



UNESCO Bangkok
Asia and Pacific Regional Bureau
for Education

Integrating Transversal Skills in Education and Training: Findings from the Asia-Pacific

UNESCO Asia and Pacific Regional Bureau for Education

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Outline

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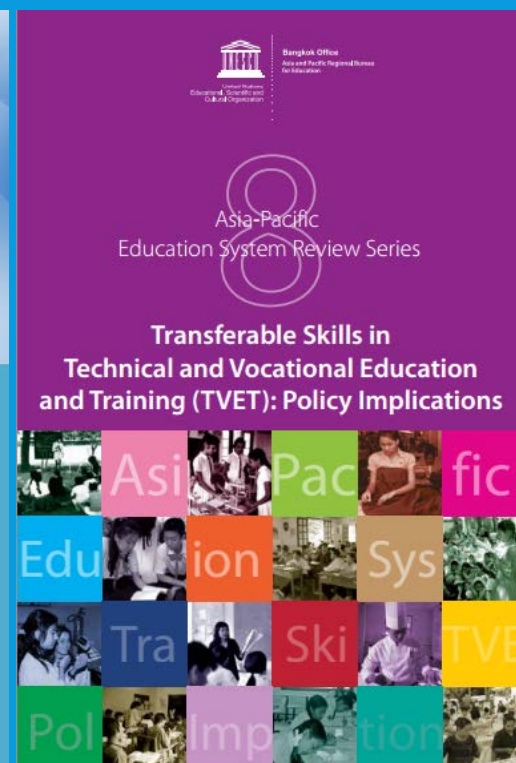
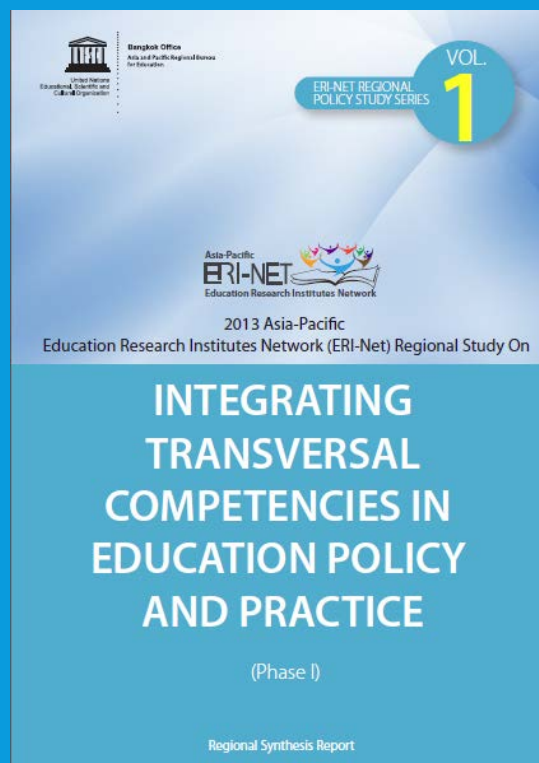
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Introduction to UNESCO's Collaborative Research on Transversal Skills in Asia-Pacific



1. Australia
2. Shanghai, China
3. Hong Kong (SAR)
4. India
5. Republic of Korea
6. Japan
7. Malaysia
8. Mongolia
9. Philippines
10. Thailand



RCP Regional Cooperation Platform

1. Australia
2. Bangladesh
3. Brunei Darussalam
4. Cambodia
5. China
6. Indonesia
7. Japan
8. Malaysia
9. Mongolia
10. Sri Lanka
11. Thailand
12. Viet Nam

Research background

Growing debate on the importance of transversal skills

International initiatives

- Assessment and Teaching of 21st Century Skills [ATC21S],
- Partnership for 21st century skills [P21]



Existing studies mainly focus on the West

Education reforms in the Asia-Pacific region introducing transversal skills

Education reforms in Asia-Pacific region

- Australia: 'general capabilities'/ 'employability skills'
- Thailand, Brunei: 'life skills'
- Japan: 'zest for living'



These movements are not widely documented and shared

The regional research to collect and document perspectives and insights from the region

Research methodology



Given the
diversity of
education
and training
systems -
flexible
approach



1) Country reports

- Document analysis (Ed policies, curriculum guidelines)
- Interviews (policy makers)
- Survey questionnaires



3) Regional synthesis report

- Skills mapping
- Similarities and diversities in skills and competencies



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Research Limitations

1. Limited geographic coverage
2. Gaps between policies and practices
3. The use of diverse concepts and terms to describe transversal skills

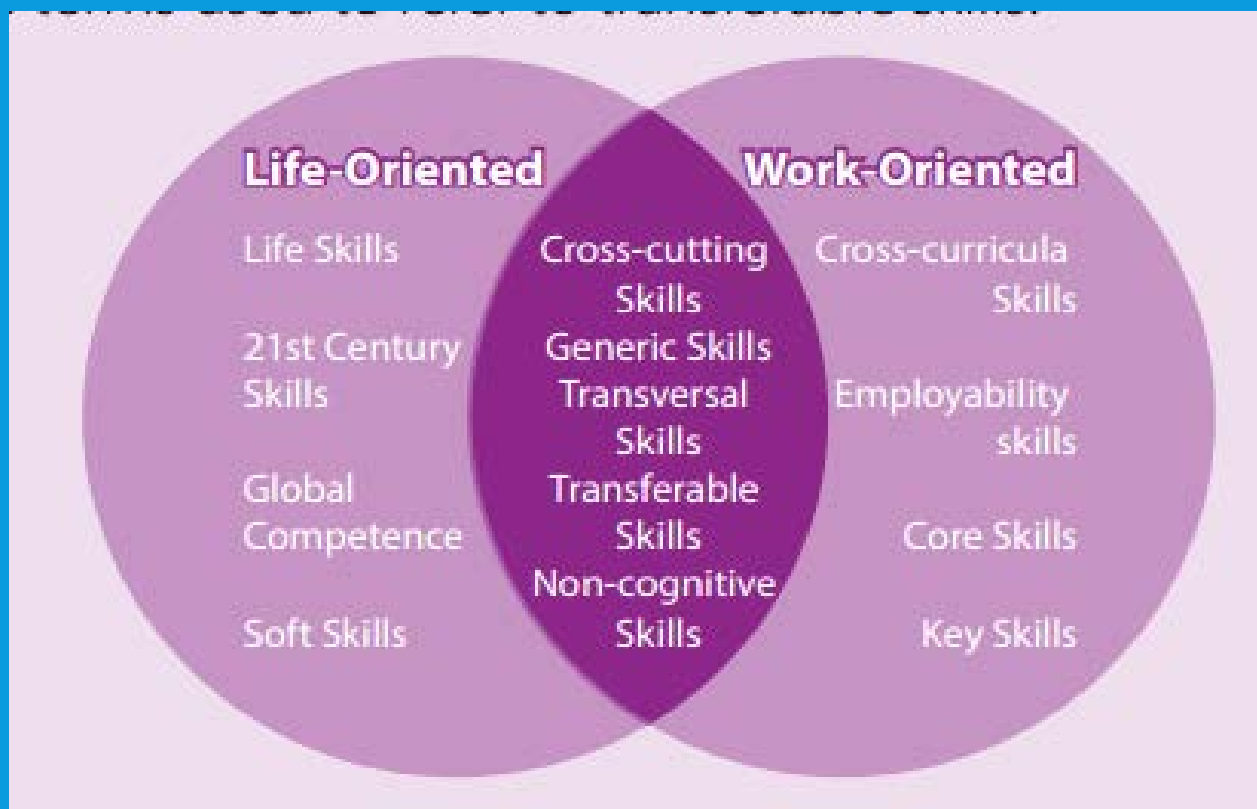
ERI-Net Working Definition of Transversal Skills

Domains	Examples of Key Characteristics
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Inter-personal skills	Presentation and communication skills, leadership, organizational skills, teamwork, collaboration, initiative, sociability, collegiality
Intra-personal skills	Self-discipline, enthusiasm, perseverance, self-motivation, compassion, integrity, commitment
Global citizenship	Awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment
Optional domain: (Example) Physical and psychological health	Healthy lifestyle, healthy feeding, physical fitness, empathy, self-respect

Classification of Transversal Skills in the Regional Research on TVET

One possible categorisation of some common terms used to refer to transversal skills

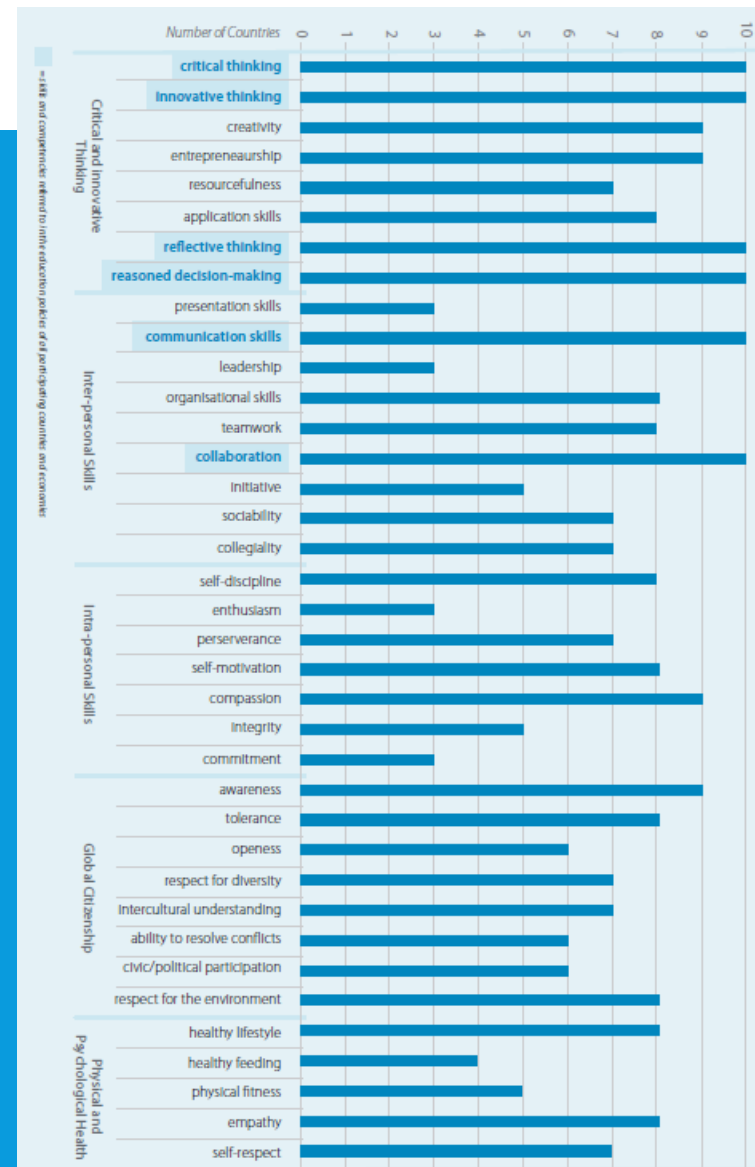
- Several terms used to refer to non-academic skills
- Terms used interchangeably but their respective focus tends to differ.



Transversal Skills Most Commonly Referred to in Policies and Curricula of ERI-Net Study

Transversal Skills Most Commonly Referred to in Policies and Curricula of TVET Study

- Communication
- Collaboration
- Problem-Solving
- Entrepreneurship
- Learning to Learn



Rationale for Integrating Transversal Skills into Education and Training

	Economic Discourse	Social Discourse	Humanity Discourse
Global Perspective	Competitiveness	Understanding & Peace	Global Citizenship
National Perspective	GDP Growth	HDI Growth	Patriotism
Personal Perspective	Employability	Community/Harmony	Moral Formation

Modes of Integrating Transversal Skills into the Curriculum

- ***Specific Subject:*** included as a well-defined entity within the formal curriculum, for example, a subject with specific goals and syllabuses for formal teaching;
- ***Cross Subject:*** runs across, infiltrates and/or underpins all “vertical subjects”, i.e. traditional school subjects.
- ***Extra-Curricular:*** is made part of school life and embedded purposefully in all types of non-classroom activities.

Country and economy	Specific Subject	Cross Subject	Extra-Curricular
Australia	✓	✓	-
Hong Kong (China)	✓	✓	✓
Shanghai (China)	✓	✓	✓
India	✓	✓	✓
Japan	-	✓	✓
Republic of Korea	-	✓	✓
Malaysia	✓	✓	✓
Mongolia	✓	✓	-
The Philippines	✓	✓	✓
Thailand	✓	✓	✓



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Types of Challenges in Integrating Transversal Skills in Policies and Practice

Definitional

- Lack of clarity in scope of transversal competencies
- Lack of clarity in the desired outcomes of the teaching of transversal competencies

Operational

- Lack of assessment mechanisms
- Insufficient teaching/learning materials and teaching guides
- Lack of incentives
- Insufficient capacity of teachers
- Lack of budget (policy-budget inconsistency)
- Additional burden on teachers

Systematic

- Large class size
- Overloaded curricula
- Pressure to achieve academic success
- Inconsistency with high-stake exams
- Lack of understanding among parents and other stakeholders
- Overall school/community culture



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Example of Operational Challenge in TVET

Republic of Korea

There is a 'ping-pong game' among teachers responsible for VBC. For example, Korean language teachers insist that communication skills for work should be taught by 'job-specific' teachers because they are related to the workplace, while job specific teachers argue that Korean language teachers should focus on these skills as they are mainly related to language skills.

Policy Recommendations from ERI-Net Study

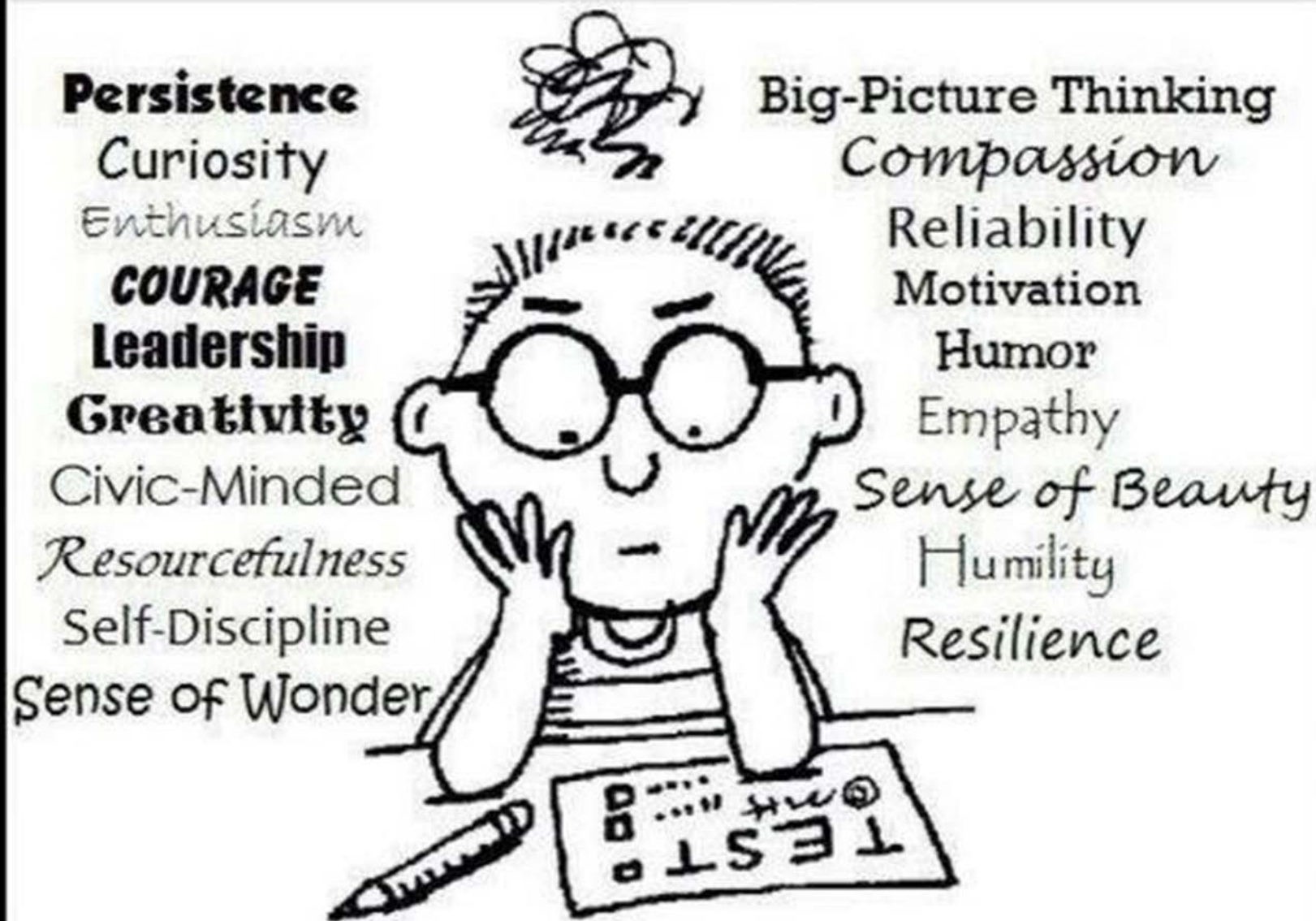
- The acquisition of transversal competencies is relevant to all learners, regardless of the development status of the country and economy and level of education.
- Governments should place transversal competencies at the heart of the education policy agenda for coherence and consistency.
- Teachers must be better prepared and rewarded for their work in the integration of transversal competencies into the classroom.
- Awareness and understanding of transversal competencies among key stakeholders must be promoted.

Policy Recommendations from TVET Study

- A clear definition and guidance on transversal skills in TVET at the policy level will facilitate implementation.
- TVET teacher capacities need to be developed through pre- and in-service training, as well as out-of-school training and retraining opportunities.
- Transversal skills need to form an integral part of national TVET curricula that are developed through an integrative effort between general and vocational teachers.
- Context-specific ways of measuring transferable skills in TVET need to be developed.

Qualities Not Measured by Most Tests

DyslexicKids.net



Next Steps: Research on Transversal Skills in Asia-Pacific

1. ERI-Net Study (Phase II)
2. Study on Transversal Skills in TVET: Focus on Pedagogies and Assessment in the Asia-Pacific

Objectives:

- Collect and analyze best practices of nurturing transversal skill at school, particularly through pedagogies and assessment, from selected countries in the region;
- Identify emerging trends, current practices and bottlenecks of integrating transversal competencies in teaching;
- Facilitate experience-sharing and build a knowledge-base on the integration of transversal competencies in education to support evidence-based policy making and implementation.

Next Steps: Asia-Pacific Conference on Education and Training Kuala Lumpur, Malaysia 10-12 June 2015

Objectives:

- Promote policy debates and dialogues on skills development for the future
- Strengthen the link between TVET and the labour market focus on coordination among ministries in charge of TVET, as well as involvement of the private sector

Thematic areas:

- Skills development through the labour market perspective
- TVET for green jobs and a knowledge society through stronger collaboration between education, training and business sectors in the Asia-Pacific
- Harnessing technology to increase relevance and access of teaching and learning in TVET

Thank you for you attention!

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For more information on ERI-Net, please visit:

<http://www.unescobkk.org/education/epr/epr-partnerships/eri-net/>