Key curricular and learning issues beyond 2015

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A renewed attention to learning...
Rather narrowly defined conceptions of and approaches to learning

- Learning outside the school largely ignored
- Strong focus on traditional knowledge and skills
- Insufficient attention given to learning processes and pedagogical approaches
- Priority given to learning outcomes measurable in standardized tests focusing on a few learning areas/disciplines
- Attitudinal, affective, social and emotional dimensions marginalized
The curriculum is at the heart of quality learning

- It embodies a society’s shared vision of education (principles, underpinning values, aims, purposes)
- It takes into account local, national and global needs and expectations
- It defines what learners should learn, why, when, how, and how well
- New trends in curriculum development processes (e.g. curriculum frameworks, cross-curricular themes, key competences, influence of standardized assessments)
key competences, competencies, competences, cross-curricular competencies, generic competencies, transversal competencies, core competencies, basic competences…

essential skills, basic skills, foundation skills, core skills, cross-curricular skills, life skills, key skills, 21st century skills, 21st century competencies…

general/essential capabilities, transversal capacities, citizenship skills, overarching learning outcomes…

cognitive and ‘non-cognitive’ skills

4 Cs, 7Cs

soft and hard skills

ways of thinking, ways of working, tools for working, living in the world
Emphasis placed on selected competences

Communication
Social competence
Problem solving
Creativity
Digital competence (ICT)
Numeracy
Civic competence
Collaboration
Critical thinking
Entrepreneurship
Literacy
Basic competences in science and technology
Information processing and enquiry skills
Learning to learn
Environmental awareness

(N = 88 countries)
Teachers are an essential component of quality learning

- Changing role of teachers → facilitators/leaders of learning
- Developing comprehensive policies to improve the quality of the teaching force as well as their status and working conditions
An appropriate balance between standardized assessments and classroom-based formative assessments

- Standardized (summative) assessments are contributing to a better understanding of existing learning gaps
- Drawbacks and limitations (for example, limited impact on teacher practices, focus on a few learning areas/disciplines, risk of distorting curriculum reforms…)
- Need to give more attention to teacher-designed, classroom-based formative assessments aimed at improving learning processes.
Access and quality dimensions are inseparable

- Integrated approach to inclusive quality education
- Equitable access to relevant and effective learning for all
Towards a more flexible agenda/framework of principles

- A global agenda of common goals and targets…
- Complemented by a more flexible framework of inspirational principles
THANK YOU!

“Learning in the post-2015 education and development agenda”