

Methodology

- Reviewing existing curricula from technical education (short courses), training institutes and NGOs.
- Consulting with trainers and current students/alums regarding the courses.

Focus areas

- Developed by
- Accredited
- Language
- Mode of delivery
- Theoretical session/Practical session hours
- Content plan and instructions
- Assessments
- Main concerns or issues

Content plan and instructions

Objectives: competency based, theoretical and practical, breakdown of objectives

Time Frame: Overall timeframe to cover the set objectives, timing of each session and breakdown of activities

Content – theory and practical: Chronology, rigor and alignment to the objectives, and distribution of theory and practical work.

Content - pictures: if curricula has relevant pictures to support the content

Content - examples: if curricula has relevant examples

Instruction: if curricula has relevant and clear instructions

Worksheet: if curricula has accommodated practice opportunities for students

Materials: if curricula has listed details items, measurement and need for relevant tasks

Findings

Objectives: the existing curricula needs to identify competencies that are required for Cox's Bazar context and align competencies with theoretical and practical skills.

Time Frame: the time frame can be defined for all curricula to have a minimum standard. Clear timeframe distribution for theory and practical session is needed.

Content – theory and practical: Most curricula has a chronology, rigorous progression of skill can be more define based on the objectives. More practical application needed.

Content - pictures: Most curricula does not contain sufficient pictures.

Content - examples: There can be more examples to support the theoretical and practical sessions. Most curricula has instructions for the students, few have sufficient teacher guidance.

Instruction: Specific, observable, concrete and sequential instructions are needed for the curricula.

Worksheet: Curricula can contain competency based exercises for the students to practice and for teacher to diagnose what competency the students need support with.

Materials: Curricula shall list details items, measurement and need for each relevant tasks.



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