

National or regional curriculum frameworks and visualisations annex

Annex A. National or regional curriculum frameworks and visualisations

By articulating a conceptual framework, countries and jurisdictions help to guide practices of teaching and assessment by articulating a vision of pedagogical theory and philosophy, such as “student centred”, “learning centred”, or “experiential learning”. Conceptual frameworks can be an opportunity for curricular authorities to express their embedded values to inform teaching and learning. These can include both national and social values such as culture, respect and trust. Likewise, the articulation of conceptual frameworks is an opportunity to establish consistency and relevance of the curriculum across teaching, learning and assessment practices and philosophy.

The following presents a diverse compilation of visualisations from curriculum frameworks, main competences and strategic schemes provided by countries and jurisdictions, listed in the table below. These visualisations allow for an at-a-glance comparison of the different approaches to curriculum conceptualisation.

Table A.1. Countries and jurisdictions with visualisations included

OECD	Partner
Australia	Argentina
Canada	Brazil
British Columbia (Canada)	People's Republic of China
Ontario (Canada)	Hong Kong (China)
Québec (Canada)	Costa Rica
Saskatchewan (Canada)	India
Chile	Kazakhstan
Czech Republic	Russian Federation
Estonia	Viet Nam
Finland	
Ireland	
Japan	
Korea	
Mexico	
New Zealand	
Norway	
Poland	
Portugal	
Sweden	
Northern Ireland (United Kingdom)	
Scotland (United Kingdom)	
Wales (United Kingdom)	

OECD countries and jurisdictions

Australia

The Foundation – Year 10 Australian curriculum is a three-dimensional recognition of disciplinary knowledge, skills and understanding, general capabilities, and cross-curriculum priorities. The three dimensions of the Australian curriculum is presented as progression of learning to make clear what is to be taught and the quality of learning to develop successful learners, confident and creative individuals and active and informed citizens. The target audience is primarily teachers to communicate the curriculum with brevity and in plain language whilst honouring the complexity of appropriate professional practice. It is designed to create consistency across learning areas.

The eight learning areas include: English, mathematics, science, health and physical education, humanities and social sciences, arts, technologies, and languages. Some learning areas explicitly contain multiple subject domains consistent with customs of the discipline. While not pictured, content descriptions specify what young people will learn and achievement standards explain the depth and sophistication expected by year of schooling. The seven general capabilities are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. These are intended to be integrated and interconnected set of areas developed and applied in the learning areas to empower students to be life-long learners able to operate in a complex, information-rich, globalised world. The three priorities to be developed in the learning areas are: Aboriginal and Torres Strait Islander histories and cultures, Asian and Australia's engagement with Asia, and sustainability. Using a set of organised essential knowledge, understanding and skills, these are developed and addressed in the learning areas.

Figure A.1. The three dimensions of the Australian curriculum

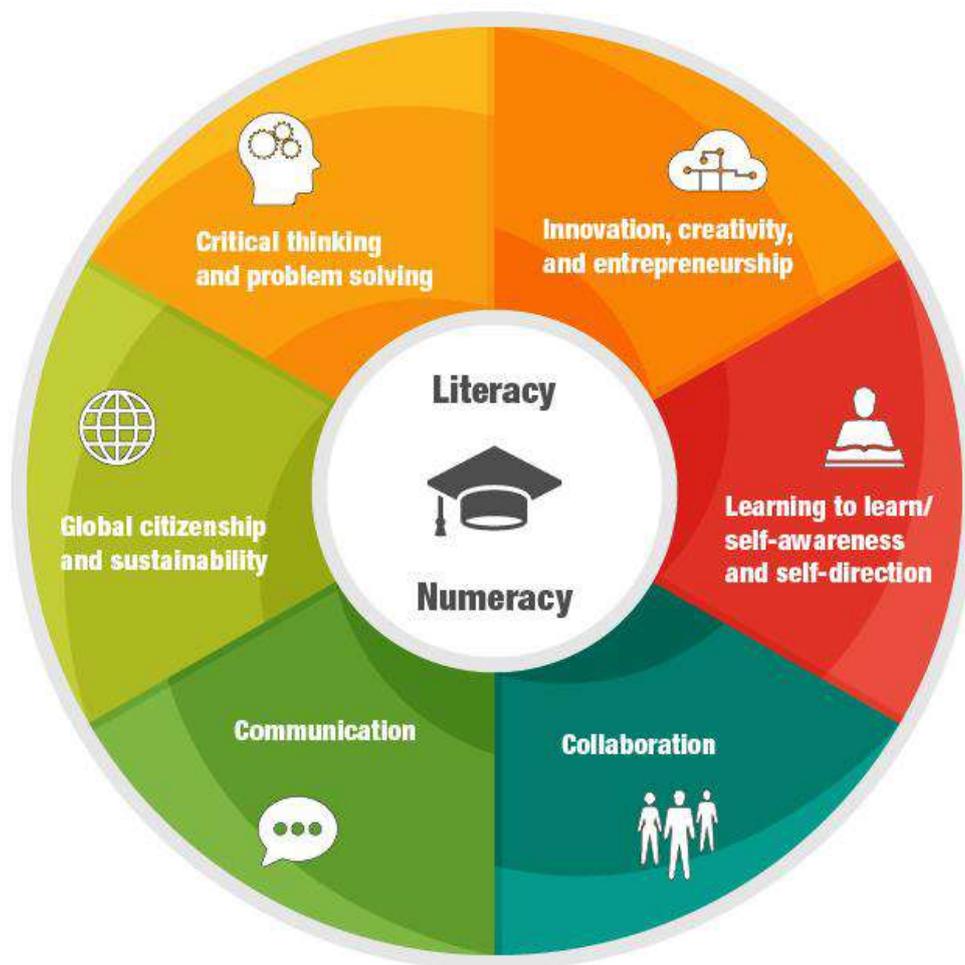


Source: Australian Curriculum, Assessment and Reporting Authority 2017

Canada – Council of Ministers of Education

In 2016, the Canadian Ministers of Education put forward six global competencies to guide education. These competencies are: critical thinking and problem solving, innovation, creativity, and entrepreneurship, learning to learn/self-awareness and self-direction, collaboration, communication, and global citizenship and sustainability. These competencies are an overarching set of attitudes, skills, knowledge and values that are interdependent, interdisciplinary, and can be leveraged in a variety of situations both locally and globally. They provide learners with the abilities to meet the shifting and ongoing demands of life, work and learning; to be active and responsive in their communities; to understand diverse perspectives; and to act on issues of global significance. This framework is closely aligned to those of Canadian provinces and territories, and it is anticipated to evolve alongside those of the jurisdictions to integrate curricula, pedagogy and assessment.

Figure A.2. The Council of Ministers of Education, Canada’s (CMEC) pan-Canadian global competencies



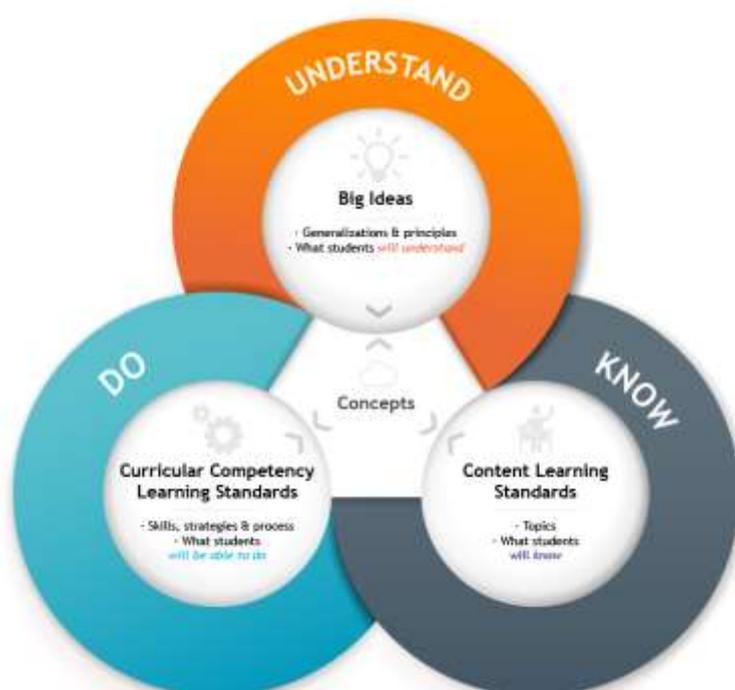
Source: Council of Ministers of Education, Canada (CMEC) 2020

British Columbia (Canada)

Recognising that we live in a state of constant change, the British Columbia (Canada), “Know-Do-Understand” model was developed to support a concept-based competency-driven approach to learning. It includes three elements: the content learning standards with essential topics at each grade (*Know*), curricular competencies skills, strategies, and processes to be developed (*Do*), and Big Ideas of generalisations, principles, and key concepts across learning areas (*Understand*) which represent what students will understand at the completion of their grades. All three interconnected elements generate deep learning intended to endure beyond a single grade and contribute to future understanding.

The curriculum is intended to be learner-centred, flexible and maintain a focus on literacy and numeracy, while supporting deeper learning using concept-based and competency-driven approaches. The curriculum was designed to honour the ways in which students think, learn and grow, and is intended to prepare them for lifelong learning.

Figure A.3. British Columbia (Canada) curriculum model

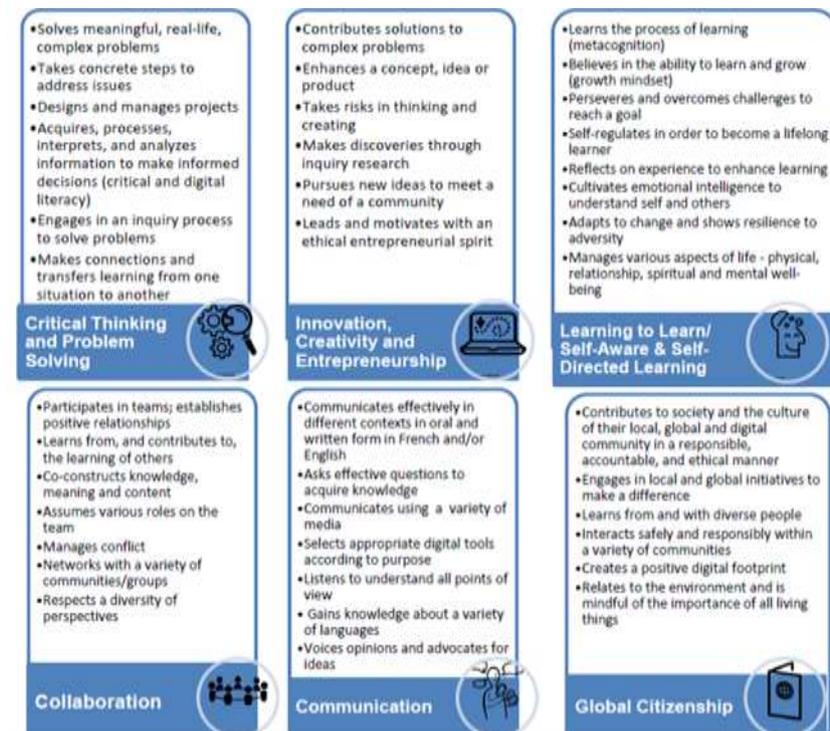


Source: Ministry of Education British Columbia 2016

Ontario (Canada)

The province of Ontario is engaged in “next generation learning”. By integrating a competencies-based curriculum, the province aims to prepare students to solve complex and unknown problems associated with living in a competitive, globally connected, and technologically intensive world. Across the province, six competencies are manifest in the curriculum: 1) critical thinking and problem solving, 2) innovation, creativity and entrepreneurship, 3) learning to learn/self-aware and self-directed learning, 4) collaboration, 5) communication, and 6) global citizenship. The province explicitly recognises there is no single, best approach to implement the competencies, but instead local school boards are empowered to implement the framework to meet their student needs.

Figure A.4. Competencies in the curriculum of Ontario (Canada)

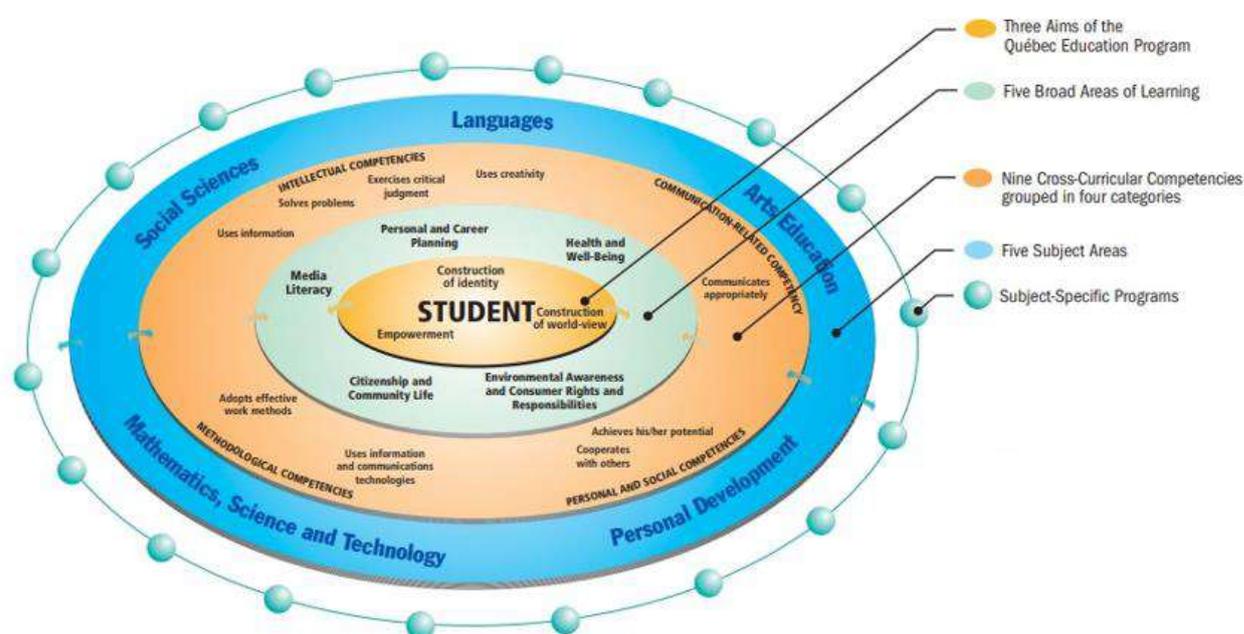


Source: Ministry of Education Ontario 2016

Québec (Canada)

The Québec Education Programme contains nine cross-curricular competencies reflected in five learning areas: 1) media literacy, 2) personal and career planning, 3) health and well-being, 4) citizenship and community life and 5) environmental awareness and consumer rights and responsibilities. Each competency is cross-curricular in nature. In addition to a description of the competency, evaluation, developmental, and experiential guidance is also provided to give educators a clearer idea of how to implement the curriculum. These competencies ask students to go beyond memorisation and skills, but to have an active relationship to the knowledge to interpret and understand. They draw upon attitudes and values to empower students.

Figure A.5. Québec Education Programme – Secondary School Education, Cycle One

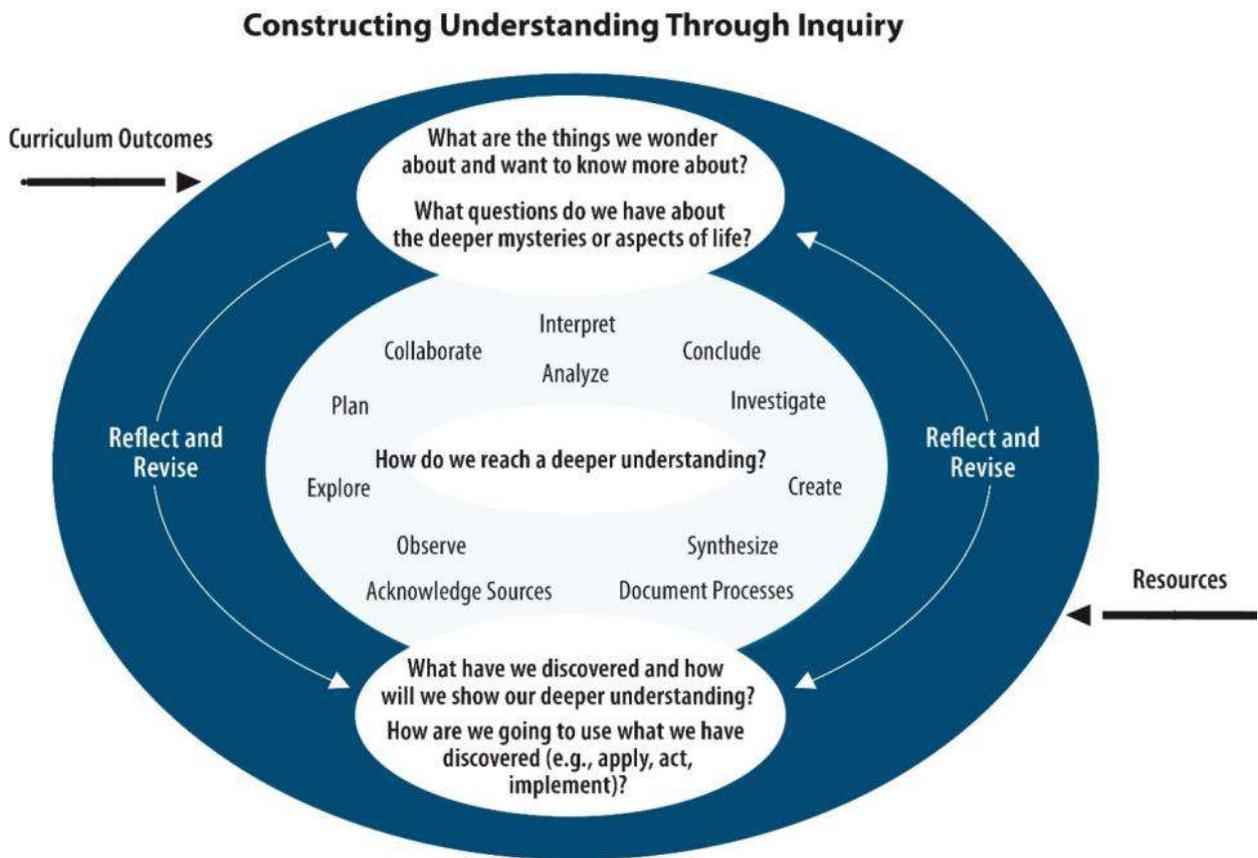


Source: Gouvernement du Québec, Ministère de l'Éducation 2004/2006

Saskatchewan (Canada)

In order for teachers and students to learn within a meaningful context connected to their lives and communities, Saskatchewan adopts an inquiry-based approach to the study of big ideas. These big ideas elicit questions that are important in the development of a deep understanding of a concept through high-order thinking and genuine inquiry. This inquiry happens within a complex, ecological system, whereby the process of constructing deeper understanding helps students to learn important disciplinary ideas and conceptual connections. These understandings are important to guide student investigation, critical thinking, problem-solving and reflection. This framework thus aims to provide purpose and direction to make learning connected to experience and live beyond school.

Figure A.6. Inquiry-based learning in Saskatchewan’s (Canada) renewed curricula

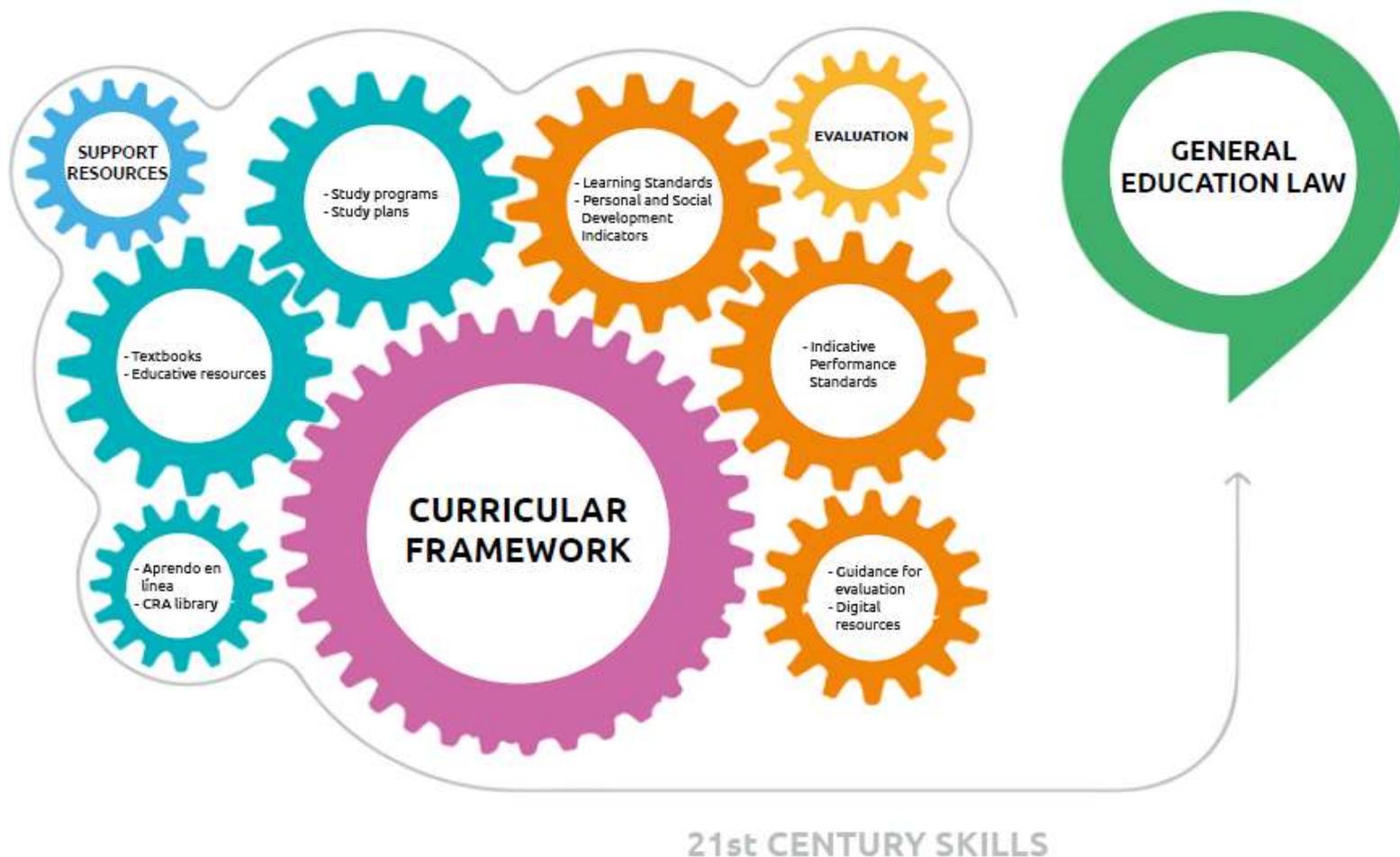


Source: Saskatchewan Ministry of Education, Government of Saskatchewan 2020

Chile

The new National Curriculum in Chile encompasses grades K-12 and was reformulated between 2012-2020. It regards 21st century skills as the central formative focus that serves the integral education of students, thus embedding them in a framework of skills, knowledge and crosscutting attitudes to all subjects. The National Curriculum is mandatory in Chile and it is based on the principle of equity, as it provides equal opportunities for students to develop their life projects and gives them challenges related to their interests. Fostering the principle of equity, the implementation of the Curriculum is supported with different resources and measures.

Figure A.7. Main definitions in the curriculum of Chile

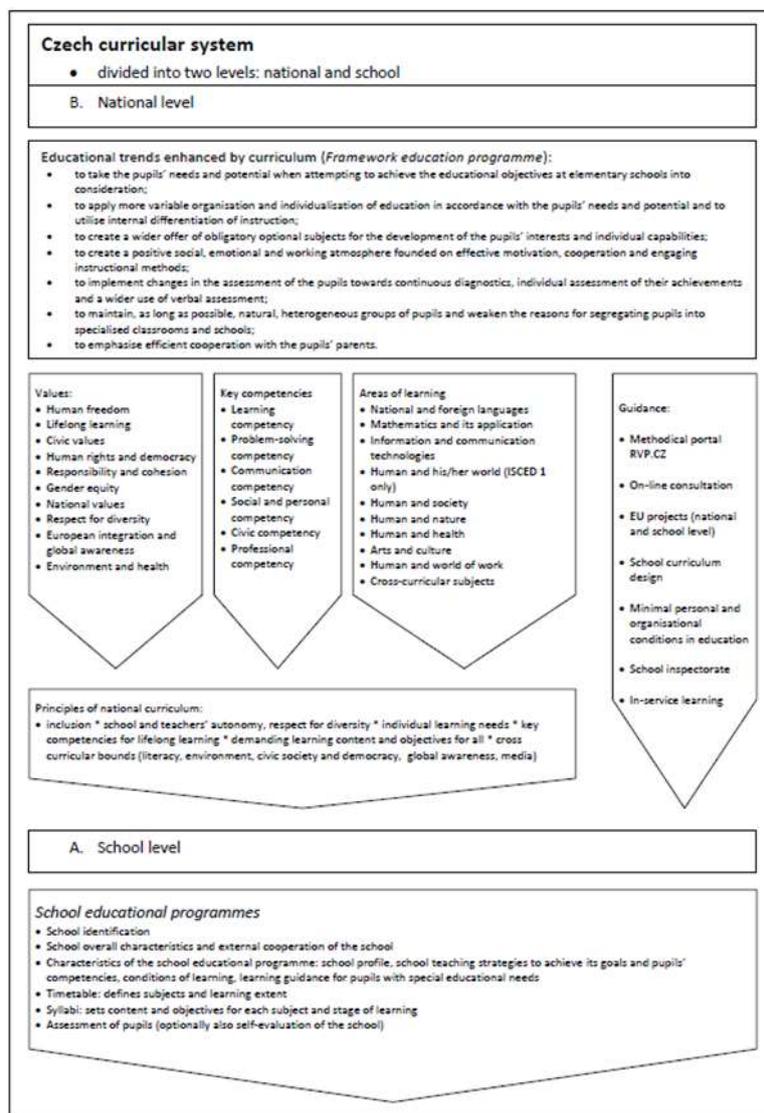


Source: Ministry of Education Chile 2018

Czech Republic

Curriculum is divided into two-levels in the Czech Republic: national and school. The framework for basic education (FEP BE) provides concrete objectives, form, length, and basic curricular content of education in addition to guidelines for implementation. Nine educational areas (national and foreign languages, mathematics, information and communication technology, human and their world, human and society, human and nature, arts and culture, human and the world of work and cross-curricular objectives) are paired with values and key competencies to help define the national curriculum. Each school then formulates their own educational programme that is in alignment with the basic programme.

Figure A.8. Scheme of the curricular system in Czech Republic

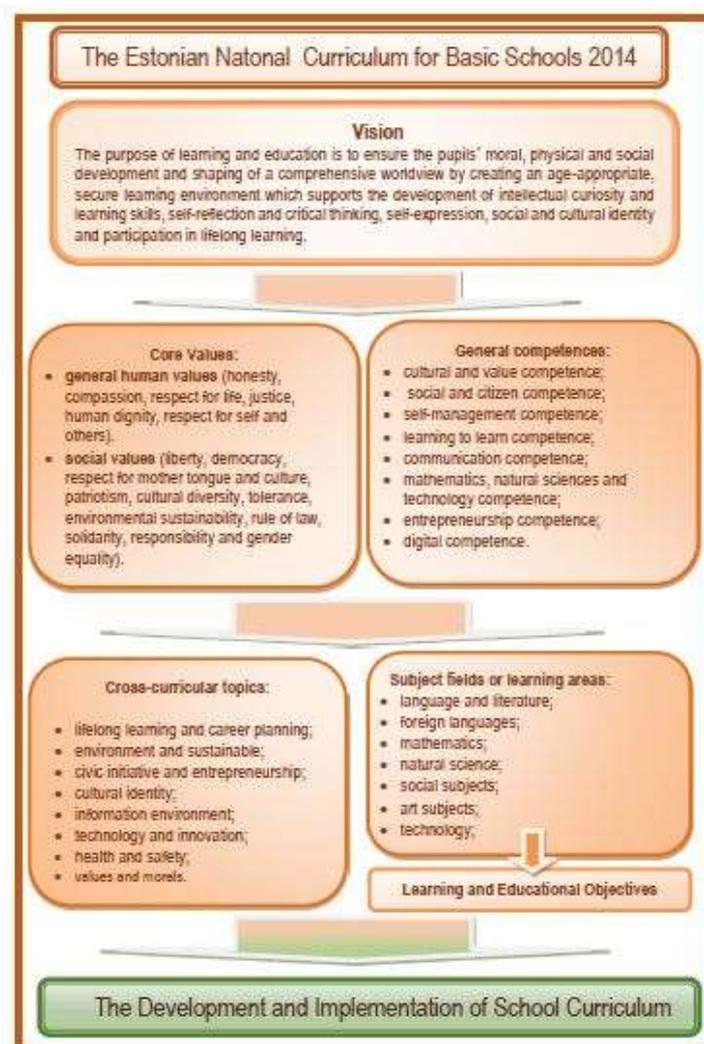


Source: NÚV – National Institute for Education, 2016

Estonia

Guided by a vision of education and learning as a moral, physical, and social endeavour, the Estonian curriculum strives to support the development of intellectual curiosity and learning skills, self-reflection and critical thinking, self-expression, social and cultural identity and participation in life-long learning. The vision is expressed through core values and general competencies, which is then implemented into cross-curricular topics and specific subjects.

Figure A.9. The Estonian national curriculum



Source: Estonian Ministry of Education and Research 2017

Finland

Finnish curriculum is first set by the government including general objectives, allocation of instruction time, and establishment of subjects. Municipalities then prepare local curricula based on the national objectives. National curriculum embraces a multi-disciplinary framework that integrates assessments, objectives, and contents. This framework is guided by the transversal competencies of thinking and learning to learn, cultural competence, interaction and self-expression, taking care of oneself and daily life management, multi-literacy, ICT, working-life and entrepreneurship, and building a sustainable future. At the centre of the education curriculum are the knowledge and skills needed for life and the motivation and joy of learning.

Figure A.10. Competencies, transversal competencies and assessments in the Finnish curriculum

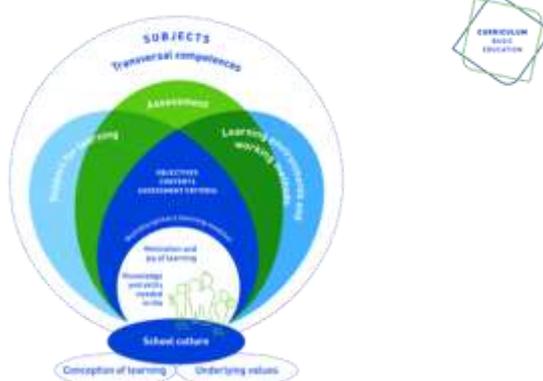
Subjects and transversal competences



Assessment



Curriculum

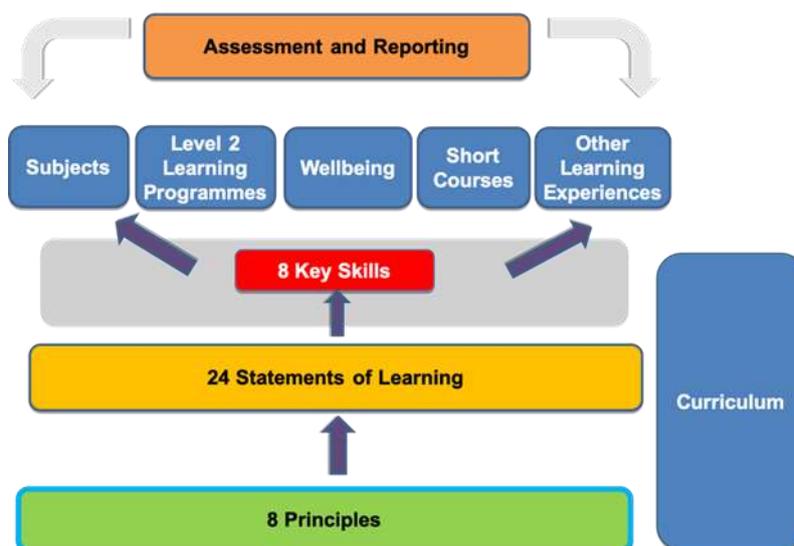


Source: Finnish National Agency for Education 2018

Ireland

In Ireland, the curriculum framework uses a set of eight guiding principles, twenty-four statements of learning, and eight key skills, which help to define the five domains of subjects, learning programmes, well-being, short courses, and other learning experiences. The Irish educational system is largely centralised with the Minister for Education and Skills and the Department of Education and Skills (DES), who set the educational framework and curriculum based on advice from the National Council for Curriculum and Assessment. The Irish primary education sector comprises state-funded primary schools, special schools, and private primary schools. In 2011, DES launched Literacy and Numeracy for Learning and Life, which is a comprehensive set of national standards. Assessment and reporting with each of the domains helps to monitor and ensure educational achievement for students.

Figure A.11. Schematic framework of the Irish curriculum

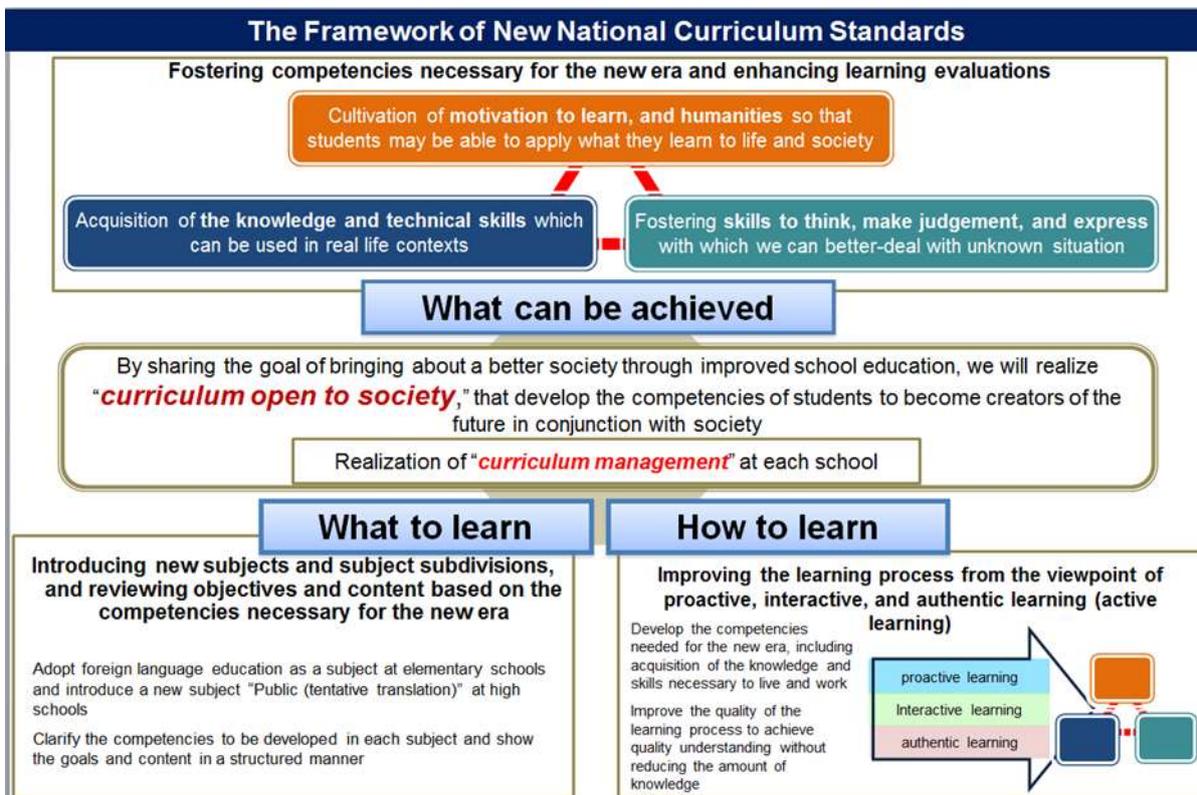


Source: Department of Education and Skills Ireland 2018

Japan

Japan’s educational curriculum is developed by the Ministry of Education, Culture, Sports, Science, and Technology, and local educational authorities establish and maintain schools, and are accountable to a prefectural or municipal board of education. Japan embeds future-oriented values as a part of its educational framework to build a better society. As a part of its curriculum framework Japan also embeds the need to cultivate life-long learning through the acquisition of new skills and knowledge and fostering skills to learn to learn and think in an adaptable framework of learning.

Figure A.12. Framework of the Japanese curriculum

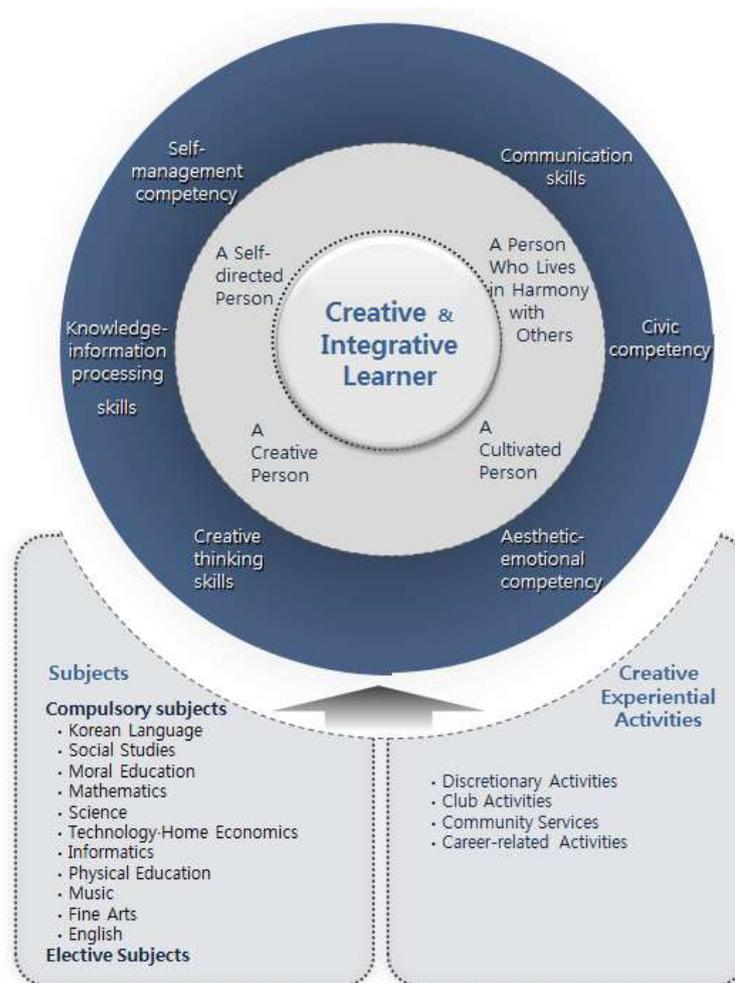


Source: Ministry of Education, Culture, Sports, Science and Technology 2017

Korea

At the centre of the Korean revised curriculum for middle school is a creative and integrated learner surrounded by the concepts of who a person is: a self-directed person, a person who lives in harmony with others, a cultivated person a creative person. To actualise this vision, Korea has six competencies: communication skills, civic-competency, aesthetic-emotional competency, creative thinking skills, knowledge information processing skills and self-management competency. These competencies can be integrated across the learning subjects and activities.

Figure A.13. The Framework for 2015 revised middle school curriculum in Korea



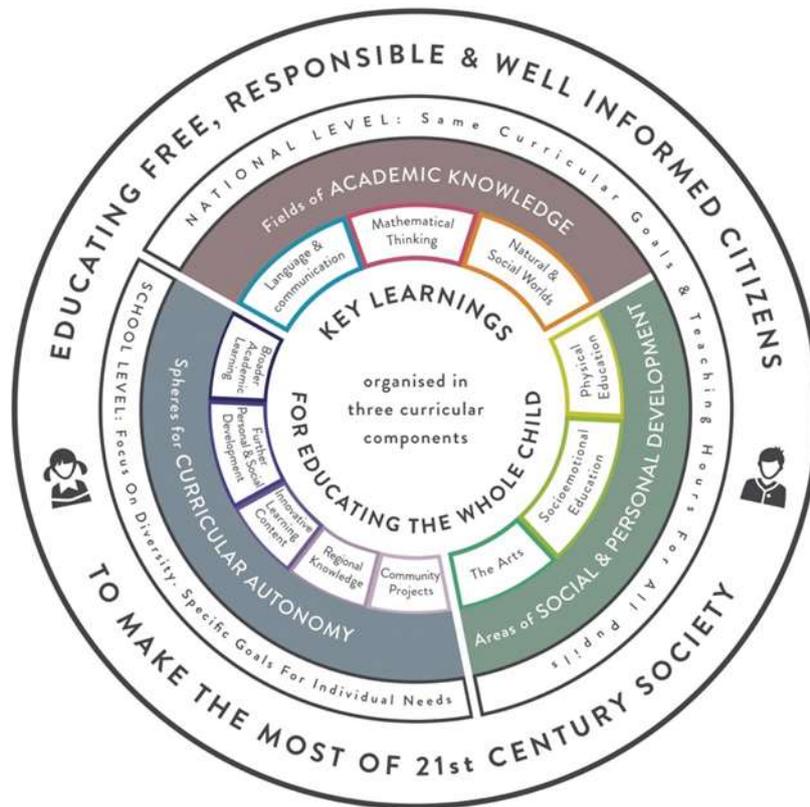
The Framework for 2015 Revised Middle School Curriculum in Korea

Source: Korea Institute for Curriculum and Evaluation [KICE] (2016). The framework for 2015 Revised Middle School Curriculum in Korea. Unpublished manuscript, KICE, Seoul: Korea.

Mexico

Mexico’s education curriculum seeks to *educate the whole child* and is organised in three components: 1) academic knowledge, 2) social and personal development and 3) curricular autonomy. Between 2012 and 2018 the federal administration sought to transform its large and complex system to prepare students to face twenty-first century challenges. Their new system involved large transformations in terms of organisation, budget, pedagogy, and administration with quality and equity as guiding principles. Mexico’s educational curriculum integrates student learning outcomes, the introduction of socioemotional learning and the promotion of curricular autonomy to encourage pedagogical autonomy. The curriculum includes eleven competences deemed necessary to flourish and live fully in the twenty first century: 1) language and communication, 2) mathematical thinking, 3) understanding the natural and social worlds, 4) critical thinking and problem solving, 5) socioemotional abilities and life project, 6) teamwork and collaboration, 7) citizenship and social life, 8) creativity and artistic appreciation, 9) health care, 10) environmental care, and 11) digital abilities.

Figure A.14. Framework model of the Mexican curriculum



Source: Secretaría de educación pública 2017

New Zealand

New Zealand's curriculum design and review is a continuous cycle to address the particular needs, interests, and circumstances of students and communities. The national curriculum, school curriculum, and classroom curriculum work together to provide a scope, flexibility, and authority so that teaching and learning is meaningful and beneficial to each community. Based on the visions, values, key competencies, learning areas, achievement objectives and principles laid out in the national curriculum framework, teachers are encouraged to make interpretations in response to particular needs, interests, and talents of their students. The principles underpin and guide the design, practice, and evaluation of curriculum. The values, key competencies, and learning areas provide the basis for teaching and learning across and within schools. Together these contribute to the realisation of a vision of young people who will be confident, connected, actively involved, lifelong learners. Schools are expected to integrate all elements of the framework, but are provided the agency to structure their curriculums in diverse ways. Schools are encouraged to design their curriculum so that learning crosses apparent boundaries.

Figure A.15. Schemes of directions for learning in the New Zealand curriculum



Norway

The Norwegian Ministry of Education and Research develops the national curriculum framework and the Norwegian Directorate for Education and Training develops and revises the curriculum (subjects and interdisciplinary topics) and involves expert groups. Within the framework local schools and teachers have a large amount of freedom to make their own organisational and instructional decisions. The Norwegian curriculum includes goals defined as competencies to be attained, and introduces basic areas of skill (literacies), which permeate the curriculum across all subjects. In Norway, the curriculum has integrated learning-outcomes and is outcomes based. Explicit within the education system is the belief that students need to be prepared for life-long learning to meet shifting needs. In practice, the Norwegian education framework is a decentralised structure, where a significant share of the authority and responsibility for the development of educational curriculum is at the local level.

Figure A.16. Framework of the Norwegian curriculum

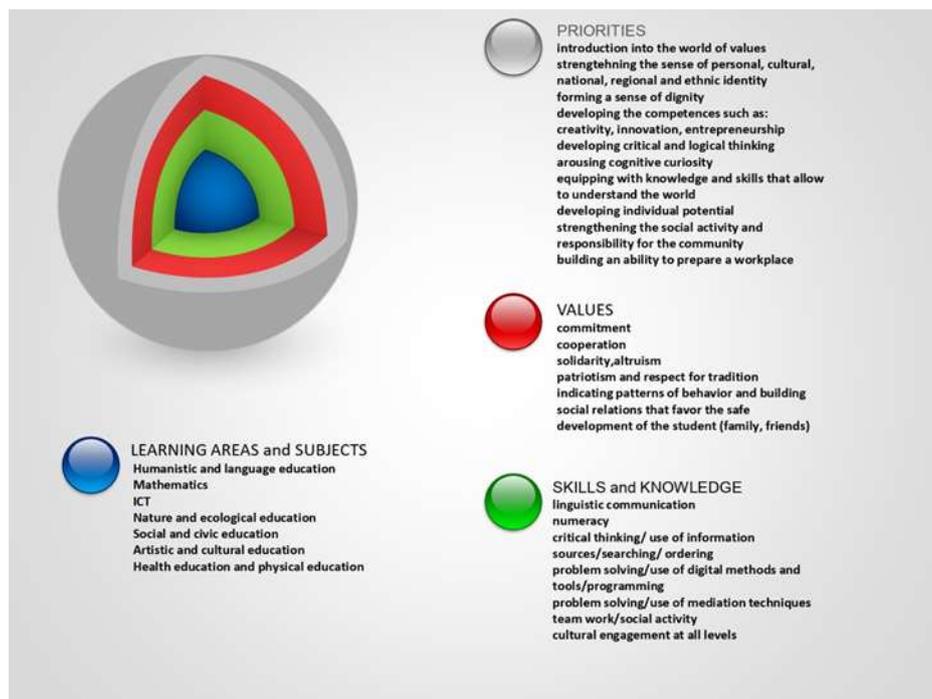


Source: The Norwegian Ministry of Education and Research

Poland

In Poland the educational framework embeds key dimensions together as a larger systemic whole. Learning areas and subjects are embedded within the skills and knowledge areas that exist throughout different subjects. The domains of knowledge and skills are accordingly embedded within a system of values, such as commitment and cooperation. Priorities, such as personal, cultural, national, and regional identity are then overarching ideas that help to guide how the values, skills and knowledge and learning areas and subjects are taught.

Figure A.17. Key dimensions in the Polish curriculum



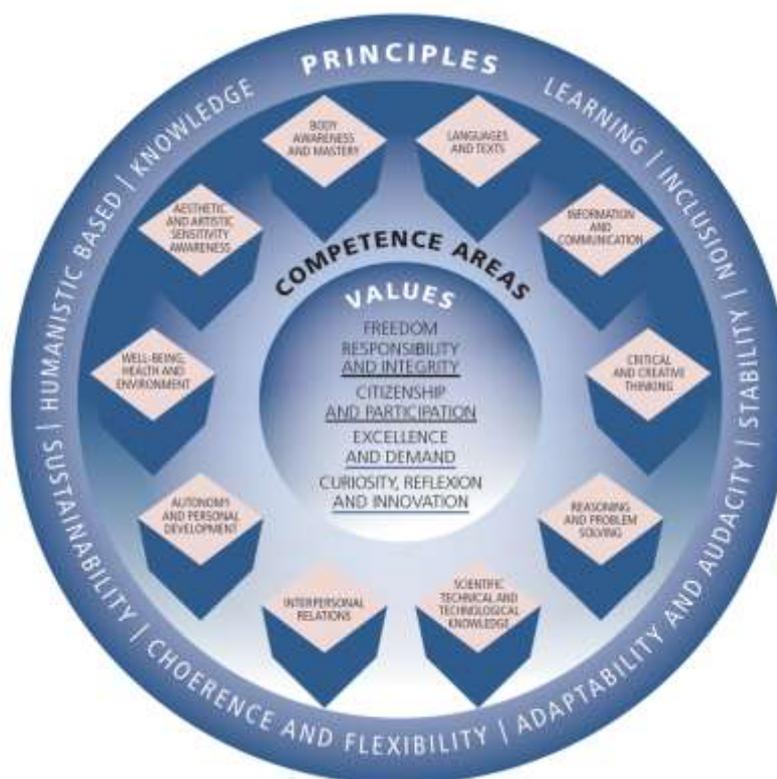
Source: Ministry of National Education Poland 2018

Portugal

In 2017, Portugal launched the “Project for Autonomy and Curriculum Flexibility (PACF)” that empowers schools with the autonomy to manage curriculum and implement practices that promote better learning. In Portugal, the core of the education curriculum aims to ensure a mastery of core disciplinary subjects, while allowing space for interdisciplinary learning. The programme contributed to the development of the competences in the student profile. It aims to ameliorate curriculum overload and support better and deeper learning for all students.

The framework encourages diverse uses of assessment and evaluation approaches including formative assessments to provide a holistic approach to learning. Likewise, Portugal strives to recognise that schools and students have diverse needs and implements a framework of autonomy, trust and responsibility providing each school with the opportunity to implement an educational system to serve all students’ needs. The Students’ Profile by the End of Compulsory Schooling presents itself as a reference document for the organisation of the entire education system and it is structured in principles, vision, values and competence areas that all students should develop by the end of 12 years of education. The values outlined in the Profile’s conceptual framework mirror the humanistic-based philosophy underneath the whole document that by referring to students in the plural form, fosters inclusion and values diversity viewing each student as a unique human being. The Students’ Profile leads thus to a school education in which the students of this global generation build and settle a humanistic-based scientific and artistic culture by mobilising values and skills that allow them to act upon the life and history of individuals and societies to make free and informed decisions about natural, social and ethical issues, and to carry out a civic, active, conscious and responsible participation (Portuguese Ministry of Education, 2019_[103]).

Figure A.18. Portugal’s students’ profile by the end of compulsory schooling

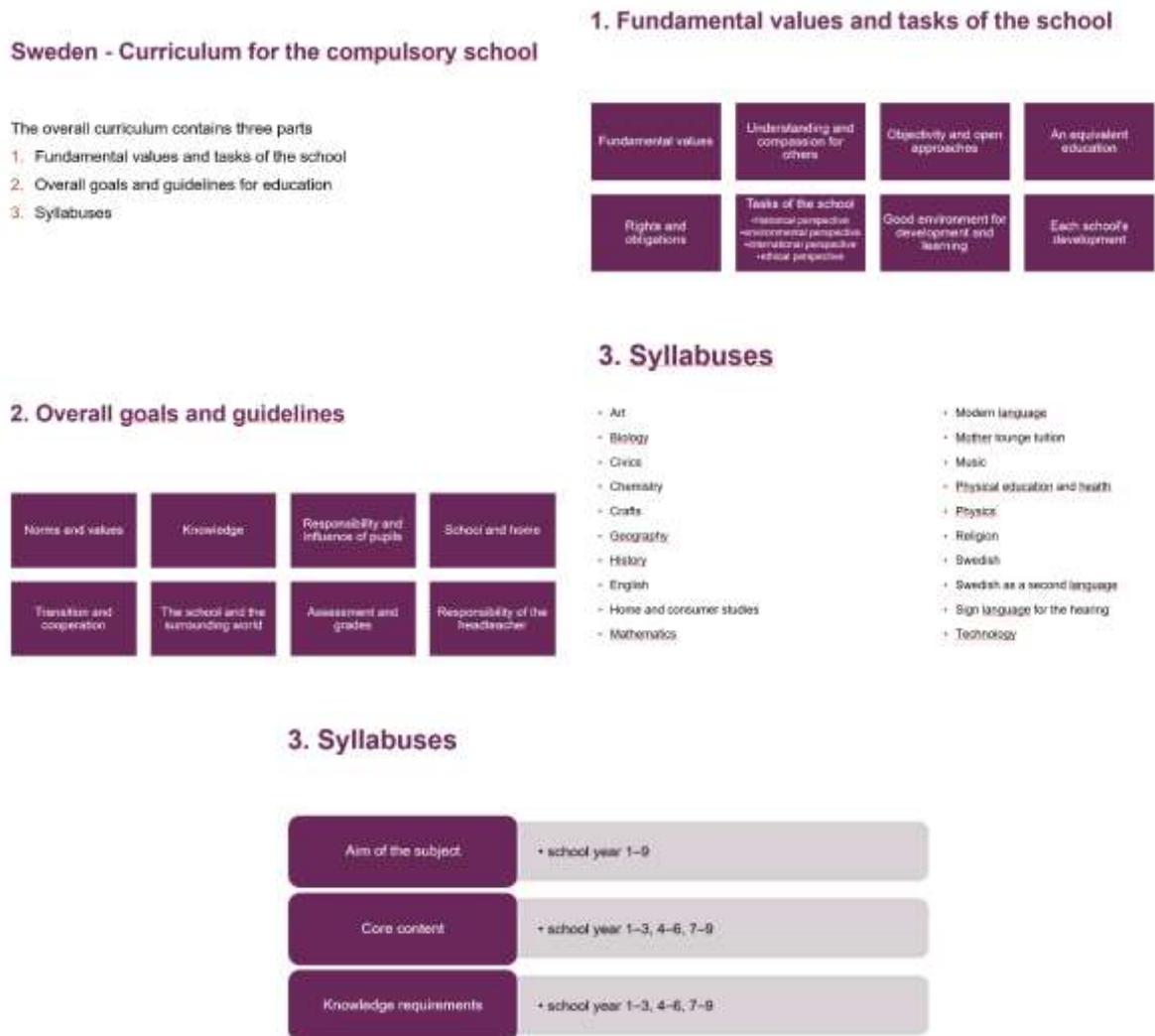


Source: *Students’ Profile by the End of Compulsory Schooling*, Directorate-General for Education/Ministry of Education (2017).

Sweden

In Sweden, the education system intends to impart to students knowledge, values, and promote life-long learning for all peoples, where most schools are run at the municipal level. It explicitly intends to impart and respect human rights and democratic values and the intrinsic value of each person and the environment. The task of schools is to encourage all pupils to discover their uniqueness and to participate in society by giving their best in responsible freedom.

Figure A.19. Schematic view of Sweden’s curriculum framework

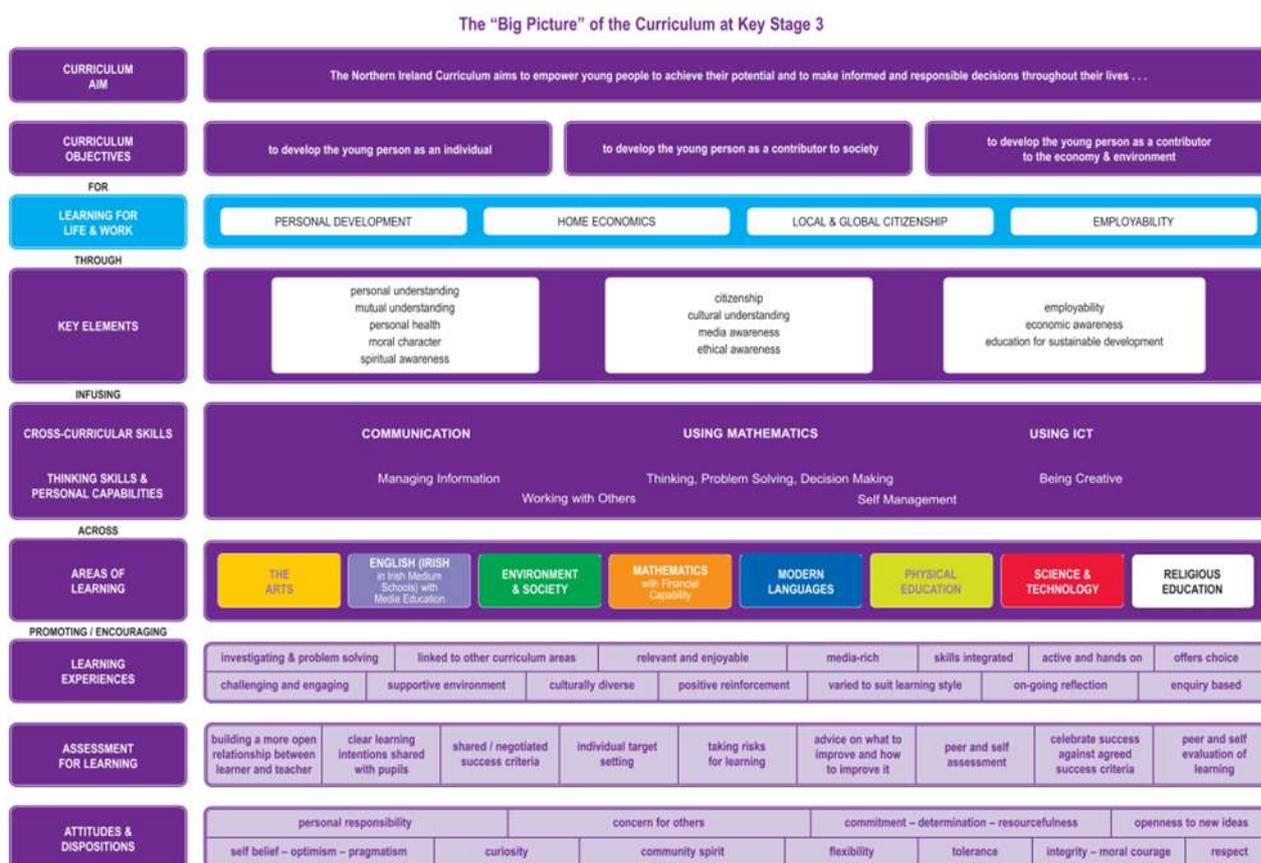


Source: Skolverket - Swedish National Ministry of Education

Northern Ireland (United Kingdom)

In Northern Ireland (United Kingdom), schools are given a large degree of autonomy. The curriculum set forth focuses on the learning process and learners' needs, as well as their knowledge, understanding and skills. The curricular framework sets out the minimum requirements of the Northern Ireland Curriculum that should be taught along with examples, supplements and a detailed rationale to guide interpretation. Each school then has additional flexibility to make decisions about how best to interpret and combine minimum requirements so as to provide a broad and balanced curriculum to prepare students for a rapidly changing world.

Figure A.20. The “Big Picture” of the Northern Ireland curriculum

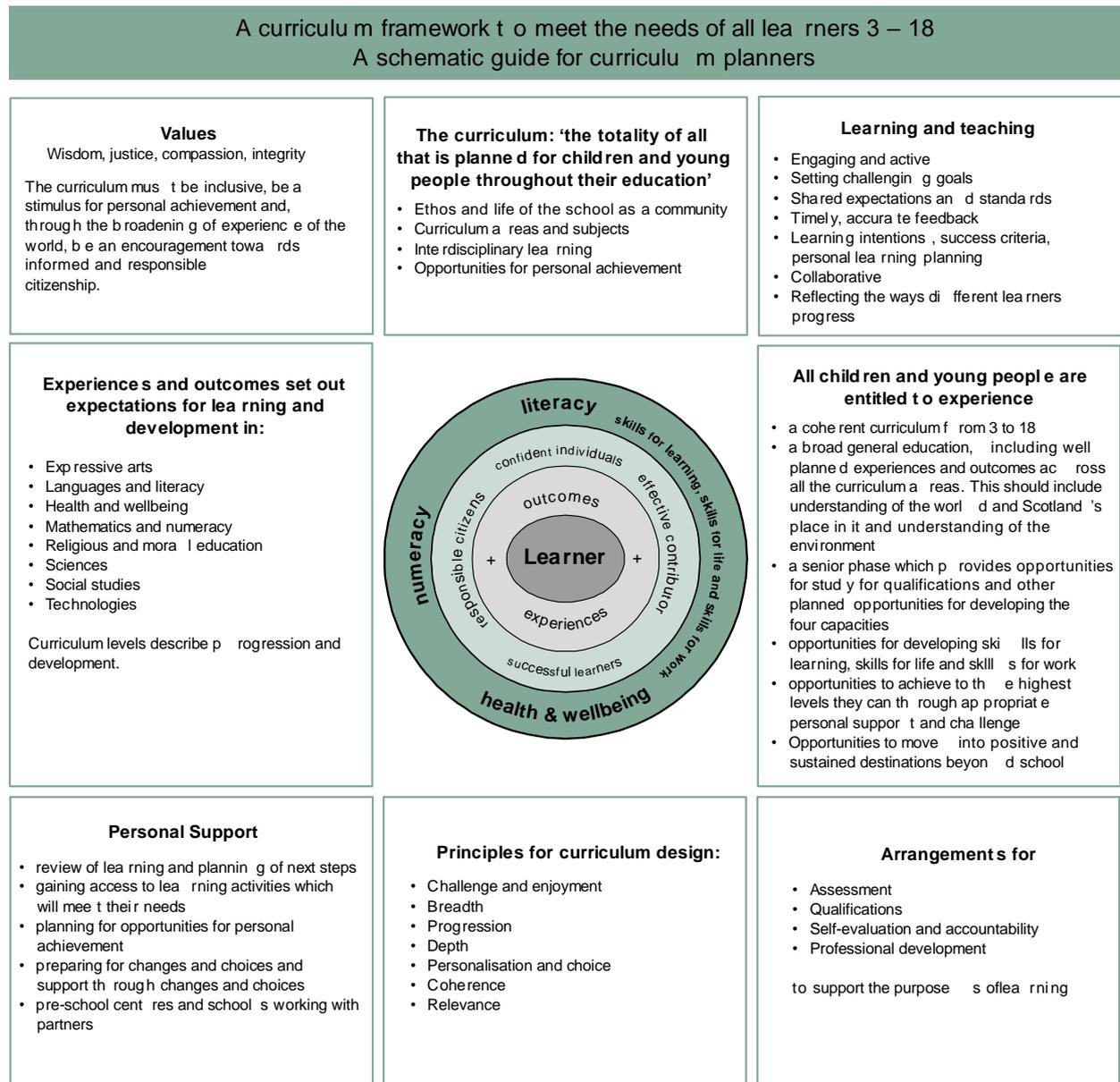


Source: Department of Education Northern Ireland 2018

Scotland (United Kingdom)

The Scottish curriculum aims to provide a wider, more flexible range of courses and subjects than prior offerings. The government sets guidelines about the school curriculum, but schools have the co-agency to make their own decisions on what to teach pupils. There are three core subjects that schools must teach: health and well-being, literacy and numeracy. The Scottish curriculum strives to create smoother learner journeys by centring students at the heart of the curriculum by fostering successful learners, confident individuals, responsible citizens and effective contributors.

Figure A.21. Strategic plan of the Scottish curriculum

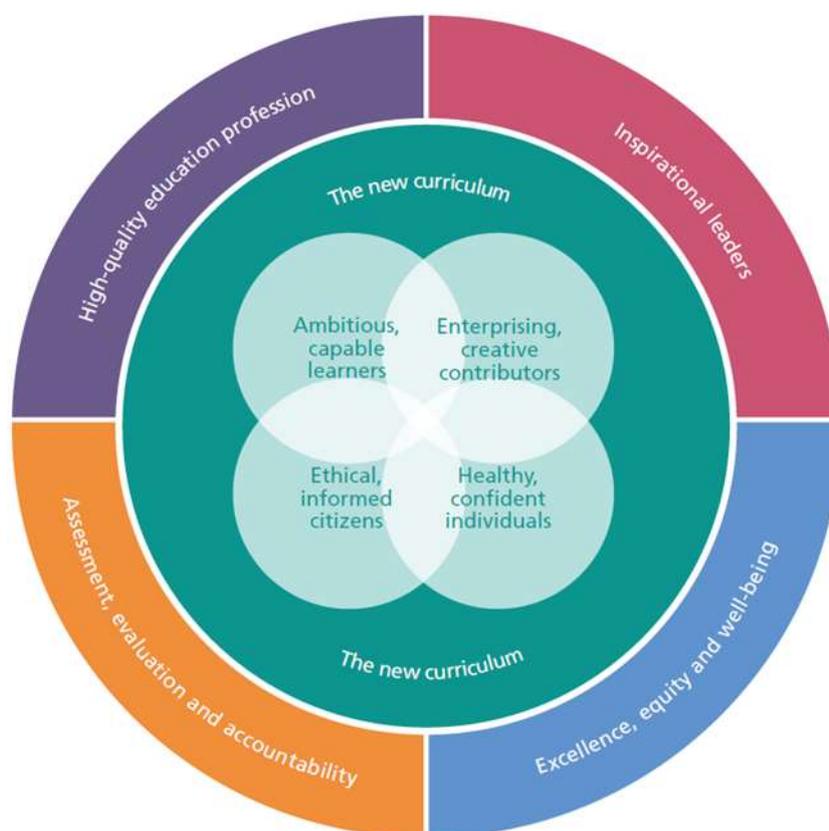


Source: Education Analysis Division – The Scottish Government 2017

Wales (United Kingdom)

The curriculum for Wales (United Kingdom) adopts a co-agency model to help each school develop their own curriculum to develop the four purposes of the curriculum for every child and young person in Wales (United Kingdom): 1) ambitious, capable learners, 2) enterprising, creative contributors, 3) ethical, informed citizens, and 4) healthy confident individuals. The curriculum integrates learning as a progression and provides guidance on how to focus on the “big ideas” and key principles so that students acquire the experiences, knowledge and skills for enjoyment, lifelong learning and active citizenship. The framework puts forth an integrated approach to teaching and learning by bringing together familiar disciplines and by encouraging strong and meaningful links across different disciplines. By doing this, Wales (United Kingdom) strives to promote individual and national well-being, tackle ignorance and misinformation and encourage critical and civic engagement. It is not simply what is taught, but how it is taught and crucially, why it is taught.

Figure A.22. Main dimensions in the Welsh curriculum



Source: Department for Education and Skills (DfES) 2016

OECD Partner Countries/Economies

Argentina

Argentina has a future oriented curriculum framework that integrates both what should be learned and also how learning should occur. The framework adopts a learning progression model and integrates competencies throughout the system. The framework explicitly moves away from past, more rigid teaching methods and disciplinary boundaries towards a more integrated approach to learning and teaching.

Figure A.23. Curriculum framework in Argentina

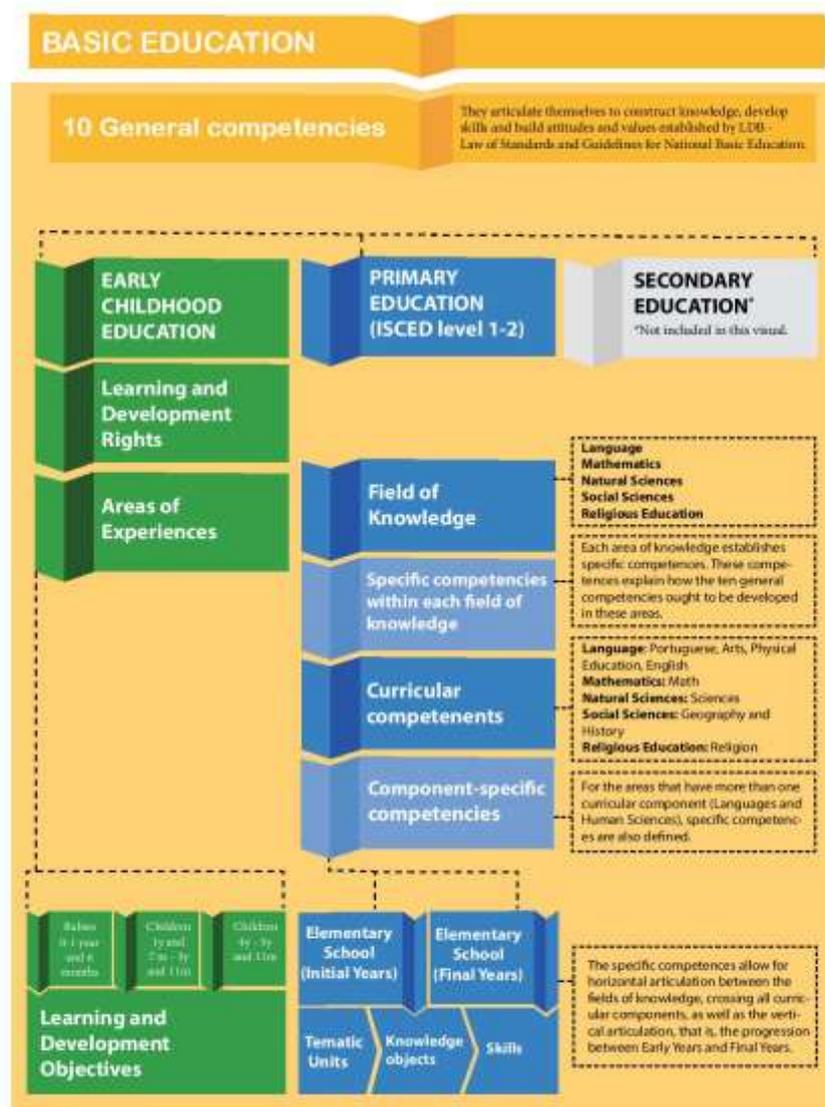


Source: Secretaría de Innovación y Calidad Educativa 2017

Brazil

In Brazil, there is a minimum mandatory curriculum established on a national level and it is intended to provide clarity of skills for students to develop throughout their education. The aim is to promote equality of all students by creating a shared learning system. By adopting curricular competencies, Brazil hopes to create horizontal alignment across subjects to advance the learning objectives.

Figure A.24. Schematic view of Brazil’s curriculum framework



Retrieved and adapted from <http://baenacionalcomum.mec.gov.br/wp-content/uploads/2018/02/bncc-20dez-site.pdf>

Source: National Co-ordinator

People’s Republic of China

China aims to promote all-around development of students through their education curriculum. Within the curriculum is an emphasis on moral, intellectual and physical development of learners to cultivate moral virtues, discipline, culture and ideals. This change is a result of a shift towards holistic human development including values and ideological development while retaining skills within the curriculum. These changes reflect towards a focus on learning how to learn and developing positive values; a shift to balanced, integrated, and selective curriculum to meet diverse student needs, a focus on essential knowledge and skills in relation to lifelong learning, a focus on active and problem-solving learning styles, the implementation of student growth evaluation models, and increased connection to local situations to enhance curriculum relevance.

Figure A.25. Schematic view of China’s curriculum framework

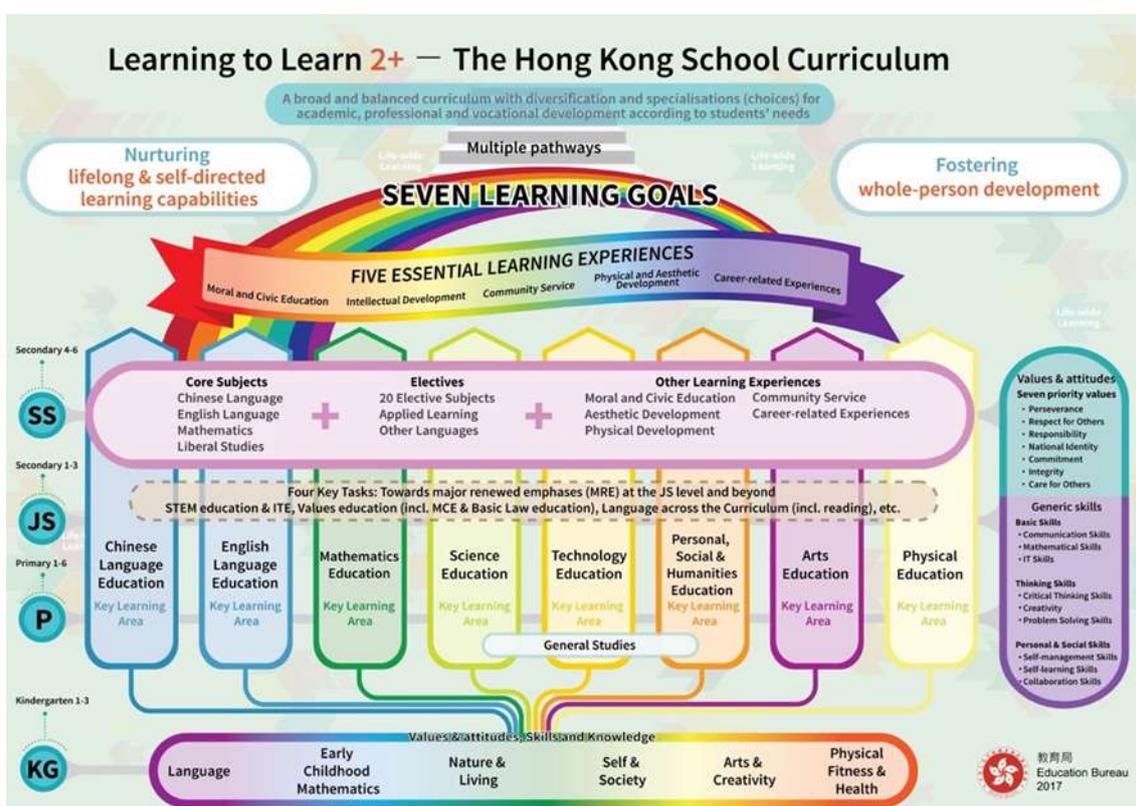


Source: Asia Society: 21st century competencies in East Asia (PPT, 02.08.2016)

Hong Kong (China)

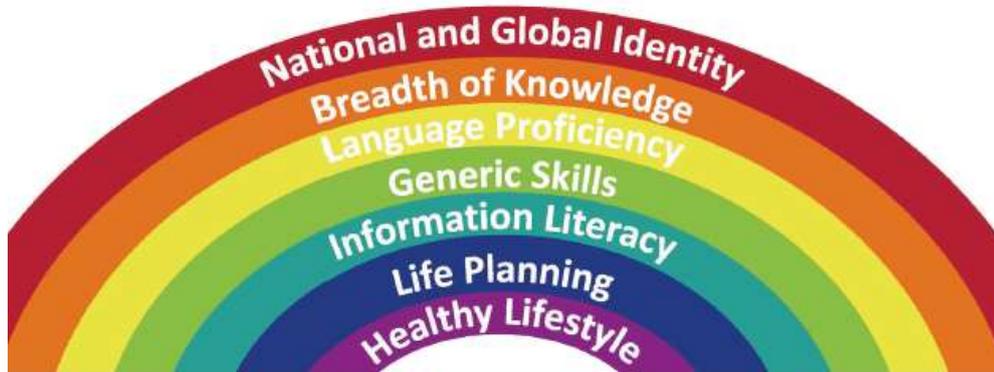
The Hong Kong (China) school curriculum is centred around seven learning goals to sustain, deepen, and focus on “learning to learn”. Hong Kong (China) aims to enable students to become informed and responsible citizens with a sense of national and global identity, appreciation of positive values and attitudes, respect for pluralism, broad and solid knowledge base. By implementing the education framework, Hong Kong (China) hopes to use an integrative approach to allow students to become independent and self-directed learners for the future. Explicit in the education framework is the inclusion of fostering a holistic approach to human development through the inclusion of knowledge, skills, attitudes and values.

Figure A.26. Scheme of the Hong Kong (China) curriculum framework



The 7 Learning Goals describe the aims of Hong Kong’s student profile. On a secondary education level, it aims to enable students to: 1) become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society; 2) acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students’ daily lives at personal, community, national and global levels; 3) become proficient in biliterate and trilingual communication for better study and life; 4) develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work; 5) use information and information technology ethically, flexibly and effectively; 6) understand one’s own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and 7) lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts

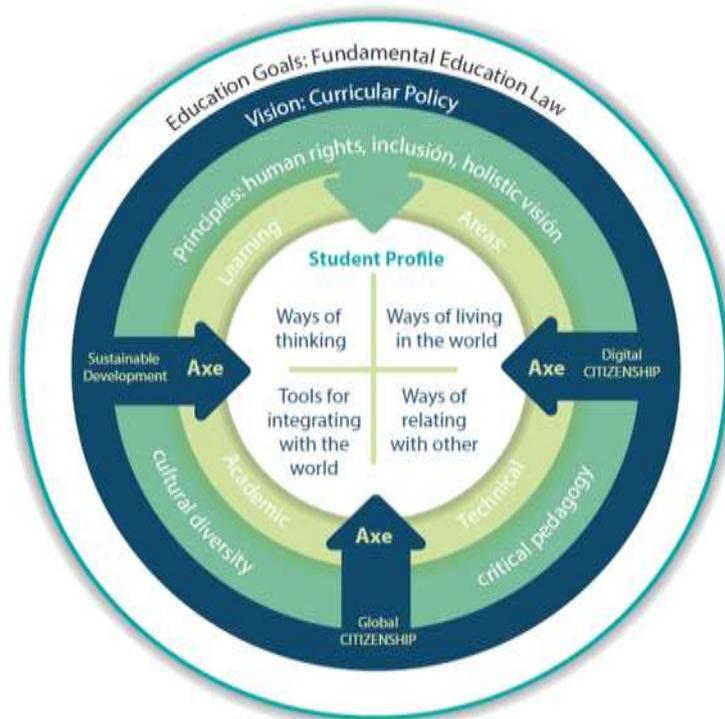
Figure A.27. Hong Kong (China) learning goals



Costa Rica

Costa Rica places an integrated view of students at the centre of their educational framework. Ways of thinking, ways of living, tools to integrate with the world, and ways of relating to others are explicitly identified. These goals accordingly guide the creation and implementation of the learning areas, principles and vision of education in Costa Rica. The Costa Rican education framework embeds digital citizenship, global citizenship and sustainable development as visionary ideas to cut across the layers of education.

Figure A.28. Framework of the Costa Rican curriculum



Source: Ministerio de Educación Pública Costa Rica 2017

India

India's national curriculum framework embeds eight guiding principles to support the learning of every child in every school: 1) respect for diversity and local context, 2) equity and inclusion, 3) community participation, 4) use of technology, 5) emphasise conceptual understanding, 6) unique capabilities, 7) critical thinking and creativity, and 8) continuous review. This framework shifts teaching towards greater professionalisation to focus on enhancing students' natural desires and reconceives of knowledge as more than information. This approach is holistic in nature by recognising that learning is about whole child development within a framework of social justice and equality.

Figure A.29. Schematic view of India's national curriculum framework

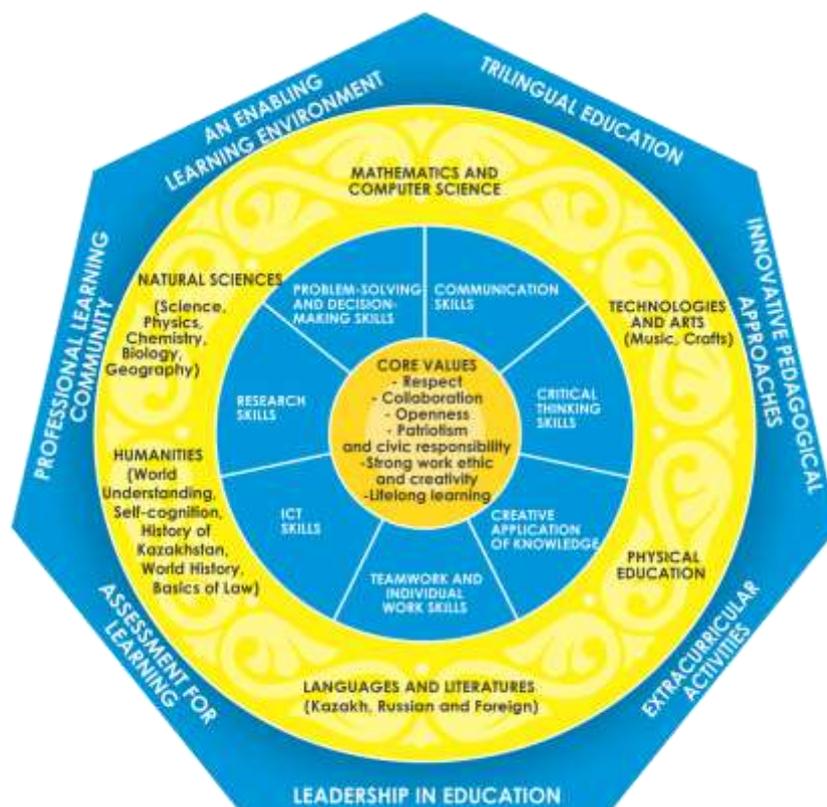


Source: New Education Policy (2020, 08.27). National Education Policy. School Education [PowerPoint presentation]. Retrieved from <https://upscpdf.com/2020/08/new-national-education-policy-2020-infographics-pdf/>

Kazakhstan

Kazakhstan has adopted a more student centred approach to their national curriculum. This shift is reflected through more individualised learning including curriculum-derived assessment frameworks based on learning objectives to be implemented alongside new texts and professional development of educators. Kazakhstan explicitly adopts a more international education framework where learning areas, knowledge, skills and values all work together to advance the values of the education system. Values such as respect, collaboration, openness, patriotism and civic responsibility, strong work ethic and creativity, and lifelong learning together advance a system of holistic education for students. The inner circle represents core values. The second circle represents learning objectives as universal skills. The third circle represents learning areas, and the outer circle represents conditions for the implementation of the curriculum.

Figure A.30. Visual representation of State General Secondary Education Standard of the Republic of Kazakhstan



Source: Centre for Educational Programmes, Nazarbayev Intellectual Schools AEO Kazakhstan 2018

Russian Federation

The Russian Federation uses a number of goals to help guide its education system. Each goal provides an overarching aim that is then further supported by specific tasks. Some goals, such as “the raising of holistically developed and socially responsible students and personalities” set out aspirational goals of the education system to meet the needs of students in the future.

Figure A.31. Public Declaration of Goals and Tasks of the Ministry of Education of the Russian Federation for 2020

PRESCHOOL EDUCATION	
GOALS	TASKS
Increasing the availability of preschool education	Maintaining the availability of preschool education for children aged 3 to 7 years
	Increasing the availability of preschool education for children aged 2 months to 3 years
	Creation of additional places for children aged 1.5 to 3 years, ensuring the necessary conditions for the children with disabilities and children with special needs
GENERAL EDUCATION	
GOALS	TASKS
Updating the curriculum of general education	Updating federal state educational standards for general education
	Updating the model programmes for general education
	Approval of teaching concepts for academic subjects (subject areas)
Improving the quality of textbooks approved for use in the implementation of state-accredited educational programmes of primary general, basic general, secondary general education	Examination of textbooks in accordance with the approved procedure for the formation of a federal list of textbooks approved for use in the implementation of state-accredited educational programmes of primary general, basic general, secondary general education
EXTRA CURRICULUM ACTIVITIES	
GOALS	TASKS
Provision by 2024 for children aged 5 to 18 years of affordable and high-quality conditions for the upbringing of a harmoniously developed and socially responsible personality by increasing the coverage of extra curriculum activities to 80% of the total number of children, updating the content and methods of additional education for children, developing human resources and modernisation of the infrastructure of the system of additional education for children	Involvement in early career guidance
	Creation of a network of regional centers for identifying, supporting and developing the abilities and talents of children and youth
	Improving the management of extra curriculum activities for children in every region of the Russian Federation
	Dissemination of best practices and identification of prospects in the field of extra curriculum activities for children
	Support to organisations for the implementation of pilot projects to update the content and technologies of extra curriculum activities in priority areas

RECREATION FOR CHILDREN	
GOALS	TASKS
Increase in the number of children covered by organised forms of recreation and health improvement	Referral to recreation and health improvement for children, including children in difficult life situations
An increase in the number of specialized shifts and additional general developmental programmes in organisations for the recreation of children and health improvement	Implementation of additional general developmental programmes and conducting specialised shifts in organisations for the recreation of children and health improvement
SUPPORT FOR TEACHERS	
GOALS	TASKS
Ensuring the improvement of the quality of general education, improving the methods of teaching and upbringing, through the introduction of new educational technologies that provide an increase in the motivation of children to learn and involve in the educational process	Attracting and retaining teachers in educational institutions located in rural areas and small towns will allow filling vacancies in demanded specialties in educational institutions located in rural areas and modernising the personnel structure
	Improving the effectiveness of educational work and socialisation of students in educational institutions
UPBRINGING OF CHILDREN	
GOALS	TASKS
Implementation of model programme of upbringing in educational institutions	<ol style="list-style-type: none"> 1. The second stage of approbation of the Upbringing Programme; 2. Finalisation of the Upbringing Programme; 3. Consideration of the issue of including the Upbringing Programme in the programmes of model basic educational programmes of primary general and basic general education at a meeting of the federal educational and methodological association for general education.
Education of a harmoniously developed and socially responsible person based on the spiritual and moral values of the peoples of the Russian Federation, historical and national-cultural traditions	Formation of an effective system for identifying, supporting and developing the abilities and talents of children and youth, based on the principles of justice, universality and aimed at self-determination and career guidance of all students.
Support and development of abilities and talents of children and youth	Creation of infrastructure for physical education and sports, activities aimed at the physical development of children

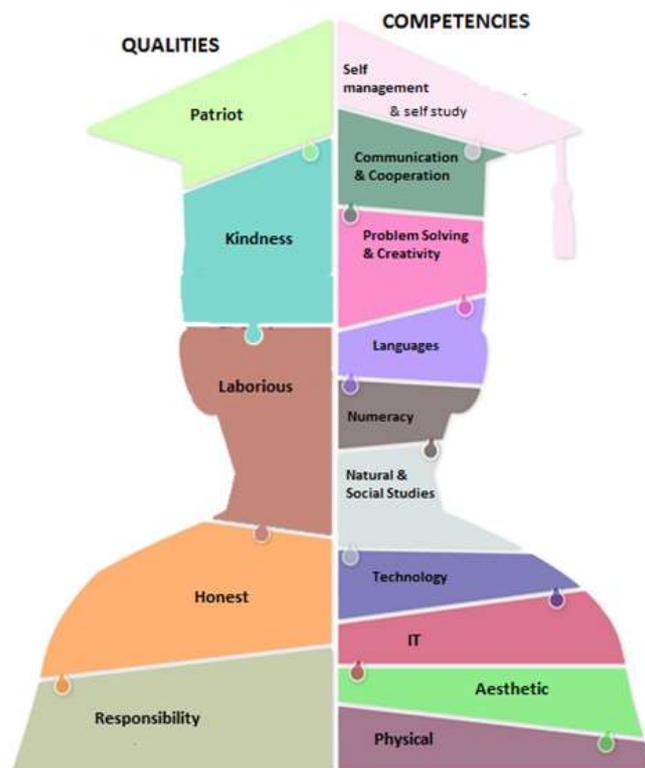
CHILD PROTECTION	
GOALS	TASKS
Increasing the availability and quality of education for students with special educational needs, their social integration, the ability to lead the most independent life, well-being in various spheres of life	<p>Creating conditions for children with disabilities to receive quality education through the formation of a universal barrier-free environment and equipping educational institutions with special equipment, including computer and rehabilitation equipment, as part of the implementation of the state program of the Russian Federation "Accessible Environment"</p> <p>Creation of modern conditions for education and upbringing of students with disabilities in particular educational institutions by updating their infrastructure as part of the implementation of the federal project "Modern School" of the national project "Education"</p>
Provision of psychological, pedagogical, informational, and educational support to parents (legal representatives) of children, as well as citizens who want to take up children without parental care into their families	Creation of conditions for increasing the competence of parents of students in education and upbringing, including for the early development of children under the age of three years by providing psychological, pedagogical, methodological and advisory assistance to parents (legal representatives) of children, as well as citizens wishing to take into upbringing to their families of children left without parental care
SECONDARY VOCATIONAL EDUCATION	
GOALS	TASKS
Ensuring the global competitiveness of Russian education, the entry of the Russian Federation into the top 10 countries in the world in terms of the quality of general education	Modernisation of vocational education, in particular through the introduction of adaptive, practice-oriented and flexible educational programmes in 100% of professional educational institutions by 2024
Education of a harmoniously developed and socially responsible person based on the spiritual and moral values of the peoples of the Russian Federation, historical and national-cultural traditions	
INTERNATIONAL COOPERATION	
GOALS	TASKS
Development of educational infrastructure for studying in Russian language and / or according to Russian educational standards abroad	Assistance in the development of the study of the Russian language and the implementation of educational activities in accordance with Russian educational standards abroad
Dissemination of the best practices of Russian education abroad	Expansion of the geography of the implementation of a humanitarian project to ensure educational activities carried out by Russian pedagogical workers in foreign educational institutions of general education
Promoting the development of Russian language learning and teaching in Russia	Supporting interest in learning Russian language from citizens of foreign countries, as well as developing their communicative competencies in Russian as a foreign language

Source: <https://docs.edu.gov.ru/document/c3d346564b0d505360d7c251103f897b/download/2766/>

Viet Nam

Viet Nam has adopted an educational curriculum that includes essential knowledge and skills, learning outcomes, and assessment guides and criteria. The curriculum strives to centre the experience of students by reducing curriculum overload with fewer subjects and allows students a greater autonomy to develop subjects they enjoy. Likewise, the framework embraces diverse learning experiences, such as outdoor education and cultural activities to explore lessons, improve their skills and apply new knowledge and skills in practice. Teachers are guides to help students explore their lessons and have autonomy to use diverse teaching methods and lessons to tailor lessons to students' abilities and specific needs.

Figure A.32. Qualities and competences in the Vietnamese curriculum



Source: Ministry of Education and Training Vietnam 2018