Curriculum Change and Integration of EFA and ESD

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The International Bureau of Education (IBE-UNESCO)

- UNESCO’s institute specialised in supporting curriculum development/change for quality EFA
- Global mandate
- IBE approach to curriculum as a process:
  - Society’s needs and expectations
  - Goals, contents, methods
  - Planning, development, implementation, various types of curriculum
  - Teacher education
  - Assessment of learning
  - Stakeholder consultation, support and capacity development, etc.
Curriculum development/change: what direction?

• Goals of education?

• What objects of learning?
  – World and future point of view
  – Fundamental principles
  – Competencies
  → Results and processes of teaching and learning

• How do we address the society?

• How do we address the learner?

→ EFA-ESD for curriculum change and teacher education?
Curriculum development/change: different dimensions

• Written curriculum
• Prescribed curriculum
• Implemented curriculum
• Achieved curriculum
• Hidden curriculum
Curriculum development/change: approaches and trends (1)

- Content-based: subjects
- Outcome-based: results (skills, understanding)
- Objective-based: behavioural development
- Standard-based: assessment against standards
- School-based: teachers’ role
- Student-centred: friendly, student diverse needs
Curriculum development/change: approaches and trends (2)

- Integrated: broader and deeper learning areas
- Competency-based: exit profiles
- Situation-based: handling circumstances
- Other approaches
  → Not contradictory but complementary
- Global leading systems, national and local contexts
  → Relevance of EFA-ESD in curriculum and teacher education
Integrating EFA and ESD: a process of curriculum change

- 4 Pillars of Education (Delors Report, 1996)
  Learning to know, to do, to be and to live together

- ESD:
  - Linkages among different dimensions of societies and their long-term impacts
  - Working together for a sustainable future

- Curriculum integration: not a new trend
  E.g. Progressive Education Movement in the US
Integrating EFA and ESD: a process of curriculum change

• “7 Cardinal Principles of Secondary Education” (US NEA, 1918): Health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, ethical character

• How to integrate, through:
  – Multi/inter/trans-disciplinary approaches
  – Connected values
  – Subject area
  – A social imperative
  – A connected theme
  – Connected outcomes
  – Other ways
Integrating EFA and ESD: a process of curriculum change

• Integration: assets
  – Enhances learning, interesting
  – Adapted to the knowledge society
  – Relevance to life and work
  – Students’ autonomy

• Integration: challenges
  – Overloaded curriculum
  – Lost of existing vocabulary, structure and materials
  – Teacher unpreparedness
  – Exams, higher education and jobs not aligned
  – Lack of tools for implementation
  – Radical reform difficult
  – Reform consistency to ensure
Towards more sustainable curriculum development/change

• Systemic and participatory approaches
  – Coherence between macro, meso and micro levels
  – Consulting population
  – Communication and collaboration
  – Aligning responsibilities and expertise
  – Maintaining the curriculum process cycle
  – Ensure equity

• An exercise: stakeholder work plan
Curriculum development/change in the light of constructivism

• Critical, self-critical, innovative and creative thinking
  – Understanding through real experiences
  – More time, space and situations for students
  – Better knowledge of students

• Workshop and follow-up:
  – Relevant to making change happen? Suggestions for improvement?
  – Action plans: SMART (Specific, Measurable, Attainable, Relevant, Time-bound)
  – Workshop evaluation: questionnaire
  – Project long-term impacts: online survey and ongoing exchange
Thank you!

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