



21st Century Skills and Their Place in Competence Based Curriculum

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Hallmarks of the 21st Century

Change

Complexity

Connectivity

Risks/opportunities

Competition

Hallmarks of the 21st Century

- Rapid change- social, economic, political, technological etc – need for managing change
- Increasing complexity- need for navigating complexity
- Increasing connectivity and collaboration- need for managing diversity
- Dynamic risks and opportunities- need for enhanced decision making and problem solving
- Competition- need for competitiveness, quality, excellence

What are 21st Century Skills?

“The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world.”

19th/20th Century versus 21st Century Mindsets

- Industrial age thinking versus information age thinking, objectives, values, & practices
- Transformation of things versus transformation of persons, work and world
- Change of external behavior versus change of how one thinks and acts

19-20th Century versus 21st Century Education

- Object/commodity focused v/s subject/person focused
- Generation of things v/s generation and evaluation of transformative ideas/thinking/service focused
- What to know/content focused v/s How to think and know (process, problem and outcome focused)
- Discipline focused v/s inter/multidisciplinary focused
- How much you know/ How much you produce (Quantity) v/s How well you think/ How well you anticipate and solve problems (Quality focused)
- Machine enabled (material labour) v/s artificial intelligence enabled labour/harvesting and processing of data and harnessing insights for decision making/problem solving

21st Century Approach to Teaching and Learning

- Focus on development of full range of mental capabilities
- Engage the perspective, interests and abilities of learners
- Exposure to alternative points of views/diverse possibilities
- Attend to individual differences/ diverse developmental stages
- Inspire and nurture curiosity and creativity in learners
- Learning experience based- learning by inquiring, doing, solving problems, getting engaged in the world
- Responsiveness to concerns, interests of learners- stimulate desire to continue learning

Noted

Resource intensive

Need for careful planning and implementation of plans

Need for well trained and effective facilitators

Need for engagement in society-collaboration with stakeholders

Need for diverse learning materials and equipment

Need for flexibility and responsiveness to change

Need for willingness to learn and unlearn

Need for a caring and inclusive teaching and learning environment

Why Teach and Learn

Know

Do

Live
together

Be

Add
value

Key Skills

- Creative and Critical thinking
- Decision making and problem solving
- Collaboration and leadership
- Intrapersonal and interpersonal skills- self-awareness and empathy
- Initiative and entrepreneurship
- Effective oral and written communication
- Digital literacy- ability to generate, access, analyse, evaluate and disseminate information with the aid of ICT

21st Century Skill Sets

Learning skills

- Critical and Creative thinking
- Communication and Collaboration

Literacy skills

- Health, Information, media and technology literacies

Life skills

- Global awareness, Flexibility and adaptability, Leadership and responsibility, career skills, Initiative and self-direction, social and cross-cultural interaction

Core Subjects

- English,
- Reading or language arts,
- Arts,
- Economics,
- Geography,
- Government and Civics,
- World languages,
- Mathematics,
- Science,
- History.

The Kenyan Context

Strengths

- Natural resources
- Diverse nation and rich social and religious values
- A robust constitution framework
- A youthful population

Shortcomings

- Disconnect between profession and practice- politics, religion, professions
- Corruption
- Negative Ethnicity
- Disillusionment and apathy

CORE COMPETENCIES-PU-BTWI

PHILOSOPHY

Spiritual

Relating with Non-Physical beings

Social/Emotional
Relating with self,
others, Eenvt.

Intellectual
Processing ideas

Technical
Applying ideas in
context and
concretely

THE GREAT GAP-PU-BTWI ATTEMPTING TO ADDRESS

1. **Spiritual competence-** ability to operate effectively in the spiritual realm and solve non-physical problems involving the super-natural phenomena
2. **The social-emotional competence-** ability to operate effectively in the social world, relate well with oneself and others ethically and reasonably

The Place of God in the Constitution of Kenya 2010

- PREAMBLE
- We, the people of Kenya, **ACKNOWLEDGING the supremacy of the Almighty God of all creation:**
- HONOURING those who heroically struggled to bring freedom and justice to our land:
- PROUD of our ethnic, cultural and religious diversity, and
- determined to live in peace and unity as one indivisible sovereign
- nation:.....
- **GOD BLESS KENYA**

The Place of God in Our National Anthem

- **Oh God of all creation, bless this our land and nation**; Justice be our shield and defender; may we dwell in Unity, peace and liberty, plenty be found on our borders

THE PRIORITY OF GOD AND THE SPIRITUAL

- **Mathew 6:33-34** But seek **first** the kingdom of God and His righteousness, and **all these things will be added to you**. Therefore **do not be anxious about tomorrow**, for tomorrow will be anxious for itself. Sufficient for the day is its own trouble.

Services of PU-Bless the World Initiative

1. Mentorship and Training on Godliness for students, staff, families, groups and corporates
2. Attitude and Character Transformation Seminars and Workshops
3. Internal Quality Assurance in Education

CONTROLS FOR WHAT WE DO

- **Voluntary**- no imposition of ideas- those who wish and choose to listen and read materials do so
- **Inclusive**- for all, staff, students, other stakeholders
- **Long-term focus**- People focused, betterment of life and PU not making money
- **Non-denominational**-focus not persuading people to join a particular denomination but exalting and honoring God in human life whole heartedly
- **Not interrupting work-flow**-activities not getting in the way of work but actually promoting a better work environment

CLOSING VERSES FOR REFLECTION

- **John 3:27** John answered, “A person cannot receive even one thing unless it is given him from heaven.”
- **1Corinthians 3:16** Do you not know that you are God's temple and that God's Spirit dwells in you?
- **Isaiah 48:17** "This is what the LORD says, your Redeemer, the Holy One of Israel: "I am the LORD your God, who teaches you how to succeed, who directs you in the path by which you should go.
- **John 14:26** But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you.

- **Webpage:**

<https://www.pu.ac.ke/index.php/en/information-center/pu-bless-the-world-initiative>

Desirable Attitudes to Nurture at PU

- **GOD –First:-** everything follows as He guides and enables
- **Gratitude:-** not complaining/appreciating achievements and building on the same
- **Celebration of gifts and Best practices:-** use of individual and institutional gifts and abilities
- **Mutual support:-** reciprocity/enablement
- **Learning:-** through problem-solving and risk management
- Anticipation and **management of change**
- **Continual improvement:** Planning, Implementation, M&E

Recommended Reference Material

21st Century Skills: A Handbook by Central Board of Secondary Education, Delhi

Available at:

http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf