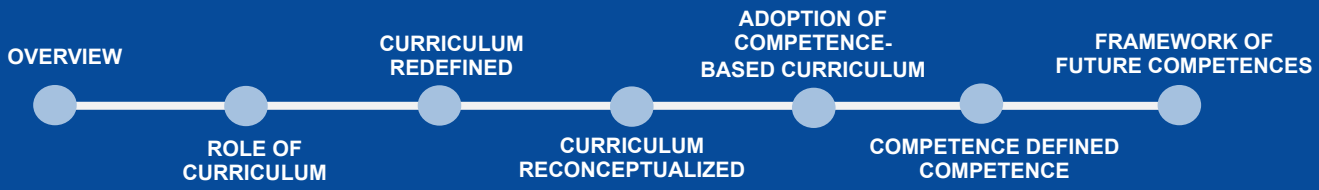
THE FUTURE OF CURRICULUM:
TRANSFORMING TEACHING, LEARNING AND ASSESSMENT

United Nations Educational, Scientific and Cultural Organization

International Bureau of Education



1. DEVELOPMENT-RELEVANCE OF EDUCATION AND LEARNING

- Universal recognition of the development-relevance of education
- Development conceptualized as holistic, equitable, inclusive, just, and sustainable
- SDG consistent with broad concept of development
- Education & learning systems should respond to development contexts
- At the same time, they should lead positive change in their development contexts
- All Member States aim to improve their development-relevance of their education and learning systems (diverse policy instruments attest this)
- Yet, it's rare to find Member States content with the relevance of their systems

2. ROLE OF CURRICULUM

- Curriculum is a potent tool for giving effect to policies on development-relevance of education
- Attaining and sustaining relevance (R&R) in 21st C. and Industry 4.0 a key challenge
- Curriculum ‘should’ drive teaching, learning, and assessment [SDG4]
- Current conceptualizations limit the potential contribution of curriculum
- IBE calls for a reconceptualizing curriculum for the 21st century and for Industry 4.0
- Most dimensions of this reconceptualization imply a repositioning of curriculum

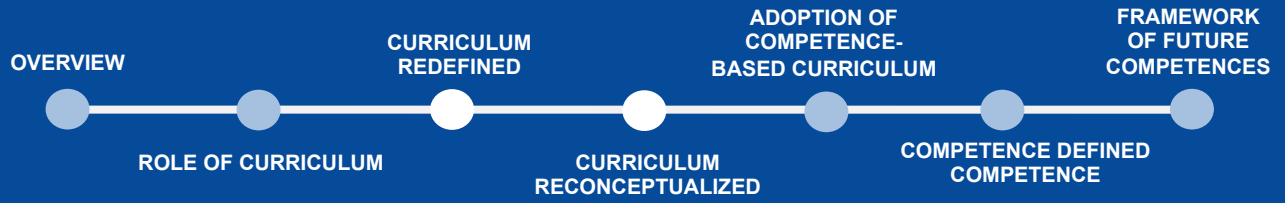
learning to learn,

learning to do,

learning to be,

and learning to live

together



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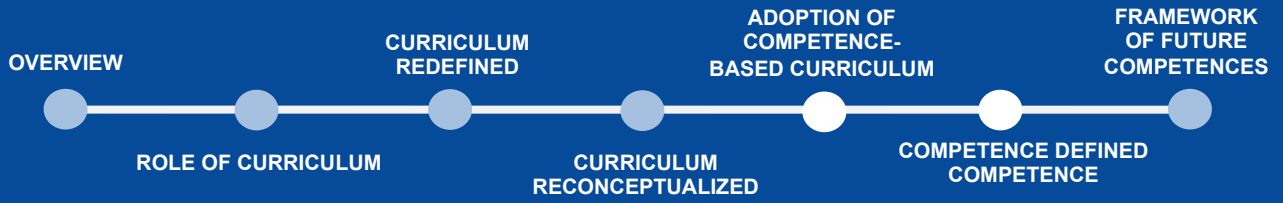
A PARADIGM SHIFT FOR CURRICULUM

3. CURRICULUM REDEFINED

- **A dynamic and transformative articulation of collective expectations of the purpose, quality, and relevance of education and learning to holistic, inclusive, just, peaceful, and sustainable development, and to the wellbeing and fulfillment of current and future generations.**

4. CURRICULUM RECONCEPTUALIZED

- The first operational tool for ensuring the sustained development-relevance of education and learning systems
- A catalyst for innovation, disruption, and social transformation
- A force for social equity, justice, cohesion, stability, and peace
- An integrative core of education systems
- An enabler of lifelong learning
- A determinant of the quality of education and learning
- A determinant of key cost drivers of education and learning syst
- A lifelong learning system in its own right



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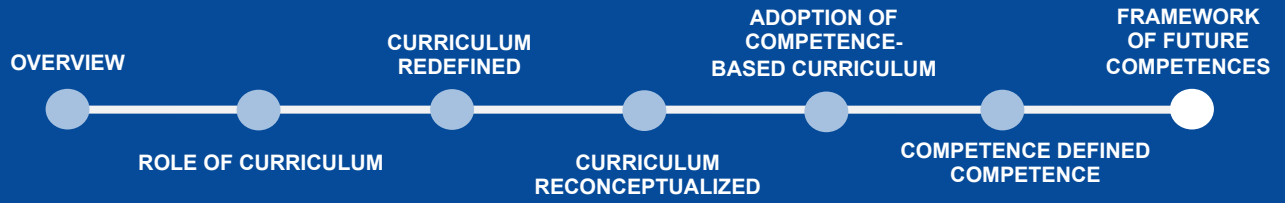
OPERATIONALIZING THE FIRST DIMENSION OF THE NEW PARADIGM

5. ADOPTION OF COMPETENCE-BASED CURRICULUM

- Contextual grounding
- Learner and learning centeredness
- Emphasis on teaching
- High mastery of content
- Emphasis on trans-disciplinarity
- Emphasis on application
- Emphasis on outcomes or impact
- Careful consideration of curriculum structure and sequence

6. COMPETENCE DEFINED COMPETENCE

- The developmental capacity to interactively mobilize and ethically use information, data, knowledge, skills, values, attitudes, and technology to engage effectively and act across diverse 21st century contexts to attain individual, collective, and global good.
- Acquisition of discrete knowledge, skills, values, etc. critical but not sufficient
- Learners must intelligently make connections across elements of a competence, integrate, and interactively apply them to respond to contextual demands as well as to change their contexts. What learners learn is necessary but no longer sufficient.
- What is most critical is how they can apply what they learnt across fast-changing, unpredictable, and even disruptive contexts of the 21st century in general and Industry 4.0 in particular. It is whether learners can use what they have learnt to demonstrate adaptability, agility to adapt, and resilience.



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FRAMEWORK OF FUTURE COMPETENCES

FRAMEWORK *of* FUTURE COMPETENCES

A definition *of* competence

CONSTITUENT ELEMENTS

INFORMATION

DATA

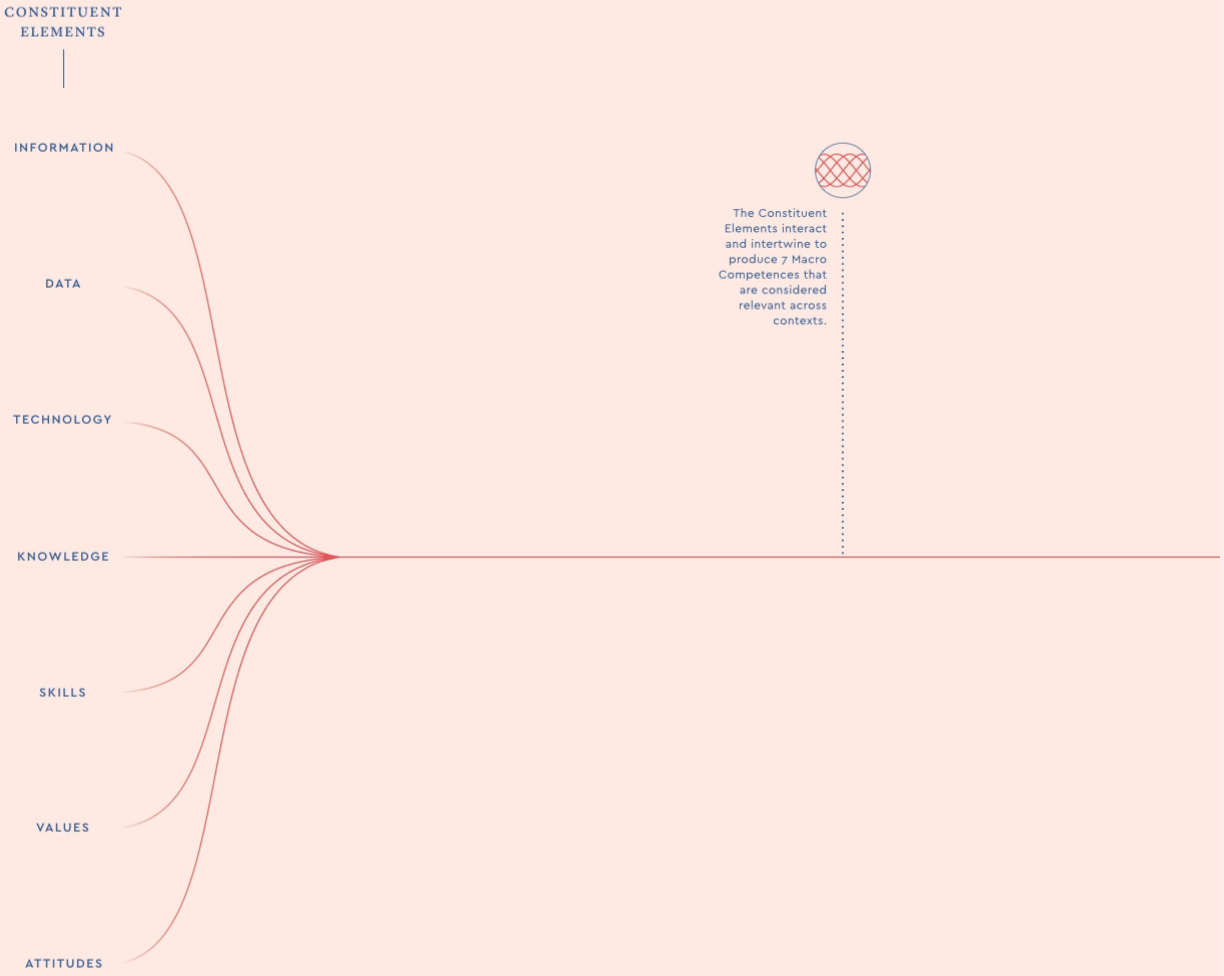
TECHNOLOGY

KNOWLEDGE

SKILLS

VALUES

ATTITUDES

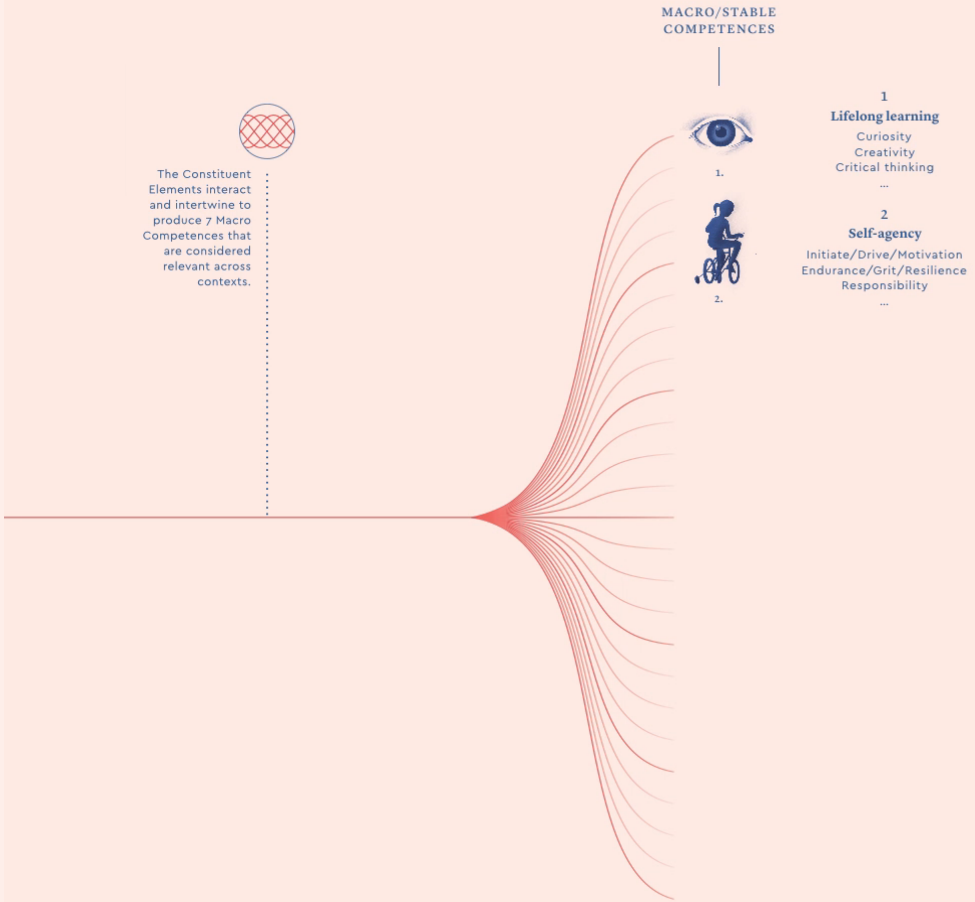

CONSTITUENT ELEMENTS
INFORMATION
DATA
TECHNOLOGY
KNOWLEDGE
SKILLS
VALUES
ATTITUDES
The Constituent Elements interact and intertwine to produce 7 Macro Competences that are considered relevant across contexts.

MACRO/STABLE
COMPETENCES

The Constituent Elements interact and intertwine to produce 7 Macro Competences that are considered relevant across contexts.

1.

1
Lifelong learning
Curiosity
Creativity
Critical thinking
...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1.
2.
1
Lifelong learning
Curiosity
Creativity
Critical thinking
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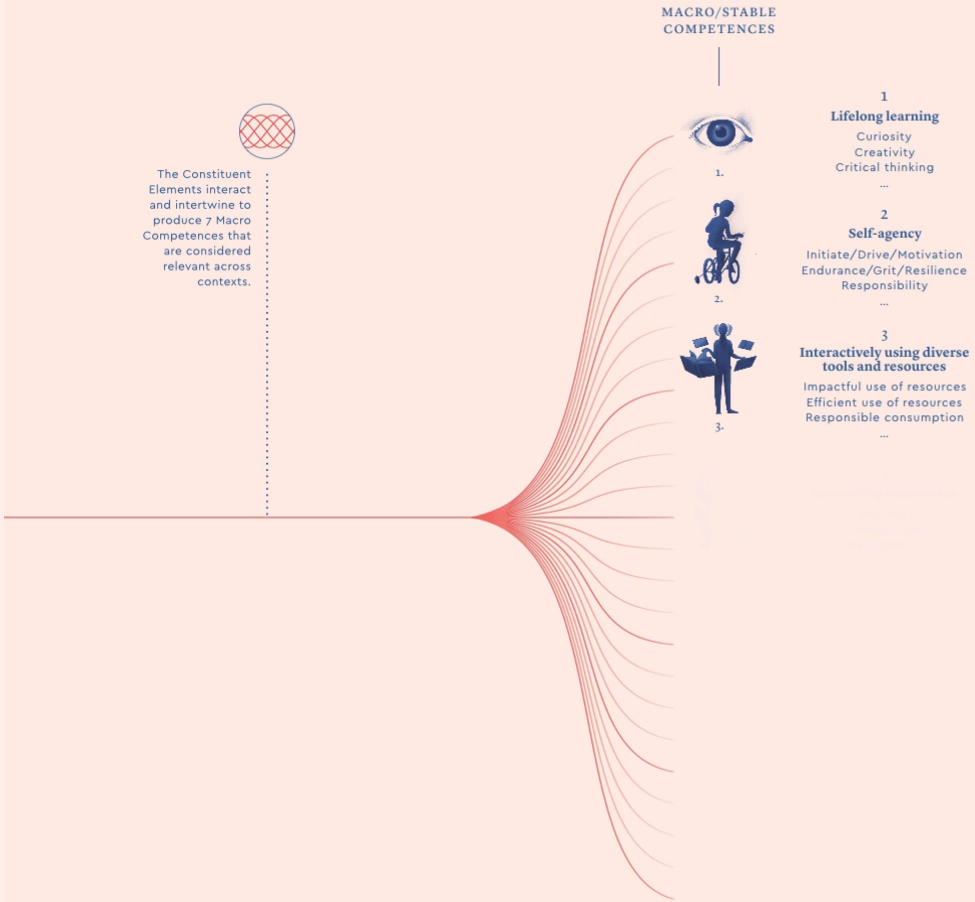
2
Self-agency
Initiate/Drive/Motivation
Endurance/Grit/Resilience
Responsibility
...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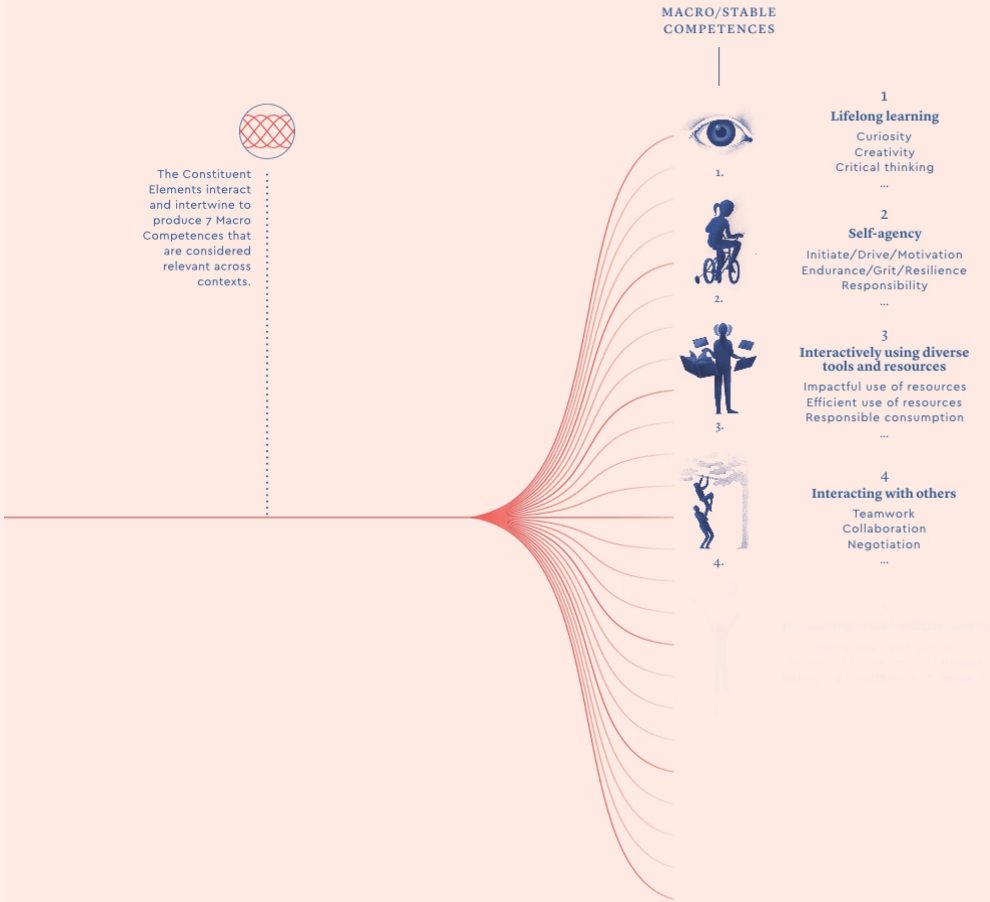
...
3
Interactively using diverse tools and resources
Impactful use of resources
Efficient use of resources
Responsible consumption
...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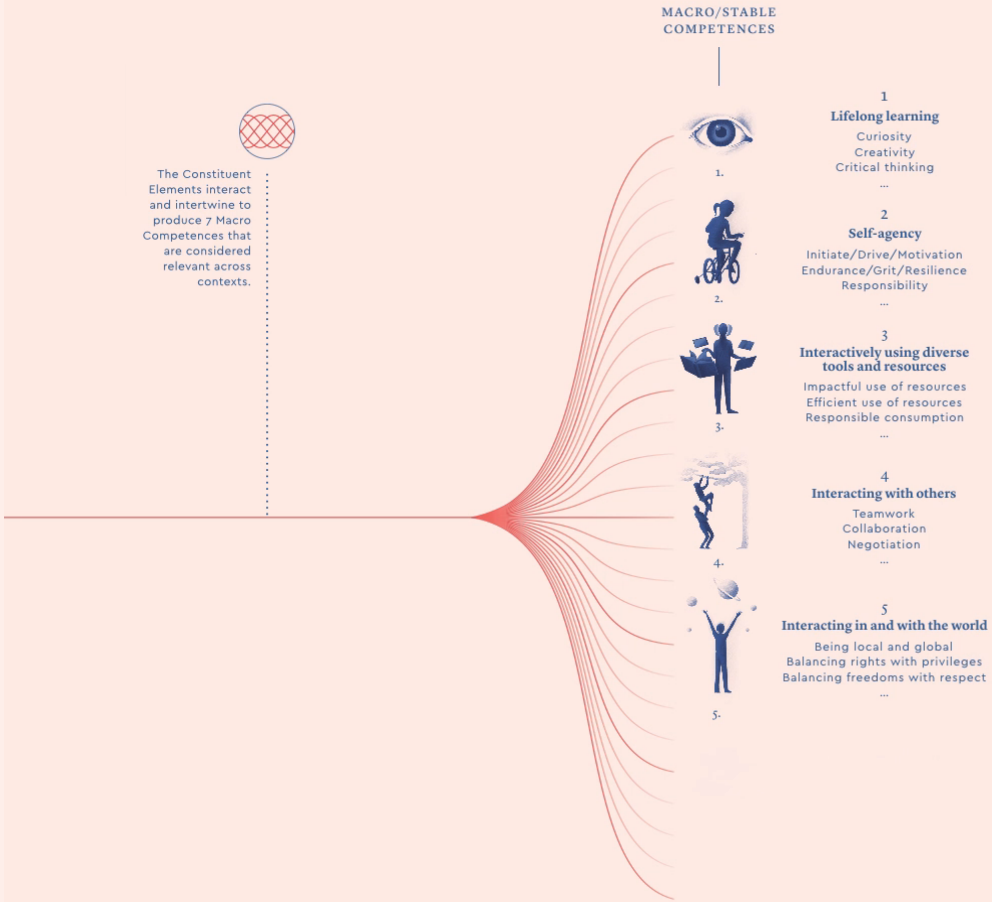
4.
4
Interacting with others
Teamwork
Collaboration
Negotiation
...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Interacting with others
Teamwork
Collaboration
Negotiation
...
5.
5
Interacting in and with the world
Being local and global
Balancing rights with privileges
Balancing freedoms with respect
...

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6
Trans-disciplinarity
STEM
Humanities
Social sciences
...

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STEM
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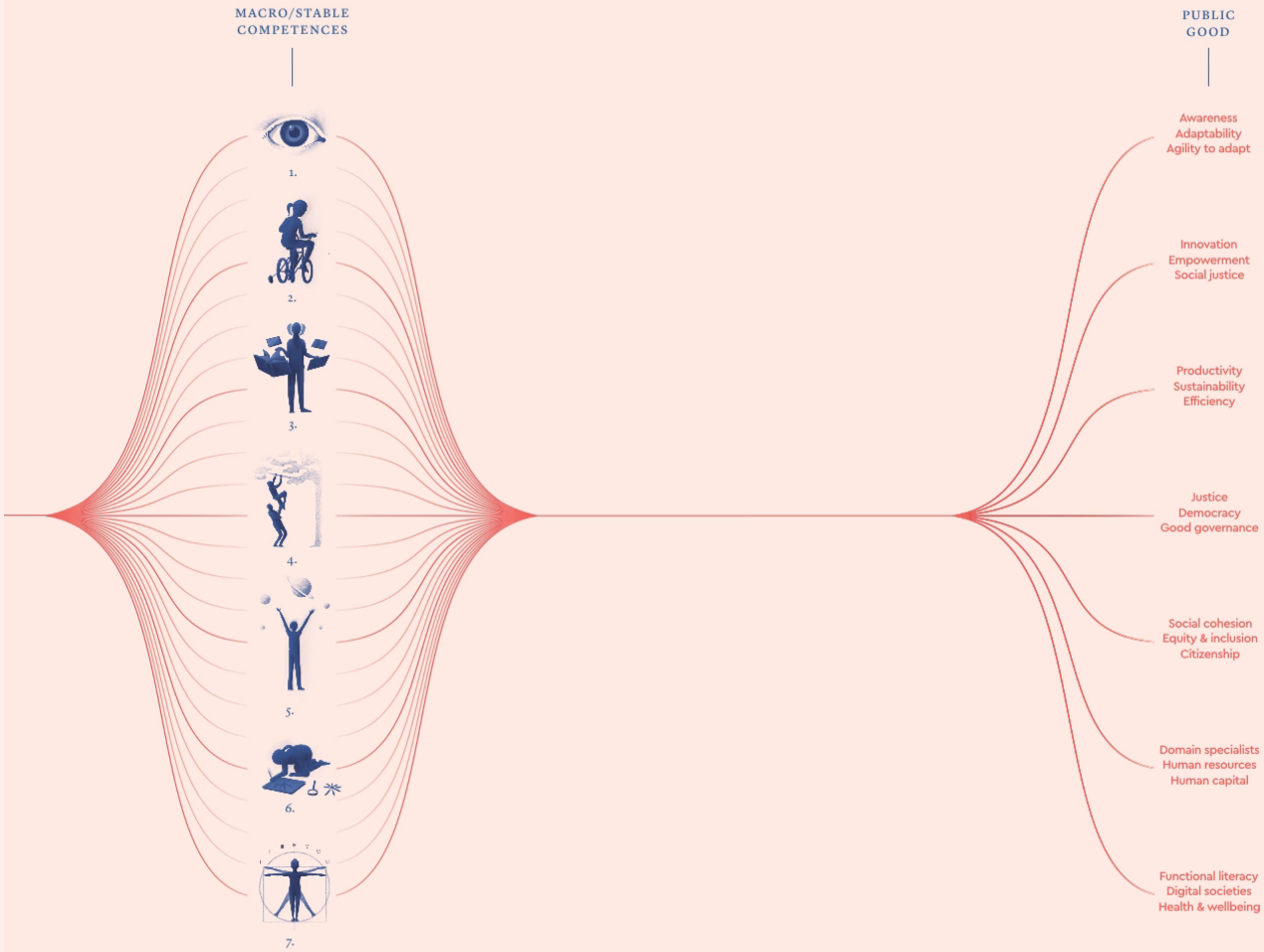
...

7.

7
Multi-literateness
Reading & writing
Numeracy
Digital
...


MACRO/STABLE
COMPETENCES
1.
2.
3.
4.
5.
6.
7.
PUBLIC
GOOD
Awareness
Adaptability
Agility to adapt
Innovation
Empowerment
Social justice
Productivity
Sustainability
Efficiency
Justice
Democracy
Good governance
Social cohesion
Equity & inclusion
Citizenship
Domain specialists
Human resources
Human capital
Functional literacy
Digital societies
Health & wellbeing

7. FRAMEWORK OF FUTURE COMPETENCES

Constituent elements of a competence	Macro/stable competences	Micro/adaptable competences	Individual, collective & public good
Information Data Technology Knowledge Skills Values Attitudes	Lifelong Learning	Metacognition Curiosity Creativity Critical thinking Communication Problem solving Reflection Innovation ...	Awareness Adaptability Agility Relevance Currency Learning organizations Learning societies ...
	Self –agency	Initiative Drive/Motivation Endurance/Grit/Resilience Responsibility Entrepreneurship Accountability Self-management Exercising rights and freedoms Self-respect /Self-value...	Productivity Sustainable lifestyles Sustainability Efficiency…….
	Interactively using diverse tools and resources	Impactful use of resources Efficient use of resources Responsible consumption Interfacing with tools ….	Productivity Sustainable lifestyles Sustainability Efficiency…….
	Interacting with others	Teamwork Collaboration Negotiation Leadership Followership Conflict management Respect for others...	Social cohesion Equity and inclusion Productivity & growth Citizenship...

A Framework of Future Competences			
Constituent elements of a competence	**Macro/stable competences**	**Micro/adaptable competences**	**Individual, collective & public good**
Information Data	Interacting with the World	Balancing rights with responsibilities Balancing rights with privileges Balancing freedoms with respect Balancing power with restraint Being local and global Environmental custodianship Global awareness….	Justice Democracy Good governance Global Peace & Reconciliation Safety and security Equity and inclusion Sustainability Global citizenship
Technology Knowledge Skills	Multi-literateness	Reading and writing Numeracy Digital Data Technological Coding Media Financial Cultural Health ….	Basic literacy Functional literacy Digital societies Literate & informed societies Health & wellbeing Fiscal responsibility Technology savvy Literate societies Multiculturalism…
Values Attitudes	Trans-disciplinarity	STEM Arts Humanities Social Sciences World Religions Languages Vocations……..	Domain specialists Human capital Enhanced service delivery Productivity & Growth Efficiency Competitiveness …..

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