

# **Worldwide Resource Pack for Capacity Building in Curriculum Development**

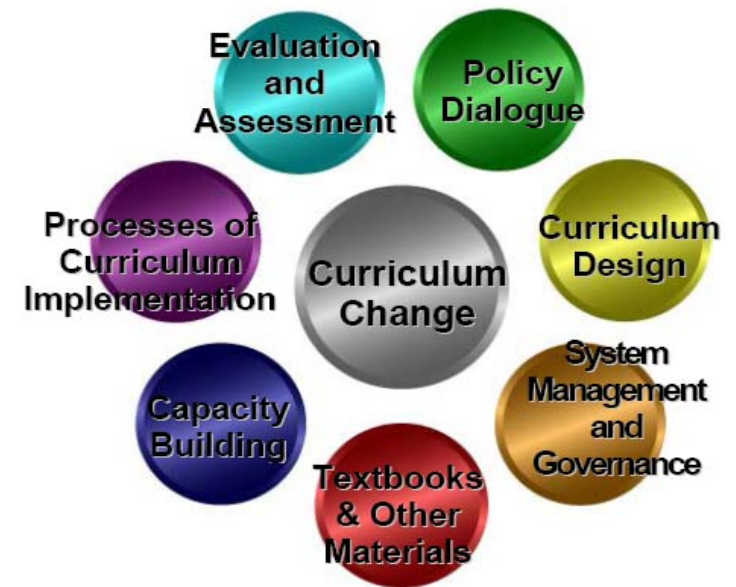
## **An IBE Project**

## *The Worldwide Resource Pack*

- Aim: to support informed decision-making in curriculum reform
- Resources are non-prescriptive, comparative and case study-based, addressing:
  - Quality and relevance of education through curriculum
  - Involvement of stakeholders in the production of curriculum materials
  - Emerging trends in curriculum change (see modules)
  - Implementation and evaluation of curriculum

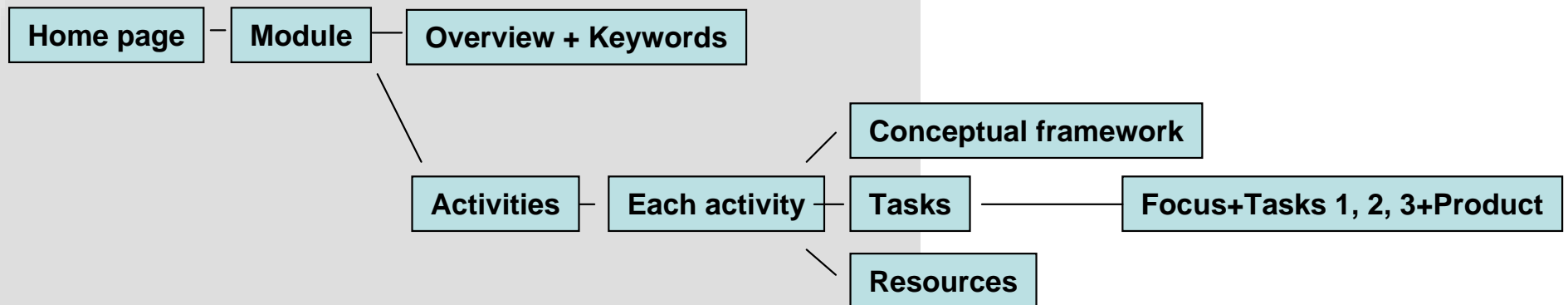
# *The Worldwide Resource Pack*

- A Draft prepared
- Resources are
  - Elaborated through selected discussion papers
  - Illustrated with case studies
  - Organized into 8 modules, each containing a series of concrete activities and tasks for training purposes

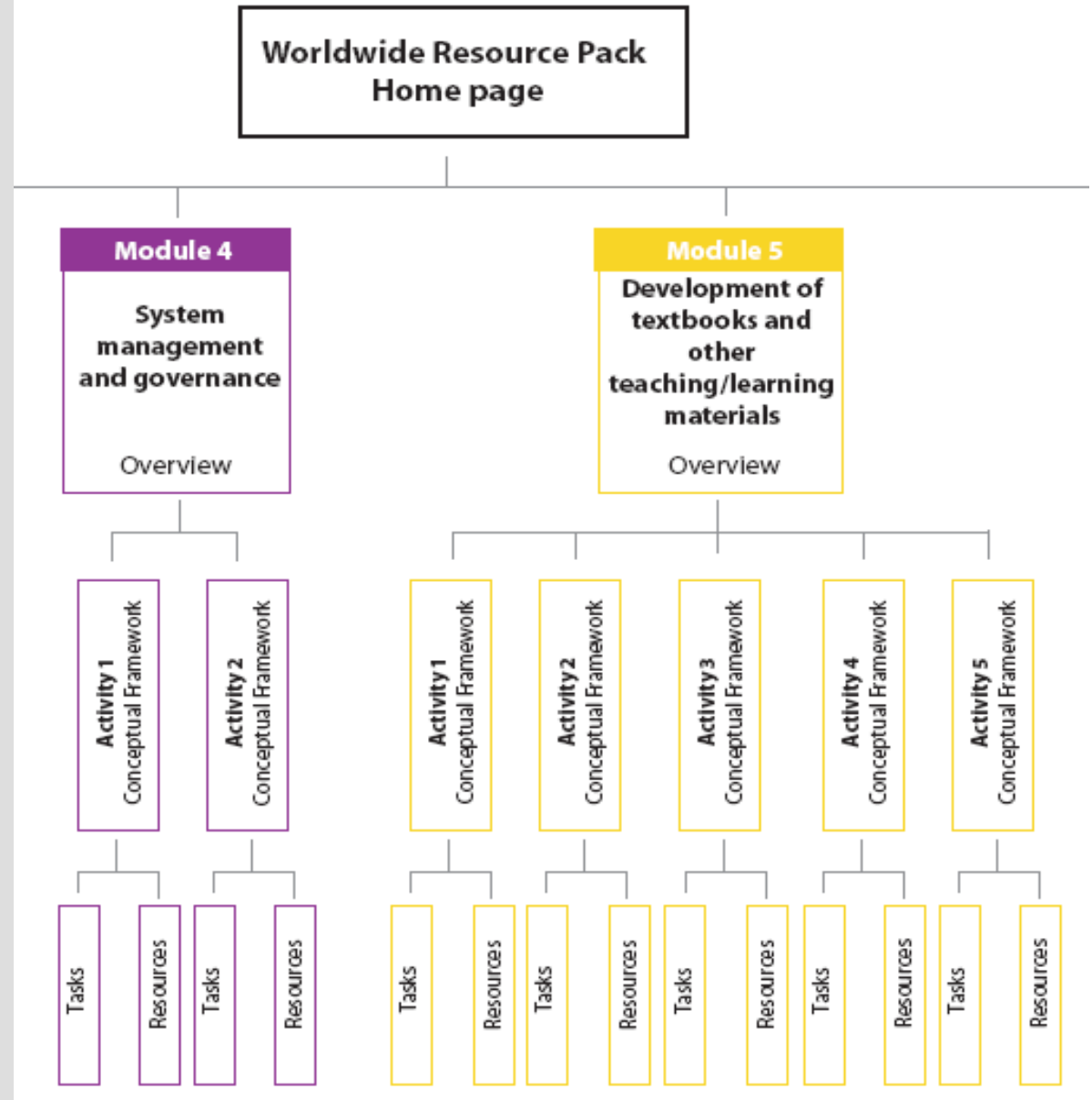


# *The Worldwide Resource Pack*

- The structure



## An extract



# *The 8 Modules and Related Activities*

## 1. Curriculum Change

- Core module, entry point of the Resource Pack
- Lays the framework of quality education and effective learning

## 2. Policy Dialogue and Formulation

- Rationales for policy change
- Tools for SWOT analysis and identification of actors
- Planning and implementation of consultation processes
- Advocacy
- Addressing sensitive issues

## *The 8 Modules and Related Activities*

### 3. Curriculum Design

- Tools for structuring a curriculum framework (objectives, standards, contents, e.g. exit profiles for each cycle)
- Reviewing cross-cutting issues for curriculum integration and diversification

### 4. System Management and Governance

- Models for managing curriculum development and implementation
- Balance between centralisation and decentralisation; curriculum localisation
- School-based management of curriculum
- Broader involvement of stakeholders

## *The 8 Modules and Related Activities*

### 5. Developing Textbooks & Other Materials

- Designing related policy with current trends, models and new approaches to ensuring quality
- Evaluation and approval of textbooks, based on commonly agreed criteria
- Developing supplementary teaching-learning materials
- Implementing e-learning
- Teacher as curriculum implementer and developer

### 6. Capacity Building for Curriculum Implementation

- New approaches to and new practices in capacity building
- Targeting and sustaining capacity building in priority areas and for key stakeholders



## *The 8 Modules and Related Activities*

### 7. Processes of Curriculum Implementation

- Piloting curriculum (design of pilot: rationales, objectives, models, variables, planning, M&E, localisation of international experiences, etc.)
- Mainstreaming pilot experiences

### 8. Curriculum Evaluation and Student Assessment

- Planning curriculum evaluation through an analytical schema
- Conceiving student assessment as part of curriculum materials
- Assessing learning outcomes in new content areas

## *Construction of the Tool*

- Comprehensive approach to curriculum development
  - The 8 modules
  - Various aspects within each module
- Logic for use
  - Conceptual clarifications
  - Case studies
  - Autonomous reflections by user
  - Generic tools and elements
  - Margin for contextualization/adaptation

# An Interactive Format

Modules

1

2

3

4

5

6

7

8

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United Nations  
Educational, Scientific and  
Cultural Organization

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## Worldwide Resource Pack for Curriculum Development

**Introduction**

The Worldwide Resource Pack has been constructed around a framework of concepts and trends that characterize contemporary curriculum development.

For the purposes of this Resource Pack, curriculum can be defined as the organization of learning sequences with a view to producing specific, intended learning outcomes, and curriculum development is a set of practices aimed at introducing planned changes in search of better achievements.

The resources contained in this pack seek to develop conceptual understandings about curriculum development and an appreciation of the nature, philosophy and principles of curriculum change as a dynamic and on-going process. It could be useful in producing a paradigm shift in approaching the various dimensions of curriculum change in a way that highlights their inter-relatedness.

Resources included herein are elaborated to various degrees in the conceptual modules of the Resource Pack through the consideration of selected discussion papers and are illustrated in the various case studies. Through a series of activities divided in concrete tasks, the user will be able to understand contemporary curriculum change processes, taking into consideration:

1

2

3

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Curriculum change

Policy dialogue & formulation

Curriculum design

System management and governance

Development of textbooks and other teaching/learning materials

Capacity building for curriculum implementation

Processes of curriculum implementation

Curriculum evaluation and student assessment

# An Interactive Format

Worldwide Resource Pack for Curriculum Development

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Modules



6

## Capacity building for curriculum implementation

### Activity 1: Approaches to capacity building

#### Overview

#### Activities

1. Approaches to capacity building
2. Teacher involvement in capacity building

#### Conceptual framework

In any given context, the process of curriculum change requires stakeholders to develop shared visions and common understanding of educational aims and curriculum objectives. These shared understandings should serve the diverse learning needs of students as well as the broad national goals of socio-economic and cultural development. Capacity building is a central part of the development of these shared understandings.

Education systems are large and complex organisations which require different competencies in their employees. Many capacity building activities can be generic. However, the specific needs of individuals and groups need to be addressed through targeted activities based on relevant cases, evidence-based success stories, and focussed experiential learning activities.

The main groups in which capacity building might most often be required include national education policy-makers, local education policy-makers, curriculum specialists, teachers and teacher educators. These groups will often require assistance to develop the capacity to perform the following functions:

[Conceptual framework](#) | [Tasks](#) | [Resources](#)

[Go to tasks >>](#)

## *Possible Steps Forward*

1. Consultation exercises when possible and documentation of outcomes
2. Upgraded pilot version of the Resource Pack with
  - Generic modules and materials
  - Options that are adaptable to specific contexts
3. Trial in ongoing capacity building processes in different regions, starting with BEAP
4. Assistance to countries in tailoring Resource Pack for capacity building purposes

## *Possible Steps Forward*

9. Assistance to countries in piloting the tailored versions
10. M&E and reporting on pilot activities
11. Constant improvement of the Resource Pack through systematisation of pilot experiences and results
12. Preparation of Resource Pack in different formats (paper and Web) and languages (long-term) for capacity building activities (face-to-face and online)
13. Coordination of South-South-North cooperation, exchange of good practices throughout the process

## *Beneficiaries*

- Representatives of national/local education authorities
- Curriculum specialists
- School leaders
- Teacher trainers
- Teachers
- Universities, researchers
- Civil society, communities



United Nations  
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Cultural Organization



International Bureau of Education

# Thank you!