

The integrated person

How curriculum development relates to new competencies

© 2004 CIDREE/SLO: Consortium of Institutions for Development and Research in Education in Europe/Netherlands Institute for Curriculum Development, Enschede.

All rights reserved. No part of the publication may be reproduced, stored in an information storage and retrieval system, or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, without prior permission in writing from the publisher.

Authors: Benő Csapó
Hugh Griffiths
Toon van Haperen
Joost Klep
Jos Letschert
Ellen Rye
Erich Svecnik
Arild Thorbjørnsen
Eike Thürmann
Javier Manuel Valle
Vilmos Vass
Chris van Woensel

Editor: Jos Letschert

Co-editors: Jeroen Bron
Hans Hooghoff

Production: Ria Benamirouche
Karolien de Vos

Cover design: Theo van Leeuwen

First published: 2004
ISBN 90 329 2184 3

Order address:
CIDREE-Secretariat
Ria Benamirouche (SLO)
Postbox 2041, 7500 CA Enschede, The Netherlands.
Telephone: + 31 53 4840206
Telefax: + 31 53 4306110
E-mail: cidree@slo.nl

Foreword

Some years ago the Consortium of Institutions for Development and Research in Education in Europe (CIDREE) decided to issue a yearbook in which important and relevant themes would be examined in depth and to which specialists working within the themes would be invited to contribute. In this way, it was felt that specialised know-how obtained by members of the sixteen (semi-)governmental institutions could be presented in an accessible manner for a general readership.

This is the fourth volume in the series, which began with three books dealing respectively with new trends in education, the absorption of immigrants into the educational system, and educational ambitions of Europe.

The CIDREE institutions are all, in one way or another, deeply involved in curriculum development approaches and so the choice of addressing the concept of basic competencies was an obvious and self-evident one.

All the institutions that are members of CIDREE are fervent proponents of European collaboration in education. They are particularly involved in reviews and innovations on what children and youngsters should learn at school. Via collaborative projects, exchanges of experiences, by discussing and comparing the practices in different countries, CIDREE is in a pole position when it comes to the identification, the development and the implementation of new tendencies. Currently, the concept of basic competencies – and how this concept is understood by different actors – is subject of a broad debate. I am convinced that the variety and richness of the contributions in this book is part of the best that can be offered in Europe nowadays.

In order to guarantee the objectivity of the contributions the authors were specifically requested not to write from the perspective of their organisation or institute but to formulate comments and conclusions from the perspective of their personal areas of expertise.

Dr Roger Standaert
President of CIDREE

Contents

Foreword

Roger Standaert

Contents

Introduction

Jos Letschert

7

Competence: conceptual explorations

Joost Klep, Toon van Haperen

25

Knowledge and competencies

Benő Csapó

35

New competencies in compulsory education:

EU framework vs. Spanish curricula

Javier M. Valle

51

New basic skills in Europe and Flanders

Chris van Woensel

87

For better or for worse: new curricular formats for German schools

Eike Thürmann

105

The competency-based content regulation system in Hungary

Vilmos Vass

125

Increasing the focus on skills in a subject-based curriculum: a Wales perspective

Hugh Griffiths

137

A triad of competencies in general education at the secondary level in Austria	153
<i>Erich Svecnik</i>	
Competence directed orientations in the Netherlands	171
<i>Joost Klep, Toon van Haperen</i>	
Competence-based curriculum: the Norwegian example	193
<i>Ellen Rye, Arild Thorbjørnsen</i>	
About the authors	211