

KIX EAP Webinar 5: *Curriculum implementation: competency-based learning and the alignment of curriculum, pedagogy and assessment*

Speakers and moderators follow up questions

Theme	Questions	Participants	Response
Teacher assessment	Formative Assessment is crucial but is one of the hardest changes to make because it requires considerable changes in 'habit' and pedagogical behaviours.	NOR SHIRIN MD MOKHTAR, Chief of Education, UNICEF, Bangladesh	yes, FA is a pedagogical approach, and one that is sometimes not emphasized in favour of more simplified 'objective' standardized assessments. – Mark Manns
Challenges faced by teachers	What kind of behaviour change will be required by the teacher? How to transform teachers for successful transition?	K M Enamul Hoque, Deputy Director, CAMPE, Bangladesh	This is a major factor. Demonstration of competencies relies on more varied types of performance than is typically demonstrated in written work. Therefore, teachers need to learn how to identify and evaluate other types of behaviours. The main need is to focus on evidence of learning. (This question opens up a major area for discussion and could usefully inform a seminar) – Esther Care
Impact on teacher training	If Formative assessment is implemented effectively, it leads to greater learning. However, on the flip side, does teachers in Bhutan have the required capacities to implement it in the classrooms? Addressing the elements of CBA and FA in the National curriculum is not enough. Please tell us, how well it has been addressed in the Bhutanese school curriculum? @ Arjun	Kinley Seden, Lecturer, Samtse college of education, Bhutan	BCSEA is in constant dialogue with REC on the curriculum front and also on improving school-based assessment practices. Through various forum, we have also reached out to RUB on pedagogical practices modules (looking their training modules). They are very positive it is just a matter of creating enabling conditions and some body leading from the front within their organization. BCSEA will continue to be nodal point in the system and provide scientifically valid feedbacks and recommendation based on data and international practices as mandated to REC, MoE and teacher training colleges – Arjun Kumar Gurung
Concept of competency-based curriculum	What is the different between curriculum that based on competencies and standards?	Dr. Mukhtar Ahmed Almashushy, General	Standards describe what students should 'know' at a particular level, while competencies describe what students

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		director of curriculum, MOE, Yemen	'are able to do' which includes both knowledge and skills – Mark Manns
	How a competency-based curriculum is different from concept-based curriculum?	Solin Chan, Education officer, UNICEF Cambodia	Concept-based curriculum is an alternative to traditional 'subjects' and which may use an 'integrated' approach, covering many traditional subjects to approach a 'concept', i.e., climate change - can be covered using math, biology, chemistry, history, language, etc. – Mark Manns
Process for developing a competency-based curriculum	To all presenters are your curricula still organized around traditional subject domains or has there been some attempt to restructure the curriculum around new thematic configurations? The reason for this question is that in real life competencies apply across work and life actions and interactions and do not operate within subject defined silos	Jordan Naidoo, Director/Representative, UNESCO, Afghanistan	The majority of curricula worldwide remain organized according to traditional subject domains. There is some movement in a few countries toward offering trans-disciplinary, thematic studies. For example, Norway's most recent education reforms include some of these, as do those of Finland. The introduction of 21st century skills of course is intended to be cross-domain, but this is distinct from the thematic perspective that you mention. – Esther Care
Implementation process	Effective implementation of an education that emphasizes 21st Century skills will require close collaboration among agencies for school curriculum, teacher preparation, and agency for assessment. At the moment this is not happening. How do you think Bhutan can go about @ Esther?	Yuden Dorji, Programme Officer, Bhutan	That agencies collaborate, as you mention, is the essential first step. The difficulty may lie in the different agencies not being aware of how the 21st century skills impact on each of their sectors. So, this is the challenge - how to make those responsible for curriculum, for pedagogical approaches and for assessment strategies realise the substantive impact on their 'products'. How to get this to happen? From what I have seen, the lever varies in each country. Some countries have curriculum acting as the initial stimulus (e.g., Zambia) and then assessment and teacher training coming in; others have assessment as the initial stimulus (e.g., Nepal, then moving to curricular change). I think these differences are just a function of relative power and influence of the different agencies within a national education structure. You might like to have a look at this report to illustrate the issue: Care, E. (2020). Optimizing Assessment for All: Assessment as a stimulus for scaling 21st century skills in education systems . Washington D.C.: The Brookings Institution. - Esther Care

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Role of parents	What is parents' reaction?	Elena Volkova, Course Leader PGC TL, WIUT, Uzbekistan	This is a very interesting question, and obviously varies. Parents are often looking at 'academic achievement' as their primary motives for education would be to provide better life opportunities - and therefore, better scores, better grades, and studying hard are primary factors. Much work has been done on 'shadow education' - or the shift toward external tutoring and coaching schools to prepare students for examinations. See also the commentary on the role of parents in 'the culture of testing' report by UNESCO. The voices of parents and community can significantly impact policy. – Mark Manns
Learning assessments	Frank made reference to cross national assessments which are increasingly trying to assess the acquisition of 21st century skills, and acknowledged that assessing these skills is more difficult. However, some reviews have shown that in many countries where CB curricula have been instituted, not enough adaptation has been made in assessment to capture the real-world aspect of applying the knowledge, rather than just on the ability to recall the knowledge and on grades. What is the experience in the countries being presented in this seminar? Can you give specific examples of how assessment has changed taking account in many cases there is still a focus on grades?	Jordan Naidoo, Director/Representative, UNESCO, Afghanistan	<p>There are some papers that look at the response of Assessments to address these: https://asiasociety.org/education/advancing-21st-century-competencies;</p> <p>Care, E. and Luo, R. 2016. Assessment of Transversal Competencies: Policy and Practice in the Asia Pacific Region. Paris, UNESCO.</p> <p>Care, E., Vista, A., and Kim, H. 2019. Assessment of Transversal Competencies: Current Tools in the Asian Region. Paris, UNESCO and The Brookings Institution.</p> <p>OPTIMIZING ASSESSMENT FOR ALL: Assessment as a Stimulus for Scaling 21st Century Skills in Education Systems</p> <p>UNESCO. 2018. The Culture of Testing: Sociocultural Impacts on Learning in Asia and the Pacific. Paris, UNESCO.</p> <p>And most recent SEA-PLM 2019 results https://www.seaplum.org – Mark Manns</p>
	Thank you, Esther, for the nice and very clear presentation. I just think that the age of the students should also be taken into account when talking about assessment.	Oula AA, Academic officer, Switzerland	Yes, assessment must always be targeted to the ability range of the student - so not only age and grade needs to be taken into consideration but also the fact that there is a very wide distribution of abilities at any given age or grade level. – Esther Care

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Competencies and skills	Is merely embedding 21st century skills and other transversal skills...competency-based education? What about subject competencies? We seem to be doing the same thing as embedding life skills or other transversal competencies here. We need to focus on making education 'competency centric'	Shankar Musafir, Project Officer-Curriculum Reform, UNESCO, Afghanistan	Competency based education goes beyond the topic of 21st century skills. However, it is often the case that demonstration of subject-specific competencies is through the medium of 21st century skills such as problem solving, critical thinking or communication for example. Basically, demonstration of subject-specific competence would like in how knowledge can be manipulated, used, and applied. – Esther Care
	What will be the implication if countries have a selection or select major 21st century skill, not all, based on the country needs and incorporate them into curriculum?	Mirwais Fahez, Education Officer, UNICEF Afghanistan	My view is that it is fine to select and work on those individual 21st century skills that an education system or society believes are of most value to it. One might make this decision also just to make the initial 'change' easier. For example, cognitive skills have dominated more in education than social, so it might be 'easier' for the sector to focus on problem solving or critical thinking first, within subject studies. – Esther Care
Examples of Singapore and Korea	Esther, could you please elaborate more on " Teaching less and leaning more" Singaporean model and Republic of Korea's curriculum reforms with human and civics perspective?	Sonam Chuki, Curriculum Developer, The Royal Education Council, Bhutan	Do have a look at the reports on South Korea and Singapore at this url as a start. Click here to access. Also, regarding the teach less/learn more, have a look at this article for an early exposition of what Singapore intended - Esther Care
Secondary level curriculum	Is it possible to develop interdisciplinary curriculum to secondary level too?	Rudra Adhikari, Director, Curriculum Development Centre, Nepal	Actually, this is a long journey that started for interdisciplinary approach to make the classical subject knowledge and competencies in to application and hence Bangladesh introduced thematic subjects also along with Classical subject like Wellbeing, Life and livelihood etc. – Iqbal Hossain

List of requests:

Requests	Participant	Response
<p>@Arjun, it would be great if you could share the link to the book you have just shared for future reference.</p>	<p>Garima Bansal, Research fellow, Australian Council for Educational Research, India</p>	<p>@Garima, the book is available on this website http://www.bcsea.bt/publications/nea_2019.pdf - Karma Utha, Bhutan</p>
<p>@Iqbal, I request you to kindly share a snippet of how syllabus for any grade is organised in CB curriculum.</p>	<p>Garima Bansal, Research fellow, Australian Council for Educational Research, India</p>	<p>So far, we have developed the framework with subject based learning continuum, defining each of the subject, linking with the key competencies we want to achieve. The subject based expert teams will start their work from 1 January 2021 to develop detail curriculum including pedagogies and assessment strategies which will give us more detail to develop the grade specific syllabus and pedagogies embedding formative assessment within it. As we will go for experiential learning and interdisciplinary approach, so considering the learning time already derived in the framework for each of the subject and grade, syllabus will be developed. – Iqbal Hossein</p>