

First Stage Summary

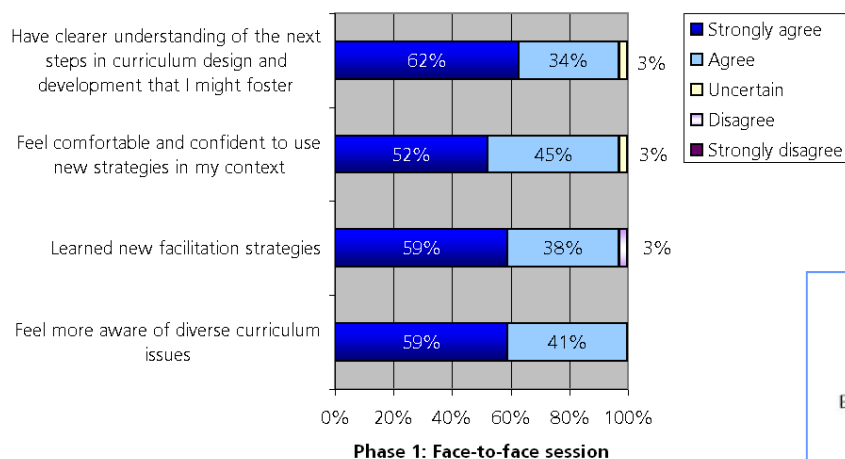
Diploma in Curriculum Design and Development

This Diploma in Curriculum Design and Development, a joint initiative between the Catholic University of Uruguay (UCU), Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO) and the International Bureau of Education (IBE-UNESCO), began its first run in August 2010. The Diploma, after its initial phase (two weeks of face-to-face classes), had been reviewed by the participants.

"It is important to consider reforms and curricular approaches with a systemic perspective that includes macro, meso and micro levels when articulating curriculum and educational policies." -participant



Capacity Development Process Performance Indicators



Themes visited during the Diploma include, among others:

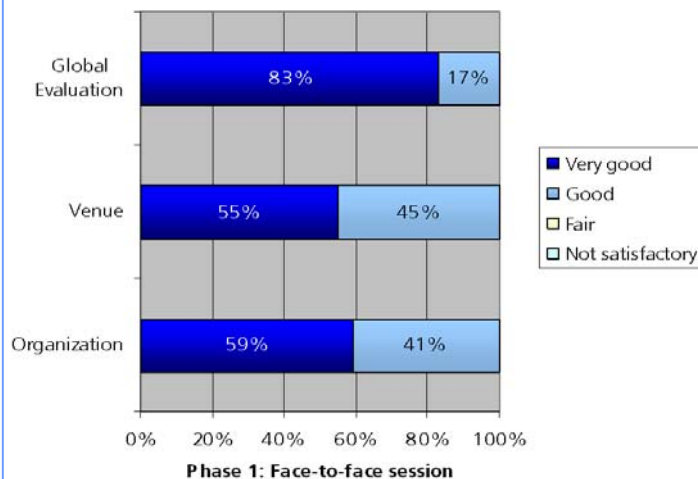
- * The meaning of teaching and learning in competency-based approaches
- * System Governance as a curriculum analysis tool
- * Impact of educational decentralization
- * School time as a curricular variable
- * Decision-making about implementation of e-learning
- * Implementation of Curriculum reforms
- * Policy Dialogue on education and curriculum
- * Students' assessment as a tool for capacity development

The Diploma required participation in the Conference, Workshops, Presentations, Group and Individual activities and Field Visits.

The concept of curriculum

We began 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 expectations and demands of the society.

Global Performance Indicators



The Diploma had 33 enrolled participants: policy-makers, 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 Sector (HQ, Paris), and the IBE.

"We must work for a common curricular framework that aims to unite educational levels and harmonize processes, and which also meets the diverse needs and demands of the various actors involved in the educational system"
-participant

