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**SECURITIZING THE CURRICULUM: EDUCATION REFORMS UNDER THE PUNJAB
GOVERNMENT IN PAKISTAN**

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The role of education in challenging terrorism and promoting tolerance is being reinforced through the educational reforms underway in Pakistan. According to Pakistan's National Internal Security Policy (NISP) for 2014-18, educational institutions are being used to create "a robust national narrative on extremism, sectarianism, terrorism and militancy," (2014:7) in order to "strengthen democratic values of tolerance" and diversity. After the 18th Amendment, provincial governments in Pakistan are responsible for educational reforms within their respective provinces. These reforms reflect a sense of heightened (in)security particularly in the aftermath of the Peshawar school tragedy of 2014, where security measures have physically altered school premises all over the country. These changes not only include the presence of armed security personnel (though such presence is limited in underfunded schools) but also measures such as putting up posters in schools and classrooms that provide information on extremism, tolerance and terrorism. Changes have further been made to the curriculum and textbooks for subjects such as Urdu that include narratives that directly address the issue of terrorism in Pakistan. This presentation examines these changes to the written and unwritten curriculum undertaken by the Punjab government through a discourse analysis of a) Urdu curriculum and textbooks, b) school posters about extremism, tolerance and terrorism that have been put up by the government across schools. This analysis is further supported through in-depth interviews with twenty school teachers that were conducted in schools located in Lahore, as part of an on-going study on securitization and education in Pakistan. Preliminary findings from this study show how recent interventions have further created a sense of (in)security, where discussion around security tends to be more prescriptive. Such reforms have instead increased teacher responsibility without providing the support and training needed to promote such a "national narrative" within the classroom.

**(DE)POLITICISING EDUCATION FOR SUSTAINABLE DEVELOPMENT: AN ETHNOGRAPHY ON
THE 'MARGINS'**

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This paper presents the findings of a multi-sited ethnographic study of education for sustainable development conducted in 2016-17 in government secondary schools in Pashulok, Uttarakhand, India and South Durban Industrial Basin, South Africa. Both of these communities have experienced on-going environmental threats—Pashulok is home to several thousand of the approximately 100,000 people displaced by the construction of the nearby Tehri Dam, while the South Durban

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

Industrial Basin has suffered decades of excessive water, air and soil pollution caused by local heavy industry. Both sites have witnessed long-standing grassroots environmental justice movements that have politicised local populations. The study explores what education for sustainable development means in such sites of political conflict, focusing on the links between local grassroots movements and education provided to children who are witness to, and often victims of, the environmental threats posed to their communities.

Although by some standards, schools like the ones in Pashulok and South Durban Industrial Basin might appear 'marginal' in that they cater to the 'marginalised' (dispossessed, subaltern populations), I argue that it is precisely places like these that need to be placed at the centre of development imagination of those concerned with educating future generations towards sustainability. Environmental constraints and threats to the sustainability of local communities are not abstract notions in these places; they are everyday reality. What can we learn from the interactions between local political forces and the largely depoliticised school curricula? How do parents, principals, teachers and learners navigate the rifts between their lived experience and government curricula in India and South Africa? What understandings of 'sustainable development' emerge in such sites of paradigmatic hybridity? This paper explores these questions using a range of innovative methods borrowed from visual anthropology, ethnographic film and phenomenology.

100

DYNAMICS OF GENDER JUSTICE, CONFLICT AND SOCIAL COHESION: ANALYSING EDUCATIONAL REFORMS IN PAKISTAN

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Global education policy discourses recognise the interplay between gender inequities, conflict and social cohesion and frame education as a powerful means of achieving gender equity, conflict mitigation and the realisation of inclusive, cohesive and just societies. A review of literature on the relationship between gender, education and conflict highlights a range of theoretical and empirical gaps. For example, studies exploring the relationship between education, conflict and social cohesion seldom focus on gender. Likewise, the literature on conflict and peace largely ignores the gendered drivers of conflict, which obscures the interconnections between gender inequities in education and conflict. Furthermore, limited empirical evidence exists regarding the ways educational reforms, including those in curriculum and teacher education, may contribute to social cohesion and conflict mitigation.

This paper addresses the above gaps by utilising an interdisciplinary framework of the 4Rs—redistribution, reconciliation, representation and reconciliation—to explore the extent to which reforms in the curriculum and teacher education supported teachers in mitigating multiple gender injustices and gendered conflict drivers in Pakistan. In the post 9/11 context, Pakistan undertook large-scale reforms in the curriculum and teacher education, with the technical and financial support of international donors. These reforms aimed to enhance education quality and promote multiculturalism and social transformation.

A multi-method approach, generating data from a range of educational stakeholders and analysis of curriculum texts, is used to shed light on the ways reforms in the curriculum and teacher education

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

contributed to gender justice in Pakistan. The analysis of data seeks to deconstruct the educational discourses to unmask gender and its intersection with conflict and explore new spaces for agency that could contribute to gender justice. Findings illuminate the ways the reform context offered possibilities but also constrained teachers in pursuing a gender justice agenda. The paper offers policy implications that have significance beyond Pakistan.

114

THE CHILDREN'S BOOK INITIATIVE IN BHUTAN: INCREASING STUDENT ENGAGEMENT THROUGH HIGH-QUALITY STORYBOOKS

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The Children's Book Initiative (CBI) is a multi-faceted reading promotion intervention that aims to get 'more children reading more and better books.' Taking a whole book chain approach, the CBI works both at the national level, building capacity among publishers, writers and illustrators, and at the school level, training teachers, principals and librarians in the use of storybooks in the classroom. This paper presents results from a pilot project of the CBI that ran from 2014-2016 in Bhutan. Through the project, 20 story books were produced, 10 in English and 10 in Dzongkha, and child-friendly bookshelves were set up and stocked in pre-primary to grade 3 classrooms. Teachers in programme schools were also given two days of training in using storybooks as a learning tool.

Methods The programme was evaluated using a quasi-experimental research design. Two districts of Bhutan ran the programme in all schools, while two similar districts were selected as comparison districts. Data were collected at baseline and endline from a sample of students drawn in both treatment and comparison districts. Quantitative data were analysed using difference-in-difference regressions.

Results The programme increased student access to storybooks, both at school and at home. Students displayed a greater print awareness and higher enjoyment of reading as a result of the programme. Teachers who attended the training were more likely to include reading activities in their lessons, and to use best practices during those reading activities.

Discussion These results suggest that storybook based interventions that combine quality supplemental reading material with teacher training can have a significant impact on student engagement. Future research should explore the role of mother tongue storybooks for speakers of minority languages, as well as digging deeper into literacy improvements.

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

120

CONNECTING VALUES, COMMUNITIES AND SOCIAL ENTREPRENEURSHIP TO EDUCATION

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Addressing our global challenges will require a whole generation of social innovators and change makers. Rapid change, growing inequalities and the global 'youth bulge' present enormous challenges for our education systems. Many young people struggle to connect with what they learn in school, where subject-based teaching can appear disconnected with the real world.

This quick fire talk presents a British Council paper drawing on conversations with leading entrepreneurs and educationalists globally aiming to stimulate debate on the role of values and connections to communities in shaping learning, and the role of social entrepreneurship in education as a way of instilling beliefs and teaching core skills.

We will explore the debate around curriculum content beyond education systems to involve employers and social entrepreneurs. Global sustainability will be shaped by entrepreneurship, teaching young people about openness, co-operation, and re-investment of wealth will be critical to building an equitable, sustainable economy.

164

A NEW CURRICULUM FOR SOUTH SUDAN

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When it was created in 2012, the world's newest country was keen to develop its own curriculum. One that would match its aspirations and that would reflect its own heritage and culture.

Only a new country ever has the opportunity to start completely afresh, and to re-think the curriculum from first principles. So these were the starting points for when the Curriculum Foundation began working with the government of South Sudan to produce an enduring, high quality curriculum for all learners.

A key challenge for developing countries like South Sudan is to manage development so that poverty and hunger can be eradicated in a sustainable way. Education is an essential part of meeting this challenge. For this reason, education for sustainable development was one of the first key principles to be explored within the design of the new curriculum...and not just in Literacy and Numeracy.

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

This new National Curriculum for South Sudan integrates learning about sustainable development across the whole curriculum through 'cross cutting issues': Peace Education, Life Skills, Environment and Sustainability.

Cross cutting issues are essentially explored in a variety of ways. Importantly, they provide a rich context for other subjects to be developed within as well as powerful knowledge about sustainable development. This integration ensures a relevant and purposeful approach, placing sustainability at the heart of the curriculum.

Key skills associated with sustainability have also been fully integrated into the curriculum through the promotion of student competencies: Critical and Creative thinking, Communication and Cooperation, Culture and Heritage. Lying at the heart of every subject, they encourage young people to become lifelong learners developing a love and thirst for learning which will allow this new nation to develop in prosperity and harmony.

The Curriculum Foundation presentation will show how this is being achieved.

189

HOW EARLY CHILDHOOD DEVELOPMENT EDUCATION PROMOTES THE CAPABILITIES OF REFUGEE CHILDREN WITH DISABILITIES: TWO CASE STUDIES FROM UGANDA

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This research examines how Early Childhood Development Education (ECDE) promotes the capabilities of young Congolese refugee children with disabilities in two refugee settlements in Uganda. These children face stigma, limited access to services and a higher risk of sexual and gender based violence. Research that captures the voice of refugee children, parents and teachers is scarce, and does not typically recognise refugees' capabilities or right to participate in decisions that affect them.

The 'Capability Approach' (CA), established by Amartya Sen and further developed by Martha Nussbaum, is shown to be an appropriate framework for this research, as it overcomes theoretical and practical weaknesses of alternatives, especially when applied to the complex situation of disability within refugee populations.

Core capabilities of refugee children with disabilities are identified through qualitative primary research done with parents and teachers. Findings suggest that inclusive ECDE, even in poor resource settings, enhances the capabilities of children with disabilities. ECDE teachers promote the confidence of, and mitigate the effects of stigma for children with disabilities. Research also highlighted the dynamic and interdependent nature of the capability development of children, whereby the growth in one area sparked further growth in the same capability or a different capability.

This research examines the effects of inclusion particularly on children with disabilities, their teachers and parents. The CA encourages their sense of ownership, voice, and participation in educational programmes. The findings the CA generates can support programme design, goal

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

setting, effective prioritisation, and practical recommendations for teachers, local government authorities and NGOs committed to inclusion of children with disabilities in education. Inclusive education for children with disabilities in refugee contexts is severely under-researched; this study helps raise awareness and provides practical responses.

206

BEYOND CURRICULUM REFORM TO SCHOOL-COMMUNITY TEACHING PARTNERSHIPS: A BOTTOM-UP APPROACH TO ADDRESSING LOW CULTURAL RELEVANCE OF SCHOOLING IN SENEGAL

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The SDG for Education demands a shift from access and enrolment, to quality. Yet, in much of the Global South, mass public school systems promoted under the MDGs typically expanded upon school models implanted during the colonial period. Such systems are grounded in Eurocentric constructions of quality, and neglect cultural realities and local or 'indigenous' knowledges. Post-colonial theorists have criticised attempts to integrate such knowledges into mass school systems, as selected elements of 'indigenous' knowledge tend to be incorporated into the schools' existing curricula, priorities and power relations. Communities are rarely involved in curriculum design as equal partners, and the worldviews informing their definitions of quality are usually ignored (Bredlid, 2013, *Education, Indigenous Knowledges, and Development in the Global South: Contesting Knowledges for a Sustainable Future*, London: Routledge). This paper presents one solution to overcoming this challenge: the 'Culture, Education and Development' program in Senegal, developed by NGO *The Grandmother Project: Change Through Culture (GMP)* in 2009. GMP identified that low levels of engagement with schooling in southern Senegal were the result of community perceptions that school content was irrelevant, and even damaging, to cultural knowledge and values – and that existing references to culture within the national curriculum were inadequate. As national-level curriculum reform is slow, costly and usually removes decision-making power from local communities, instead GMP trained teachers and community members in one rural commune to collaborate as equal partners in integrating cultural values into delivery of the primary school syllabus. Project evaluation data were collected through interviews with teachers, school directors and Ministry of Education staff; focus groups with parents and community members; and classroom observations during fieldwork in 2015 and 2016. Results included improved school-community relationships, enrolment, attendance, teaching quality, and pupil performance. The project is being trialled in urban contexts for eventual scale-up.

**CURRICULUM DEVELOPMENT: A FORCE FOR PEACE OR CONFLICT IN FRAGILE STATES-
LESSONS FROM SOMALIA**

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This paper documents how the curriculum development process, when sensitively managed and involving community buy in, helps develop national cohesion and peace building but how other forces undermine the very principles on which such a curriculum is based.

Somalia developed a curriculum framework, which provided the key elements underlining the educational system, including a society's values, goals, aspirations, structures and key broad learning outcomes to be achieved. This curriculum provides a flexible framework that enhances cohesion and nation building as competing authorities recognise what they have in common including visions of a conflict free future with portable qualifications and learner mobility. In educational terms, it prioritized the development of cognitive abilities and essential skills for rebuilding a fractured society.

However, there are negative forces undermining these advances, as it is implemented. These included major pushbacks from:

- More conservative forces, who only valued traditional content based curriculum. This impacts on syllabus, learning materials and textbook development.
- Strongly competitive elements in education driving the need for 'paper qualifications' at any cost and reverting to knowledge memorisation
- Resistance from political power brokers unsure of implications for their own beliefs and hold on power.

Important factors for success included appropriate timelines, adequate budgets, wider stakeholder participation and political will.

While assessment systems are a force for both peace and conflict as they reinforce competition and traditional approaches but can lead the move towards assessing crucial cognitive and practical skills needed for future development.

Lessons learnt are that, provided communities are integral to the process and such threats are recognised and counterbalanced, then a strong curriculum framework can be a major source of national cohesion, a reflection of national aspirations modernising the nation and preparation for the 21st century.

219

CURRICULA IN CONFLICT AFFECTED SOCIETIES: THE INFLUENCE OF ETHNOPOLITICS ON CLASSROOM CONTENT IN KIRKUK, IRAQ.

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Curriculum contents are of great importance in fragile, conflict-affected environments. Access to or denial of linguistically appropriate education, positive or negative portrayals of historical events, reinforcement or marginalisation of national identity, and the suppression or accommodation of diversity, can all influence wider identity-based conflicts and the scope for peaceful reconciliation both within countries and across borders. Yet, it remains unclear how the curriculum can be developed to best promote peaceful social transition out of conflict. Peace-building curriculum interventions aimed at dampening conflict triggers, promoting tolerance and 'disarming' history often focus heavily on subject review and the inclusion of additional topics from the peace education spectrum. Although depoliticising curriculum contents and 'teaching peace' are important interventions in conflict-affected settings, this paper strives to highlight the need to look beyond such measures.

Using a case study from the Iraq, the paper unpacks the complex relationship between curriculum, teacher ideology, school ethos and sustainable peace in the city of Kirkuk. Drawing on focus group discussions with headmasters, the paper demonstrates the impact of political and territorial contest on the delivery of school curriculum in the disputed city. It highlights how external factors can influence subject delivery within the classroom, regardless of official curriculum content. As such, the findings emphasise the need for peace-building curriculum interventions to be considered from a holistic standpoint; inclusive of sociopolitical influence over school management and pedagogical approaches.

261

ARTS IN EDUCATION

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The *Arts in Education* study was conducted in Jordan; it was completed by the Queen Rania Foundation for Education and Development in January 2017. The study's topic aligns with the conference theme "Beyond Literacy and Numeracy: rethinking the curriculum." The *Arts in Education* study relied on a qualitative research methodology, and included a literature review, a situational analysis, and stakeholder interviews to investigate the role of arts in education; in particular, it explored the evidence surrounding the benefits of arts in education, innovative practices for the incorporation of arts into successful educational systems such as art integration, and recommended strategies at both the policy level and the classroom level for introducing art education into the Jordanian formal and non-formal education systems. The findings show promising ways in which art can be part of teaching and learning around the world.

SKILLS AND VALUES NEEDED TO ACHIEVE SUSTAINABLE HUMAN DEVELOPMENT: KEY CONCLUSIONS FROM FIELD STUDIES AND SURVEYS CONDUCTED BY THE ARAB KNOWLEDGE PROJECT

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The intricate relation between knowledge and sustainable development necessitates the advancement of currently dominant teaching paradigms in many regions, including the Arab region, that focuses on the indoctrination of a set of scientific and linguistic foundations among learners as they grow into a world that is increasingly changing at a rapid pace, many a times rendering such learned contents meaningless.

Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (i.e. the 4th goal among SDGs) cannot be achieved without developing a paradigm of education as empowerment for individuals and communities to improve the quality of life. The Arab Knowledge Project, a joint initiative between UNDP and MBRF Foundation, is working towards that end, with a vision that promotes knowledge as a gateway to achieve sustainable human development, through advancing areas of implicit and explicit knowledge acquisition; where knowledge skills are supported by a set of emotional and social skills that facilitate the achievement of the desired positive change.

The proposed paper highlights the experience of the Arab Knowledge Project in this regards, through its different initiatives (the Arab Knowledge Reports, Arab Knowledge Portal, Arab Knowledge Index and the Arab Reading Index) which fall within a new vision of education focused on EMPOWERING with the promotion of CORE VALUES without which sustainable development cannot be achieved.

The paper focuses specifically on field studies performed in the **Arab region** in the years **2011, 2014 and 2016** which aimed at **exploring the current state of knowledge in selected themes and areas** (schools, universities and the more general level – i.e. public level of reading and reading practices) **with a view towards identifying the required set of skills and values in the knowledge society, and assess its level of acquirement among youth, analyzing areas of failure and proposing strategies to overcome key challenges**

286

**RESOLVING THE 21ST CENTURY DILEMMA: USING ASSESSMENT RESULTS TO RETHINK
PEDAGOGIES IN EAST AFRICA**

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The 21st Century has been heralded as an information age. Almost two decades into this century, most of the Sub-Saharan African countries still struggle to include 21st Century skills in the curriculum designs and implementation. A look at the curricula in Kenya, Tanzania and Uganda however reveals that aspects beyond literacy and numeracy have been part of the curriculum for decades, communication, critical thinking and problem solving. How comes then, that such a rift exists between curriculum enactment and implementation? This paper reports the findings of an assessment conducted in 2016 on a random sample of 600 schools in the three countries, covering over 23,000 learners in grades 5 and 6. Results of this study establish that less than 19% of the learners can express themselves in discussing environment-related issues (in English and Kiswahili languages), less than 15% can apply mathematical concepts to real life and that only 22% demonstrate basic critical thinking to resolve a problem. We argue that these findings pose challenge not just to curriculum formulation and what children learn, but more to how curricula are implemented and the teaching-readiness to equip learners with skills for thriving in the 21st century. The paper concludes that rather than run to constantly review the curricula, education ministries should consume the available evidence on learning outcomes (beyond literacy and numeracy) to re-invent pedagogies that nurture connection to the local environment, promote self expression (both verbal and written) and thinking skills. These competences, we argue, can be mediated within any existing curriculum design.

296

**TOWARDS UNDERSTANDING SITUATED PERSPECTIVES OF ADULT LITERACY TEACHING
AND LEARNING IN MALAWI**

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This paper examines how community members' understandings of literacy could help in designing a curriculum that would go beyond numeracy and literacy to facilitate the learners' own situated development agendas.

Despite changing names, the core curriculum for the National Adult Literacy Programme (NALP) in Malawi has essentially remained the same since the late 1940s i.e. focusing on reading, writing and numeracy. Whilst some evaluation reports have pointedly acknowledged that the low completion rates in the NALP are partly due to the literacy curriculum not being suitable for adults, very little has

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

been done to understand this challenge. Instead, efforts have often been made to develop curricula based on 'de-contextualised needs' assessment.

on ethnographic research undertaken in a small village in Malawi, this paper unpacks differences between the Malawi government and some community members' expectations regarding what the NALP should be offering. It demonstrates that whilst the government puts more emphasis on functional knowledge to promote active citizenship, some community members focus on schooling and continuing education. At the same time, whilst the government sees literacy in terms of reading and writing extensive texts, community members seem to value an ability to sign their names. In other words, some adults go to the literacy classes with multiple agendas which the official and somewhat de-contextualised curriculum could be failing to satisfy. In view of this, the paper argues that studies aimed at informing the development of the NALP curriculum need to respond to community members' situated understandings of literacy.

300

NEITHER NOVICE NOR EXPERT: LEADING SUSTAINABLE CURRICULUM DEVELOPMENT BY INDIGENOUS AUSTRALIAN PRESERVICE TEACHERS

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Whilst education for sustainable development in Australia tends to be positioned within environmental sciences, there appears to be a universal lack of success in developing a consistent and coherent programme in teacher education (Gough, 2016). Sustainable development as defined by global policy statements can often suggest relevance to developing countries, through global intent statements such as quality education for all, eradication of poverty, or gender equity. Evidence and success of implementation of programs in these mainly non-Western countries are notable, as these programs are contextualised in the local environments and cultures. Recent and broader definitions of Education for Sustainability invite a re-orientation towards critical thinking and transformative practices, opening up spaces for different worldviews, social justice, ethics and values for sustainable living. Teacher education for all levels of schooling plays a vital role in the achieving Education for Sustainable Development goals.

This paper discusses experiences of three Aboriginal and Torres Strait Islander pre-service teachers at an Australian university (from early childhood, primary and secondary programs) in embedding Indigenous knowledges during teaching practicum. Blending a case study approach with decolonising research methodology, this case study illustrates how foregrounding Indigenous knowledges through a holistic framework into the curriculum can inspire students' critical thinking through Science, English Literacy and Dance. We argue that enabling and empowering teachers to blend both Western scientific knowledges with Indigenous knowledge systems through curricula and pedagogies allows future citizens to study and value their local contexts, acknowledge cultural meaning of places and spaces, and to accept responsibility to restore environmental and social justice. The challenge remains with teacher education providers and the broader policy stakeholders to recognise the imperative of the same.

Reference

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301

RE-ALIGNING CURRICULA FOR IMPROVED LEARNING: RESULTS OF THE SURVEYS OF ENACTED CURRICULUM ANALYSES IN KENYA AND UGANDA.

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Improving learning for all children in Sub-Saharan Africa will require innovative ways of rethinking the curricula, both in their formulation and implementation. Recent evidence from annual learning assessments conducted in Kenya, Tanzania and Uganda reveal extremely low learning gains as children progress through primary school grades. Whereas a number of factors have been studied, there is shockingly very little evidence on basic education curricular effectiveness in East Africa. Twaweza East Africa has adapted the 'Surveys of Enacted Curriculum' framework from the Wisconsin Center for Education Research to analyze the content embedded in the primary school curricula in East Africa. In this ongoing study, we have used the national curriculum policy standards to develop subject-specific taxonomies for core subjects taught at primary school level, and analyzed and described the distribution of relative emphasis on content in both the standards and end-of-primary school national examinations. Early findings point to over-ambitious curricula in lower primary grades, demanding of children aged 6-8 years to quickly develop higher order thinking skills so as to keep pace. Analysis of the end-of-cycle national examinations reveals low alignment indices with the intended curriculum. These findings suggest a need for education policy makers to consider coherent reform initiatives targeting early childhood education and improved alignment between 'what is intended', 'what is assessed', 'what is taught' and 'what is learned'.

335

NEW LEARNING OUTCOMES FOR THE 21ST CENTURY - BRITISH COUNCIL CORE SKILLS PROGRAMME

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In addition to basic literacy, numeracy and scientific understanding, there is growing consensus that school systems should also help their student develop additional competencies, known as 21st Century or core skills. These skills are increasingly seen as essential for students to succeed in a globalised labour market and for addressing fundamental societal challenges. However, despite widespread recognition of the issue very few school systems are actually looking at it. The British Council's core skills programme has been running since May 2015 and works with Ministries of Education in more than 50 countries to help address this. More than 20,000 teachers and 8,000 head teachers have participated in the programme, building core skills development activities into

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

classroom practice. This talk uses external impact evaluations from the first two years to look at core skills development in schools that have been part of the programme, compared to non-programme schools.

347

CHILDREN'S LITERATURE FESTIVAL- A SOCIAL MOVEMENT FOR CURRICULUM TRANSFORMATION BEYOND LITERACY AND NUMERACY

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In response to the continued low levels of learning outcomes of children recorded by the citizen led assessment, the Annual Status of Education Report (ASER) Pakistan, the children's literature festival (CLF) was born in 2011 in Lahore. Pioneered by Idara-e-Taleem-o_Aagahi (ITA) a CSO known for citizens' movements. CLF is a counterpoint to the obsessive culture of textbooks and tests pushing the minimum core beyond literacy and numeracy. The provocation rallied likeminded people to create a social movement of citizens giving back to society exploring transformative learning. The CLF vision resonated with innumerable eminent authors, poets, artists, actors and believers in technology, environment, science and citizenship in Pakistan as alternative experiential explorations for ALL children, teachers and school systems without discrimination. CLF has made a mark as an equalizer, a healing feeling and learning festival in troubled Pakistan. The CLF has broken the culture of silence on many tabooed subjects challenging violence, extremism, 'why our Nobel peace prize winners are exiled'; the tyranny of language etc. It simultaneously explores children's open thoughts through a strand titled 'speak for your lips are free' inspired by the famous poem of Faiz Ahmed Faiz who struggled for equality and freedom. CLF has its own unique anthem and has held 32 festivals at national, provincial and school level along with 25 publications reaching a million beneficiaries. Four key questions will be explored for a lively debate: why CLF is a social movement for curriculum change? what are the genres of learning explored in CLF beyond literacy and numeracy? can non-linear experiences beyond literacy and numeracy be equally or more valid as critical learning sequences? and what is the possibility of formalizing CLF as a legitimate space for expression generating content that can be curated for the curriculum and classrooms?

373

**GLOBALISING CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS OF CITIZENSHIP
EDUCATION DISCOURSES IN SCOTLAND AND CHINA**

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It is observed that there exists a discursive shift in education that global citizenship has increasingly become common parlance in school curriculum on an international scale. Such prevalence of global citizenship in education is reflected in its inclusion in the recent UN Sustainable Development Goals. However, it remains a question whether citizenship can be global and what it entails, due to citizenship's inherently national character.

It is never a straightforward task to prepare learners with the knowledge, skills, values and attitudes to contribute to a more inclusive and peaceful world, which is proven to be an ambitious goal to achieve, especially with the rise of nationalism in society. As part of the on-going research in this paper, the author compares conceptualisations of Global Citizenship Education (GCE) in the Scottish national Curriculum for Excellence, and the Chinese national curriculum, with a focus on the secondary school level. Referring to the three dimensions in GCE suggested by UNESCO (2015)'s approach, the author considers the similarities and differences between the two systems.

The research focuses on the official curriculum, which reveals the dominant norms and values of society. A critical discourse analysis is conducted whereby the policy documents and recommended materials for teaching and learning are read to identify the expression of knowledge, skills, values and attitudes relevant to global citizenship education. In particular, the following aspects are compared: diversity, global justice, empathy, identity, responsibilities and rights. The analysis also concerns to what extent the current arrangements open up critical discursive spaces for complex and ethical understanding and political responsibilities.

402

DECOLONISING THE CURRICULUM IN SOUTH AFRICAN UNIVERSITIES

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The student protests of 2015/16 brought about a renewed interest in the debate about decolonisation. Student movements such as RhodesMustFall and FeesMustFall call for the decolonisation of South African universities. Central in this call for the decolonisation of universities in South Africa is the call, in particular, for the decolonisation of the university curriculum. Recent

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

literature on this debate focuses on two central questions. The first question is “what does it mean to decolonise the curriculum?” and the second question is “why do we need to decolonise?” In terms of why university curriculum needs to be decolonised, much of the literature points to the “Western/Eurocentric”, “neo-colonial”, “exclusive-to-non-whites” nature of university curriculum—and institutions of higher education in SA more generally—as warranting the serious call to decolonise. The central claim from this literature is that curriculum that was designed to serve the interests of colonialism and Apartheid—which entailed the subjugation and marginalisation of non-whites—continues to be taught in our universities today. This debate on the decolonisation of the curriculum raises important questions about the intended learning outcomes of the university curriculum, curriculum responsiveness to context and societal needs, and who should inform curriculum design.

This paper is a theoretical exploration into the rising questions and views on the debate, drawing on analysis of current academic and media publications on the subject. It argues that the conceptual frameworks for thinking about what decolonisation entails require more engagement and need to be articulated in ways that provide specific guidelines for practical implementation if they are to serve as more than mere theorizations of the problem.

408

WHAT CAN ‘MAINSTREAM’ EDUCATION GAIN FROM A DEEPER UNDERSTANDING ABOUT INDIGENOUS KNOWLEDGES AND ADULT LEARNING?

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A deficit discourse on women has often been adopted in policy and programme in developing countries like Nepal where 'women' are considered vulnerable and needing coping strategies and thus the target of many adult educational interventions. What is ignored in the process are the contextualised and localised knowledges and informal learning processes that are grounded in the everyday experiences of life. What is also embedded in such informal learning are alternative values and epistemologies informing ways of being and doing in life.

Building on qualitative research with a community in Nepal, this paper argues the importance of such learning for new understandings into women’s informal learning, exploring their insights into local issues and alternative solutions for transformative action. These insights may have implications not only for non-formal and informal educational practices for social transformation, but may also offer a basis for rethinking curriculum in mainstream education approaches that could link learning with the everyday needs of people.

By framing educational policy around women’s strengths, alternative values and epistemologies and other ways of learning (including intergenerational and intercultural learning), the paper proposes a new lens for analysing curriculum and pedagogy approaches. Such approaches are urgently needed

Beyond Literacy and Numeracy: re-thinking the curriculum

UKFIET Conference 5 -7 September 2017

in mainstream formal and nonformal educational programmes to take forward the 2030 Sustainable Development Agenda, particularly SDG 4 and SDG5 (around gender equality).

442

DEVELOPMENT STUDIES IN SCHOOLS IN SOUTHERN AFRICA

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The teaching of Development Studies in secondary schools, as well as in higher education, was one of several innovations pioneered at Swaneng Hill School in Botswana in the 1960's. Similar courses were soon started in secondary schools in Lesotho and Swaziland, and later in Namibia and other countries. Development Studies was adopted for the Cambridge Overseas School Certificate and subsequent IGCSE examinations. This has facilitated the growth and spread of the subject, albeit slowly up to now. The courses have nurtured understanding and skills that are more appropriate to the country context than the traditional teaching of geography, history and civics. Development Studies are specifically inter-disciplinary, combining and integrating social, historical, economic and political perspectives on development. The Sustainable Development agenda necessitates a re-design of Development Studies in schools, to incorporate financial and environmental sustainability into the curriculum, in Southern Africa and elsewhere.