ESD-Net TRAINING WORKSHOP "Reorienting Teachers Educators to infuse Education for Sustainable Development through ICT"
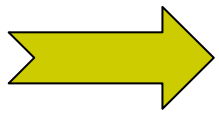
PRINCIPLES AND ORIENTATIONS OF CURRICULUM DESIGN
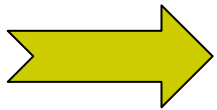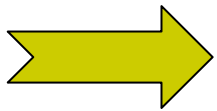
RENATO OPERTTI

IBE-UNESCO

Main themes addressed

➡ **Roles of education in society and its visualization as a human right.**

➡ **Why curriculum matters?**

➡ **The building up of a curriculum vision.**

Roles of Education in Society

➡ **Education as a key economic and social policy in promoting national development and in raising economic competitiveness.**

➡ **Education as an irreplaceable factor in improving the well-being of the poorest population, in combating exclusion and in contributing to closing the equity gaps in the household income distribution.**
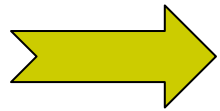
Roles of Education in Society

➡ **Education as citizenship education, from childhood to the tertiary level covering cultural, political, economic and social aspects.**
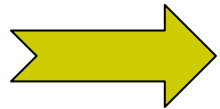
➡ **Education as a balanced personal development that could contribute to a happy, healthy and self-rewarding life.**
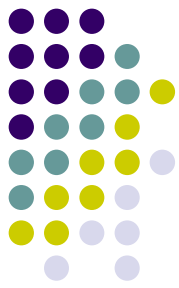
Education as a Human Right:
a worrisome reality

Insufficient consciousness and lack of political willingness on the importance of funding and investing in Basic Education.

The maintenance of school fees and the penalization of the most socially deprived sectors.
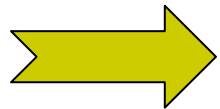
The existence of discriminatory visions, provisions and practices related to gender, ethnic origin, migrant status and rural residence.

Unbearable cultural, social and educational gaps between groups and persons. The equity and quality dimensions and their interdependence.

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# Core elements of a holistic approach towards Education as a Human Right

Guaranteed funding. **Investing more and better**. Improve the impacts.

Free and compulsory education. Scope and content.

The struggle against all forms of **exclusion and discrimination**.

The strengthening of the **quality of learning**. Conditions, inputs, processes and outcomes.

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Pending challenges on Education as a Human Right
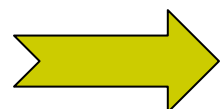
→ Assuming and implementing in a more decisive way a human-rights-based approach towards promoting citizenship education.

→ Better visualizing education as a public good based on an irreplaceable government mission and responsibility.

→ Developing a clear and explicit comprehensive agenda of educational change and policy reform in order to attain a high quality equitable education.

Why Curriculum Matters?

Juan Manuel Moreno (2006):   Education reform all over the world is increasingly curriculum-base.

The relationships between curriculum objectives and structures, democratization of educational opportunities and the attainment of social and pedagogical inclusion.

Inclusion means that children and young people should have equal learning opportunities in different types of schools (inclusive settings) regardless of their cultural and social backgrounds as well of their differences on abilities and capacities.

Why Curriculum Matters?

Curriculum linked to core definitions of the role of education in society: as citizenship education, as a balanced personal development, as a key economic and social policy and as an irreplaceable factor in improving the well-being of the poorest population.

Curriculum should take care of societal expectations and demands. Links society – educational policy – curriculum vision – teachers' role and profile.

Common challenges to processes of curriculum change

➡ **Historical, ideological and political disputes and conflicts**.

➡ **Disciplinary identities and boundaries.**

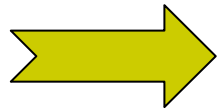➡ **The debates around currriculum approaches**.

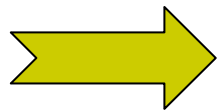➡ **Traditional forms and contents of knowledge organization**.
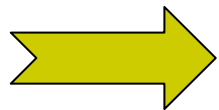
➡ **Corporative interests.**

Teachers in processes of curriculum change

➡ Change the frontiers between disciplines also implies redefining teachers' positions and identities.

➡ Resistance to face a reform.

➡ Reform proposals based on training teachers mainly through a making-aware and sharing-information process have very limited impact.

Teachers in processes of curriculum change

➡ The prescriptive top-down vision and its limited impacts on changing school and classroom practices.

➡ Underestimating teachers' role in educational reforms.

➡ Disregarding teachers' backgrounds, visions and feelings about educational and curricular reform.

IBE Perspective on Curriculum

The curriculum is at the same time a political and technical issue very much embedded in the complex interfaces between society, politics and education, involving a wide range of institutions and actors.

The interfaces are complex, dynamic, controversial and non-linear under the vision of curriculum as a continuous development of processes and outcomes.

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A comprehensive Curriculum Vision

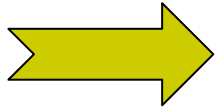It comprises values, skills, knowledge, attitudes, and competencies as well as social and cultural returns.

Cecilia Braslavsky: the curriculum can be defined "as a dense and flexible contract between politics/society and teachers".
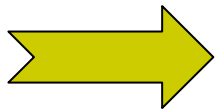
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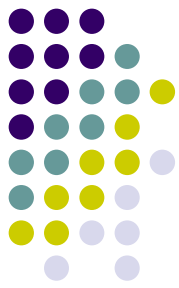
Building up the Curriculum

There is no such **"successful" international model** to follow.

Equilibrium between global society and national needs.

Universalization of curriculum concerns and issues: environmental and HIV&AIDS education.
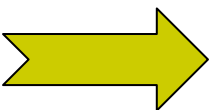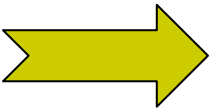
Moving Forward towards

a "Glolocal" Curriculum

➡️ **Global comprehensiveness and core competencies. Objectives and scope of citizenship education.**

➡️ **Openness to activities at the school and local levels. The school as the principal driving force for change.**

➡️ **New approaches in teaching more inclusive of learners' diversities.**

➡️ **The emergence of multicultural education both as a right and a learning context.**

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Teachers' role in the build up of the curriculum

➡️ **Under a comprehensive vision of curriculum, teachers are deeply involved in the process of curriculum change as curriculum developers and not only as implementers.**

➡️ **Teachers' professional development should fully inform the design and the implementation of curriculum change in Basic Education.**

Some challenges around ESD

A **cross cutting issue** that permeates the design and the implementation of the curricula, from the foundations to the outcomes.

Avoid the temptations to **overload** the curriculum and to solely **link ESD to one or two disciplines**. The concept should not be disciplinary monopolized.

Be wide opened to **diverse learning strategies** to effectively implement ESD principles and contents at the **school and classroom levels**.

The **competency-based approaches** could be a powerful tool to develop an ESD approach, particularly by mobilizing and integrating resources in order to **address real-problem situations**. A good competency approach is based on a good learning framework.
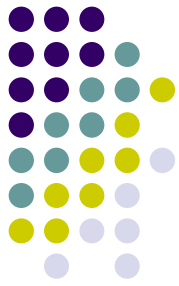
Thank you!

Renato Opertti, IBE, UNESCO
r.opertti@ibe.unesco.org