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Pan-African Workshop on Formative Assessment

2-4 July 2019, Jupiter Hotel, Addis Ababa
Context and Rationale

- SDG4: enhancing learning outcomes
- Alignment (curriculum, teacher policy and practice, and assessment)
- Policy and practice
- Capacity development
There are two gifts we should give our children; one is roots, and the other is wings.
BASIC HUMAN NEEDS

Wi-Fi

BATTERY

SELF-ACTUALIZATION
ESTEEM
SOCIAL NEEDS
SAFETY AND SECURITY
PHYSIOLOGICAL NEEDS (SURVIVAL)
SDG4: Education – 10 targets

1. Quality Primary/Secondary Education for All
2. Early Childhood & Pre-Primary Education
3. Equal Access to TVET & Higher Education
4. Skills for Decent Work
5. Gender Equality & Equal Access for All
6. Youth & Adult Literacy
7. Sustainable Development & Global Citizenship
8. Safe & Inclusive Learning Environments
9. Scholarships for Higher Education
10. Professional Development of Teachers
# 1. Learning

<table>
<thead>
<tr>
<th>What</th>
<th>Domain</th>
<th>How</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td>Cognitive</td>
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<td><strong>Declarative</strong></td>
<td>(Concepts, facts)</td>
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<td><strong>Procedural</strong></td>
<td>(Operations)</td>
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<td>Skills</td>
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<td>Psycho-motor</td>
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<td>Affective</td>
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<td>Attitudes</td>
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<td>Values</td>
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</table>
What kind of knowledge?

Declarative

Procedural

Meta-cognitive (i.e. motivation, attitudes, evaluation)

Concepts, facts & relationships

Procedures Skills

The knowledge-basis of competency development
Knowledge, skills and attitudes

• Hard skills

• Soft skills/21st Century skills/”Life skills” (UNICEF)

• Social and emotional learning/SEL
Learning content & methods:

Major influences of:

- Constructivism
- Social-constructivism
- Brain research
- Post-modernist philosophies
- Critical philosophies
- Multiculturalism

Learner-centredness

Participation
Interaction
Inquiry
Hands-on work
Problem solving
Assessment & self-assessment
Curriculum dilemmas...

• Competency-based or competency driven?
• (Lack of)Balance of hard skills and soft skills...
• Basic/Foundational *versus* advanced/complex competencies/skills
• Humanistic & artistic tradition *versus* STEM focus
• Knowledge and theory of knowledge...
• Usage of new technologies, including AI
• Learning to learn
Assessment as learning: balancing assessment of and for learning

Challenges:

- Clarity of purposes
- Measuring what is measurable
- Alternative means for assessing competencies
Learning: Cognitive Domain (1956)

BLOOM’S TAXONOMY

EVALUATION
To judge the quality of something based on its adequacy, value, logic or use.

SYNTHESIS
To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme.

ANALYSIS
To identify the organization structure; to pull meaning from parts, relations and organizing principles.

APPLICATION
To apply knowledge to new situations, to solve problems.

COMPREHENSION
To understand, interpret, compare, contrast or explain.

KNOWLEDGE
To know specific facts, terms, concepts, principles or theories.
Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products
Bloom’s Taxonomy revisited: L. Anderson and D. Krathwohl, 2001

**REMEMBERING**
Find or remember information
List, Find, Name, Identify, Locate,
Describe, Memorize, Define

**UNDERSTANDING**
Understanding & making sense out of information
Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

**APPLYING**
Use information in a new (but similar) situation
Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

**ANALYZING**
Take info apart & explore relationships
Categorize, Examine, Compare/Contrast, Organize

**EVALUATING**
Critically examine info & make judgements
Judge, Test, Critique, Defend, Criticize

**CREATING**
Use information to create something new
Design, Build, Construct, Plan, Produce, Devise, Invent

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2. Curriculum and Curriculum Systems

- Standards/Syllabuses (Subject curricula)
- Textbooks
- Other learning resources
- Teacher Guides
- Assessment policies & tools

Curriculum Framework
The “tree of learning” metaphor (courtesy of Dr. Brian Male, IBE consultant for Iraq)

- Critical thinking
- Open mindedness
- Inquiry
- Personal skills
- Cooperation skills
- Tolerance & respect
- Cooperation
- Cross-cutting issues
- Languages
- Sciences
- Math
- SS
- ICTs
- PE

Teachers & teaching
Resources
Assessment
TIME

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Curriculum Framework (CF)

- Regulatory document
- Unifying & comprehensive vision
- Broad orientation
- "Constitution" of the system
- Transparent / Explicit
Curriculum Framework: Main Issues

- Education Policy
- Goals, aims and outcomes
- Curriculum organization
- Curriculum implementation
- Assessment
- Curriculum organization
New Zealand CF: 1993-2007

1993

- Foreword
- The new Zealand Curriculum
- The principles
- The essential learning areas
- The essential skills
- The values
- National Curriculum Statements
3. Key competencies

Values

Knowledge  Skills  Attitudes
I see you did well in school, but what real-world skills do you have?

Tests. I can take tests.
Interest in competencies: why?

<table>
<thead>
<tr>
<th>Northern Ireland</th>
<th>Australia (Western Australia) – 10 capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Literacy; Thinking skills; Creativity; Self</td>
</tr>
<tr>
<td>Personal and interpersonal skills</td>
<td>management; Teamwork; Intercultural</td>
</tr>
<tr>
<td>Managing information</td>
<td>understanding, Ethical behavior and social</td>
</tr>
<tr>
<td>+</td>
<td>competence; Numeracy; ICT</td>
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<tr>
<td><em>Thinking Skills and Personal Capabilities (TK&amp;PC)</em></td>
<td></td>
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</tbody>
</table>
Competencies: some terminological issues

• Competencies as articulation of knowledge, skills and attitudes

• Equivalent terms: «skills»; «capabilities»; skills and capabilities»
Competencies – why do we need them?
Curriculum:
learning content selection and organization, methods and environments

Values

Attitudes

Skills

Knowledge

Competencies

Life-long learning

Problem-solving

Learning to live together (LTLT)

Education for Sustainable Development (ESD)
New Zealand (1997)

Communication Skills
Numeracy Skills
Information Skills
Problem-solving Skills
Self Management and Competitive Skills
Social and Cooperative Skills
Physical Skills
Work and Study Skills
Singapore
- Communication skills
- Character development
- Self management skills
- Social and cooperative skills
- Thinking skills and creativity
- Literacy and numeracy
- Information skills
- Knowledge application skills

1997
Singapore 21st Century Skills

- Core Values
  - Self-Awareness
  - Self-Management
  - Responsible Decision-Making
  - Social Awareness
  - Relationship Management
  - Critical and Inventive Thinking
  - Communication, Collaboration and Information Skills
  - Civic Literacy, Global Awareness and Cross-Current Skills
- Self-directed Learner
- Concerned Citizen
- Active Contributor

Confident Person
Singapore Primary Sciences Curriculum

Preamble

1  Science Curriculum Framework  1
2  Aims  5
3  Syllabus framework  6
4  Teaching and Learning through Inquiry  13
5  Assessing Teaching and Learning  18
6  Syllabus content  20

Glossary of terms

Acknowledgements
Singapore curriculum

https://www.moe.gov.sg/syllabuses
Scotland: A curriculum for excellence
key competencies

• Successful learners
• Confident individuals
• Responsible citizens
• Effective contributors
<table>
<thead>
<tr>
<th>Education pillars</th>
<th>UNICEF</th>
<th>Syria Curriculum Framework</th>
<th>Core Skills</th>
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<tbody>
<tr>
<td>Learning to LEARN</td>
<td>Learning</td>
<td>Learning to Learn and Innovation Skills</td>
<td>Basic Skills (Literacy, Numeracy, ITCs)</td>
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<td></td>
<td>Creativity</td>
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<td>Learning to Learn</td>
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<td>Critical Thinking</td>
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<td>Problem solving</td>
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<td>Creativity</td>
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<td>Critical thinking</td>
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<td>Learning to BE</td>
<td>Personal Development</td>
<td>Life and Career Skills</td>
<td>Self-respect</td>
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<td>Communication</td>
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<td>Self-management</td>
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<td>Resilience</td>
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<td>Self-Management</td>
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<td>Conflict solving</td>
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<td>Learning to DO</td>
<td>Employability</td>
<td>Life and Career Skills</td>
<td>Team work</td>
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<td>Negotiation</td>
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<td>Active Citizenship</td>
<td>Learning to Learn and Innovation Skills</td>
<td>Entrepreneurship</td>
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<td>Participation</td>
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<td>Respecting procedures</td>
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<td>Empathy</td>
<td>Life and Career Skills</td>
<td>and time keeping</td>
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<td>Respect for Diversity</td>
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<td>Innovating</td>
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<td>Local, National and Global Citizenship</td>
<td>Participation &amp; Leadership</td>
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<td>Empathy</td>
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<td>Rights and Responsibilities</td>
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<td>Inclusiveness</td>
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Developing 21st-Century Critical Thinkers

- Integrate critical thinking skills within and across all content areas.
- Establish safe, intellectually risk-free learning environments.
- Provide students with repeated opportunities to practice higher-order thinking.
- Engage in Problem Solving
- Collaborate with Others
- Make Real-World Applications
- Think Critically and Creatively
- Communicate Clearly and Accurately
- Reflect on Learning
- Analyze, Reason, and Evaluate
- Open-Minded
- Consistently cultivate higher-order thinking skills.
- Allow time to develop critical thinking skills.
- Promote academic conversations or dialogue that foster critical thinking.

Your Students’ Path to Critical Thinking

1. Think deeply to make relevant connections
2. Ask quality and clarification questions
3. Use evidence and reasoning to support thinking
4. Analyze, reason, and evaluate
5. Interpret information beyond surface learning
6. Synthesize diverse ideas
7. Solve relevant and complex problems
8. Make reasoned decisions
9. Generate and evaluate options prior to making decisions
10. Focus on details to derive meaning
11. Apply higher levels of thought to real-world situations
12. Think critically on a daily basis
13. Use criteria to judge the value of ideas and solutions
14. Engage in reflective thinking
15. Follow problem-solving steps
16. Question the credibility, accuracy, and relevancy of information and sources
17. Well-informed
18. Willing to consider multiple perspectives
19. Seek new and better solutions
20. Explore alternatives
21. Examine diverse points of view
22. Value and respect ideas of others
23. Question what is read, heard, or seen
24. Assess consequences of actions or ideas
25. Think independently and in concert with others

mentoringminds.com

Critical Thinking for Life!
Key competencies:
What do we want to achieve and how do we get there?

• Fulfilled & happy persons
• Knowledgeable people
• Productive agents
• Responsible (global) citizens
• Moral beings
• Spiritual beings
• Effective communicators
• Critical thinkers (HOTS)
• Problem solvers (HOTS)
• Creative minds (HOTS)
"Sometimes, the most brilliant and intelligent minds do not shine in standardized tests because they do not have standardized minds."

-Diane Ravitch
Personal qualities not measured by tests

- Sense of wonder
- Resourcefulness
- Motivation
- Creativity
- Critical thinking
- Self-discipline
- Reliability
- Empathy
- Compassion
- Self-awareness
- Spontaneity
- Enthusiasm
- Humility
- Courage
- Civic mindedness
- Curiosity
- Humor
- Persistence
- Grit
- Determination
- Endurance
- Resilience
- Question asking
- Leadership
Why can key competencies help?

- Focus on relevant knowledge and meaningful learning
- Whole-child/learner approach
- Developing higher-order thinking skills
- Avoiding redundancy and overload
- Preparation for life and work
- Learning to learn
Curriculum review is one important component of “curriculum cycles” based on which curricula are being continuously adjusted/improved. It implies to examine the curriculum with an eye to (constructive) criticism or correction in order to determine the best possible links between curriculum vision and planning, on the one hand, and curriculum implementation on the other hand. While curriculum may be changed occasionally on an ad-hoc basis and through piecemeal approaches, carrying out a curriculum review sets the basis for a systematic process of development/change, based on informed decision making. Typically, curriculum review is performed as a starting point for curriculum revision and/or curriculum renewal.
According to curriculum theory, one should distinguish between different “types” of curriculum, namely:

1. **The written/intended/official curriculum** that is usually laid down in documents, such as curriculum frameworks, syllabuses (subject curricula), textbooks and other learning materials/resources, teacher guides, learner exercise books, assessment guides.

2. **The applied/implemented curriculum** that results from school- and classroom interactions, as well as from the interactions between learning environments and communities.

3. **The assessed curriculum** that results from assessment outcomes.

4. **The learned/effective curriculum** that constitutes the sheer learner acquisitions.

5. **The hidden curriculum** that may be based on different (even opposite) values and other assumptions than the “official” curriculum and/or may represent learning that was not intended.
Curriculum “Cycles”

- Vision
- Planning
- Designing
- Writing
- Implementation
- M & E
- Review

Curriculum Frameworks
Subject curricula/Syllabuses
Learning resources (i.e. textbooks)
Teacher guides
Assessment guides
Nu conteaza cate resurse ai...

Daca nu stii sa le folosesti,
nu vor fi niciodata suficiente.
Curriculum ‘models’ can be classified as follows:

- **Content (i.e. subject; teacher; textbook)-based curriculum.** In this model, teaching and learning are focused on acquiring knowledge, which is also reflected in assessment practices. Traditional curricula are usually content-based.

- **Objectives-driven curriculum.** This model was merely influenced by educational taxonomies (such as Bloom’s taxonomy of educational objectives). It pays more attention to learning processes and skills, especially with regard to the cognitive dimension. Based on thoroughly-developed taxonomies of cognitive objectives, this model was at the origin of the standardized testing movement.

- **Process-based curriculum.** This model privileges social and emotional aspects of learning that are being explored and fostered based on interactive pedagogies (i.e. through group work, collaborative learning, including peer-coaching, project work).

- **Competency-based curriculum.** As the most recent of such ‘models’, the competency-based curriculum claims the need of fostering competencies, as a complex articulation of knowledge, attitudes and skills that are underpinned by values and expectations. In this model, knowledge has to be relevant through application in the context of problem solving through independent and creative thinking and action.
Among factors eliciting the need of curriculum review are the following:

- Expansion of our knowledge and changes to understanding our world;
- New developments in society and economy, including in the labor market;
- Increased dialogue, but also tensions, among cultures within local, national and international/Global contexts that are brought forward by globalization phenomena (especially via traveling, economic mobility, and the Media, including and moreover the new Media, such as social Media supported by Internet);
- Challenges of sustainability;
- Natural risks and disasters, as well as man-made situations of conflict, crisis and disasters;
- Changes in people’s living conditions and aspirations;
- Changes in technology;
- New advances in fields like curriculum, assessment, learning psychology, education sociology, educational sciences (including and moreover with regard to teaching and learning).
Phases in curriculum review

Preparing
• Start Discussions
• Set the vision
• Research/Analyse curriculum trends

Carrying out curriculum review
• Assess the curriculum against identified trends & quality criteria
• Set the vision
  • Consult stakeholders • Prepare Report/Recommendations

Taking action
• Upgrade the curriculum
• Align Curriculum, Assessment and TT
  • Train teachers, headmasters, inspectors, teacher trainers, etc.
• Monitoring
The **visionary elements** of the education/curriculum policy, such as:

1. The country’s aspirations and development prospects

2. The main education aims that are aligned with those aspirations and development prospects

3. The values and principles that underpin education and the curriculum (i.e. what kind of learner is envisaged; what kind of learning; how should the curriculum be constructed so as to meet the expected education aims)

1. Expected learning outcomes (i.e. learner competencies = knowledge, skills and attitudes) for different education stages and/or learning areas.
Among the **quality criteria** to be possibly considered are the following:

(a) How well does the curriculum respond to learner needs

- Is it up-to-date?
- Is it well balanced?
- Does it cater for diversity and inclusiveness?
- Does it foster competencies (i.e. knowledge, skills and attitudes, such as openness and critical thinking; tolerance and respect) and (holistic) personal development?
- Is it relevant?
- Is it feasible?
- Is it assessable?
Question By A STUDENT !!

If A Single Teacher Can't Teach Us All The Subjects, Then..

How Could You Expect A Single Student To Learn All Subjects??
IT’S CALLED A BOOK.
...NOT SURE WHERE
THE BATTERIES GO.
(b) How does the curriculum foster school-community links and the integration of learners in life and the labor market?

- Is the curriculum practically- and problem-solving oriented?
- Is the curriculum challenging and motivating?
- Does it integrate stakeholder views?
- Does it encourage the involvement of stakeholders?
- Does it foster school-community links (i.e. community service; project work; counseling and orientation)
- Does it prepare learners for life and work?
3. How does the curriculum contribute to equity and inclusiveness?

- languages of instruction close to the children’s experience, especially in early years;
- diversified curriculum that takes into account the learner needs, including special needs;
- diversified curriculum that takes into account local conditions and needs (i.e. local, school-based curriculum);
- absence of biases, as well as of messages promoting discrimination, hatred and violence in whatever form (for instance, gender biases);
- teaching and learning strategies, including assessment that take into account the diversity of learner styles and environments, as well as the “whole child” approach (i.e. all aspects of learner’s personality and personal development);
- effective support systems for learners to cope with learning difficulties and/or develop their talents and interests by being challenged in an appropriate way;
- appropriate incentives for students and teachers to enhance their motivation and performances.
4. How does the curriculum integrate new, emerging issues and cross-cutting objectives?

- Whether (relevant) emerging and cross-cutting issues are integrated in the curriculum and how (i.e. HIV and AIDS; intercultural education; citizenship and Human Rights; sustainable development; climate change; Disaster Risk Reduction/DRR; peace education and conflict solving);

- What (relevant) emerging and cross-cutting issues are missing from the curriculum and how may they be integrated (for instance, Media education; entrepreneurial education, gender equality)?

- What are achievements of, and challenges faced by schools in dealing with such emerging and cross-cutting issues?

- What is the effectiveness of their presence in the curriculum (i.e. have they contribute to competency development, such as changes in awareness, attitudes and behaviors?);

- How are learning process and outcomes assessed?
Attitude is a little thing that makes a big difference.

- Author Unknown
5. How does the curriculum overall contribute to quality learning

- Is the clustering of the curriculum into learning areas and subjects appropriate?
- Does it reflect international trends of reducing the number of discrete subjects while treating learning content through broader learning areas;
- Are the learning areas and subjects defined flexibly so as to allow the integration of emerging/cross-cutting issues?
- Is time allocation appropriate (i.e. Is it sufficient for the development of tangible and sustainable competencies; Does it allow more flexible solutions, such as block teaching and/or project work; Does it encourage interactive pedagogies, such as group work; Does it encourage diversified learning and inclusiveness?);
- Is the curriculum balanced?
- Are curriculum provisions equitable and inclusive?
- Is the curriculum deliverable? (i.e. Can it be taught; What are the main teaching and learning strategies used; What are achievements and gaps in delivering the curriculum);
- Is the curriculum assessable?
- Are curriculum, teaching and learning, and assessment aligned?
- Do curriculum documents orient teachers and other stakeholders in an effective way?
- Are monitoring and evaluation strategies in place
information:

knowledge:
بيئة التعلم المستقلية
2018: Apple releases a Blender.
Curriculum “architecture”

Teacher standards

Curriculum Framework
Learning standards

Syllabuses/
Subject curricula/
Standards

Learning resources

Assessment standards

Implementation
Developing the Curriculum Framework (discussion/position paper)

• WHO?

• HOW?

• Resources needed

• Timing
Developing the CF

WHO?
• Technical group (curriculum core team)
• Supervising committee (i.e. Steering committee)
• Consultative groups
• Decision makers

HOW?
• Technical work
  Situational and needs analysis
  International and regional references
  Defining new directions
  Defining key competencies
  Drafting
• Policy issues and political aspects
• Public consultations
Developing the CF: Skills needed

- Knowledge of curriculum field
- Conceptual and terminological clarity
- Curriculum/Comprehensive perspective
- Writing & review skills
- Consultation skills & diplomacy
- Advocacy skills
Developing the CF: Timing and resources

• CF Road MAP

- Vision
- Institutional structure, responsibilities and legitimacy
- Capacity development
- Drafting phase
- Public consultations
- Successive reviews
- Approval
- Implementation (effects on syllabuses, textbooks, teachers, assessment, learning environments, communities)
- M+E
If you can’t explain it *simply*, you don’t understand it well enough.

— Albert Einstein
5. Alignment of curriculum/learning, teacher policies and practices, and assessment
Is alignment always good?
Definition

Curriculum alignment is . . .

. . . how teachers organize and present content in the classroom. This includes what they teach, how they teach it, and how they assess learning. It is the way in which written content, instruction, and assessment work together to facilitate student achievement as defined by standards.
Diagram of Constructive Alignment

Chapter 4 in Biggs, J & Tan, C. (2007) Teaching for quality learning at University (3rd Ed) OU Press; http://www.youtube.com/watch?v=iMZA80xP6Y is also useful

HEPP7001
Questions

- What do we understand by alignment?
  - Proper positioning...
  - Adjustment...
  - Arrangement...
  - Matching...
  - Cohesiveness...

- Why is it important?
- What kind of alignment?
- How can we get on the same page?
- How can we work together towards shared education vision & goals?
Lack of alignment...

There may be some results, BUT...
LACK OF ALIGNMENT BETWEEN DAILY LESSON AND LONG-TERM GOALS
(Degrees of) Alignment

- Strong
- Average
- Loose
- Non-existent
Criteria & indicators to determine the existence of alignment (and its different degrees)

• How do we tell there is alignment?

• How do we recognize the lack of alignment?
Assessment as learning: balancing assessment of and for learning

Challenges:

■ Clarity of purposes
■ Measuring what is measurable
■ Alternative means for assessing competencies
National Assessment Systems

- National examinations
- National surveys
- International/Regional surveys
- Student competitions
- Formative assessment
- Entrance examinations
Errors in assessment

- Knowledge and skills: focusing only on basic/lower levels
- Knowledge and skills: Poor items
- Values and attitudes: applying knowledge criteria (i.e. right and wrong)
- Ignoring learning progression and individual paces
information:

knowledge:
Personal qualities not measured by tests

Sense of wonder, resourcefulness, motivation, creativity, critical thinking, self-discipline, resilience, endurance, grit, persistence, determination, curiosity, humor, question asking, leadership, empathy, compassion, self-awareness, spontaneity, enthusiasm, humility, courage, civic mindedness.
Key competencies:

What do we want to achieve and how do we get there?

- Fulfilled & happy persons
- Knowledgeable people
- Productive agents
- Responsible (global) citizens
- Moral beings
- Spiritual beings
- Effective communicators
- Critical thinkers (HOTS)
- Problem solvers (HOTS)
- Creative minds (HOTS)
(1) What are for you the main takeaways from this workshop?

(2) How can TALENT help countries enhance CBFA?