



Competencies for living and working in the 21st century

- A capacity development toolkit for curriculum innovations
in **sub-Saharan** African Countries -

International workshop on
**Curriculum Innovations, Peace Education and Poverty
Alleviation in sub-Saharan Africa**

Organized by the International Bureau of Education (UNESCO, IBE), the German Corporation for Technical Cooperation (GTZ), on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and the Ministry of Education - Kenya

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TOOLKIT OUTLINE

Competencies for living and working in the 21st century

- A capacity development Toolkit for curriculum innovations
in sub-Saharan African countries -

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2. **Integrating** Learning to Live Together and competencies for life and work **in, and through the curriculum**
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5. How to use the Toolkit **to facilitate** country-based **participatory processes of education change/reforms**

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Glossary

Country-based case studies/collection of good practices

~~Detailed outline~~

Introduction

1. The context of developing the Toolkit	—Background information: the project “ <i>Curriculum Innovations, Peace Education and Poverty Alleviation</i> ” (aims; approaches; expected outcomes) —Main dimensions chosen to be developed in the present Toolkit (Peace education; Inter-cultural education; HR and citizenship education; Gender issues; Education for work)— rationale: why those?
2. Learning to Live Together and competencies for life and work	—Understanding of Learning to Live Together (LTLT) and competencies for life and work —Links between LTLT (i.e. peace education) and poverty alleviation

	<ul style="list-style-type: none"> —Links between education, peace, development and economic prosperity —Converse links between violence, poverty, the disruption of education and progress <ul style="list-style-type: none"> —Specific challenges for the African context —Conditions and needs at local, national and regional level —Education, curriculum and learning in the twenty-first century <ul style="list-style-type: none"> —The needs of both present and future generations —Preparation for life and work—what competencies to envisage?
<p>3. Toolkit rationale and scope</p>	<ul style="list-style-type: none"> —Rationale for the development of the Toolkit—request from participating countries and donors (i.e. specific conditions and needs at local, national and regional level, as identified throughout the project; why is such a Toolkit needed; how can it contribute to improving the curriculum and learning outcomes) —Capacity development Toolkit—to assist decision makers, curriculum specialists and developers of learning materials to integrate and reinforce the LTLT dimension and the development of life and work-relevant competencies within formal and non-formal curricula (what is capacity development; why is it needed; how can the Toolkit contribute—why and how to focus on LTLT and competencies for life and work; how to share and capitalize on existing good practices in the project countries and in other parts of the world) —Flexible capacity development Toolkit to facilitate the understanding and sharing of: <ul style="list-style-type: none"> —the conceptual basis for “peace-related” education (including peace education, inter-cultural education, Human Rights and citizenship education, and gender issues as well as aspects of preparation for life and work and how this can be approached in a variety of ways; integrate “learning to live together” concepts and practices) into formal and non-formal basic education curriculum <ul style="list-style-type: none"> — the nature of competency-based outcomes — customization of approaches in compliance with needs and priorities — how to capitalize on existing good practices — curriculum processes leading to quality and sustainable impact. —What is common and what is different in comparison to other similar Tools/Toolkits <ul style="list-style-type: none"> — Participatory processes: cooperative work of country teams and other resource persons (brief description of the process...);

	<p>involving stakeholders</p> <ul style="list-style-type: none"> —Pilot testing and its role in finalizing the Toolkit —Curriculum as an open construction: How might the Toolkit contribute to improving the curriculum and learning outcomes in compliance with new challenges and conditions?
4. Target public	<ul style="list-style-type: none"> —Primary beneficiaries (i.e. decision/policy makers; curriculum technicians; authors of learning materials; teacher trainers) —Secondary/indirect beneficiaries (i.e. teachers; students; parents; other education stakeholders)
5. How to use the toolkit	<ul style="list-style-type: none"> —Detailed description of the Toolkit and explanation of different parts and elements —Interactive activities to be used flexibly by countries <ul style="list-style-type: none"> oPosing questions oProviding examples of good practices/suggestions of how to reinforce LTLT and competency development in the curriculum; oFrequently asked questions/FAQ; oSuggesting customization and capacity development activities —Carrying out capacity development activities by using the Toolkit

Part A: Content and Methodology

Section 1: Fostering Learning to Live Together—basic principles, concepts and approaches

1.1 Clarifying the focus	<ul style="list-style-type: none"> —Focus on LTLT and competency development: How it was identified and why (Geneva workshop and need for further development of thinking)
1.2 Clarifying the desired outcomes (competencies for living together, life and work)	<p><i>What kinds of outcomes are sought?</i></p> <p>Competency based (articulation of knowledge, skills, attitudes)</p> <ul style="list-style-type: none"> —Not just knowledge —Deep understanding of complex issues —Appreciation of related moral/ethical human rights issues —Ability to develop and apply skills <ul style="list-style-type: none"> —To empathise with people —To analyse problems —To see a range of perspectives —Appreciate difficulties —Suggest possible solutions —Think compassionately and creatively —Develop attitudes, values and dispositions towards equality and justice

<p>1.3 Clarifying the teaching and learning approach</p>	<p>—Learner friendly teaching and learning strategies and environments</p> <p>—Opportunities for student reflection and action.</p> <p>Why Human Rights underpinning? The principles of human rights and social responsibility are central to all learning To help pupils develop a morally and ethically sound value system based on internationally recognized principles of equality, human rights, justice and democracy.</p> <p>Why learner focused? The challenge is to help pupils to take responsibility for their own values and actions. To engage pupils thoroughly in discussions about views and values, a safe and secure environment within which views can be expressed and challenged without judgment or reprisal.</p> <p>Why future focused? Seeking to create a better world while being realistic about the obstacles and challenges</p> <p>Why Values clarification? Not to impose values (or bore students with heavy international laws and documents) but to help young people gradually learn that a globally accepted values base exists, documented in various international human rights charters, which outline the rights and responsibilities of individuals and groups in democratic societies. (such as <i>The Universal Declaration of Human Rights</i>, the <i>UN Convention on the Rights of the Child</i>) These can be used to encourage pupils to clarify and consider their own values and to explore others' views and values.</p> <p>Why Issue based enquiry? Relevance to students and countries. Through looking at real life situations, pupils explore and express their own values and attitudes about current issues and are challenged to develop an appreciation of the needs and perspectives of others. The enquiry approach demands flexibility, and young people should be given the opportunity to make choices about their own learning. You will find that pupils often set the agenda for learning through posing questions about local or global situations. Often there will be no 'correct' answers to questions that arise, and sometimes conclusions won't be found. If pupils are allowed to investigate these themes they will develop a greater understanding of the complexity of certain issues and learn how to express their own and others' opinions.</p> <p>Why Critical evaluation of controversial issues? So that students have opportunities to identify and clarify the challenges surrounding controversial issues and are encouraged to be assertive in challenging prejudice and stereotyping. Critical evaluation, informed decision making and responsible action</p> <p>Why Multiple Perspectives? Opening minds to other points of view. Seeing and experiencing through alternative eyes. Taking on opposite roles and viewpoints.</p>
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	<p style="text-align: center;">Why competency development?</p> <p>So that students can learn more effectively if skills are modeled in the classroom. Pupil participation is central and encourages them to take responsibility for their own learning. Active learning approaches such as group work, discussion and debate will engage your pupils in the topics and help foster learning independence. Using an active participatory approach help young people learn how to participate positively in society, influence democratic processes, make informed and responsible decisions throughout their lives and develop Learning for Life and Work Skills such as:</p> <ul style="list-style-type: none"> —thinking for themselves, self-management, listening skills and empathy; —working with others leadership, team work and negotiating skills. <ul style="list-style-type: none"> —managing information from a range of perspectives <ul style="list-style-type: none"> —solving problems —making decisions and —being creative in arriving at a range of solutions <p>For example, pupils develop their listening skills and are encouraged to show empathy. Pupils take part in discussions and are challenged to:</p> <ul style="list-style-type: none"> —hear and respond to the literal and emotional content of others’ points of view on a range of issues and demonstrate sensitivity about the diversity <ul style="list-style-type: none"> —and challenges of others’ life experiences; —recognize positive contributions to debates and deal positively with opposing <ul style="list-style-type: none"> —opinions; and —use human rights principles as a touchstone for their responses to others. <p>Pupils are also encouraged to show initiative in group work to accept responsibility when required, for example through leading a discussion or by acting as chairperson during a debate.</p> <p>Pupils are also expected to demonstrate initiative and flexibility, recognise and support leadership in others, and also work co-operatively with other pupils to achieve common goals, using negotiating and influencing skills as they resolve difficulties, conflict or differences of opinion to seek consensus or agree to differ.</p>
<p style="text-align: center;">1.4 Underpinning concepts</p>	<p style="text-align: center;">Which key HR concepts apply to most issues and why are they central?</p> <p>The following core concepts pose challenges and opportunities in every country in the world:</p> <ol style="list-style-type: none"> 1. Human Rights and Social Responsibility: How we understand and respond to a globally accepted values base of human rights and social responsibilities 2. Diversity and inclusion: How we understand and respond to the diversity of human kind in terms of culture and identities, gender, disability, ethnicity, race, religion etc. 3. Equality and Social Justice: How we understand that society needs to safeguard individual and collective rights to

	<p>try and ensure that everyone is treated fairly.</p> <p>4. Democracy and Active Participation: How we understand and can participate in and to influence democratic processes and be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.</p>																																	
1.5 Cross-cutting themes	<p>—Distinguishing cross-cutting themes (i.e. peace education; intercultural education; HR and citizenship education; gender education; education for work; life skills, health education)</p> <p>—Mapping specificities, overlaps and connections</p> <p>Example</p> <table border="1"> <thead> <tr> <th>Peace education</th> <th>Intercultural understanding</th> <th>Gender education</th> </tr> </thead> <tbody> <tr> <td>Diversity</td> <td>Identity</td> <td>Equality</td> </tr> <tr> <td>Differences</td> <td>Otherness</td> <td>Differences</td> </tr> <tr> <td><u>Stereotypes</u></td> <td>values</td> <td><u>Stereotypes</u></td> </tr> <tr> <td>Violence</td> <td>Traditions</td> <td>Controversial</td> </tr> <tr> <td>Conflicts</td> <td>Culture</td> <td>issues</td> </tr> <tr> <td>Conflict management</td> <td>Differences</td> <td>Respect</td> </tr> <tr> <td></td> <td>Tolerance</td> <td></td> </tr> <tr> <td></td> <td>Respect</td> <td></td> </tr> <tr> <td></td> <td>Prejudice</td> <td></td> </tr> <tr> <td></td> <td><u>Stereotypes</u></td> <td></td> </tr> </tbody> </table>	Peace education	Intercultural understanding	Gender education	Diversity	Identity	Equality	Differences	Otherness	Differences	<u>Stereotypes</u>	values	<u>Stereotypes</u>	Violence	Traditions	Controversial	Conflicts	Culture	issues	Conflict management	Differences	Respect		Tolerance			Respect			Prejudice			<u>Stereotypes</u>	
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	Tolerance																																	
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	Prejudice																																	
	<u>Stereotypes</u>																																	
1.6 Cross-cutting competencies	<p>—Key and transversal competencies such as:</p> <ul style="list-style-type: none"> —thinking skills (i.e. critical thinking; decision making) —communication skills —social skills (i.e. team work) —emotional skills —operational skills —problem solving skills 																																	
1.7 How the concepts, themes and competencies are linked together	Examples																																	
1.8 Frequently asked questions	<p>Example:</p> <ul style="list-style-type: none"> —How to apply such teaching and learning principles in difficult environments (i.e. large classrooms) 																																	
1.9 Activities for capacity development	<p>Example</p> <ul style="list-style-type: none"> —Select relevant LTLT aspects and dimensions for your country and prepare a Rationale for your needs and priorities 																																	

Section 2: Developing thematic approaches

2.1 Thematic approaches supporting Learning to Live Together and the development of life and work-relevant competencies: an overview	<p>—Education, curriculum and learning in the twenty-first century: challenges and possible responses (what is specific for the African context?)</p> <p>—Competencies as learning outcomes: to know, to do, to be and to live together (mobilizing knowledge, skills, values and attitudes in a personal, creative and responsible way); generic and specific competencies</p>
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	<p>—LTLT: an increasingly important cross-cutting dimension (what it encompasses; examples of its different facets and how they are interlinked and overlapping— i.e. peace education and inter-cultural understanding dealing both with the constructive management of diversity and conflict solving);</p> <p>—Main dimensions chosen to be developed in the present Tool (Peace education; Inter-cultural education; HR and citizenship education; Gender issues)—rationale: why those?</p>
<p>2.2 Establish regional, national and local priorities in compliance with the needs of African countries</p>	<p>Examples:</p> <ul style="list-style-type: none"> —Education reconstruction in conflict-affected societies —Poverty alleviation —HIV and AIDS —Gender equality —EFA (equitable access to quality education for all)
<p>2.3 Construct a conceptual framework for chosen themes</p> <p>————— (Examples)</p> <p>Peace education</p> <p>————— Intercultural education</p> <p>Citizenship and Human Rights Education</p> <p>Gender education</p> <p>Education for work</p>	<p>Peace education</p> <ul style="list-style-type: none"> —Understandings of “peace” and “peace education” (what is specific for African countries) —Specific aspects & dimensions of peace education (i.e. dealing with diversity, divergences, violence and conflicts; constructive conflict solving; fighting against stereotypes; personal development: self-respect and self-confidence; developing positive attitudes, such as solidarity and cooperation) <p>Inter-cultural education</p> <ul style="list-style-type: none"> —The concept of culture(s) (i.e. values, traditions, norms; identity(ies); commonalities and differences among people) —The multilayered construction of identity(ies) —Awareness of one’s own culture(s) and of other cultures —Developing tolerance and respect towards “the otherness” (i.e. fighting against stereotypes and prejudices; carrying out common tasks; developing positive attitudes and skills, for instance open-mindedness) <p>Human Rights and Citizenship Education</p> <ul style="list-style-type: none"> —Understandings of HR and citizenship education (what is specific for African countries) —Respect of human life, rule of law and participatory citizenry —Challenges: balancing tradition and innovation; universal principles and local traditions/approaches —Sensitive and controversial issues (i.e. poverty; social injustice, i.e. lack of gender equality; manipulation; violence) <p>Gender issues</p> <ul style="list-style-type: none"> —Understandings of gender issues and their relevance for African countries —Gender equality: what does it imply? —Sensitive and controversial issues —Gender biases and how to cope with them <p>————— Education for work</p> <ul style="list-style-type: none"> —The world of work between tradition and innovation

	<ul style="list-style-type: none"> —Employability and competencies required in today's world —Entrepreneurship —Work ethics
2.4 Key, cross-cutting competencies	<p>Examples:</p> <p>i.e.</p> <ul style="list-style-type: none"> Fostering problem-solving skills across different LTLT-relevant themes Fostering leadership skills across different LTLT-relevant themes
2.5 Frequently-asked questions	<p>Examples:</p> <ul style="list-style-type: none"> —Should peace education/HRE/citizenship education (and so on) become a new subject? <ul style="list-style-type: none"> —Who should teach peace education? —Given the present challenges and threats, is peace education meaningful and possible? <ul style="list-style-type: none"> —How to deal in the curriculum with cultural differences, especially the clash of values? <ul style="list-style-type: none"> —How to deal with multiple perspectives? —How to avoid manipulation through the curriculum/learning materials? —How to deal with such themes as cross-cutting dimensions? <ul style="list-style-type: none"> —What are appropriate assessment practices? —What capacities do teachers need to implement HR and citizenship education? —How to assess the impact of HR and citizenship education?
2.6 Activities for capacity development	<p>Examples</p> <ul style="list-style-type: none"> —Defining activities to deal with cultural differences constructively —Assessing a curriculum/textbook from the point of view of their relevance and correctness (i.e. to identify possible biases) —Simulating processes of public discussions of curriculum changes —Assessing the relevance of existing HR and citizenship education curricula (developing criteria and indicators/benchmarks) —Comparing curricula from different countries: what is common and what is different —Developing learning activities to promote civic participation (i.e. students participating to solve problems in their communities) —Activities to identify needs in compliance with a specific context <ul style="list-style-type: none"> —Activities to ensure participatory approaches in the classroom/in processes of curriculum development —Simulation of curriculum/textbook construction (i.e. designing a curriculum for a certain grade/situation; projecting learning sequences; assessing curricula/learning activities)

Section 3: Enhancing LTLT and competency development in the curriculum

3.1 Subject-related integration of thematic approaches	<ul style="list-style-type: none"> — Selection of relevant topics and appropriate sequencing — Defining learning objectives and outcomes — Time allocation (i.e. weekly periods, block teaching/modules; extra-curricular activities) — Examples
3.2 Cross-curricular integration	<ul style="list-style-type: none"> — Connected learning — Strategies for cross-curricular integration (i.e. thematic approaches, project work; integration through assessment) — Time allocation — Examples
3.3. Creating new subject strands or modules (if required)	<ul style="list-style-type: none"> — Rationale for new strands/subjects — Curriculum construction — Time allocation — Examples
3.4 Frequently asked questions	Examples
3.5 Activities for capacity development	Examples

Section 4: Implementing the curriculum effectively

4.1 Whole-school approach	<ul style="list-style-type: none"> — learner-friendly environments — cooperation among teachers and team teaching — cooperation with parents and other stakeholders <ul style="list-style-type: none"> — school networks — school-based teacher education and training
4.2 Teaching and learning methodologies and resources	<ul style="list-style-type: none"> — Learner-focused teaching and learning — Interactive pedagogies — Diversifying methods (i.e. oral history; invited guests, field trips; ICT-based activities; special events; campaigns) — Using and producing appropriate/customized learning resources
4.3 Assessment of learning outcomes	<ul style="list-style-type: none"> — Continuous and progress assessment — Assessment of competencies
4.4 Linking formal and non-formal education	<ul style="list-style-type: none"> — Learning from one another — School-community projects — Conduct community-based research and outreach — Integration of LTLT and competency development into non-formal and alternative education curricula — Build school-community partnerships — Reach out to vulnerable children and out-of-school youth — Use ICT to enrich the non-formal and alternative education curriculum — Tap into community resources
4.5 Evaluation of impact	<ul style="list-style-type: none"> — Short, medium and long-term (potential) impact — Methods of assessing the impact of curriculum changes
4.6 Frequently asked questions	Examples
4.7 Activities for capacity development	Examples

Part B: Curriculum processes

Section 5: Policy issues

5.1 Developing a consensual education/curriculum vision	<ul style="list-style-type: none"> — Education/curriculum vision: what does it mean? — How to facilitate a shared vision? — How to involve stakeholders and partners — How to translate the education/curriculum vision into meaningful documents
5.2 Conducting a curriculum audit/diagnosis	<ul style="list-style-type: none"> — The concept of curriculum “audit”/assessment — How to carry out such an assessment? — How to use the assessment results?
5.3 Defining appropriate education responses to specific challenges and concerns	<ul style="list-style-type: none"> — Carry out “contextual screenings” and identify local challenges and concerns — Define possible education/curriculum answers — Address possible challenges and opportunities — Identify contributors
5.4 Establishing appropriate curriculum development structures and mechanisms	<ul style="list-style-type: none"> — Who is developing the curriculum? (institutions, people) — Leadership of curriculum processes <ul style="list-style-type: none"> — Partnerships — Meaningful work plans — Participatory processes — Ensuring quality, equity and sustainability
5.5 Frequently asked questions	Examples
5.6 Activities for capacity development	Examples

Section 6: Curriculum concept, design and writing/preparation

6.1 Defining the curriculum concept	<ul style="list-style-type: none"> — Define the scope and structure of the new curriculum (learning: why; what; when; how) and its links with existing provisions — Decide about how the new curriculum will be reflected in different documents/how to share it with education stakeholders and partners — Highlight implications of curriculum change for other education areas (i.e. teacher education and training; assessment)
6.2 Designing the new curriculum/curriculum changes	<ul style="list-style-type: none"> — Set up the writing process — Define the shape and language of curriculum documents
6.3 How to write the curriculum	<ul style="list-style-type: none"> — Draft documents based on writing guidelines — Share, ask for feedback and revise — Improve curriculum texts in compliance with quality criteria — Finalize the curriculum based on integrating constructive suggestions for revision — Edit and prepare for publication

	<ul style="list-style-type: none"> — Publish (in as many languages as needed) curriculum documents, leaflets and other dissemination materials — Develop support materials
6.4 Piloting and finalizing the curriculum	<ul style="list-style-type: none"> — Define the concept of curriculum piloting/field testing — Prepare piloting guidelines for schools/non-formal settings — Train teachers and school staff for observation and data collection <ul style="list-style-type: none"> — Select pilot sites — Introduce the new components — Construct data collection instruments — Analyze data and report the findings
6.5 Frequently asked questions	Examples
6.7 Activities for capacity development	Examples

Section 7: Dissemination and implementation

7.1 Preparing and carrying out the dissemination and implementation of the curriculum at different levels	<ul style="list-style-type: none"> — Awareness raising — Planning and carrying out context-specific implementation strategies for scaling up (calendars, resources, modalities) <ul style="list-style-type: none"> — Establish partnerships and alliances (for instance with Teacher Training institutions) <ul style="list-style-type: none"> — Identify and train reform/change agents — Disseminate the new curriculum through different means (documents, leaflets, Media messages)
7.2 Preparing schools, managers and teachers	<ul style="list-style-type: none"> — Customized training strategies (face-to-face; on-line; mixed; school-based, etc.) — Designing school projects in support of curriculum changes <ul style="list-style-type: none"> — Guidelines for school and classroom implementation
7.3 Working with local communities and the Media	<ul style="list-style-type: none"> — Involving parents and other stakeholders (i.e. explain curriculum changes; ask for concrete support; ask for feedback on school projects; debate sensitive issues) — Partnerships with the Media (to cover events; to use Media as an active education partner; to facilitate public awareness)
7.4 Monitoring and evaluation	<ul style="list-style-type: none"> — construct a framework for monitoring and evaluation & identify key indicators — develop quantitative and qualitative assessment instruments <ul style="list-style-type: none"> — compile and share monitoring and evaluation results
7.5 Frequently asked questions	Examples
7.6 Activities for capacity development	Examples

Bibliography

Glossary

Country-based case studies/collection of good practices

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