2015 ERI-Net Expert Meeting (School Education Group)

20-21 April 2015
Holiday Inn, Bangkok, Thailand

Supported by the Malaysia Funds-in-Trust

OUTLINE

- About the ERI-Net study on transversal competencies

- Key findings of the phase I study (2013)

- Key findings of the phase II study (2014)

- NEXT STEP

ABOUT THE ERI-NET STUDY ON TRANSVERSAL COMPETENCIES

RESEARCH BACKGROUND AND RATIONALE

1 Growing debate on the importance on "21st century skills" (e.g. OECD and Voogt 2013)

2 Education reforms in the Asia-Pacific region introducing 21st century skills

International initiatives
- DeSeCo project
- Assessment and Teaching of 21st Century Skills (ATC 21)

Education reforms in Asia-Pacific region
- Australia, "general capabilities"
- Thailand, "life skills"

Existing studies mainly from outside the region

These movements are not widely documented and shared

The regional research to collect and document perspectives and insights from the region

DEFINING TRANSVERSAL COMPETENCIES

- Adopted at 2013 ERI-Net annual meeting as a working term for the ERI-Net study

Foundation Skills	Specialized Skills
Others	
Physical and Psychological Health	
Global Citizenship	
Intrapersonal Skills	
Interpersonal Skills	
Critical and Innovative Thinking	

Transversal

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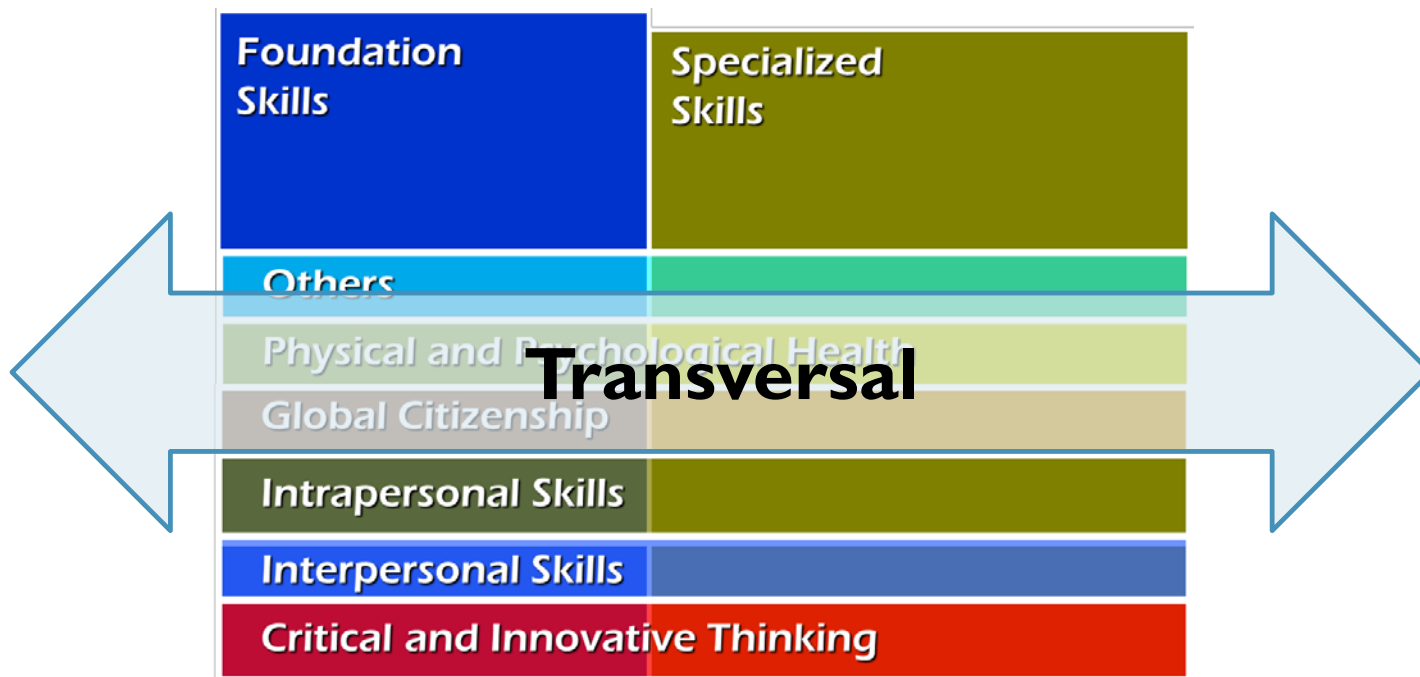
ERI-NET WORKING DEFINITION (2013)

Domains	Example of key characteristics
Critical and Innovative Thinking	creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	presentation and communication skills, leadership, organisational skills, teamwork, collaboration, initiative, sociability, collegiality
Intrapersonal skills	self-discipline, enthusiasm, perseverance, self-motivation, compassion, integrity, commitment
Global Citizenship	awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment
Physical and Psychological health	healthy lifestyle, healthy feeding, physical fitness, empathy, self-respect

Source: Research framework by UNESCO Bangkok (2013)

ERI-NET WORKING DEFINITION (2014)

Domains	Examples of key characteristics
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

NEW !

Source: Research framework by UNESCO Bangkok (2014)

RESEARCH TOPICS SINCE 2013

- "Integrating transversal competencies in education policy and practice in the Asia-Pacific region"

  - **Phase I (2013)**
    Comparative analysis of **education policy**
    - Studied how countries and economies in the Asia-Pacific region define and integrate the concept of transversal competencies in their education policies and curriculum frameworks.

  - **Phase II (2014)**
    Comparative analysis of **school level implementation**
    - Studied how education policies that promotes transversal competencies were interpreted and incorporated at classroom practices.

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RESEARCH FRAMEWORKS

- Overarching questions

  - What is the status of integrating and applying transversal competencies in education policy and practice in Asia and the Pacific region?

  - What are the proven experiences?

  - What are the lessons learned?

- Suggested data collection methods

  - Desk study, questionnaire, interview, focused group discussion, classroom observation*

Research framework was proposed by the ERI-Net Secretariat and discussed at expert meeting/ steering group meeting before the country study

*: Classroom observation was conducted mainly in phase II.

KEY FINDINGS OF THE PHASE I STUDY

PARTICIPATING COUNTRIES AND ECONOMIES

☐ Phase I countries and economies

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

POLICY/CURRICULUM REVIEW (1)

- Emphasis on transversal competencies in education polices/curriculum are reported in all the ten case studies
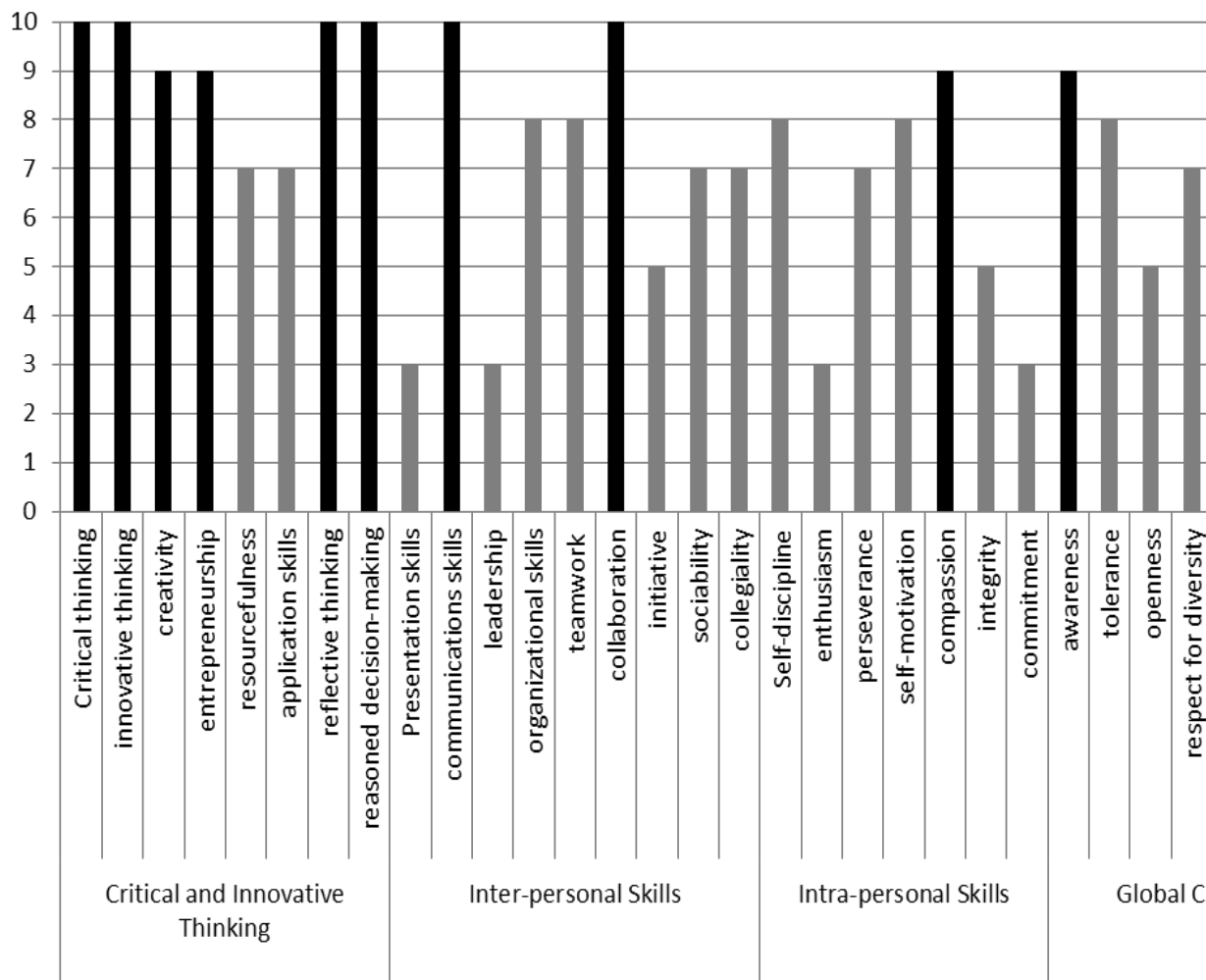- Varying rationale for integrating transversal competencies in education

	Economic Discourse	Social Discourse	Humanity Discourse
Global Perspective	Competitiveness	Understanding & Peace	Global Citizenship
National Perspective	GDP Growth	HDI Growth	Patriotism
Personal Perspective	Employability	Community/Harmony	Moral Formation

[1] HDI: Human Development Index

POLICY/CURRICULUM REVIEW (2)

■ Modes of integration of transversal competencies vary

Country/economy	Subject-specific	Cross-subject	Extra-curricular
Australia	✓	✓	-
Hong Kong SAR(China)	✓	✓	✓
Shanghai (China)	✓	✓	✓
India	-	✓	✓
Japan	-	✓	✓
Republic of Korea	✓	✓	✓
Malaysia	✓	✓	✓
Mongolia	✓	✓	-
Philippines	✓	✓	✓
Thailand	✓	✓	✓

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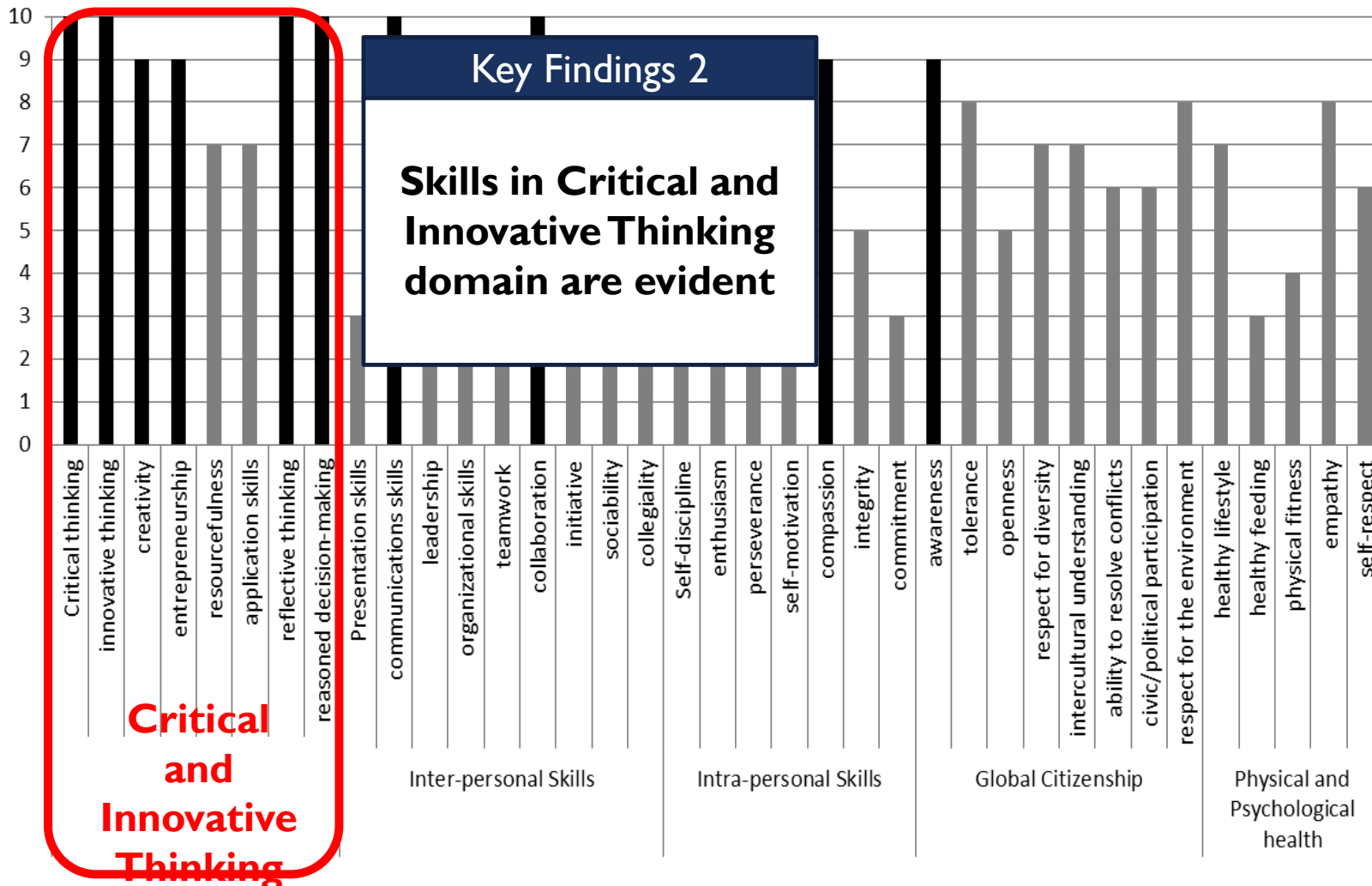
SKILLS AND COMPETENCIES (SIMILARITIES)

Key Findings 1

Top 10 skills introduced in education policies

- critical thinking (10)
- innovative thinking (10)
- reflective thinking (10)
- reasoned-decision making (10)
- communication skills (10)
- collaboration (10)
- creativity (9)
- Entrepreneurship (9)
- compassion (9)
- awareness (9)

( ): no. of countries selected

SKILLS AND COMPETENCIES (SIMILARITIES)

Key Findings 2

Skills in Critical and Innovative Thinking domain are evident

Critical and Innovative Thinking

Inter-personal Skills

Intra-personal Skills

Global Citizenship

Physical and Psychological health

SKILLS AND COMPETENCIES (SIMILARITIES)

Key Findings 3

Communication skills and collaboration are the most selected in inter-personal skills domain

SKILLS AND COMPETENCIES (SIMILARITIES)

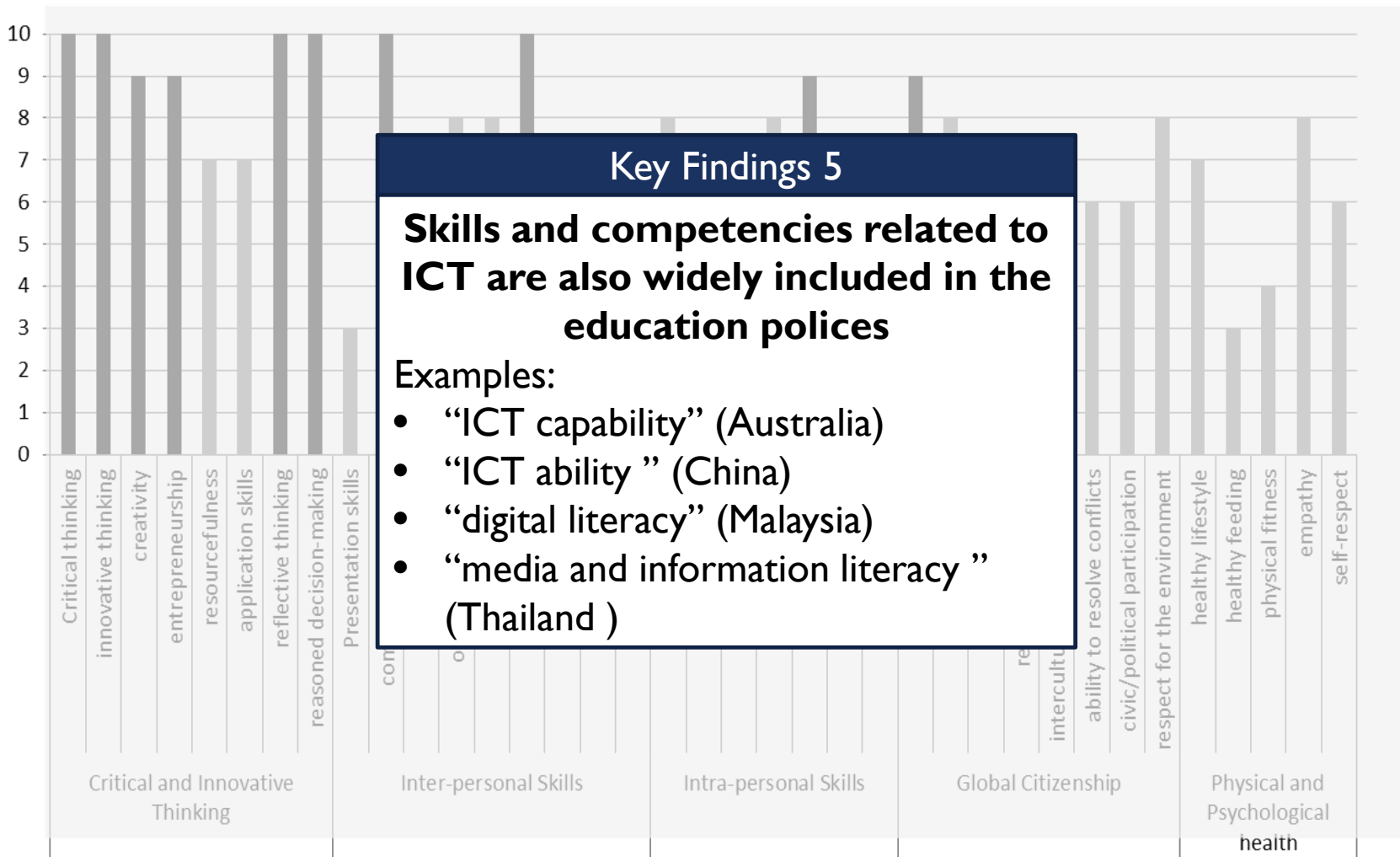| Countries and economies		Australia	China	Hong Kong (SAR)	India	Japan	Malaysia	Mongolia	Philippines	Republic of Korea	Thailand
Global Citizenship	awareness	•	•	•		•	•	•	•	•	•
	tolerance	•		•		•	•	•	•	•	•
	openness	•					•	•		•	•
	respect for diversity	•		•			•	•	•	•	•
	intercultural understanding	•		•			•	•	•	•	•
	ability to resolve conflicts	•		•			•		•	•	•
	civic/political participation	•		•			•		•	•	•
	respect for the environment	•	•	•		•	•	•	•		•

Critical and Innovative Thinking · Inter-personal Skills · Intra-personal Skills · **Global Citizenship** · Physical and Psychological health

Key Findings 5

Skills and competencies related to ICT are also widely included in the education polices

Examples:
- "ICT capability" (Australia)
- "ICT ability " (China)
- "digital literacy" (Malaysia)
- "media and information literacy " (Thailand)

SKILLS AND COMPETENCIES (DIVERSITY)

Key findings I | **Skills observed in a few countries**

- Ability to learn independently (Australia, Japan)
- Risk-taking (Hong Kong SAR, Malaysia and Philippines)
- A sense of belongingness (Australia, China and Malaysia)

Key

> Togetherness, Sense of community (Australia)
> Patriotism (Shanghai-China)
> National identity (Malaysia)

- "Dealing with stress" (India)
- "Emotional intelligence" (Malaysia)
- "Global spirituality" (Philippines)
- "Language etiquette in speaking and writing" and "Cyber etiquette" (Republic of Korea)

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ACHIEVEMENTS

■ All ten countries/economies reported some achievements from integrating transversal competencies to varying extent

- Some case studies reported the positive changes both in teachers' mindsets and students' interpersonal skills after education reforms that promote transversal competencies.

- Some case studies also documented that collaboration between parents, schools and the local community were improved.

- However, more time is need to properly asses the impact of movements/reforms towards transversal competencies in education.

CHALLENGES

Definitional

- Lack of clarity in and agreement on the scope of transversal competencies

Operational

- Lack of assessment mechanisms
- Insufficient teaching/learning materials and teaching guides
- Lack of incentives
- Insufficient capacity of teachers
- Lack of budget (policy-budget inconsistency)
- Additional burden on teachers

Systemic

- Large class size
- Overloaded curricula
- Pressure for academic success
- Inconsistency with high-stake exams
- Lack of understanding among parents and other stakeholders
- Overall school/community culture not conducive

KEY FINDINGS OF THE PHASE II STUDY

PARTICIPATING COUNTRIES AND ECONOMIES

☐ Phase II countries and economies

- Australia
- Shanghai, China
- India
- Japan
- Republic of Korea
- Malaysia
- Mongolia
- Philippines
- Thailand
- VietNam New!

SCHOOL POLICY

- Case studies indicated that idea of promoting transversal competencies in education policy was more or less observed in school documents such as school development plan and school mottos.

SCHOOL POLICY

☐ Important skills and competencies in school development plan
(Top 5, teachers' responses: Australia, China, India, Mongolia, Thailand)

Skills and Competencies	Australia	China	India (gv)	India (pt)	Mongolia	Thailand
Content knowledge		●	●			●
Creativity		●	●	●	●	
Critical thinking	●					
Application skills						●
Reasoned decision making	●					●
Communication skills	●			●		
Teamwork/collaboration	●	●	●	●	●	●
Sociability						
Self-discipline		●				
Perseverance	●	●				
Self-motivation	●	●				
Compassion						
Environmental awareness			●	●		
Tolerance						
Conflict resolution						
Computer literacy				●		
Others (please specify)						

Teamwork/Collaboration is acknowledged by teachers in all the five countries

Source: compiled by ERI-Net secretariat from the case studies

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☐ Important skills and competencies in school development plan
(Top 5, teachers' responses: Australia, China, India, Mongolia, Thailand)

Skills and Competencies	Australia	China	India		Mongolia	Thailand
			(gv)	(pt)		
Content knowledge		●	●			●
Creativity		●	●	●	●	
Critical thinking	●					
Application skills						●
Reasoned decision making	●					
Communication skills	●					
Teamwork/collaboration	●	●				
Sociability						
Self-discipline		●				
Perseverance	●	●		●		●
Self-motivation	●	●		●	●	
Compassion						
Environmental awareness			●	●		
Tolerance						
Conflict resolution						
Computer literacy				●		
Others (please specify)						

Perseverance is chosen by teachers in all the five countries

Source: compiled by ERI-Net secretariat from the case studies

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SCHOOL POLICY

☐ Transversal competencies in school mottos
(China, Japan, Malaysia, Republic of Korea and Thailand)

Example of school motto, vision and objectives of sampled schools	Country
• Self -discipline and integrity • All-round development, human well-being and exploring the truth bravely	China
• Learning proactively and having compassion and zest for living • Be a child with dream and self-motivation, let's make our school a happy place to be	Japan
• Intelligence is based on one's ability to think • Knowledgeable, Disciplined, Cultured	Malaysia
• Sincerity, creativity, and cooperation • A school helps all students develop through true learning and teaching	Republic of Korea
• Virtue, Academic, Health • Friendliness (Smiles), Good Thinking, Virtue (Salam)	Thailand

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TEACHING PRACTICES (1)

- Certain gap is indicated between what is used and what is considered effective.

  □ Top 5 Teaching practices used in lessons (Australia, China, India, Japan and Thailand)

Teaching Practices	Australia	Shanghai (China)	India		Japan	Thailand	Overall Ranking
			(gov)	(pv)			
Lectures by teachers	1	2	1	2	1	1	1
Group projects and presentations		4	2	3	3	2	2
Computer-aided activities	4	1	5	1	4		3
Individual projects and presentations						5	4
Small group discussions	3		3		-	3	5
Field studies	5	5		5	5	3	6
Others	1						7

Source: compiled by ERI-Net secretariat from the case studies

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TEACHING PRACTICES (1)

- Certain gap is indicated between what is used and what is considered effective.
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Teaching practices	Australia	Shanghai (China)	India		Japan	Thailand	Overall Ranking
			(gov)	(pv)			
Group projects and presentations	4	2	1	2	1	2	1
Field studies	1	5	3	4	3	3	2
Individual projects and presentations		3	4	5	2	1	3
Small group discussions	1	4	2		-	5	4
Extra-curricular activities	3	1			4	4	4
Computer-aided activities	5		5	1	5		6
Lectures by teachers				3			7

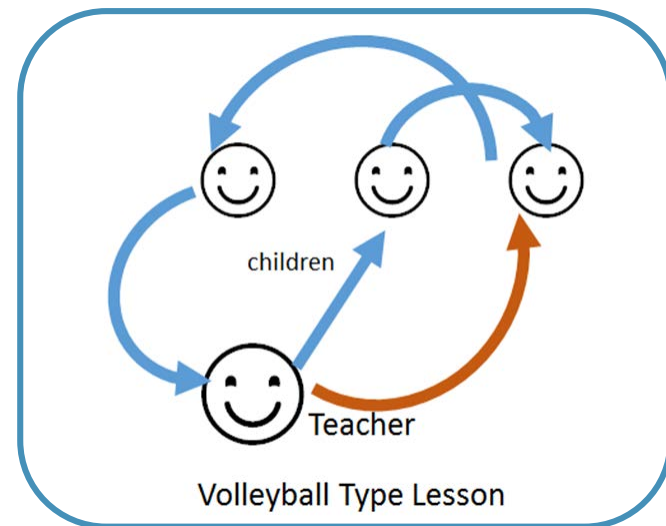Source: compiled by ERI-Net secretariat from the case studies

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TEACHING PRACTICES (2)

- Country case studies suggested that role of teachers in lessons have been altered from transmitters of knowledge to facilitators of learning

  - Volley ball type lesson (Japan)
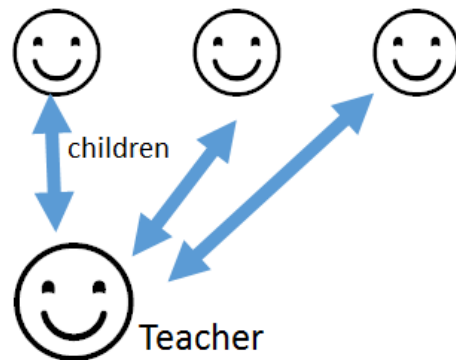
Ping-pong Type Lesson

Volleyball Type Lesson

TEACHING PRACTICES (3)

- Teachers use various teaching methods to make their lessons student-centered, which is the key to encouraging development of transversal competencies

  - ☐ The cases of Australia, China, Japan and Republic of Korea reported that teachers incorporated various teaching methods in structured lessons (mostly, divided into three sections as introduction, development and conclusion).

Sections	Examples of teaching practices for developing TVCs
Introduction	Stimulating students' curiosity and motivating students ➢ Letting students to examine pig's kidney (Japan)
Development	Balanced combination of individual learning and learning in a group ➢ Utilized the cycle of individualized learning, small group discussion and the group presentation (China)
Conclusion	Reflection of lesson of the day ➢ Summarizing what students have learned and how they felt at the class and sharing them with the classmates (Japan, Republic of Korea)

Source: compiled by ERI-Net secretariat from the case studies

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CHALLENGES FOR PROMOTING TVCS AT SCHOOL LEVEL

☐ Top 5 challenges identified by teachers (Australia, China, India, Mongolia and Thailand)

Challenges	Australia	Shanghai (China)	India		Mongolia	Thailand	Overall Ranking
			(gv)	(pv)			
Emphasis on academic achievement (exams)	1	1	1	1	3	5	1
Lack of practical guidance	2	2	3	2	2	2	2
Insufficient awareness of parents	4	3	4	3	4	3	3
Lack of clarification of the definition of transversal competencies	5	4	2	2		5	4
Lack of IT facility			5		1	1	5
Lack of materials	3	5	4	3	5		6
Insufficient awareness of community members			4	3		3	7
Others							

Source: compiled by ERI-Net secretariat from the case studies

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NEXT STEPS

- Proposed research focus for 2015

2013 Education Policy → **2014** School-level Practices → **2015** Teachers →

- Also investigating the impact of globalization and regionalization on education reforms aiming at integration of TVCs

- Agreeing on the research framework and instruments so that the results can be more comparable across case studies

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THANK YOU!