

Curriculum Change and Integration of EFA and ESD

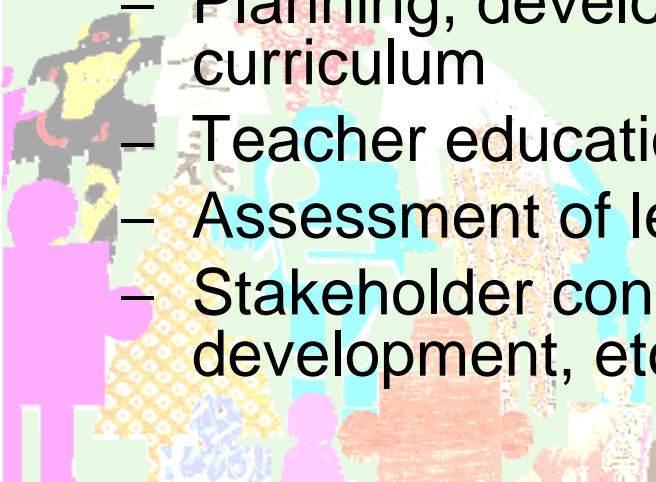
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IBE-UNESCO

National Workshop in Thailand
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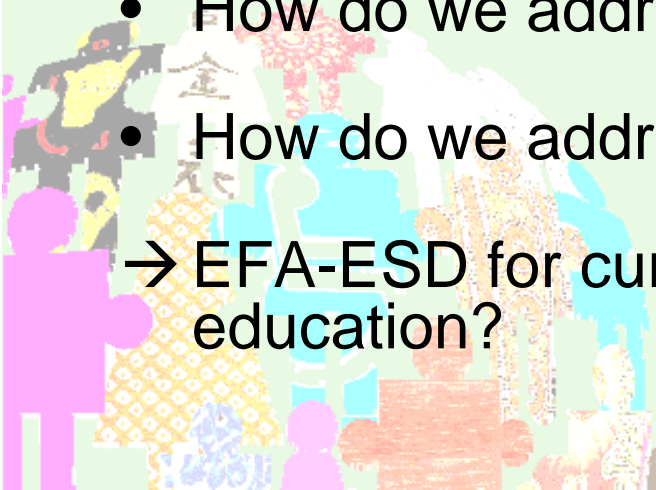
The International Bureau of Education (IBE-UNESCO)

- 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?
 - 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?



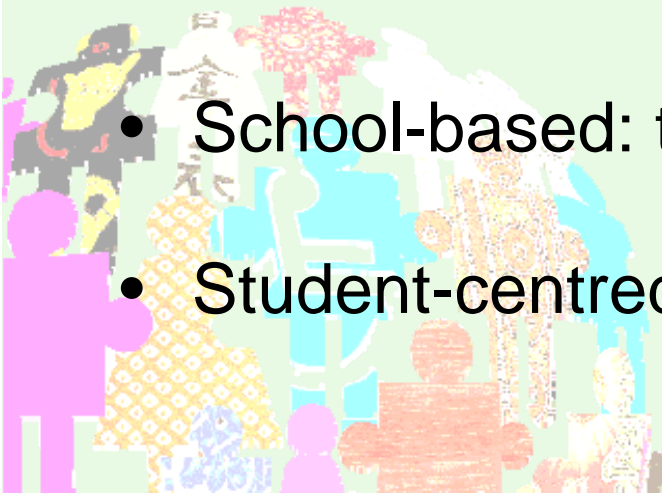
Curriculum development/change: different dimensions

- Written curriculum
- Prescribed curriculum
- Implemented curriculum
- Achieved curriculum
- Hidden curriculum



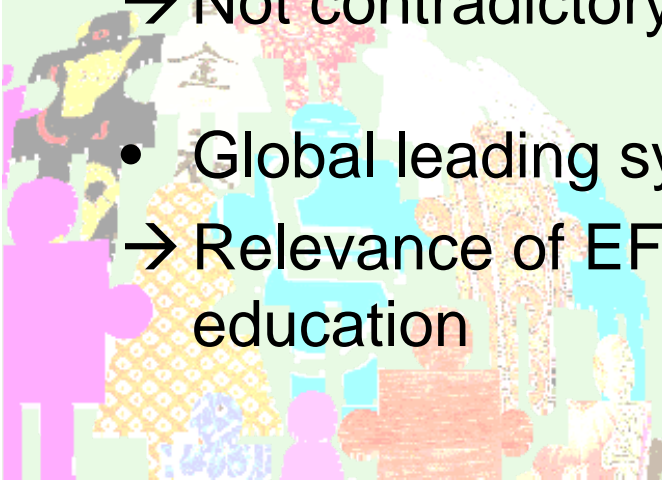
Curriculum development/change: approaches and trends (1)

- 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



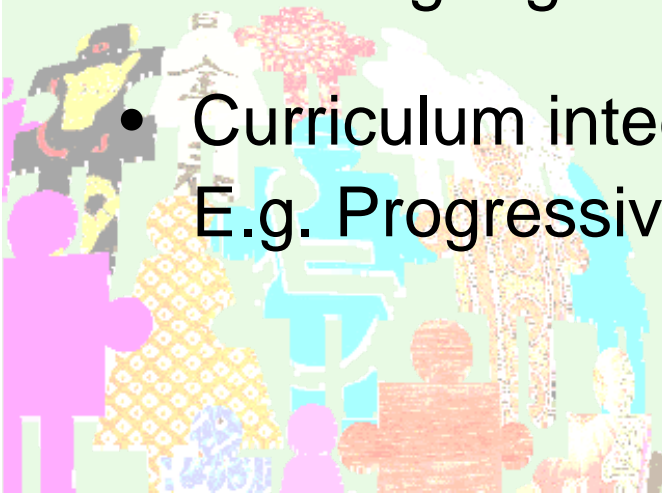
Curriculum development/change: approaches and trends (2)

- 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



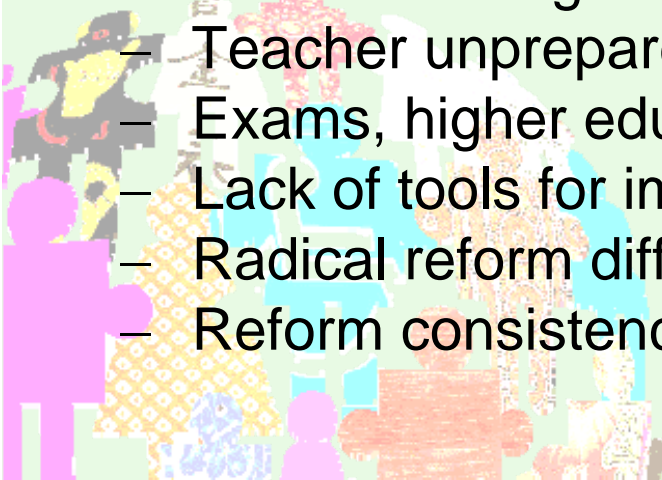
Integrating EFA and ESD: a process of curriculum change

- “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



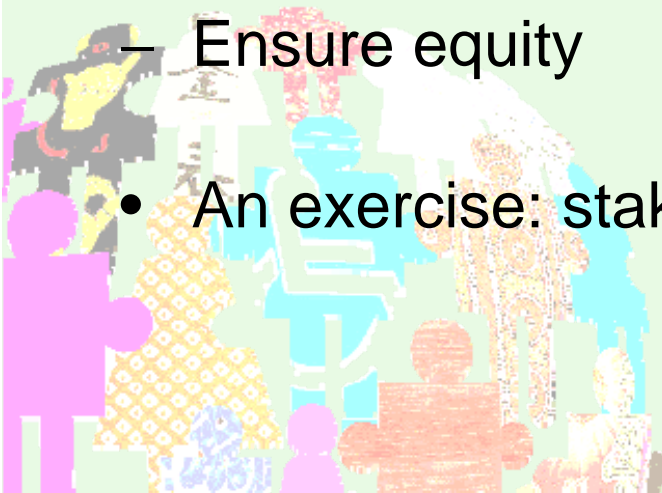
Integrating EFA and ESD: a process of curriculum change

- 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



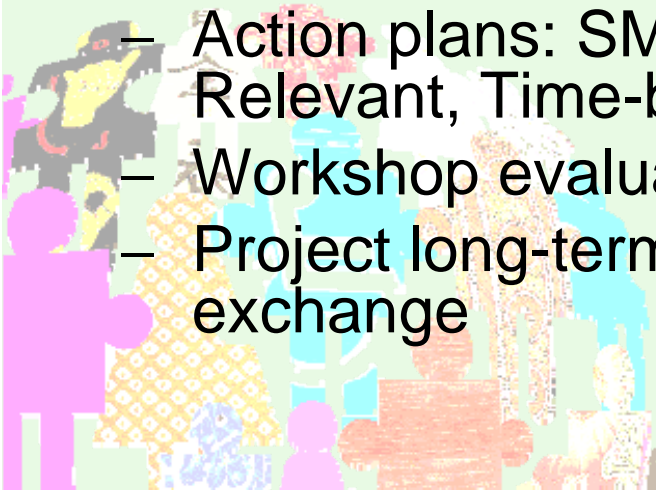
Towards more sustainable curriculum development/change

- 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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