PLENARY DISCUSSION: SYNTHESIZING RESEARCH FINDINGS FROM CASE STUDIES (PHASE II )

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Agenda

- Overview of phase II study
  - Research framework
  - Methodology

- Key indications from the draft case studies
  - School policy
  - Pedagogy/School Practice
  - Assessment
  - Challenges at school

- Next Steps
Research framework (phase II)

- **Overarching questions**
  - What are the examples of integrating and applying transversal competences in practice at the school level in the Asia-Pacific region?
  - What are the enablers of integrating transversal competencies (TVCs) at school?
  - What are the lessons learned?

- **Suggested data collection methods**
  - Desk study on school documents
  - Questionnaire
  - Interview with stakeholders
## Revised working definition for phase II

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of key skills, competencies, values and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and innovative thinking</td>
<td>Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion</td>
</tr>
<tr>
<td>Intrapersonal skills</td>
<td>Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect</td>
</tr>
<tr>
<td>Global citizenship</td>
<td>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</td>
</tr>
<tr>
<td>Media and information literacy</td>
<td>Ability to obtain and analyse information through ICT, ability to critically evaluate information and media content, ethical use of ICT</td>
</tr>
</tbody>
</table>

Source: UNESCO ERI-Net Research framework (phase II), 2014
Overview of the draft country reports: Methodology

Number of respondents for questionnaire

<table>
<thead>
<tr>
<th>countries/economies</th>
<th>Teachers</th>
<th>Leaders</th>
<th>others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>57</td>
<td>29</td>
<td>-</td>
<td>86</td>
</tr>
<tr>
<td>Shanghai (China)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>132</td>
<td>46</td>
<td>-</td>
<td>178</td>
</tr>
<tr>
<td>Japan</td>
<td>46</td>
<td>231</td>
<td>-</td>
<td>277</td>
</tr>
<tr>
<td>Mongolia</td>
<td>73</td>
<td>28</td>
<td>-</td>
<td>101</td>
</tr>
<tr>
<td>Philippines</td>
<td>73</td>
<td>43</td>
<td>-</td>
<td>126</td>
</tr>
<tr>
<td>Thailand</td>
<td>32</td>
<td>6</td>
<td>-</td>
<td>38</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>113</td>
<td>-</td>
<td>309*</td>
<td>422</td>
</tr>
</tbody>
</table>

- Students
- To be confirmed: Shanghai (China) and Philippines
- To be confirmed later: India and Philippines
Key indications of the draft country case studies: School policy

- Idea of promoting transversal competencies in education policy was more or less observed in school documents such as school motto and school strategic plan.

<table>
<thead>
<tr>
<th>Example of school motto, vision and objectives of sampled schools</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Let’s make a happy place to be”</td>
<td>Japan</td>
</tr>
<tr>
<td>• “Sincerity, creativity, and cooperation”</td>
<td>Republic of Korea</td>
</tr>
<tr>
<td>• “A school helps all students develop through true learning and teaching”</td>
<td></td>
</tr>
<tr>
<td>• “Virtue, Academic, Health”</td>
<td>Thailand</td>
</tr>
<tr>
<td>• “Friendliness (Smiles), Good Thinking, Virtue (Salam)”</td>
<td></td>
</tr>
</tbody>
</table>

- School leaders and teachers answered that they are aware of transversal competencies in their school policy to some extent.
Skills and competencies that school leaders and teachers identified in their school policies.

<table>
<thead>
<tr>
<th>Country</th>
<th>Examples of Skills and Competencies identified in school policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>• critical thinking, communication skills, perseverance, reasoned decision making, teamwork/collaboration, self-motivation</td>
</tr>
</tbody>
</table>
| India     | • environmental awareness, teamwork and collaboration, content knowledge and application skills (Principals)  
|           | • content knowledge and application skills (Teachers)                                               |
| Mongolia  | • teamwork/collaboration and communication (Principals)  
|           | • self-discipline (Teachers)                                                                          |
| Thailand  | • environmental awareness, tolerance, conflict resolution, and computer literacy                   |
Key indications of the draft country case studies: Pedagogy

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

  • Currently, lectures by teachers and small group discussions are mainly utilized in lessons. (e.g. Australia, India, Japan, Malaysia, Thailand)
  • However, school leaders and teachers also consider extra-curricular activities, field study and utilization of ICT tools as effective approaches for teaching transversal competencies. (e.g. Australia, India, Japan, Thailand)

- Examples of schools’ teaching strategies
  
  • Step-by-Step approach to develop ability to “THINK” (Japan)
  • Multimedia utilization in lessons (Republic of Korea)

- Importance of parents and community (education outside school – e.g., Monastic education)
Key indications of the draft country case studies: Assessment

- School leaders and teachers answered *current assessment systems could evaluate progress in transversal competencies to some extent.*

- Common tools available for assessing transversal competencies are *official guidelines.*
  - India: continuous and comprehensive evaluation system
  - Japan: evaluation guideline for Special Activities and Period of Integrated Studies

- However, developing objective mechanism to assess learners’ progress in transversal competencies is still a challenge.
Key indications of the draft country case studies: Challenges at School level

- Common challenges indicated in case studies include:
  - Lack of clarity in transversal competencies
    - Terminology
    - Insufficient teacher training (e.g., Philippines)
  - Emphasis on academic progress
    - Heavy curriculum requirement (all)
    - Less acknowledging and rewarding students’ achievements in non-academic areas (Malaysia)
    - Lack of awareness and understanding among parents and community members (India, Mongolia, Thailand)
  - Lack of teaching materials/guide and ICT equipment (e.g., Mongolia, Philippines).
NEXT STEPS: Timeline

- Phase I reports
  - Regional synthesis report (phase I)
    - Draft version is under external review
    - Officially published in early 2015
  - Country case studies (phase I)
    - to be uploaded to NESPAP
- Country case studies (phase II)
  - FINAL draft: 31 December, 2014
  - To be uploaded on NESPAP in early 2015
- Regional synthesis report (phase II)
  - First draft: 15 January, 2014
  - FINAL draft: 15 March, 2014
  - Official Publication: Summer 2015
Considerations for synthesis

1. What are the common trends and differences in:
   - School policies
   - Pedagogy
   - Teacher training
   - Assessments

2. What are the key challenges?

3. What are the limitations of this study?

4. What should be the areas for further investigation?
Thank you very much!