

INTEGRATION OF 21ST CENTURY SKILLS IN CURRICULUM

APPLY NOW

The integration of 21st Century Skills (21CS) in education systems has been identified as a key area of interest for policymakers. A fully integrated approach requires alignment at system level, encompassing curriculum, assessment, and pedagogy. Many countries are naturally seeking viable options for skills integration in education systems. 21CS are those skills that are considered particularly important to succeed in today's knowledge-based society in which innovation and technology are predominant. Prominent examples of such skills include critical thinking, creative thinking, and collaboration and these need to be better understood in order for them to be integrated.

A curriculum reform strategic plan is required to put policy into practice and drive a 21CS integration agenda. Teaching and enhancement of 21CS in the classrooms of formal education systems has had a relatively short life. With increasing awareness of the need for students today to develop their 21CS to greater proficiency, most education systems have only recently started to introduce these skills explicitly into their learning goals via the curriculum.

This Learning Cycle course will assist in reviewing the extent to which skills have been integrated across the education system so far and conduct a deeper look at coverage within elements of the curriculum. Through a needs-analysis of alignment components, participants will have a clearer idea of the steps needed to be undertaken. A brief skills audit will provide insight into how the skills are currently being integrated into learning goals. Mission/vision statements and generation of a heat map will provide a goal for moving forward. Taken together these elements will form a strategic plan for further integrating skills into the curriculum, and the system more broadly. This learning cycle course will be conducted in English. However, the KIX EAP Hub can provide translation into Russian and Arabic, if needed. Kindly email us your request at norrag.kix@graduateinstitute.ch

COURSE STRUCTURE AND CONTENT

The ultimate knowledge product for the course will be a curriculum reform strategic plan for further integration of 21st century skills within the curriculum. The product will be developed and nurtured over the duration of seven modules. The modules will run over four weeks from 14th June – 9th July. The penultimate module will provide a forum in which all participants will have the opportunity to disseminate their knowledge product with peers and facilitators.

The Moodle platform will be used and each module will be a combination of live sessions, pre-recorded videos, supplementary materials and discussion forums all hosted on the online Moodle platform. To support the mentoring process and to develop the final knowledge product, participants will have to complete an activity and upload their output into the online Moodle system. Feedback will be provided on each activity from both peers and facilitators.

Each activity will contribute and build to ultimately develop the final knowledge product. The course will be fully interactive focusing on hands-on activities that provide participants with the tools and resources to develop their knowledge product. The knowledge product should be approximately 10 pages in length and is expected to be presented to a publishable standard. The teams will receive detailed instructions (including templates) for preparing their knowledge products. The reports should be submitted to the training team by 16th July and feedback will be provided to the participating teams by the 23rd July.

LEARNING OBJECTIVES

The overall objective would be to support countries to conduct a needs analysis of their current integration of skills into the curriculum and develop a curriculum reform strategic plan for further integration, provide resources to aid that plan, and build capacity to action the plan.

- Conduct a needs analysis, identifying which steps are currently being met, and which need more attention
- Develop a curriculum reform strategic plan, identifying which steps are to be prioritized and in which order
- Priorities for an aligned approach to skills integration identified and set, and a plan for targeting those systematically developed
- Understanding of the components of 21CS alignment
- Deeper understanding of three skills
- Gain insights from other education systems from reflections on successful developments and lessons learned
- Engage in discussion within country and with other countries about the emerging area of skills integration, and reflect on lessons learned thus far, as well as identify future directions
- To produce quality knowledge products that are published online, in English to be disseminated widely by the KIX EAP hub.

ELIGIBILITY

The Learning Cycle on Integration of 21st Century Skills in Curriculum is a professional development opportunity offered to a diverse set of audience including academia and civil society representatives, and officials from ministries of education of [21 Global Partnership for Education \(GPE\) countries](#) taking part in the Knowledge Innovation Exchange for Europe, Asia, and the Pacific.

ACER will be seeking participation from any five of the GPE KIX EAP countries. A minimum of 5 teams (1 per each GPE KIX EAP country) and 15 participants is required. The course schedule will adapt to ensure that the criteria for the mobilisation of participants is met. If that number is not reached two weeks prior to the beginning of the learning cycle, the learning cycle will be postponed to a later date in 2021.

It is proposed that the course targets teams of participants who can act as an agent to support the initiation and implementation of 21CS integration in a country. Hence the target participants for the course would include senior representatives of a government unit or agency, civil society, academia or development partners' representatives who are involved in either education sector planning/policy and planning, monitoring and evaluation, assessment, curriculum, and/or pedagogy. A critical factor of the integration approach is establishing a Core Technical Team to oversee the strategic plan going forward. Participants will receive a certificate of completion upon submission of their final knowledge product.

LEAD FACILITATOR



Dr Claire Scoular is a Senior Research Fellow in ACER's Education Policy and Practice Research Program. Claire Scoular's research interest revolves around the assessment and teaching of 21st century skills. She has worked with numerous countries to identify and bridge the gap between their assessment, curriculum, and pedagogy in relation to the skills. In particular, she has worked with many developing countries to review and development curriculum documentation, develop classroom-based assessment tools and generate teaching resources for skills including problem solving, collaboration, learning in digital networks, critical thinking, creative thinking, and self-regulation.

She has been an active lecturer for many years and has developed courses in both traditional formats and online formats, including both the design of the content, and the assessment tasks. Her experience in psychometric assessment, intervention work and research spans across the UK, the Asia-Pacific, and South America. She has undertaken consultancies for UNICEF, World Bank, The Brookings Institution, and UNESCO. Dr Scoular has been a Keynote Speaker on multiple occasions, and recently served as a presenter and mentor to delegates at the G20 Youth Summit.

HOW TO APPLY

Application of teams of 3-5 participants is strongly recommended.

Please fill out this [Application Form](#) which includes:

- a short motivation letter (max 1 page) explaining (i) why you are interested in the course and (ii) confirming your availability to regularly meet with your team members as well as with the facilitators during the online Learning Cycle.
- a short CV (max 2 pages) demonstrating prior experience in the Learning Cycle topic.

**If applying as a team, one team member can complete this application form on behalf of the team.*

The deadline to submit your application is 25 May.

For more questions, please reach out to the KIX EAP hub at norrag.kix@graduateinstitute.ch or the National KIX Coordinator in your country.



SUMMARY OUTLINE OF THE COURSE AND TIME COMMITMENTS

| Week & Date | Module | Topic | Pre-recorded video (asynchronous) | Mentoring session (1 hour synchronous) | Peer-learning session (1 hour synchronous) | Total Time Commitment |
|---------------------|--------|---|-----------------------------------|--|--|-----------------------|
| Week 1 14th June | 1. | Overview of an aligned approach to integration. | 30 mins | Launch session 15th June | N/A | 2 hours |
| | 2. | Review of system-level vision and mission statement(s). | 30 mins | 15th June | 15th June | 3.5 hours |
| | 3. | Reviewing alignment components and conducting a needs analysis. | 30 mins | 17th June | 17th June | 3.5 hours |
| Week 2 21st June | 4. | A closer look at three skills. | 60 mins | 22nd June | 22nd June | 4 hours |
| | 5. | Developing a system-level heat map. | 30 mins | 24th June | 24th June | 3.5 hours |
| Week 3 28th June | 6. | Conducting a skills audit and reviewing the heat map. | 30 mins | 29th June & 1st July | 1st July | 3.5 days |
| Week 4 5th July | 7. | Developing and disseminating a strategic plan. | 30mins | 6th July | 8th July | 2 days |

