

Session 3.1

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EDUCATION FOR PEACE AND THE CURRICULUM



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



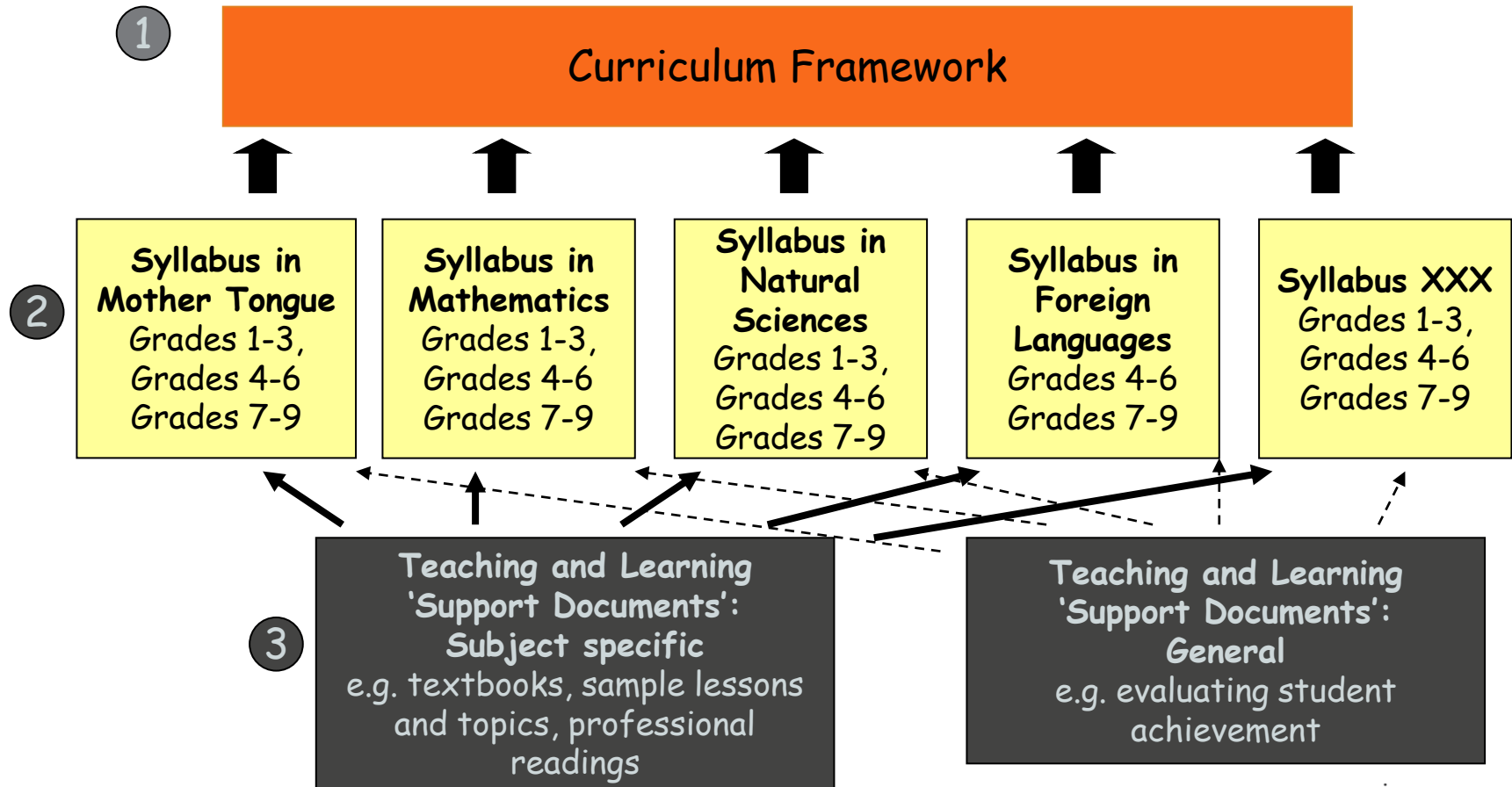
International Bureau
of Education

Objectives

- Explore a range of curriculum design concepts, such as ‘vertical’ and ‘horizontal’ learning areas
- Promote the importance of defining ‘curriculum’ in a broad way when considering Education for Peace, and examine the relevance of the ‘hidden’ curriculum
- Analyse and understand the relevance and interdependence in the curriculum of Knowledge, Skills, Attitudes, Values, Behaviours, Beliefs and Competencies
- Understand the benefits and challenges of various curriculum design models (stand-alone, integrated, carrier-subjects, extra-curricular, spiral) in relation to Education for Peace

Key Curriculum Concepts

STRUCTURE AND COMPONENTS



Key Curriculum Concepts

Curriculum Framework

- What is a curriculum framework?
- Why have a curriculum framework?
- What relevance might a curriculum framework have to Education for Peace?

One Definition of a Curriculum Framework

A set of policies, regulations, directions and guidelines that governs or guides the development of syllabuses and other curriculum documents.

A Curriculum Framework should

- set standards for curriculum, and
- provide the context (available resources, capabilities of teachers and system support) in which subject specialists develop syllabuses.

Contents of the Curriculum Framework in The Gambia

PREAMBLE / Message from the Secretary of State for Basic Education

PART	TITLE
A	Introduction
B	National Policy in the Gambia
C	General Aims and Objectives of Basic Education in The Gambia
D	Broad Learning Outcomes and Standards
E	Learning Areas and Subjects in Basic Education
F	Guidelines for Syllabus Development
G	Guidelines for Syllabus Implementation
H	Assessment and Reporting
I	Students with Special Needs
J	Preparing Students for Work
K	Monitoring, Evaluation and Continuous Improvement of the Curriculum Framework

Which sections of this Curriculum Framework might be significant for Education for Peace?

Key Curriculum Concepts

Syllabus

- What is a syllabus?
- Why have a syllabus?
- What relevance might a syllabus have to Education for Peace?

One Definition of a Syllabus

A syllabus is a formal document, approved by the curriculum authority, which describes the content (standards) and other requirements of a subject or learning area.

Each syllabus must be consistent with the principles of the Curriculum Framework.

Education for Peace and Subjects

How can the system's expectations of teachers and learners be expressed in syllabuses?

- Which syllabuses?
- As:
 - objectives?
 - topics?
 - theme?

Key Curriculum Concepts

Support Materials for Teaching and Learning – textbooks and others

- What is the role of textbooks?
- What are some other types of teaching and learning support materials?
- What support materials might be relevant to Education for Peace?