



## *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

Nairobi, Kenya

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# **TOOLKIT OUTLINE**

# Competencies for living and working in the 21<sup>st</sup> century

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

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**Contributors**

**Acknowledgements**

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### Introduction

1. The context of developing the Toolkit
2. Integrating competencies for life and work and Learning to Live Together in, and through the curriculum
3. Toolkit rationale and scope
4. Target public
5. How to use the Toolkit to facilitate country-customised and participatory processes of education change/reform

1. The context of developing the Toolkit	<ul style="list-style-type: none"> <li>▪ Definition and purpose of the Toolkit</li> <li>▪ The potential role of the Toolkit in support of curriculum reform processes in the participating countries</li> <li>▪ Brief historical overview of the project - the Toolkit as a major accomplishment</li> <li>▪ Development of the Toolkit as a participatory process involving country teams and other partners</li> <li>▪ Current challenges of today's world and how they are addressed in the Toolkit (Main dimensions chosen to be developed in the present Toolkit: competencies for life and work and Learning to Live Together/LTLT)</li> </ul>
2. Integrating competencies for life and work Learning to Live Together in, and through the curriculum	<ul style="list-style-type: none"> <li>▪ Understanding of competencies for life and work and LTLT</li> <li>▪ Specific challenges in the African context</li> <li>▪ Conditions and needs at local, national and regional level</li> </ul>
3. Toolkit rationale and scope	<ul style="list-style-type: none"> <li>▪ The Toolkit as a comprehensive overview of how to tackle competency development for life and work and LTLT in the curriculum</li> <li>▪ The Toolkit as support for capacity development of decisions makers, curriculum and learning materials specialists, as well as teacher trainers</li> <li>▪ The Toolkit as an open and flexible basis for country-customised processes of developing additional capacity building instruments</li> <li>▪ How the Toolkit relates to other existing resources?</li> </ul>
4. Target public	<ul style="list-style-type: none"> <li>▪ Primary users (i.e. decision/policy makers; curriculum technicians; authors of learning materials; teacher trainers; school/project managers)</li> <li>▪ Secondary/indirect beneficiaries (i.e. teachers; learners; parents; other education stakeholders)</li> </ul>
5. How to use the Toolkit to facilitate country-	<ul style="list-style-type: none"> <li>▪ Customised usage of the Toolkit in compliance with specific stages of education/curriculum reform processes in the countries</li> </ul>

customized and participatory processes of education change/reform	<ul style="list-style-type: none"> <li>▪ The Toolkit as a resource for policy reflection and capacity development</li> <li>▪ Detailed description of the Toolkit and explanation of different parts</li> </ul>
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## Part A: Fostering curriculum innovations to promote competencies for life and work and Learning to Live Together – Conceptual issues

**Section 1:** The concepts of curriculum and curriculum innovations

**Section 2:** Basic principles, concepts and approaches

<b>Section 1:</b> The concepts of curriculum and curriculum innovations	<p><i>1.1. Curriculum and learning</i></p> <p>1.1.1 Understanding of curriculum</p> <p>1.1.2 Current approaches to learning in view of fostering the development of competencies for life and work</p> <p>1.1.3 Relations between curriculum and learning</p> <p>1.1.4 The concept of curriculum innovations</p> <p><i>1.2. Current quality issues in curriculum development</i></p> <p>1.2.1 Defining the quality concept</p> <p>1.2.2 Dealing with out-of-school factors</p> <p>1.2.3 Providing for quality learning and learning environments</p> <p>1.2.4 Keeping up-to-date with curriculum trends</p> <p><i>1.3. Dimensions of the curriculum</i></p> <p>1.3.1 The formal curriculum</p> <p>1.3.2 The non-formal curriculum</p> <p>1.3.3 The hidden curriculum</p> <p>1.3.4 Linking the formal and non-formal (transition, flexibility and quality)</p> <p><i>1.4. Activities for capacity development</i> (i.e. Processing the concept of curriculum innovations; involving stakeholders to identify needs for change)</p> <p><i>1.5. FAQ</i> (i.e. How are syllabuses relating to the curriculum? Do curriculum innovations result in overloading the learners? What are the financial implications of curriculum innovations? How is the Toolkit related to the EFA goals?)</p>
<b>Section 2:</b> Basic principles, concepts and approaches	<p><i>2.1 Basic principles and concepts</i></p> <p>2.1.1 Basic principles (i.e. Focus on competency development for life and work and LTLT – how it was identified and why)</p> <p>2.1.2 Underpinning concepts (i.e. Human Rights; Diversity and inclusion of culture, identities, gender, disability, ethnicity, race, religion, etc.; Equality and social justice; Peaceful coexistence; Participatory citizenship)</p> <p>2.1.3 Clarifying links between living together, life and work</p> <p>2.1.4 Competencies for living together, life and work</p> <p><i>2.2 Translating principles into action</i></p> <p>2.2.1 Identifying and operationalising learner-centred and learner-friendly approaches and environments (i.e. “from sage on the stage to guide on the side”)</p> <p>2.2.2 Developing life and work relevant themes and competencies</p> <p>2.3 Activities for capacity development (i.e. Developing a conceptual framework; Establishing lists of key and cross-cutting/transversal competencies; Exploring advantages and difficulties of competency-based approaches; Simulating learner-centred activities)</p> <p>2.4 FAQ (i.e. What are the differences between the objectives-based and competency-based curriculum? Will a learner-centred approach erode the power of the teacher? How can learner-centred approaches help in attaining the expected outcomes of LTLT?)</p>

## Part B: Processes of curriculum innovation

**Section 3:** Policy issues

**Section 4:** Human and institutional resources

**Section 5:** Developing thematic approaches for LTLT

**Section 6:** Enhancing competencies and LTLT in, and through the curriculum

<b>Section 3:</b> Policy issues	<p><i>3.1 Developing a consensual education/curriculum vision</i></p> <p>3.1.1 Strategies for developing consensus among stakeholders</p> <p>3.1.2 Translating the vision into education policy documents reflecting national educational</p>
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	<p>goals</p> <p>3.1.3 Establishing channels for consultation and feedback</p> <p><i>3.2 Conducting curriculum assessment and diagnosis</i></p> <p>3.2.1 Defining the concepts of curriculum assessment and diagnosis</p> <p>3.2.2 Assessing the context and opportunities for curriculum innovations</p> <p>3.2.3 Identifying needs and priorities based on the assessment results</p> <p><i>3.3 Defining appropriate education responses to specific challenges and concerns</i></p> <p>3.3.1 Defining appropriate responses to needs</p> <p>3.3.2 Identifying contributors</p> <p>3.3.3 Envisaging a balanced curriculum and learner-friendly approaches</p> <p>3.3.4 Innovative assessment strategies</p> <p><i>3.4 Activities for capacity development</i> (i.e. Exercises in collaboratively identifying needs and priorities; Comparing different possible education responses to needs; Comparing solutions to be found in curriculum documents from the project countries and other contexts; Using ICT in support of promoting curriculum changes)</p> <p><i>3.5 FAQ</i> (i.e. How to ensure inclusive representation at policy development phase? How to carry out cost-effective needs analysis? How can national education goals be reflected in policy documents and supported by legislation?)</p>				
<p><b>Section 4:</b> Human and institutional resources</p>	<p><i>4.1 Establishing appropriate curriculum development structures and mechanisms</i></p> <p>4.1.1 Institutions and persons to be involved</p> <p>4.1.2 Leadership of curriculum processes</p> <p>4.1.3 Cooperating with strategic partners</p> <p>4.1.4 Developing effective work plans</p> <p>4.1.5 Developing guidelines for curriculum processes</p> <p>4.1.6 Defining validation strategies</p> <p><i>4.2 Capacity development</i></p> <p>4.2.1 The concept of capacity development</p> <p>4.2.2 Identifying needs and resources for capacity building</p> <p>4.2.3 Developing institutional and personal capacities</p> <p><i>4.3 Activities for capacity development</i> (i.e. Carrying out a SWOT analysis with regard to existing capacities and needs for improvement; Developing and critically assessing work plans; Simulating processes of cooperation with partners and stakeholders; Drafting guidelines for curriculum processes; Comparing strengths and weaknesses of different institutional settings and suggesting more effective solutions; using ICT in processes of capacity development)</p> <p><i>4.4 FAQ</i> (i.e. What does leadership of curriculum processes entail? Who should participate in curriculum processes? What makes capacity development strategies effective? What is the added value of networking? How curriculum innovations be validated?)</p>				
<p><b>Section 5:</b> Developing thematic approaches</p>	<p><i>5.1 Thematic approaches supporting the development of life and work relevant competencies and LTLT – an overview</i></p> <p>Thematic approaches: multiple dimensions and their interconnectedness</p> <p>Establishing regional, national and local priorities in compliance with the needs of sub-Saharan countries (i.e. Human Rights and citizenship; constructive management of diversity; poverty alleviation; sustainable development; conflict resolution)</p> <p><i>5.2 Key, cross-cutting competencies as learning outcomes</i> (i.e. problem solving competencies; communication skills; leadership skills; team work skills; critical thinking; inter and intra personal skills)</p> <p><i>5.3 Conceptual framework for selected themes</i></p> <p>5.3.1 Themes addressed in the Toolkit and rationale (Peace education; Intercultural education; Human rights and citizenship; Gender education; Education for work; Education for sustainable development)</p> <p>A template for developing the conceptual framework will be applied for each of these themes:</p> <p>Example: Peace education</p> <table border="1" data-bbox="586 1730 1385 1900"> <tr> <td data-bbox="586 1730 812 1780">Introduction</td> <td data-bbox="812 1730 1385 1780">The concepts of “peace” and “peace education” Importance of the theme for African countries</td> </tr> <tr> <td data-bbox="586 1780 812 1900">Learning objectives</td> <td data-bbox="812 1780 1385 1900">Examples <ul style="list-style-type: none"> <li>▪ Developing knowledge, skills and attitudes to live together peacefully</li> <li>▪ Constructive management of conflicts</li> <li>▪ Cooperative and constructive problem solving</li> </ul> </td> </tr> </table>	Introduction	The concepts of “peace” and “peace education” Importance of the theme for African countries	Learning objectives	Examples <ul style="list-style-type: none"> <li>▪ Developing knowledge, skills and attitudes to live together peacefully</li> <li>▪ Constructive management of conflicts</li> <li>▪ Cooperative and constructive problem solving</li> </ul>
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	Learning outcomes	Competencies to (for example): <ul style="list-style-type: none"> <li>▪ Communicate effectively</li> <li>▪ Consider and accept multiple perspectives</li> <li>▪ Use appropriate techniques to prevent and resolve conflicts peacefully</li> <li>▪ Work cooperatively to solve problems</li> <li>▪ Negotiate and compromise</li> <li>▪ Deal with stress, anger and traumas</li> <li>▪ Approach media messages critically</li> <li>▪ Manifest tolerance and respect</li> </ul>
	Specific content aspects	Examples: <ul style="list-style-type: none"> <li>▪ Diversity and multiple perspectives</li> <li>▪ Stereotypes and prejudices</li> <li>▪ Conflicts - their roots and manifestations</li> <li>▪ Conflicts and violence</li> <li>▪ Issues of social justice</li> <li>▪ Strategies to tackle conflicts peacefully and constructively</li> <li>▪ Psychosocial issues (i.e. self-esteem; respect and self-respect; confidence; trauma healing; emotional control)</li> </ul>
	Pedagogical approaches	Examples <ul style="list-style-type: none"> <li>▪ Project work</li> <li>▪ Debates</li> <li>▪ Community service</li> <li>▪ Role play/simulation</li> <li>▪ Group activities</li> </ul>
	Assessment	Examples <ul style="list-style-type: none"> <li>▪ Formative and progress assessment of knowledge, skills, attitudes and behaviors</li> <li>▪ Building on strengths can coping with weaknesses</li> </ul>
	Linking school and community	<ul style="list-style-type: none"> <li>▪ Communicating with partners and stakeholders</li> <li>▪ Engaging in joint projects</li> <li>▪ Involving parents/tutors</li> </ul>
	Country-specific initiatives	Examples <ul style="list-style-type: none"> <li>▪ Using arts in peace education (Kenya)</li> </ul> <p><i>Activities for capacity development</i> (i.e. Defining learning objectives and outcomes; Collaborative design of a conceptual framework for a selected theme; Associate content and methods and suggest appropriate sequencing; Develop appropriate strategies for the assessment of learning outcomes; Using modern technologies to enhance learning of selected themes)</p> <p><i>5.4 FAQ</i> (i.e. How to deal with conflicting messages? How to foster community support? How to develop ownership and sustainability? How to provide appropriate resources?)</p>
<b>Section 6:</b> Enhancing competencies and LTLT in, and through the curriculum	<p><i>6.1 Curriculum model and design for formal and non-formal education</i></p> <p>6.1.1 Subject-related integration of thematic approaches (Selection of relevant themes and appropriate sequencing; defining learning objectives and outcomes; time allocation; examples)</p> <p>6.1.2 Cross-curricular integration (exploring connections between subjects; thematic approaches; project work; school project; integration through assessment; examples)</p> <p>6.1.3 Creation of new subject strands (if needed) (rationale; constructing the subject/subject area; linkages with other subjects/subject areas; time allocation; examples)</p> <p>6.1.4 Extra- and co-curricular activities (field visits; clubs; celebrations; community services; competitions; performances; sports; debates with invited speakers)</p> <p><i>6.2 Preparing user-friendly curriculum documents</i> (guidelines to prepare user-friendly curriculum documents; defining quality criteria, such as clear target public; accessible language and layout; culturally sensitive and gender balanced; free of stereotypes; practically-oriented; review processes; editing; instructions to users)</p> <p><i>6.3 Piloting and finalizing the curriculum</i> (defining the concept of piloting; preparing guidelines; involving schools, teachers and</p>	

	<p>stakeholders; training actors involved; defining the piloting strategy and data collection; analyzing and interpreting outcomes; using results to improve curriculum processes and products; examples)</p> <p><i>6.4 Activities for capacity development</i> (i.e. Developing a thematic approach to be integrated in existing subjects; Suggest project work topics and approaches; Develop a plan for an extra-curricular activity; Assess critically existing curriculum documents, such as syllabuses and suggest revisions; Develop pilot testing strategies and instruments)</p> <p><i>6.5 FAQ</i> (i.e. What are advantages and disadvantages of different curricular solutions? Why are so many curriculum documents needed? How can documents be translated into practice? How to collect relevant and reliable feedback? How can the feedback inform curriculum revision?)</p>
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## Part C: Implementing curriculum innovations

**Section 7:** Translating the curriculum into practices

**Section 8:** Using the Toolkit to promote curriculum innovations

<p><b>Section 7:</b> Translating the curriculum into practices</p>	<p><i>7.1 Awareness raising</i> (sensitizing education stakeholders and the broader public; creating effective synergies and alliances; gaining public support, including through the media)</p> <p><i>7.2 Involving schools, managers and teachers</i> 7.2.1 Whole school approach: schools as learning communities and learner-friendly and enabling environments 7.2.2 Teaching and learning methodologies and resources (enabling teachers to develop and use the curriculum; changing mind sets and roles of teachers; promoting classroom interaction and learner-centred approaches; using diversified methods and resources; using new technologies; developing innovative and inspiring learning materials) 7.2.3 Assessment of learning outcomes (clarifying the purpose of assessment; using diversified methods; involving learners in assessment and self-assessment processes; using the results of assessment to improve teaching and learning)</p> <p><i>7.3 Working with local communities and the media</i> (creating school-community and media partnerships; cooperating with NGOs, businesses, religious, cultural, and professional organizations in defining local aspects of the curriculum; involving community leaders and parents)</p> <p><i>7.4 Monitoring and evaluation</i> (defining monitoring and evaluation; designing appropriate strategies and instruments; using results to improve design and implementation)</p> <p><i>7.5 Ownership and sustainability</i> (embracing clear roles and sharing tasks; have access to resources and professional development opportunities; be able to show initiative; be able to contribute to ongoing improvements; be able to share and network)</p> <p><i>7.6 Activities for capacity development</i> (i.e. Design an awareness raising campaign; Developing a plan for introducing curriculum innovations at school level; Simulate teacher team work; prepare an information package on curriculum innovations for the media; use media to involve community stakeholders; research the impact of curriculum innovations on different beneficiaries; define strategies for fund raising and other forms of support)</p> <p><i>7.7 FAQ</i> (i.e. How to convince teachers about the effectiveness of interactive methods? How to involve parents and the community in a whole school approach? How to ensure contextual, including cultural relevance of curriculum innovations? How to cater for sustainability in difficult conditions?)</p>
<p><b>Section 8:</b> Using the Toolkit to promote curriculum innovations</p>	<p><i>8.1 Developing capacities of decision makers and curriculum specialists</i> (i.e. The Toolkit facilitates: exposure to current trends in quality curriculum development; development of analytical and comparative skills; capacities to find appropriate solutions to local contexts and needs; capacities to develop curriculum visions and documents; capacities to select, prioritise and take decisions in a timely manner; capacity to engage in participatory processes and accept constructive criticism)</p> <p><i>8.2 Using the Toolkit for in- and pre-service teacher education and training</i> (i.e. The Toolkit as a source of inspiration and information for designing and assessing</p>

	<p>teacher education programmes)</p> <p><i>8.3 Using the Toolkit for needs assessment</i> (i.e. The Toolkit as reference for designing needs assessment strategies and providing appropriate education responses)</p> <p><i>8.4 Using the Toolkit for monitoring and evaluation of curriculum innovations</i> (The Toolkit as a comprehensive quality reference and a source of inspiration for designing effective monitoring and evaluation strategies)</p> <p><i>8.5 The Toolkit as a basis for customized tool development</i> (Enrichment and further customization of tool development in compliance with specific needs and priorities based on the existing model of the Toolkit)</p> <p><i>8.6 Activities for capacity development</i> (i.e. Using the Toolkit to design a customized training programme; Using the Toolkit to design teacher training modules, including self-assessment activities; develop additional thematic approaches following the Toolkit model)</p> <p><i>8.7 FAQ</i> (i.e. How to use the Toolkit in the context of regional, national and local processes of curriculum change? How to adjust the Toolkit to specific conditions and new challenges? How to disseminate the Toolkit among potential users?)</p>
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## **Bibliography**

## **Glossary**

## **Country-based case studies/collection of initiatives**