PEDAGOGY APPROACHES
SOUTH ASIA REGION
Region Overview

- Countries have a documented national education policy
- Progressive ideas incorporated in policy
- Implementation and training needs more attention
- Learning and sharing within the region should be encouraged
- Most countries within the region have common problems – let’s build common solutions
Pedagogy Approaches - Overview

- Wide-ranging and progressive
  - Critical pedagogy
  - Child-centred
  - Reflective practice
  - Gender sensitive
  - Guided play / activity based
  - Work – centred
  - Creative, joyful learning

- Assessments for cognitive and non-cognitive skills
Country Snapshot - Bangladesh

- National Education Policy 2008

  - Creative, joyful learning, focus on high standard to complete in a global context
  - Primary - subject-based knowledge, life skills, attitudes, values
  - Secondary - competencies to compete in the job market
  - Interactive teaching method, formative assessment for early primary (classes I & II) – Class III onward quarterly, half-yearly and year-end examinations
Country Snapshot - Bhutan

- The National Education Framework 2009
  - Creative and highly skilled citizens for responding to emerging global challenges
  - Gross National Happiness built into all subjects
  - Concept of Green School
  - Cross disciplinary approach, formative assessment for primary
Country Snapshot - India

• India – National Curriculum Framework (2005)
  ■ Critical, child-centred, gender sensitive pedagogy, work-centred pedagogy
  ■ Assessments - Formative and continuous for non-cognitive skills, subject knowledge influences pedagogy
  ■ Summative assessments – subject knowledge

• Innovative Pedagogies – ICT-based, NGO support
Country Snapshot - Maldives

• Education Development Centre’s Curriculum Reforms 2004-05
  ▪ aim at a more outcome based curriculum
  ▪ creating a positive learning environment
  ▪ connecting previous learning to new learning fostering reflective practice
  ▪ making learning meaningful
  ▪ acknowledging individual differences
Country Snapshot - Nepal

  - Child friendly and inclusive - focuses on value-based, life skills-based education, subject knowledge, creative and expression skills,
  - Pedagogy emphasised - innovative methods, community work, case studies
  - Observation of students for assessments
Country Snapshot - Pakistan

- Pakistan - National Education Policy (2009)
  
  • Aims to develop a self reliant individual, capable of analytical and original thinking, global citizen
  • Highlights the need for student centered pedagogies
  • Assessment through formal and informal techniques, (formative assessment not adopted in most schools)
Country Snapshot – Sri Lanka

• Sri Lanka’s Education Sector Development Framework and Program 2012-16 designed to train students with meta-cognitive skills yet to be incorporated

• In primary education the teachers participate in
  • guided play
  • activities
  • desk work and record child’s progress individually

• Secondary school focus on academic knowledge, practical skills and aesthetic education

• Intended assessment is through continuous assessment, yet to be implemented
Common Issues

- Relevant teacher training
- Resources
- Curriculum
- Class size
- Connection between curriculum and assessment
- Proper training to assess a variety of skills
THANK YOU