Afternoon	1400-1600 (2 hours)	**Task - Individual reading** Read the Document: "Trends Towards Broader Stakeholder Involvement". **Task - Small group activity** The facilitator distributes a complete pack of the system cards to each group. Groups are asked to organize the cards in a rational way – no further guidance should be offered and the rationale for organization may be decided by each group. Once the organization has been decided, the group should glue the cards to a flip chart page marking the connections with arrows, either single or double-headed if the influence is uni- or bi-

		directional.
		Task - Plenary session, non-interactive
		- Group charts are displayed on a wall and the whole group is invited to go through them in silence, taking notes.
		- A spokesperson from each group in turn explains the rationale for their card organization.
		Product: Collection of charts showing varied system relationships.
	1600-1615	*Daily feedback*
	1615+	**Task - Individual activity (optional)**
		Consider in what ways the information shared reflects circumstances in your context and produce your own scan using the corresponding resource.
		Product: Contextual scan.
Day 2	*Focus* **Policy dialogue**	*Expected outcome:* **Help participants imagine the needs and interests of different groups of stakeholders, define the roles of stakeholders, conduct timely consultations and develop effective communication and assistance strategies for policy changes, analyse strategies for managing possible conflict and resistance.**
Morning	0800-0830 (30 min)	*Activity 3: Consultation processes* *Brief overview of the activity starting text*
	0830-1030 (2 hours)	**Task - Group simulation of consultation** Participants are divided into two groups ensuring that, as far as is possible, there are system representatives in each group. One participant is assigned the role as journalist and may move freely between groups. The following roles are assigned randomly to the other participants: **Group 1: Stakeholders:** Student - Parent - Teacher - Teacher trainer (educator) - Government officer - Supervisor and superintendents of Local Board - Researcher - Curriculum developer - University rector - Employer - Education Minister - Representative of a development agency **Group 2: Curriculum Developers:** Curriculum researchers (content specialists) specialized in: Language and Literature - Foreign Languages - Science and Technology - Mathematics and Computer Science - History,

		Social Studies (including Citizenship), Creative Arts (Music, Visual Arts, Theatre) - Child psychology and cognitive development All participants should think about the role they have been allocated and write down the likely main <u>concerns and hopes</u> of their character in relation to education. They may also wish to reflect on the likely behaviour of the character whose role they are playing. **Group 1:** prepares a short statement of what each of the members will say, e.g. "I'm an employer and I have a legitimate interest in the reform of school curriculum because..." and "My main aspirations and concerns for the new curriculum are...". **Group 2:** prepares a series of questions that they would like to ask particular members of Group 1 as a part of a consultation on curriculum renewal.
	1030-1100	*Mid-morning health break*
	1100-1230 (1.5 hours)	*Panel session* - Conduct a simulated panel session as might occur during consultations. Panel members (Group 1) begin by explaining in turn their interest in school curriculum. Members of Group 2 then ask questions to panel members. - At the end of the panel session, the journalist may present a short report reflecting the content and tone of the discussion. The media report is intended to give some insight into the way in which the media, other stakeholders and those on the periphery or outside the process are likely to perceive the nature of curriculum discourse and planning. **Product:** List of possible questions. **Product:** Perceptions of the external observers.
Afternoon	1230-1300 (30 min)	*Activity 5: Planning a consultation process* *Brief overview of the activity starting text*
	1300-1400	*Mid-day health break*
	1400-1530 (1.5 hours)	**Task - Individual Reading** Read the Document: "Resistance in Policy Formulation and Implementation".

		Task - Country group activity
		Based on the work in this module so far and on your knowledge of your own context, consider the following questions. Your answers should be presented with reference to your own situation.
		- Where is resistance or conflict most likely to occur in the process of policy formulation or curriculum change?
		- What, in your view, motivates this opposition? Are there strategies which might minimise such reactions and yet which still address the underlying concerns?
		- What do you consider to be most appropriate, feasible and useful in your situation:
		   o A process of consultation to collect views?
		   o Effective stakeholder participation in the decision-making process?
		- What expectations will be created by participation in a consultation process?
		- Who are the stakeholders that need to be consulted? How broad will the consultation be?
		- What will the consultation mechanism be? What type of feedback do policymakers want or need to get? What type of feedback is not wanted or needed by policy makers?
		- What implications will the mechanisms for consultation have for finance and institutional capacity?
		- At what point or points in the curriculum change cycle should consultation take place? How often should consultations take place?
		- How will the process manage a general reaction to policy proposals that is negative or unwelcome?
		- What will be done with the data you collect? How will it be processed? What role will it have in the decision-making process?
		- Should the results be published? How should policy decisions be communicated and to whom?
		
		Task - Writing in small groups
		Use the answer to your questions to prepare a draft policy paper. Refer to the Worksheet "Blueprint of a policy paper".
		
		Product: Draft of policy paper.

	1530-1600 (30 min)	**Task - Individual activity** Read the Case Study: "Political Construction of Curriculum Reforms: the Case of Chile in the Nineties" and the Case Study: "Teachers' Resistance to the Implementation of the 7th Revised Curriculum in Korea". When reading, consider these questions individually to share your thoughts with a colleague in the next task. - What advantages and disadvantages does a centralised decision-making process have? - How might teacher resistance have been avoided? - In relation to your own situation, why are teachers most likely to resist change? - How are teachers best supported through periods of change?

		- What approaches might give teachers a stronger sense of ownership of change (and thereby harness their enthusiasm)? **Task - Small group discussion** Discuss with the colleagues and make a list of strategic principles (Dos and Don'ts) to minimise resistance to change that could be valid for your context. <u>**Product:**</u> List of strategic principles.
	1600-1700 (1 hour)	**Task - Small group session** Answer the following questions with specific reference to your own context: - How can curriculum managers administer to the diverse interests of stakeholders? - Whose interests should be considered? Whose voices are heard and how are they expressed? Whose voices are not heard? - To what extent may stakeholders be allowed to influence curriculum change? - When may consultation be considered adequate in shaping curriculum change? How much consultation is enough? Who makes the final decision? <u>**Product:**</u> Key issues to consider when planning a consultation.
	1700-1715	*Daily feedback*
Day 3	*Focus* **Daily activities in curriculum-making and curriculum planning**	*Expected outcome:* **Get in touch with colleagues working in curriculum, review existing resources, share curriculum-making experiences.**
Morning	0800-1030	*Preparations and visit to TIE.* *Every 4 participants conduct interviews with 1 TIE professional, on specific areas of interest. Leading questions will be provided.*
	1030-1100	*Mid-morning health break*
Afternoon	1100-1300	*Visit continues*
	1300-1400	*Mid-day health break*

	1400-1700	*Reporting on visit to TIE personnel (compilation and sharing)*
		Product: Personal field visit report.
	1700-1715	*Daily feedback*
Day 4	*Focus* **Curriculum design**	*Expected outcome:* **Analyse alternative ways in defining the expected achievements of the students**
Morning	0800-1000 (2 hours)	*Plenary session: African and global issues in curriculum design - Presentation by TIE resource person* - Brief presentation on issues related to curriculum design - Group discussions based on countries - Plenary presentation and discussion
	1000-1030 (30 min)	*Web exploration of country profiles in IBE World Data on Education* *Web access to specialized journals* *C.f. List of additional online resources compiled by IBE* *Exploration of print resources (curriculum frameworks)*
	1030-1100	*Mid-morning health break*
	1100-1200 (1 hour)	*Each country presents another non-African country's profile.* *Main topics to review will be provided.*
Afternoon	1200-1300 (1 hour)	*Activity 2: Defining what students should know and be able to do* *Brief overview of the activity starting text* **Task - Reading** Read the Document: "Curriculum Standards: Definitions and Examples". Write brief definitions of: - Content standard - Performance standard Compare the boxes describing Argentina's NAP and Western Australia's Performance Standards, noting similarities and differences.

		Product: a) Definition of standards b) Comparison of national examples.
	1300-1400	*Mid-day health break*

	1400-1500 (1 hour)	**Task - Small group activity**
		Exchange personal definitions led by the facilitator.
		Working in pairs or in small groups compare the references to curriculum standards from different countries given in Annex I and use the following questions as a basis for discussion of standards-based curriculum in your own context.
		Consider the above references and then discuss the following in your group:
		- What are the differences and similarities between the approaches to standards in each country?
		- In your view, what might be the advantages and disadvantages of standards-based curriculum for:
		   o Curriculum structures?
		   o Learning outcomes?
		   o Implementation?
		   o Quality of education?
		   o Accountability?
		- What are the challenges of standards-based curriculum development? What local capacities does the development of standards-based curriculum require?
		- What are the key common factors and differences among the national curriculum approaches of the different countries?
		- What are the critical factors in ensuring balance between international, national and local standards?

	1500-1600 (1 hour)	**Task - Individual reading and/or small group discussion** Read the extract given in Annex II Working in small groups, study Worksheet: "Bloom's Taxonomy of Educational Objectives: Cognitive Domain" and Worksheet: "The Taxonomy Table". Read the examples within each dimension and category. With a partner or in a small group, choose a curriculum area with which you are familiar. Write 5 objective statements for that curriculum area covering a range of categories in the table and using the vocabulary proposed in the table. Place each statement in the appropriate box in table 1. For example the statement "The student will learn to apply the reduce-reuse-recycle approach to conservation" contains the verb "apply" and will therefore be placed in column 3. Knowledge required is the "reduce-reuse-recycle approach to conservation" which may be categorised as procedural knowledge and will be placed in row C. Write your objectives on a flip chart page and display it where it can be seen in the session room.

		Product: Samples of objectives. **Task - Plenary discussion** Study the objectives written by the different groups. Use the following questions as a basis for discussion: - What level of difficulty did it take to construct objectives statements for your chosen curriculum area? - Is the vocabulary proposed in the tables adequate to describe all dimensions of the curriculum area? - How many statements would it take to cover the chosen curriculum area? - How useful is this approach for curriculum design in your situation?
	1600-1700 (1 hour)	**Task 5 - Debate/Comments on samples of Tanzanian curriculum materials** Based on the information in this module so far, use the following questions as a basis for discussion: - Currently and in the past, what approaches to defining what students should know and be able to do have been adopted in your situation? - What approaches do you consider to be most appropriate for your situation and why? Give comments on samples of Tanzanian curriculum materials, to be provided by TIE A spokesperson will make notes on the viewpoints and at the end will summarise the conclusions. **Product:** Summary of conclusions.
	1700-1715	*Daily feedback*
Day 5	*Focus* **School and educational system governance - decentralization issues**	*Expected outcome:* **Participants use a case analysis to discuss the process of curriculum localisation, to explore some of the challenges of the process and to consider approaches which can help address them.**
Morning	0800-1100 (2 hours)	*Group visit to a local school (public/private, primary/secondary)* *Meeting with principals, teachers and students (TBC)* *Untutored group work: preparation of a visit report*
	1100-1130	*Mid-morning health break*
	1130-1200 (1.5 hours)	*Plenary: participants present conclusions of the school visits*

Afternoon	1200-1300 (1 hour)	*Plenary presentation by one of the participants: School governance - decentralization issues*
	1300-1400	*Mid-day health break*
	1400-1430 (30 min)	*Activity 2: Curriculum localisation. Challenges and opportunities* *Brief overview of the activity starting text*
	1430-1500 (30 min)	**Task - Reading and web search** Read the document: "School-Based Curriculum Development (SBCD): Redefining the Term". Conduct a web search on "school-based curriculum" and download 2 articles for your portfolio. **Product:** Articles.
	1500-1600 (1 hour)	**Task - Individual reading** Read the Case Study: "Montenegro: Introduction of Optional Subjects During the Course of Curriculum Change" and Case Study: "Local Life Skills Program in Cambodia". Consider the following questions: - What were the main rationales for allowing local-based curriculum components? - What are the strategies for developing and delivering the curriculum component at a local level? - What can be said about the level of control of the central authority in the case of Montenegro? - What was the initial reaction of teachers and parents to the innovation in the case of Cambodia? **Task - Group discussion:** - In small groups, using the questions below, identify challenges for curriculum localisation in your own context: - What lessons can be learned from the cases of Montenegro and Cambodia? - Which of the challenges in the Montenegrin and Cambodian contexts are also experienced in your situation? - When embarking on school-based curriculum development, what do you identify as the major challenges that a curriculum developer or policymaker should be aware of? - What are the potential benefits? - What measures may be taken to make the process as successful as possible? - How is quality ensured at the national level in the context of curriculum localisation? - What types of national quality frameworks can be used?
	1600-1700	**Task - Plenary session**

	(1 hour)	One group gives a brief presentation for discussion. Each of the other groups in turn may indicate points of agreement and divergence in their analysis. It may be useful to discuss reasons for divergence. **Task - Individual reading and group discussion** Read the Document: "Constraints in Implementing Localized Curricula in Asia". In a small group, refer to the list of potential difficulties above and consider these questions for your context: - Which parts of the education system require additional support in order to facilitate a successful process of curriculum localisation? - What types of support are required? - What are the financial or political implications of this type of support? - How might teachers be effectively included in the process? <u>**Product:**</u> List of benefits and challenges of localising curricula in your context.
	1700-1715	***Daily feedback***
Day 6	*Focus* **Inclusive education** **Capacity building & teacher training**	*Expected outcome:* **Exchange updated vision and challenges of inclusive education.** **Analyze the need for capacity building activities at the technical level of curriculum and education professionals to guarantee a solid process of reform.**
Morning	0800-1030 (2.5 hours)	***Video show on "Inclusive Education", theme of the 48th session of the International Conference on Education (ICE, Geneva, November 2008).*** ***Reading: the ICE Conclusions and Recommendations.*** **Task - Group work and report on the following discussion points:** - What is your understanding of "Inclusive Education", before and after the video show? - What does "Inclusive Education" imply, in terms of policy, attitudes, culture, good practices and challenges? - How can inclusiveness be improved through curriculum change? <u>**Product**</u>: Group report on the discussion points.
	1030-1100	***Mid-morning health break***
Afternoon	1100-1130 (30 min)	***Activity 2: Capacity building of curriculum professionals as a requisite for reform*** ***Brief overview of the activity starting text***

	1130-1300 (1.5 hours)	**Task - Group discussion** The facilitator distributes a pack of Worksheet: "The education system - system cards" to the group. Group is asked to revise the cards, identifying the professionals involved in a process of reform from the side of the public administration. The facilitator conducts a brainstorming session to make a list of expert knowledge and skills that each professional needs to participate in a curriculum reform process.
	1300-1400	*Mid-day health break*
	1400-1500 (1 hour)	**Task - Individual reading** Read the Case Study: "Kuwait: a brief history of educational reform." Identify the professionals explicitly or implicitly alluded in the case study, and the capacity building needs associated to the gaps identified in the case.
	1500-1700 (2 hours)	**Task - Group discussion** Half the group will act as the Advisory Committee; the other half will act as representatives of the Education Ministry of Kuwait. Considering the gaps presented in the case, advisors will propose a list of the 10 most necessary activities for capacity building at the ministry level, including who should be involved and what skills would be necessary to develop in a preparatory year. Ministry representatives will discuss with them the activities selected, and will select the 5 deemed most critical for developing the process of curriculum reform. **Product:** A draft development plan for the training of curriculum professionals suited to your context.
	1700-1715	*Daily feedback and agreement on Day 7*
Day 7	*Focus* **Development/provision of textbooks and other curriculum materials**	*Expected outcome:* **Understand policies and processes related to the development / provision of textbooks and other teaching /learning materials.**
Morning	0800-1030 (2.5 hours)	*Activity 1: Policy Management* *Brief overview of the activity* **Task 1 – Small groups reading** Read the document "Control and supply of school textbooks in selected countries" and find an example that is the most similar to your context and one that is the most different.

		- Explain the reasons why the latter would be difficult to implement in your context and why could it be interesting to implement it. - In your own context who is in charge of edition, printing, distribution and financing. **Task 2: Individual reading** Read the case study "Textbook provision scheme in Brazil". Use the following questions as a framework for analysis: - What is the difference between the centralized and decentralized policies for textbook provision? - What similarities and differences can you find between the actors and processes involved in the Brazilian case and your situation? Make a short list of all the participating agencies, writing down the main function of each one.
	1030-1100	***Mid-morning health break***

Afternoon	1100-1300
	(2 hours)
		Task 4 - Pair work
		1. Together with your partner, read the document "Overview of textbook development processes: conditions for, and characteristics of effective textbook provision".
		2. Prepare an electronic presentation of seven slides about textbook development processes in your context.
		
		Ideas to be considered:
		- Identify the broad parameters for the management of textbook development appropriate to your context. Use the document, the Brazilian case study as well as information about your own country policy. Areas for consideration will probably include, but should not be limited to, the following:
		  o Selection of subjects requiring textbooks.
		  o Use of national and local languages in instruction and textbooks.
		  o Timing of curriculum reforms and revisions.
		  o Resources required for textbook production.
		  o Procedure for evaluation and authorization of textbooks.
		- Use the following questions as a guide for analyzing textbook development policies in your situation:
		  o What subjects require textbooks and a teacher's guide?
		  o Are different languages used in available textbooks and in instructional activities?
		  o What is the composition of your textbook development team?
		  o How often do you revise textbooks and guides?
		  o Who approves textbooks and teachers' guides?
		  o Is there only one textbook approved for each subject or are there multiple titles?
		  o What is the textbook/student ratio?

		o How are textbooks made available to schools, teachers and students? **Plenary presentation** One of the groups will present and the others will form the audience. After the presentation, suggestions can be debated among the participants.
	1300-1400	*Mid-day health break*
	1400-1700 (3 hours)	**Activity 2: Textbook evaluation and approval** **Task - Individual work** Read the case study "Criteria for textbook evaluation: Azerbaijan" and the case study "Criteria for evaluation of technical quality of textbooks in Romania". Use the following questions as guide for analysis: - What factors for the evaluation of textbooks are covered in each case? - What factors are common? - How are these factors evaluated? Based on your own context, think of other factors used for evaluating textbooks that are not included in the above cases. Formulate a set of criteria for the evaluation of textbooks. Write them on a flip chart. **Task - Group discussion** Present your criteria for discussion. Obtain a copy of any textbook and/or teacher's guide used in your subject area. Evaluate the textbook and/or guide using the criteria developed in the task above. Use the following questions as guide for analysis: - Do the textbooks and/or guides meet the requirements for approval? - Which aspects of the material need improvement based on the criteria? - What revisions/modifications are necessary to improve the material? Using a table format, prepare a short report on the material analyzed.
	1700-1715	*Daily feedback and agreement on Day 8*
Day 8		*Focus* **Piloting -** **Implementation**	*Expected outcome:* **Sharing of country experiences on curriculum implementation.**

		Activity to be chosen by country groups *Resource persons help in devising the focus of particular tasks*	
Morning	0800-1030 (2.5 hours)	*Piloting implementation - country groups*	
	1030-1100	*Mid-morning health break*	
	1100-1300 (2 hours)	*Piloting implementation - country groups continues*	
	1300-1400	*Mid-day health break*	
Afternoon	1400-1700 (3 hours)	*Piloting implementation continues* *Groups preparation and sharing of feedback*	
	1700-1715	*Daily feedback*	
Day 9	*Focus* **Assessment**	*Expected outcome:* **Identify models and processes of student assessment that can help in evaluating implemented curricula.**	
Morning	0800-0830 (30 min)	*Activity 2: Student assessment* *Brief overview of the activity starting text*	
	0830-1030 (2 hours)	**Task - Group reading** Read the Document: "Five Strategies of Statutory Assessment: Alberta (Canada), Germany, Italy, Massachusetts (US), New Zealand". Make a comparative table to present relevant information on the five cases. **Task - Group discussion** Use the following questions as a framework for discussion: - Currently, is there a policy for a national student assessment in your situation? - What issues/problems are identified relating to student assessment?	

		- What are the consequences of these issues/problems in student assessment? - What changes have been proposed?
	1030-1100	*Mid-morning health break*
	1100-1300 (2 hours)	**Task - Group writing** Based on the previous questions, participants structure a blueprint for a case study relating to assessment practices in their context. **Product:** Case study draft.
	1300-1400	*Mid-day health break*
Afternoon	1400-1600 (2 hours)	**Task - Individual activity** Read the Case Study: "Standards in Education - Study of the Situation in Italy". Browse the website http://www.invalsi.it Read the Case Study: "Educational competency, "reference standards" and competency assessment tools: the situation of the French-speaking community of Belgium". Produce a list of challenges to the assessment processes and compare them with the challenges faced by your own context. **Product:** Assessment of challenges.
	1600-1615	*Daily feedback*
Day 10	*Focus* **Networking among the participants**	*Expected outcome:* **Networking among the participants, agreement on a list of country priorities, suggestion for the improvement of the Resource Pack**
Morning	0800-1030 (2.5 hours)	*Plenary* *Follow-up issues* *Exchange within BEAP team (BREDA, IBE and UNESCO Dar es Salaam) in the framework of BEAP on country needs, expectations and next steps*
	1030-1100	*Mid-morning health break*
	1100-1300	*Country group work - Resource Pack: suggestions for improvement*

	(2 hours)	- Interesting African-context cases that could be produced and added to the existing structure - Perspectives for the inclusion of new modules with new focuses
	1300-1400	*Mid-day health break*
Afternoon	1400-1500 (1 hour)	**Task - Peer assessment of product portfolios and seminar methodology evaluation (based on questionnaire)** - "Most useful thing I take home with me" - "Least useful thing", etc.
	1500-1600 (1 hour)	*Wrap up*
	1600-1700 (1 hour)	*Closing session*

ANNEX 1
Examples of declarations about National Standards

Thailand
Curriculum standards (Learning standards) are applied as criteria to stipulate the quality of learners after graduation at basic education level. The standards are grouped into 8 content areas: mathematics, Thai language, science, social studies, religion and culture, health and physical education, art, foreign languages, and career and technology *(Thailand – Rungnapa Nutravong).*

United States *(National Council of Teachers of Mathematics)*
The Standards for school mathematics describe an ambitious and comprehensive set of goals for mathematics instruction. The first five Standards present goals in the mathematical content areas of number and operations, algebra, geometry, measurement, and data analysis and probability. The second five describe goals for the processes of problem solving, reasoning and proof, connections, communication, and representation. Together, the Standards describe the basic skills and understandings that students will need to function effectively in the twenty-first century.

Colombia
Competency standards are explicit public criteria that allow the definition of basic quality levels of education to which children are entitled as a right, in all regions in our country, in all knowledge areas; that is why we have established competency standards in mathematics, language, natural sciences, social sciences and citizenship. The idea is not to look for minimum levels but to reach a high quality education, defining at the same time what is fundamental and indispensable to achieve this goal. Therefore, the standards are challenging but not impossible to meet, they are demanding but at the same time reasonable.

Malawi
Although the Malawi Education System does not have a document entitled Education Standards, the standards are implicitly spelt out in different Government papers on education. The Policy Investment Framework (PIF) stresses quality education. Quality is determined by specific prescribed benchmarks of success within the education system. Such benchmarks describe what level of achievement should be attained in order to achieve quality education; these benchmarks can, therefore, be equated to standards.

Indonesia
1. National education standards consist of the standard of the content, process, graduate outcomes, educational personnel, facilities and equipment, management, funding, and educational assessment, which should be improved systematically and regularly.
2. National educational standards are used as a guideline for the development of curriculum, development of educational personnel, provisions of facilities and equipment, management and funding.
3. The development, monitoring and reporting on the achievement of the national education standards are organized by a quality assurance body. *(Indonesian Education Law, 2003, Article 35)*
The development of curriculum is based on national education standards for the pursuit of national education goals. *(Indonesian Education Law, 2003, Article 36)*
National curriculum standards are intended to support the achievement of national educational goals and to accommodate various conditions and potential of districts/schools. They are defined in terms of exit performance, competence and content. *(Indonesian Basic Curriculum Framework (2004))*

ANNEX 2

Bloom's original Taxonomy proposed a single dimension, the cognitive dimension. Later work by Anderson and others has largely superseded Bloom and has added a second domain, the knowledge dimension.
According to Anderson, any statement of an objective will contain a verb and a noun. The verb will generally describe the intended cognitive process – drawn from the cognitive dimension. The noun generally describes the knowledge that students will acquire or construct – drawn from the knowledge dimension. Anderson exemplifies this with the following statement:
"The student will learn to distinguish (the cognitive process) among confederate, federal and unitary systems of government (the knowledge)".