School Curriculum mapping study: preliminary results

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African Continental Qualifications Framework Project
Capacity development programme 2021
ACQF Peer Learning Webinar, 28 October 2021, 10.00-12.50 GMT
Via Zoom
#1 Locating the study

School Curriculum Mapping Study 2021: *Preliminary Results*
Output 1: Scenarios and options for the ACQF
Feasibility and features in different scenarios

Output 2: ACQF policy and technical document and action plan
Objectives, functioning and governance of ACQF

Output 3: ACQF Capacity development programme & networking

Technical foundations:
ACQF Guidelines; ACQF website; other analyses (AfCFTA, School curriculum survey)

1. Mapping study (2020)

Key outputs: comprehensive report, synthesis infographic, webinar for dissemination and discussion

This is where the curriculum study is located

Source: Castel-Branco 2021
#2 Research design

School Curriculum Mapping Study 2021: *Preliminary Results*
School Curriculum Mapping Study 2021: Main objectives

- Conduct a survey to map the state of play and developments of school curricula, so as to identify the different curriculum policies and practices, to compare their application, trends, similarities and divergences, and the interactions of curricula with National Qualifications Frameworks.

- The conclusions and findings of the mapping study will underpin and inform the design of a possible future African Continental Curriculum Framework (ACCF), to be developed under the auspices of CESA Curriculum Cluster.

- To identify the different types of frameworks (conceptual, policy, others) underpinning curriculum development and implementation in the African Union countries.

- To identify and map important features, trends, new developments, and challenges in curriculum development and implementation in the African Union countries.

- To examine the alignment / interaction of school curriculum with NQF principles and descriptors.

- To contribute with qualitative information relevant for the SDGs.

- To generate evidence and insights contributing to inform and support policies on curriculum development in African Union member countries.
Mapping exercise to:
- take stock and update evidence

On:
- state-of-play of curriculum frameworks and practice

In:
- African Union member states

Key informant interviews: 8 completed, 3 to be done
Desktop research: Contribute to the development of the survey instrument - completed
Survey: Google Form in 3 languages; Covering schooling & TVET sectors; Closed survey; list of participants: 26 responses from 16 countries, 29% response rate

1. Which frameworks inform and/or underpin school curriculum in school education (basic, secondary, TVET-certificate awarding) in African countries?
2. To what extent do school curricula in African countries include and develop new knowledge and skills related with mega-trends?
3. How do African school curricula align with qualifications frameworks?
4. To what extent do countries ensure that the foundation disciplines (language and numeracy) are mastered?
Recognition of Knowledge, Skills, and Competencies (ies) leads to Assessment, which leads to Certification (also badging). Certification leads to Designation (license to practice) and may lead to Qualification (credential, also micro and macro). Learning programme is linked to Curriculum, which is described within the form of learning outcomes. The outcomes may include semantic interoperability, data privacy, and common taxonomies.
#3 International comparisons
School Curriculum Mapping Study 2021: Preliminary Results
Participation in regional and international comparative learner assessments

- Measuring Early Learning Quality and Outcomes (MELQO)
- Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)
- Programme for the Analysis of Education Systems (PASEC)
- Progress in International Reading Literacy Study (PIRLS)
- Trends in International Mathematics and Science Study (TIMSS)
- Programme for International Student Assessment (PISA)
- West African Examinations Council (WAEC)

XXX

Number of respondents

- MELQO: 1
- PAEQUE: 1
- PAREC: 1
- PASEC: 10
- PIRLS: 2
- PISA: 5
- SACMEQ: 7
- TIMSS: 6
- WAEC: 5
Reported performance of national education systems against regional and international standards

This is quite high and may signal a lack of awareness?
This is very low

May signal low awareness of ISCED

ISCED level of the minimum qualifications required to teach

<table>
<thead>
<tr>
<th>Level</th>
<th>ECCDE</th>
<th>Schooling</th>
<th>TVET</th>
<th>Total</th>
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<tr>
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<td>8</td>
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</table>

This may signal low awareness of ISCED.
#4 Curriculum underpinnings
School Curriculum Mapping Study 2021: Preliminary Results
Approaches used during curriculum formulation

- Competency-based: 19 respondents
- Learning objectives: 4 respondents
- Learning outcomes: 2 respondents

Let's talk more about this.
Use of learning outcomes in curriculum processes

<table>
<thead>
<tr>
<th>Category</th>
<th>ECCDE</th>
<th>Schooling</th>
<th>TVET</th>
</tr>
</thead>
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<td>1</td>
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<tr>
<td>Partial</td>
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<tr>
<td>Comprehensive</td>
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<td>19</td>
<td>15</td>
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<tr>
<td>Not sure</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Is this an area that needs more attention?
#5 Alignment of teacher policies to AU instruments

School Curriculum Mapping Study 2021: Preliminary Results
Extent national policies on teacher qualifications, professionalism and continuing professional development (CPD) take the following AU instruments into account.

Low awareness is a concern.
#6 New trends

School Curriculum Mapping Study 2021: Preliminary Results
21st century skills required in the fourth industrial revolution are developed by curricula.
#7 New trends
School Curriculum Mapping Study 2021: Preliminary Results
Does your country have an NQF?

- Yes: 18
- No: 7

An increasing number of African countries have NQFs, or are developing NQFs.

Do curricula align with qualifications frameworks on any of the following?

- Descriptors of the NQF: 11
- Levels and cycles: 8
- Principles: 2
- None of the above: 3

Number of respondents
#8 Covid-19 Response

School Curriculum Mapping Study 2021: Preliminary Results
Curriculum delivery during the pandemic

What strategies are being put in place by countries to catch up?

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<thead>
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<th>Category</th>
<th>Urban areas</th>
<th>Rural areas</th>
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<tbody>
<tr>
<td>Partial, below 50%</td>
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<td>9</td>
</tr>
<tr>
<td>Partial, above 50%</td>
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<tr>
<td>Not at all</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of respondents

- **Urban areas**
- **Rural areas**

What strategies are being put in place by countries to catch up?
Methods to ensure curriculum delivery during pandemic

- Guidelines to teachers: 14 respondents
- Materials and support to learners: 16 respondents
- Materials and support to parents: 7 respondents
- Truncated curriculum: 9 respondents
- Using online methods: 20 respondents
- Other: 4 respondents

*Online is not a panacea*
Catch up measures implemented for curriculum recovery

- Additional teaching time: 18 respondents
- Online system: 19 respondents
- Reduction of holiday periods: 16 respondents
- Rotational classes: 11 respondents
Watch this space...
School Curriculum Mapping Study 2021: *Preliminary Results*