



United Nations
Educational, Scientific and
Cultural Organization

Asia-Pacific

ERI-NET

Education Research Institutes Network



2015 ERI-Net Expert Meeting (School Education Group)

20-21 April 2015

Holiday Inn, Bangkok, Thailand

AGENDA & EXPECTED OUTPUTS

Agenda	Expected Outputs
<ul style="list-style-type: none">• Discuss and finalize the Phase III Study Research Framework & Research Survey Questionnaire;	<ul style="list-style-type: none">• Phase III Study Research Framework & Research Survey Questionnaire finalized
<ul style="list-style-type: none">• Come up with a doable timeline to conduct the Phase III Research Study	<ul style="list-style-type: none">• Timeline for Phase III Research Study agreed upon by all Members
<ul style="list-style-type: none">• Discuss potential research topics for 2016 and beyond	<ul style="list-style-type: none">• List of 2016 and beyond Research Topics



ERI-NET 2015 RESEARCH FRAMEWORK

Research Studies: Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice

Working definition of transversal competencies as agreed upon by ERI-NET Members

Domains	Examples of key skills , competencies, values and attitudes
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect
Global citizenship	Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging
Media and information literacy	Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT
(Optional) Physical health, Religious values	Appreciation of health lifestyle, respect to religious values

Research Studies: Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice

Participating Countries and Economies

□ Phase I Study

- Australia
- China
- Hong Kong SAR
- India
- Japan
- Republic of Korea
- Malaysia
- Mongolia
- Philippines
- Thailand

□ Phase II Study

- Australia
- China
- Vietnam
- India
- Japan
- Republic of Korea
- Malaysia
- Mongolia
- Philippines
- Thailand

*2015 ERI-NET Research Theme:
Education Strategies and Responses to Globalization and
Regionalization*

**Integrating Non-cognitive/Transversal
Competencies in Education Policy and Practice
(Phase III): Preparing and Supporting Teachers
to Teach for Globalization and Regionalization**

Research Background

- Growing debate on the importance of 21st century skills
- Education reforms in the Asia-Pacific region introducing 21st century skills
 - Need for regional research to collect and document perspectives and insights from the region

Phase I Study (how countries define and integrate the concepts of transversal competencies in their education policies and curriculum frameworks)

- Results varied but integration of transversal competencies is seen as critical and important in countries' education reforms

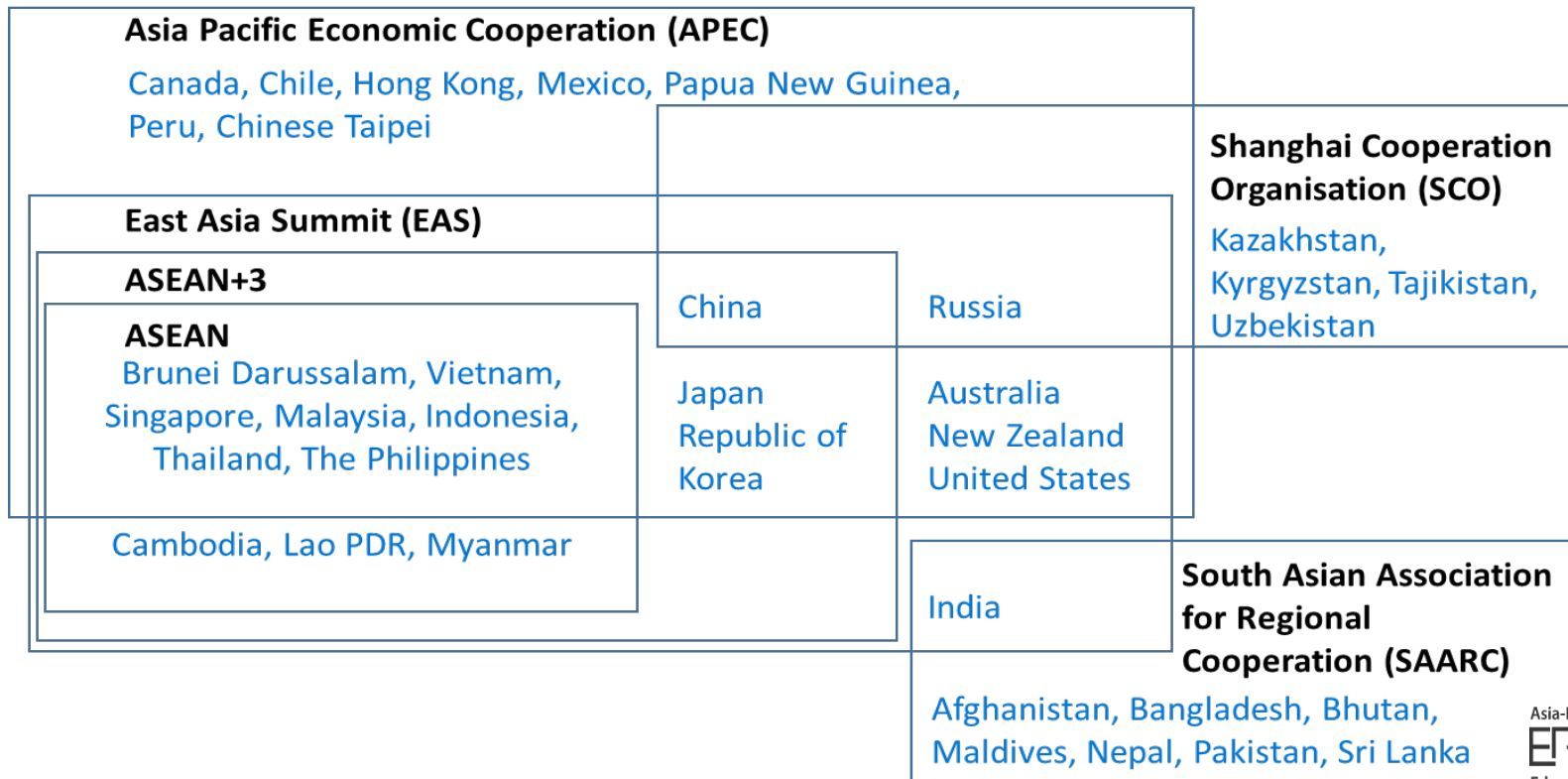
Phase II Study (how transversal competencies are integrated, interpreted and implemented at school level)

- Roles (transmitter of knowledge, facilitator of learning) of teachers in lessons have changed
- Many of teachers and principals felt lack of adequate support for teaching

The need of further research on how teachers could better be prepared and supported to prepare learners for increasingly globalized and regionalized world.

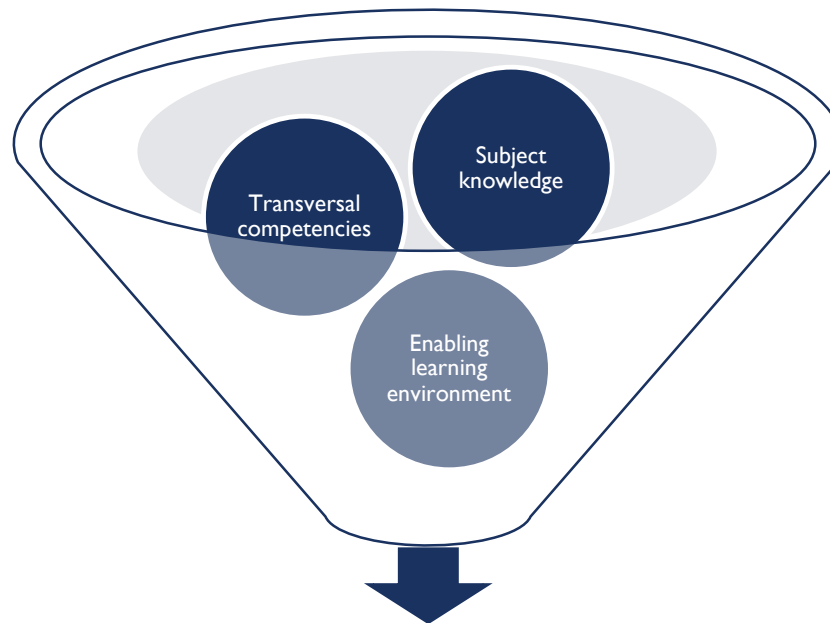
Rationale

- **Importance of transversal competencies in responding to the new demands of globalization and regionalization**



Rationale

- **Transversal competencies as possible components of education for globalization and regionalization that prepare learners to be regionally and globally competent, successful and responsible citizens**



**Globally competent, successful
and responsible citizens**

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

OBJECTIVES:

- Contribute to national education reforms for enhancing education policy and practice towards improved learning and holistic development of individuals
 - Collect and analyse best practices of developing teaching skills at schools from the research participating countries in the region;
 - Identify emerging trends, current practices and bottlenecks of teacher support in relation to teaching/developing transversal competencies;
 - Facilitate experience-sharing and build a knowledge-base on the integration of transversal competencies in education to support evidenced-based policy making and implementation

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

RESEARCH QUESTIONS

■ Over-arching questions

- In the Asia-Pacific region, what kinds of skills, competencies, values and attributes among the transversal competencies identified in the previous phases are considered critical in preparing the youths for increasingly globalized and regionalized world?
- What kinds of skills, competencies, values and attributes are required for teachers to teach/develop such transversal competencies among learners?
- How are education systems/schools preparing teachers to respond to new demands and challenges arising from integration of such transversal competencies in school practice?
- What supports are needed for teachers to promote transversal competencies, which is essential for responding to the learning needs of increasingly globalized and regionalized society?
- What are the policy recommendations to ensure teachers are well prepared and supported to fulfill their roles?

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

RESEARCH QUESTIONS (Country Case Studies)

- Policies on teacher support in relation to globalization and regionalization
 - Are there any specific policies, strategies, plans or projects correspondent with globalization and/or regionalization in your country? If yes, please describe and analyze the skills and competencies considered important, especially among the transversal competencies.
 - How are roles of teachers defined in your country in implementing the above-mentioned policies, strategies, plans and projects? (Or what are the national standards for teachers in your country?)
 - To what extent teachers feel that they are prepared for fulfilling the above-mentioned roles?
 - What kind of skills and competencies do teachers feel that they are lacking?

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

RESEARCH QUESTIONS (Country Case Studies)

- Teacher training support with focus on school-based training
 - How do school policies define teacher development?
 - Do sampled schools have a specific group for planning/organizing teacher support?
 - Are sampled schools organizing school-wide initiatives/projects to improve lessons, which are usually associated with shared research themes? If so, please describe the frequency, organizing structures, past research themes, etc.
 - Are sampled schools organizing lesson studies by teachers, which are commonly organized by subjects? If so, please describe frequency, structure, etc.
 - Is there any training (both in-service and pre-service) that helps teachers to develop skills and competencies required for teaching/developing transversal competencies in their students? If so, please provide details.
 - Is there any training (both in-service and pre-service) specifically touching the issue of globalization and regionalization in the region? If so, please provide details.
 - Do the schools have the any good practices of teacher training in relation to teach transversal competencies? If so, please describe.

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

RESEARCH QUESTIONS (Country Case Studies)

- Achievements and challenges for teacher preparation and support for teaching/developing transversal competencies
 - What are the successful/proven trainings/supports to help teachers enhance their teaching skills?
 - What are the successful/proven teaching approaches to help students develop transversal competencies?
 - What are the other successful factors to teach transversal competencies at the school level?

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

RESEARCH QUESTIONS (Country Case Studies)

- Policy Recommendations
 - What kind of policies should be in place to ensure that teachers are prepared before the class?
 - What kind of policies should be in place to ensure that teachers are well-supported to teach/develop transversal competencies in the classroom?

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

METHODOLOGY

- Desk review and analysis of policy documents, curriculum framework and related instruments
- Stakeholders' interview
- Questionnaire survey
- Focus group discussions
- School/Classroom observations

Integrating Non-cognitive/Transversal Competencies in Education Policy and Practice (Phase III): Preparing and Supporting Teachers to Teach for Globalization and Regionalization

TIMELINE

- 2015 ERI-NET Expert Meeting for the School Education Group to discuss research framework and timeline (20-21, April 2015)
- Finalization of the concept note and the research framework (30, April 2015)
- Drafting of country case study (Autumn 2015, TBD)
- 2015 ERI-Net Annual Meeting to share the research findings (Autumn 2015, TBD)
- Finalization of the country case study (Winter 2015, TBD)
- Drafting a regional synthesis report (early 2016)
- Publication of the regional synthesis report (mid 2016)

Questions for discussion

1. Does the research title appropriately reflect the focus of the study? If not, any alternative?
 - Globalization AND regionalization, or only globalization?
 - Can we “teach” transversal competencies?
2. Do the research questions address the knowledge gap? If not, how do they need to be modified?
3. Does the research methodology appropriate to answer the research questions?
4. Does the proposed methodology and timeline feasible/doable for you?

THANK YOU!