

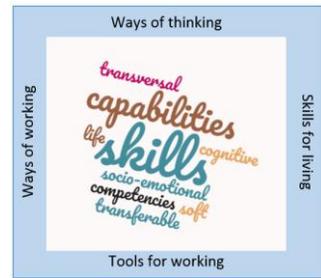


Esther Care
Center for Universal Education
Symposium 5th April 2017

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“The story”

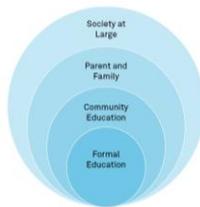


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“Breadth”

- A wide range of generic skills
- From early childhood through adulthood
- Formal and informal learning environments



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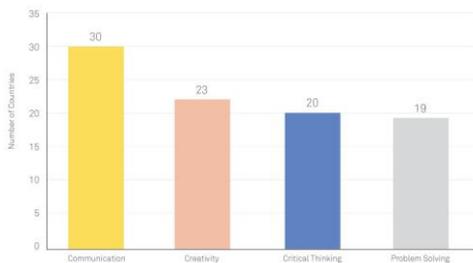


Global, regional, and country level



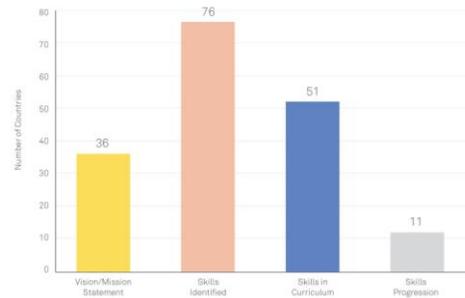
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Global: What skills?



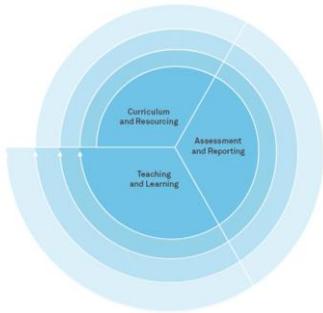
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Global: Skills in education?



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Global: implications?



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Regional: shared visions in the Asia-Pacific



Regional: challenges



- **Definitional:** lack of, or vague definition of transversal competencies in policy documents including educational plans and curricula
- **Operational:** incomplete implementation or realization of policies including teaching practices, assessment, and integration
- **Systemic:** not directly related to specific policies but due to system culture and values

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Countries: pathways to learning and pathways to reform

Is there a natural sequence in adoption of a breadth of skills mission by an education system?



1. Initial hypothesis: aspiration; definition; curricular description; learning pathways
2. Curriculum, assessment, pedagogy



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We have learnt... broad acknowledgement globally, regionally, and at country level, of the need for a range of skills in the years of formal education



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