Technical Planning Workshop for Curriculum Development in Africa
(Tanzania Institute of Education, Dar es Salaam, 29 November-1 December 2010)

Concept Paper
(Draft as of 27/10/2010)

1.   Background

Progress within the Framework of the Basic Education in Africa Programme (BEAP)
BEAP is a UNESCO-backed multi-stakeholder initiative aiming to support countries in expanding, enlarging and democratising basic education in Africa. Since its launch in April 2007 in Kigali and in Maputo in 2008 at the ADEA biennale, it is being implemented in 8 Sub-Saharan African countries: The Gambia, Ethiopia, Côte d'Ivoire, Tanzania, The Seychelles, Djibouti, Burkina Faso and Mauritius. Other launches are being planned to include the remaining regional African countries.

BEAP has been fundamentally coordinated by UNESCO's Regional Bureau for Education in Africa (BREDA) and led under a comprehensive implementation strategy[1], aiming:
- to articulate the extension of the basic education cycle to cover the segment of the child's life beginning from age 0 to 8 years;
- to ensure the exit profile of the child at the end of the lower secondary school cycle (at age 15 years) is such that the child will continue to succeed at the subsequent levels of education or in the world of work should the child choose to enter it at this stage; and
- to provide guidance on the implications of the extension of basic education for curriculum development, curriculum transaction and assessment, learning outcomes, teacher professional development and training, financing and partnership building.

Since BEAP's inception, curriculum change has always been at the centre of its attention. BEAP believes that within education systems, the broadly defined "curriculum", namely "a dense and flexible contract between politics, society and teachers"[2], or a complex and multidimensional process comprising values, skills, knowledge, attitudes, competencies, social and cultural returns, is a component that has direct impacts on quality provision. According to this understanding, curriculum reflects the kind of society to which we aspire: its processes should involve all stakeholders, in order to cater for diverse demands and expectations of the society.

BEAP's emphasis on curriculum, among others, is solidly founded on the in-depth and updated knowledge of education systems and ongoing reforms in Africa that UNESCO has gained through sustained collaboration and exchanges with African countries. Through this process, the trends and challenges of education, jointly assessed with BEAP countries, have continuously provided evidence that curriculum reform remains one of the most challenging and urgent

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[1] UNESCO. (2010). *The BEAP Strategic Framework for Implementation: From Policy to Action. An Articulation between ECD and Minimum 9-year Uninterrupted Inclusive Basic Education*. Dakar: BREDA. To be published.
[2] Braslavsky, C. (2002). *The new century's change: new challenges and curriculum responses*. New Delhi: COBSE.

agendas of countries' education reform. Although countries are progressing at different pace in this area, their visions on curriculum change have a lot in common in the global context of curriculum reform. These commonalities include[3]:

- Fragmented forms, cycles and contents of education, and fragmented responsibilities for diverse components of education systems
- Highly academic formal education
- Lack of relevance, contextualization and field adaptation
- Dominance of traditional teacher-centred pedagogical practices
- Lack of professional capacities to develop and implement curriculum
- Rigidity of formal education preventing many children from continuous schooling
- Insufficient teacher training profession and poor status of teaching profession

Capacity building in curriculum and teacher training is an area where all African countries need support international stakeholders through BEAP, especially at a time when the region is harmonizing curriculum under African Union (AU), Southern African Development Community (SADC) and East African Community (EAC). In this context, it has been recommended that BEAP support African countries to develop sub-regional centres for curriculum matters and capacity development, with a special view to bridging the gap between basic education curriculum and teacher education reforms[4]. The implementation of Postgraduate Diplomas in Curriculum Design and Development in Africa is seen as an adequate tool to develop countries curricular capacities and create a solid building block for improving the quality of curricular proposals under a long-term vision.

Tanzania's proposal of being the first African country to host such a Diploma has been considered, primarily given the country's importance in East Africa, its leading role in curriculum reforms in the region, as well as the country's long-term and in-depth involvement in BEAP. Officially charged with the responsibility of interpreting Government policies to curriculum and institutional materials in order to ensure quality education provided at the pre-primary, primary, secondary and teacher training level, the Tanzania institute of Education (TIE) has been granted support by the Tanzanian Ministry of Education and Vocational Training (MOETV) to implement the Postgraduate Diploma on Curriculum Design and Development.

It is believed that other BEAP countries may observe and join in the Tanzanian experience, so as to consider equivalent developments in the near future (e.g. Burkina Faso for the West African region; Mauritius for leading early childhood care and education; etc.).

Training Tools and Regional Diploma in Curriculum Design and Development: ongoing experiences
As UNESCO's Institute specialized in curriculum issues, the International Bureau of Education (IBE) aims to develop a range of diverse tools for curriculum design and development with the view to improve the quality of curriculum change processes. Within this context, the IBE has developed a curriculum global Resource Pack, containing a set of 8 modules with conceptual

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[3] Source: BREDA, IBE-UNESCO & GTZ. (2009). *The Basic Education in Africa Programme (BEAP). A Policy Paper – Responding to Demands for Access, Quality, Relevance and Equity.* Frankfurt: Eschborn. Also Country presentations at sub-regional conferences on BEAP implementation. (2008-today).
[4] *Cf. Assise sur les réformes curriculaires* [International Conference on Curriculum Reforms]. (2010). Final Report. Dakar: CONFEMEN.

frameworks on key concepts, a vast array of training activities and tasks, and a balanced number of case studies from all UNESCO regions. The modules cover the different phases of curriculum process – design, management, evaluation, etc. –. Within the framework of the Resource Pack, IBE has also produced a series of thematic modules on curriculum issues customised to needs and requests from global (e.g. on Inclusive Education) and regional (e.g. on Competency-Based Approaches and BEAP for Africa, on Environmental Education for the Asia-Pacific region) levels.

Mainly grounded on the curriculum Resource Pack and various thematic modules, the IBE has started the implementation of long-term, sustainable, tailored and accredited capacity development programmes on curriculum design and development. These programmes aim to enlarge, sharpen and update existing curriculum capacities at the regional, national and local levels. In line with this framework, the first Postgraduate Diploma in Curriculum Design and Development has been jointly launched by the IBE, the Catholic University of Uruguay (UCU), the UNESCO Bureau for Education in Latin America and the Caribbean (OREALC) in August 2010 (up to May 2011). The Diploma accredited by the UCU combines face-to-face and online activities. At present, the intensive 10-day face-to-face session (80 hours) has been successfully completed by 33 enrolled participants (15 national, 18 international), including policymakers, curriculum developers and specialists, educators, supervisors, teachers at primary, secondary and teacher education levels, university professors, and researchers from Africa (Tanzania and Uganda), Latin America (Bolivia, Chile, Colombia, Guatemala, Mexico, Peru and Uruguay) and the Caribbean (Dominican Republic), the World Bank, as well as UNESCO staff from the Bangkok Office, the Teacher Education Section (HQ, Paris), and the IBE.

100% of participants positively evaluated the face-to-face session. 83% evaluated it as very good. Likewise, different performance indicators showed widespread satisfaction with the facilitators and the content. Finally, the impact upon participants' capacity development process was highly positive (e.g. "regarding a clearer understanding of the next steps in curriculum design and development that I might foster" and "feel more aware of diverse curriculum issues"). The online platform for distance learning (10 modules) up to May 2011 is being effectively implemented, which supports documentation production and sharing (mainly the IBE Resource Pack, annotated concepts, glossary of terms, additional thematic modules, handouts and articles, individual reading tasks, group/individual outputs during the face-to-face and online sessions). Assessment activities required to complete the Diploma has been designed, including one activity per module, as well as a case study and a policy design (due in May 2011) with the support of tutors.

To synchronize efforts towards BEAP, representatives from Tanzania and Uganda are being provided operational and financial support for completing the IBE-UCU-OREALC Diploma in Curriculum Design and Development, with a view to leading capacity development at the regional and country levels in Africa. It is considered that this first accredited Diploma experience will lend important lessons to the preparation of an equivalent Diploma in Africa (tentatively scheduled for 17-28 October 2011), as a joint venture between TIE, relevant UNESCO entities, as well as other key stakeholders.

The IBE's approach to combining learning tools and capacity development programmes, as complementary axes in fostering dynamic process of knowledge production and dissemination, have proven to be successful in at least three dimensions: (a) the provision of resources to

Member States that are unique and highly requested, such as the curriculum Resource Pack and additional thematic modules; (b) the forging of partnerships within and outside UNESCO, to ensure capacity development in curriculum issues at regional and national levels; and (c) the combination of diverse provisions and courses customised to regional and national needs and using learning tools.

Major lessons learnt include the significance of: (a) ensuring the delivery of high-quality capacity development based on the use of the learning tools; (b) facilitating practitioners' access to learning tools in online formats with the view to contribute to democratising the access to knowledge, principally in developing regions; (c) ensuring the financial sustainability of courses based on a combination of tuition fees and scholarships; and (d) evaluating the short and long-term impacts of capacity development and continuously improving the quality of delivery.

2.   Conceptualization of the Postgraduate Diploma in Curriculum Design and Development[5]

The Diploma rationale: the significance of curriculum
We begin by recognizing that there are no good educational reform processes without a strong vision of curriculum. To further improve the quality of education, it is necessary to develop a curricular vision that justifies the relevance and pertinence of what, and why, to teach students at different educational levels, according to the ways the expectations and demands of the society are interpreted. Curriculum can be viewed as a product (the "what") and a process (the "how"). Both aspects are equally important and complementary. A comprehensive vision of curriculum should include: learning outcomes to be achieved, pedagogical and didactic strategies related to teaching and learning processes, teaching materials for teachers and students, disciplinary contents, assessment of learning outcomes and achievements, and the administration of the curriculum. The diploma will be a conceptual and methodological tool for strengthening capacities for analysis, review, evaluation, curricular design and development at a macro and micro levels of the education system, with an emphasis on the school level.

Suggested areas[6] for structuring the Diploma
1. Curriculum development and trends in Africa: reforms and innovations
2. Models of curriculum process (planning, design, pilot, implementation, research, monitoring, evaluation, adjustment, etc.)
3. Curriculum approaches (competency-based, integrated, broad fields, core subjects, learner-centred, school-based, centralised or decentralised, etc.)
4. Developing curriculum materials (textual, ICT, multimedia, etc.)
5. Curriculum implementation: practical issues
6. Assessment of teaching and learning
7. Curriculum monitoring and evaluation: theory and practice

Diploma materials
Participants will have on-paper and online access to

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[5] Based on the experience of the ongoing IBE-UCU-OREALC Diploma in Curriculum Design and Development, as illustrated in Annex.
[6] Source: TIE. (2010). *Transformation of TIE: Africa Centre for Excellence in Curriculum and Training (ACECT).*

- The IBE's global Resource pack for curriculum development, which contains conceptual frameworks within an international comparative perspective, a series of academic resources, training activities and case studies from different regions around the world on processes of curricular change and development, and a glossary of concepts; and
- Additional publications and handouts jointly developed by TIE, the Diploma partners and teaching staff, customized to the Diploma context

Teaching Staff (to be defined)
- University professors
- International, regional and national experts

Target audience
The Postgraduate Diploma in Curriculum Design and Development is primarily targeted at policy makers, experts from the national ministry teams (among other departments / areas / curriculum divisions), international civil servants, teachers, professors, managers, supervisors, educators, school inspectors and researchers.

Suggested time requirements and calendar
The Diploma is being planned to start from October 2011 for academic year 2011-2012. It will be offered on a part-time basis, including one or two 2-week intensive session (10 days of 8 hours) where participants' attendance is required, as well as distance learning activities within a timeframe of 30 weeks. A 3-week period is allocated to each learning module. During the first two weeks, participants will work from distance through forums on article reviews and homework, and the third week will be allocated to finalising the module output. All participants will be supported by tutors.

Prerequisites for participation
- A university degree in Education
- Experience in teaching, school management, providing pedagogical advice related to educational policies, curricular development or research on curricular issues
- Access to internet
- Available to participate in the online sessions
- Available to attend the face-to-face intensive session

Graduate profile
- He/she knows, interprets and uses curriculum principles and international trends adequately in order to analyse, compare and evaluate the different educational contexts;
- He/she understands, interprets and promotes the participation of different stakeholders, focusing their participation in curricular change and development processes;
- He/she designs, selects and organises contents, strategies, processes and methodologies to develop them at different levels of the educational system;
- He/she values the relevance of curricular change and regularly monitors its implementation.

3. **Objectives of the Technical Planning Workshop for Curriculum Development in Africa**

The Technical Planning Workshop for Curriculum Development in Africa is a technical one with a view to preparing the proposal of Postgraduate Diploma in Curriculum Design and Development to be hosted at TIE (tentatively scheduled for 17-28 October 2011), engaging diverse institutions and actors who are key in its preparation.

Among others, this Workshop will allow participants to:
- Align understanding of the Diploma context, rationale, policy and operational frameworks, especially in harmonisation with ongoing major efforts within the region;
- Comment, provide technical inputs to, and jointly agree on the Diploma proposal (content, structure, delivery, official accreditation, audience, budget, etc.);
- Jointly consider and agree on respective support (technical, financial or operational) for the Diploma implementation;
- In line with the framework of BEAP, jointly consider other follow-up collaboration for capacity development in the region.

4.   Expected outcomes

The expected outcomes of the Technical Planning Workshop for Curriculum Development in Africa are:
1. The Diploma substantive and operational proposal (content, structure, delivery, official accreditation, audience, budget, etc.);
2. Consensus on stakeholders' respective roles, responsibilities and support;
3. A follow-up work plan of collaboration (actions and timelines).

5.   Suggested stakeholders, responsibilities and profile of the Workshop participants

It is recommended that the Technical Planning and Preparation Workshop participants include:

−   Curriculum-relevant professionals from BEAP countries, as well as countries having attended the Regional Curriculum Training Workshop held at TIE in July 2010 (The Gambia, Ethiopia, Tanzania (UR), Seychelles, Mauritius, Uganda, Kenya and Zambia)

−   Curriculum technicians and curriculum-relevant professionals from institutions for teacher development, higher education institutions, national examinations board/council, assessment bodies (e.g. in Tanzania such as NACTE, University of Dar es Salaam, Quality Assurance Body, etc.)

−   Technical expertise with possible financial commitments such as Common Wealth of Learning, Education International, UNICEF Regional, UNESCO Bangkok, IICBA, Africa Development Bank, World Bank, UNDP, ADEA Working Group on Policy and Planning, African Union, etc.

−   UNESCO entities: BREDA, IBE, HQ/ED/HED/TED, IICBA, Cluster offices in Dar es Salaam, Nairobi and Addis Ababa, UNESCO Bangkok, UNESCO Chair on Curriculum

Stakeholder responsibilities before, during and after the Technical Planning and Preparation Workshop are tentatively listed as follows:

Stakeholder	Responsibility before & during Nov. Workshop	After Nov. Workshop (to be completed)
BREDA	- To lead the Diploma process within the framework of BEAP	- Technical and financial support for Diploma design and implementation
	- To call for participation in the Nov. Workshop	- Strategic participant identification and sponsorship
	- To advise on Diploma design, delivery and regional participation (geographic representation, pertinence for BEAP follow-up)	- To help disseminate information about Diploma through BREDA global and regional networks
	- Within the framework of BEAP, to co-sponsor and	- Participation in the interactive Diploma

	attend the Nov. Workshop to consider technical and financial support for Diploma design and implementation	programme
		- Support for launching, implementation of the pioneer phase and scaling up attendance within the Region
		- To monitor implementation and plan for scaling-up in the Region
TIE	- Definition of Diploma accreditation requirements: Training programme Training materials Operating and teaching staff E-platform and other infrastructure Training timeframe (face-to-face and online phases) Participant prerequisites (profile and academic qualification) Graduate profile Travel and host arrangement implications - Diploma budget estimation & breakdown - Diploma fee estimation - Stakeholder identification in consultation with UNESCO - To call for participation in the Nov. Workshop, jointly with BREDA - To host Nov. Workshop, inform stakeholders about Diploma requirements, call for support and participation	- Formal requests to stakeholders for relevant support - Diploma preparation and implementation: Training programme Training materials Operating and teaching staff E-platform and other infrastructure Training timeframe (face-to-face and online phases) Call for participation Participant registration Travel and host arrangements

IBE	- To mobilise IBE-UCU-OREALC Diploma experience to support TIE in defining Diploma requirements - To provide IBE-UCU-OREALC Diploma programme and materials - To co-sponsor and co-facilitate the Nov. Workshop	- To support TIE in consolidating and adapting training programme and materials, forming teaching staff, according to the Diploma needs - To help disseminate information about Diploma through IBE global networks - To co-facilitate the Diploma delivery
TED	- Provide inputs to and facilitate knowledge sharing and dissemination of best practices in teacher-sensitive curriculum design and development between the Regions, ensuring correlation between curricula (formal and non-formal) and teacher training for all sub-levels - Provide input to the Nov. Workshop and support for follow-up to the Diploma programme design and implementation	- Provide technical and financial support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants - Help disseminate internally and externally information about the Diploma and teacher-sensitive approaches through TED global networks, UNESCO regional bureaus and HQ divisions
Other UNESCO entities	- Acquaintance with Diploma design, delivery and sub-regional/cluster participation (geographic representation, pertinence for BEAP follow-up) - Attend the Nov. Workshop to consider technical and financial support for Diploma design and implementation	- Provide technical and financial support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants - Help disseminate information about Diploma through global/sub-regional/cluster networks
Other international stakeholders	- Acquaintance with Diploma design, delivery and regional participation (geographic representation), as	- Advocacy, technical and financial support for Diploma design and implementation

	well as BEAP - Attend the Nov. Workshop to consider technical and financial support for Diploma design and implementation	- Strategic identification and sponsorship of Diploma participants - Help disseminate information about Diploma through global/regional networks - Support for launching, implementation of the pioneer phase and scaling up attendance within the Region - Broader collaboration in BEAP
East Africa High Level Task Force on Harmonization (5 countries)	- Acquaintance with Diploma design, delivery and regional participation (geographic representation) - Attend the Nov. Workshop to consider technical and financial support for Diploma design and implementation - Consider aligning the Diploma with the East African harmonization of education systems and distribution of centres of excellence	- Advocacy and support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants - Help disseminate information about Diploma through sub-regional/country networks - Policy support for and ownership of the Diploma by all the Member States
Director, Institute of pedagogical innovations, Burkina Faso	- Attend the Nov. Workshop and observe the Diploma preparation process with technical inputs	- Strategic identification and sponsorship of Diploma participants - Prepare for launching an equivalent Diploma in West African region
Director, Institute of Education and Dean,	- Attend the Nov. Workshop and observe the Diploma preparation process with technical inputs and	- Strategic identification and sponsorship of Diploma participants

Distance Education University, Mauritius	experience sharing	- Further development of MAI-BEAP
University of Namibia (UNAM)	- Attend the Nov. Workshop and observe the Diploma preparation process with technical inputs	- Strategic identification and sponsorship of Diploma participants - Support in-country teacher curriculum
University of Dar es Salaam	- Support and advise on Diploma requirements Programme design Training materials Implementation Teaching staff E-platform and other infrastructure Training timeframe (face-to-face and online phases) Accreditation Participation - Attend the Nov. Workshop	- Support Diploma design, material preparation, call for participation, implementation, delivery, accreditation
MoE, Tanzania Natcom for UNESCO, NACTE, TCU, VETA, Parliament, Social Committee, Teacher association	- Advise on Diploma design, implementation and participation (in-country stakeholder representation, pertinence for BEAP follow-up) - Attend the Nov. Workshop to consider support (technical, financial or operational) for Diploma design, implementation or participation	- Provide support (technical, financial or operational) for Diploma design and implementation - Strategic identification, appointment and sponsorship of Diploma participants - Mobilise in-country stakeholder participation, e.g. through professional networks

6.   Agenda

29 November 2010	
9:00-10:30	**Opening and Rationale of the Postgraduate Diploma on Curriculum Design and Development** Permanent Secretary, Ministry of Education, Tanzania UNESCO BREDA and Dar es Salaam Office Director, TIE **Participants introduction**
10:30-11:00	**Coffee break**
11:00-12:30	**UNCECO IBE Presentation on the IBE-UCU-OREALC Diploma on Curriculum Design and Development** - Accreditation - Training programme (content, structure, etc.) - Training timeframe (face-to-face and online phases) - Training materials - Operating and teaching staff - E-platform and other infrastructure - Participant prerequisites - Graduate profile - Call for participation - Registration, travel and host arrangements - Budget - Tuition fee - Partnerships **Plenary discussion**
12:30-14:00	**Lunch**
14:00-15:30	**TIE Presentation on the proposal and preparation process of the Postgraduate Diploma on Curriculum Design and Development** - Accreditation requirements - Training programme (content, structure, etc.) - Training timeframe (face-to-face and online phases) - Training materials (including additional African case studies/situation scans) - Operating and teaching staff - E-platform and other infrastructure - Participant prerequisites (profile and academic qualification) - Graduate profile - Budget estimates - Travel and host arrangement implications - Tuition fee estimates - In-country partnerships (government, university, associations, etc.)

	Plenary discussion
15:30-16:00	**Coffee break**
16:00-17:00	**Presentation and feedback by East Africa High Level Task Force on Harmonization (5 countries)** - The East African harmonization of education systems and distribution of centres of excellence and the Diploma's relevance - Advice on Diploma design, delivery and regional participation (geographic representation) - Possible advocacy and support for the Diploma design and implementation **Plenary discussion**
	30 November 2010
9:00-10:30	**Recap of Day 1 presentations and discussions** **Feedback by UNESCO** **BREDA** - Advice on Diploma design, delivery and regional participation (geographic representation, pertinence for BEAP follow-up) - Possible technical and financial support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants, including from BREDA - Support for launching, implementation of the pioneer phase and scaling up attendance within the Region - Monitoring of implementation and planning for scaling-up in the Region **IBE** - Mobilising IBE-UCU-OREALC Diploma experience to support TIE in defining Diploma requirements - Providing IBE-UCU-OREALC Diploma programme content, structure and materials - Support for consolidating and adapting training programme, materials, teaching staff and delivery, according to the Diploma needs - Support for disseminating information about Diploma through IBE global networks **TED** - Advise on Diploma design, delivery and regional participation (geographic representation, pertinence for BEAP follow-up) - Possible technical and financial support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants - Support for disseminating information about the Diploma and teacher-sensitive approaches through TED global networks, UNESCO regional bureaus and HQ divisions

	Dar, IICBA, Nairobi, Addis Ababa - Diploma design, delivery and sub-regional/cluster participation (geographic representation, pertinence for BEAP follow-up) - Possible technical and financial support for Diploma design and implementation - Strategic identification and sponsorship of Diploma participants - Support for disseminating information about Diploma through global/sub-regional/cluster networks **Plenary discussion**
10:30-11:00	**Coffee break**
11:00-12:30	**First break-out session on the content part of Diploma proposal** - Training programme (content, structure, etc.) - Training timeframe (face-to-face and online phases) - Training materials (including additional African case studies/situation scans) - Operating and teaching staff - E-platform and other infrastructure - Participant prerequisites (profile and academic qualification) - Graduate profile
12:30-14:00	**Lunch**
14:00-15:30	**Feedback by other in-country and international stakeholders** - Advocacy and possible support (technical, financial or operational) for Diploma design and implementation: Diploma design Material preparation Accreditation E-platform and other infrastructure Call for participation (in-country stakeholder representation, pertinence for BEAP follow-up) Implementation Teaching staff Delivery Accreditation - Strategic identification and sponsorship of Diploma participants - Dissemination of information about Diploma through global/regional networks - Support for launching, implementation of the pioneer phase and scaling up attendance within the Region - Broader collaboration in BEAP **Plenary discussion**
15:30-16:00	**Coffee break**
16:00-17:00	**Second break-out session on the content part of Diploma proposal**

	- Training programme (content, structure, etc.) - Training timeframe (face-to-face and online phases) - Training materials (including additional African case studies/situation scans) - Operating and teaching staff - E-platform and other infrastructure - Participant prerequisites (profile and academic qualification) - Graduate profile **Bilateral meetings, parallel sessions**
1 December 2010	
9:00-10:30	**Report on issues previously discussed and consensus tentatively reached** **Plenary discussion and clarification**
10:30-11:00	**Coffee break**
11:00-12:30	**Report on and plenary adoption of the Diploma proposal, as well as a follow-up road map (respective roles, actions and timelines)**
12:30-14:00	**Lunch**
14:00-15:00	**Closing Ceremony** - Director, TIE - UNESCO representative - MoE representative, Tanzania

7.   Annex: Presentation on the ongoing IBE-UCU-OREALC Diploma in Curriculum Design and Development (Mixed modality)

I. Introduction

1.1. Concept of curriculum

Discussion and agreement upon curricular issues play a key role in maintaining, implementing and providing content to education policies. Juan Manuel Moreno (2006) points out that: "Educational reforms all around the world are increasingly curriculum-based, as mounting pressures and demands for change tend to target and focus on both the structures and the very content of school curriculum." [1] Here curriculum implies analyzing, complementing and integrating the political and technical components of education so as to create a proposal which reflects the type of society we hope to build.

Marc Demeuse and Christine Strauven (2006) state that a global vision of curriculum should include the learning outcomes to achieve, the pedagogical and the didactic strategies around the process of learning and teaching, the didactic and the pedagogical supports for teachers and students, the disciplinary contents, the evaluation of the learning outcomes and what has been achieved, and the management of the curriculum. [2]

Recognizing its multi-dimensional nature, Braslavsky (2002) conceptualized the curriculum as "a dense and flexible contract between politics/society and teachers" [3] that consists of complementing and combining solid universal concepts (density) that tend to support implementation processes, as well as facilitating clear and concrete opportunities to choose among different options and to be able to materialize them at the school level (flexibility). In this sense, curriculum proposals are better developed when there are solid and common national references, and at the local levels, free and autonomous spaces so that school principals, teachers and pedagogical support staff can be curriculum co-developers.

Curricular issues are neither endogenous nor exogenous to any individual or institution. The curriculum expresses and reflects the values, attitudes, expectations and feelings of a society towards its well-being and development. It is also about the complex mix of institutions' and stakeholders' visions and interests that need to be understood and included into the curriculum proposals.

The curriculum can be seen as both a product (the "what") and a process (the "how"). Both aspects are equally important. Quality learning requires, among other essential pre-requirements, solid curricular documents which reflect a vision of society towards what and how students should learn, innovative implementation strategies which lead to warm and friendly learning environments, and inclusive teaching and learning practices.

This is not to point out that the curriculum is "the answer" to educational challenges and problems. It can be argued, however, that there are no effective education reform processes without a firm curricular vision. It is difficult to move forward towards the improvement of education quality (in terms of processes and outcomes) without developing a curricular vision which accounts for why and what is relevant and pertinent to teach to the students of different

educational levels, in accordance with the ways in which society expectations and demands are understood.

1.2. Institutional Framework

Within the Cooperative Framework Agreement that have taken place, the Catholic University of Uruguay (UCU) and the International Bureau of Education (UNESCO-IBE), promotes capacity building and development in the field of curriculum as a way of contributing to attaining high-quality education for all. As a part of this Agreement, this diploma is proposed. On one hand, it responds to the UCU's mission which seeks to provide an answer to the different challenges of facing the country and region and the direction of its Faculty of Humanities, focused on teaching, evaluation and management in education. On the other hand, it responds to the IBE as the UNESCO's Institute specialized in assisting the member states in their efforts to undertake a curriculum change and management processes, catering for the development of institutional capacities and tools for curricular support.

This proposal is part of the IBE's efforts to create regional and sub-regional centres of excellence in curriculum development, which are intended to be a space for reflection and collective construction on curriculum-related issues, as well as to improve the quality of the processes of change and curriculum management.

The Diploma in Curriculum Design and Development is aimed at decision-makers and education professionals in a broad sense: primary and secondary school teachers, principals, supervisors, educators, researchers, and technicians working in the ministerial teams of Latin America and especially, of Uruguay. It intends to provide them with conceptual and methodological tools to strengthen their capacity for curriculum analysis, review, evaluation, design and development at the macro-meso-micro levels of the education system, with a strong emphasis on schools.

II. Target groups

- Officials belonging to national technical teams working on education-related policy issues and/or curriculum development
- Educators, researchers and education staff in general, working on education-related policy issues and/or curriculum development
- International officials working on education-related policies and programmes and/or curriculum issues

III. Graduate profile

The Diploma in Curriculum Design and Development is structured around a series of competencies that all education professionals, regardless of their roles or responsibilities, should master to produce, lead, monitor and/or evaluate curriculum development and renewal processes.

The graduate profile as promoted by this diploma is based on the following competencies. He/she:

- knows, understands and effectively uses the curriculum rationale and the international trends around it, in order to analyze, compare and value different educational contexts;
- understands, interprets and promotes the involvement of different stakeholders, guiding their participation in curriculum development and change processes;
- designs, selects and organizes content, strategies, processes and methodologies so as to develop them at different levels of the education system;
- values the relevance of curriculum change and has an effective participation in monitoring its implementation.

The following knowledge, skills and attitudes are the basis for the development of the above-mentioned competencies.

Knowledge
- Fundamental curricular concepts: contents, knowledge, competencies, standards and outcomes;
- Curriculum change and education quality;
- International trends towards curriculum change;
- The curriculum as both a process and a product;
- Rationale and arguments for curriculum change;
- Stakeholders and contexts influencing curricular changes;
- Consultation processes;
- Involvement of different levels of education authority;
- Structures of curricular documents;
- The definitions of the achievements expected to be attained by students;
- Trends in curriculum integration and the development of an inclusive curriculum;
- Local and national interests in the governance of the education system;
- Localization of curriculum;
- Policies for the production of material for the curriculum;
- Evaluation of curricular materials;
- E-learning and digital objects for learning;
- Professional training and development as requirements for curriculum change;
- Teachers' involvement in training activities;
- Models for piloting curriculum implementation;
- Strategies for mainstreaming curricular modifications;
- Validity and reliability of the instruments for students' assessment; and
- Categories and methodologies for curriculum evaluation.

Skills
- Build study cases which make it possible to transfer the experiences learned to diverse contexts;
- Establish meaningful comparisons between international case studies and their educational contexts;
- Produce guidance documents for curricular policies;
- Select components and approaches to elaborate a curricular framework;
- Clearly express, orally and in writing, the purposes of a learning subject/area, course or didactic unit and the performance expected from students;
- Develop and/or select evaluation models in tune with the expected learning outcomes;

- Select a set of relevant life situations and list appropriate competencies to be developed in such situations;
- Organize content according to situations and competencies;
- Design processes, strategies and consultation tools referred to the implementation of curricula innovations;
- Design or adapt implementation processes on a pilot project scale;
- Design or adapt monitoring processes of the implementation of innovations;
- Assess teacher training needs associated with curricular change;
- Develop criteria for the evaluation of curricular materials;
- Recommend policies to acquire or produce curricular materials;
- Interact with colleagues and collectively undertake activities of evaluation design;
- Analyze current evaluation programs and standards;
- Evaluate curricula and implemented curricula in accordance with qualitative and quantitative criteria and methodologies;

Attitudes
- Awareness of the social responsibility that introducing curricular changes entails;
- Preference for curricular formats which promote inclusive education at all levels;
- Address problems with equity when working on proposals aimed at improving education quality;
- Constant concern for seeking and selecting relevant information based on international experience;
- Open to the existence of the various conflicting factors related to curriculum implementation;
- Respectful of others' opinions and recognize the contribution of different stakeholders;
- Listens to other colleagues' viewpoints with regards to learning expectations, content and evaluation;
- Makes a permanent effort to improve own communication and negotiation competencies;
- Creative in developing different forms of participation and consultation;
- Reflective of own practice.

IV. Implementation Period

2010-2011 Academic year, from August 2010.

V. Load Time

The Diploma consists of 10 modules of 15 hours each. Of the total academic hours corresponding to each module, 8 require face-to-face attendance and 7 will be subject to distance participation. For each module, attendance is required for 10 eight-hour-intensive days over 2 weeks, and the distance activities will be performed after the intensive days, over a period of no more than six months.

The development of each module requires that participants:
- Attend 10 eight-hour-days in a full-time modality;

- Carry out distance activities which require them to work an average of two and a half hours on a weekly basis, by means of the Webasignatura (Moodle platform available by UCU) over a period of 30 weeks. Participants will need to invest three weeks for each Module: during the first two weeks participants will take part in distance activities through forums, readings and assignments, and the third week will be devoted to the production of the Final Task of the Module.

VI. Course Structure

Module 1. Curriculum change from an international comparative perspective
Module 2. Policy dialogue and formulation with institutions and stakeholders involved in the development of curricular processes
Module 3. Competency-based curriculum design
Module 4. System management and governance of curriculum design
Module 5. Curriculum design at the central level and school autonomy
Module 6. Curriculum support materials
Module 7. Basic education and teachers' professional development for curriculum renewal
Module 8. Curriculum implementation at different levels
Module 9. Student assessment
Module 10. Curriculum evaluation

The first module aims at establishing a conceptual framework which sets the grounds for the conceptions around the curriculum from an international comparative perspective and, furthermore, analyzes the change trends at the global level in response to the needs of society and the demands for quality education. It can be used as a theoretical reference for the development of the content addressed by the other nine modules. Its main purpose is that participants can consider and compare different models, as well as the lessons learned from them when suggesting changes in some curriculum dimension.

The second module seeks to build a network of legitimate stakeholders in the processes and results of curriculum changes, analyze their interests, the strategies that enable their commitment and participation in constructing the significance and validating the decisions that curricular changes imply. The main objective is that participants can recognize the tensions arising from all educational changes as social processes and examine valid alternatives to approach such tensions in each context.

The third module analyzes different models in order to state the educational intensions and discuss in depth the concept of competency as an organizing principle of the curriculum. It seeks that participants experience a "hands-on" approach to the identification of real life situations and determine the related competencies, as well as the disciplinary content of the domains involved. Its main purpose is that participants can use relevant situations, determine the type of competencies associated with them and recognize the curricular content appropriate for their development.

The fourth module examines curriculum design and development processes at the national level, identifying stakeholders, stages and processes, and focuses on the notion of common curricular framework from which diverse curriculum components relate and are united. Its main purpose is

that participants collaborate in the creation of a pertinent model of curricular framework suitable for their contexts.

The fifth module explores the general dimensions that are not ruled by national curricular frameworks and analyses the possibilities related to the decisions made at the school level with regards to this margin of freedom Its main objective is that participants can analyze the possibilities opened up to schools on the basis of what curricular regulation prescribes, the guidance provided by the central levels and the curricular frameworks.

The sixth module aims at looking into the different alternatives for the construction of curriculum support materials, including textbooks and digital learning objects, as well as the criteria that can be applied to evaluate their design and quality. Its main objective is that participants produce appropriate criteria for the selection of curriculum material in their contexts.

The seventh module offers the analysis of the kinds of capacities that should be developed for the implementation of a curriculum proposal, from teachers to ministerial technicians. Its main objective is that participants propose strategies to develop said capacities, including actions towards the pre-service training of teachers, in-service training of teachers, and curriculum specialists training within the framework of the concept of teacher professional development.

The eighth module includes the analysis of case studies on curriculum implementation on a pilot project scale, and the issues to be addressed within the context of the transition, from pilot initiatives to mainstream policies. The phases and processes involved in the pilot stage are analyzed, which includes determining criteria to evaluate processes and outcomes. Its main objective is that participants can design a sound scheme for the implementation of a curricular change on a pilot scale, and analyze the factors that are considered significant when implementing it on a large scale.

The ninth module is intended to go deeper into the analysis of the alternatives to the conceptual reference models used for evaluating students performance, including individual assessment, group assessment national or international. The objective of this module is that participants recognize alternative ways of monitoring what students learn, as well as exploring the decisions and implications related to such specifications.

The tenth module identifies different variables that may be taken into account in evaluating the quality and pertinence of the curricular proposal that has been designed. Moreover, it identifies whether the development process of such proposal is in tune with current teaching actions or not. Its main objective is that participants can choose measurable aspects from the prescribed or implemented curriculum, as well as suggesting instruments to perform such assessment.

VII. Modality

The Diploma, conceived as a teaching and learning process performed through the students' personal elaboration of conceptual and methodological tools will be developed according to the split modality, on the basis of the Resource Pack for Curriculum Development provided by UNESCO-IBE, and supplementary support material.

In the face-to-face sessions, facilitators will explain the most important themes of the modules and ask participants to share their understanding of them. This will ensure the feedback and interaction among students and the organization of small groups for distance work. Each module will be delivered and guided by the members of the staff.

Distance work will be coordinated by a tutor and will consist of different types of assignments: reading literature, participation in forums, comprehension activities, analysis and production of tools related to curriculum design and development, case studies production and so on.

VIII. Resource Pack for Curriculum Development

The IBE promotes the creation and use of Resource Packs aimed at professionals responsible for curriculum design and development. Thus, this Resource Pack, conceived as support material for curriculum development, is mainly intended for contributing to guiding curriculum design and development work, providing conceptual frameworks from an international comparative perspective and training activities aimed at individual or collective production based on a wide range of curriculum issues. It comprises of over 100 case studies and resources from different parts of the world on change processes and curriculum development, access to documentation on curriculum change and theory, and a glossary of terms.

The resource pack contains processes and products commonly found in curriculum development situations, which are structured according to eight modules: (1) Curriculum change; (2) Policy Dialogue; (3) Curriculum Design; (4) Management and government systems; (5) Development of textbooks and other teaching and learning material; (6) Capacity building for curriculum implementation; (7) Processes of curriculum implementation; and (8) Curriculum evaluation and students assessment.

IX. Program Requirements

- To hold a university degree or teaching certificate
- To work as a teacher, a principal, a pedagogical adviser in schools or a ministerial technician related to educational policies, curriculum development or research.
- Internet Access
- Availability to take part in the distance learning sessions.
- Availability to attend face-to-face classes

X. Diploma Requirements

- To pass the tasks corresponding to each module, in accordance with the terms stipulated by the University and the UNESCO-IBE
- At least 70% attendance in the face-to-face classes
- Active participation in distance work
- Full payment of the fees charged

XI. Academic Calendar 2010-2011 (preliminary version)

Face-to-face Phase   16 August to 27 August
Distance Phase
Module 1   30 August to 10 September Distance work
              13-17 September Final Work Submission
Module 2   1 September to 20 October Distance Work
              4-8 October Final Work Submission
Module 3   11-22 October Distance Work
              25-29 October Final Work Submission
Module 4   1-12 November Distance Work
              15-19 November Final Work Submission
Module 5   22 November-3 December Distance Work
              6-10 December Final Work Submission
Module 6   13-24 December Distance Work
              27-31 December Final Work Submission
Module 7   31-11 January Distance Work
              14-18 February Final Work Submission
Module 8   21 February-4 March Distance Work
              14-18 March Final Work Submission *
Module 9   21 March-1 April Distance Work
              4-8 April Final Work Submission
Module 10   11-29 April Distance Work
              2-6 May Final Work Submission **

* Carnival week is not considered as it is not a complete week
** Holy Week is not considered

XII. Academic Staff

The Academic Direction of the Diploma will be conducted by MA. Renato Opertti, BA. Hugo Labate and BA. Javier Lasida. The academic staff will be composed of Dr. Adriana Aristimuño and Dr. Pablo da Silveira. The introduction of other professors in specific modules will be coordinated by Catholic University of Uruguay and other universities of the region. It will be coordinated by Minister Isabel Varela.

MA. Renato Opertti co-ordinates the Capacity-building Programme at the International Bureau of Education (IBE) - UNESCO and particularly, the Community of Practice (COP) in Curriculum Development consisting of over 1,400 educators from 135 countries. Having a vast national and international experience, he has worked as a teacher and education specialist and published numerous studies on social policy, education policy and curriculum-related issues.

BA. Hugo Labate works as an international consultant on curriculum design and capacity-building strategies for policy implementation. He has gained work experience in diverse countries of America, Asia and Africa and he has participated in the development of the IBE's Curriculum Resource Pack and designed its application in formative processes.

Dr. Adriana Aristimuño holds a Bachelor of Arts and a PhD degree in Education Sciences. She has worked as a teacher at the undergraduate and graduate levels on issues of educational reform and change, curriculum and evaluation; as well as a researcher and International consultant. She is a member of the National System of Researchers of the ANII. Currently Dean of the FCH of the Catholic University of Uruguay.

Dr. Pablo da Silveira holds a PhD. in Philosophy from Lovaina University (Belgium). He works as a full-time professor and is the director of the Educational Management Programme of the Catholic University of Uruguay, being the former academic vice-president of said institution. He has published, among other titles, "Parents, teachers and politicians: the Challenger of managing education" (Buenos Aires, Santillana, 2009).

MA. Javier Lasida holds a BA. in Education Sciences and a Master in Social Sciences. He works as the director of and Policy Department of the Catholic University of Uruguay. Among other themes, he has studied in depth competency-based approaches and quality of schools. Also consultant for national and intergovernmental organizations and author of articles and books on said issues.

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[1] MORENO J. M. (2008). Chapter 10 – Conclusions. *La Dinámica del Diseño y el Desarrollo del Currículo: Escenarios para la Evolución del Currículo* [The dynamics of curriculum design and development: Scenarios for curriculum evolution] In BENAVOT A. and BRASLAVSKY C. (Eds.) *El Conocimiento Escolar en una Perspectiva Histórica: Cambios de Currículos en la Educación Primaria* [School knowledge in a historical perspective: Curriculum change in Primary Education]. Buenos Aires: Granica, p. 332.

[2] DEMEUSE, M., STRAUVEN, C. (2006). *Développer un curriculum d'enseignement ou de formation. Des options politiques au pilotage. Introduction.* Bruxelles: De Boeck, pp. 9-28.

[3] BRASLAVSKY, C. (2002). *The new century's change: new challenges and curriculum responses* [El cambio del Nuevo siglo: nuevos desafíos y respuestas curriculares]. New Delhi: COBSE – International Conference.