



Effective Curriculum Design

experiences and challenges
from the Belgian federal civil service

Seoul, November 2022



Change is everywhere

Challenges are everywhere

effective HRD

requires

effective curriculum design

Curriculum design in the Belgian federal civil service



1. **Global curriculum design:**

the global offer of courses being offered

2. **Course-related curriculum design:**

the process of creating a plan for increasing the competences on a specific topic through a specific learning / training action, including materials to be used, how those materials will be organised, and how they will be used to develop participants' knowledge and skills



Global Curriculum Design

Global Curriculum Design

✕ EU 2024 – Belgian Presidency

🗑️ Clear all

Thème

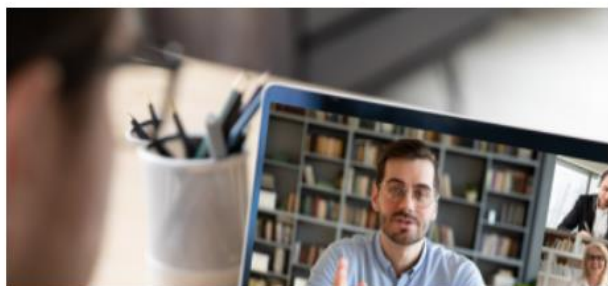
EU 2024 – Belgian Presidency

Les formations que vous trouverez dans cette section vous préparent à votre rôle dans la présidence belge du Conseil de l'UE en 2024. Cette offre s'adresse uniquement à celles et ceux qui ont été invité-e-s par leur propre organisation à jouer un rôle actif dans cette présidence. Si vou...

[Lire plus >>](#)

Trier selon ▾

Résultats 1 - 4 à 4



Newcomers' day (special edition for incoming Belgian Presidency)

NEW

This is a one-day information day for newly arrived agents/delegates to provide them with...

Formation



Briefing Session For Future Working Party Chairs

NEW

The seminar will mainly deal with the practical aspects of conducting the presidency, by...

Formation

POUR VOUS-MÊME



EU fundamentals: the EU institutions, treaties and decision-making procedures

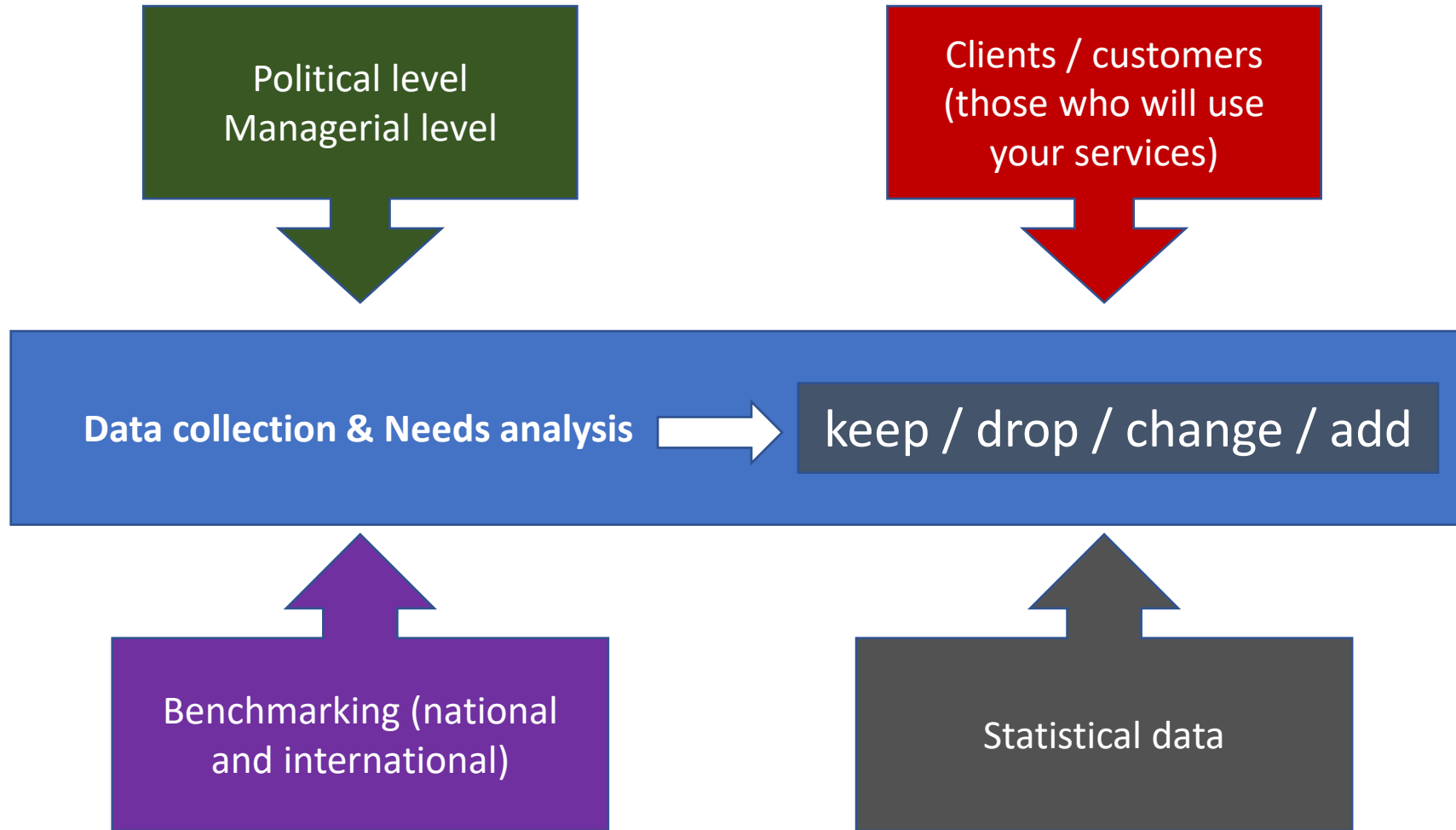
NEW

This is a brief introduction into the EU, its institutions and its decision-making tools.

Formation

POUR VOUS-MÊME

Our sources at the global curriculum design level



Current trends & topics in global curriculum design

Challenge: Digital skills development



Rise of smart machines and systems

Chatbot based customer interaction

Artificial Intelligence

New Media ecology: new media tools require new media literacy

E-governance

social technologies drive new forms of production and value creation

Digital meeting tools

Online learning tools

Social media

E-government
Online services

Workplace impact on:

customer expectations

work processes

skills and competencies

leadership styles



Course-related Curriculum Design

Course-related curriculum

Date	Time	Contents	Pedagogical/didactic approach	Objectives

When?

What?

How?

Why?

Date	Time	Contents	<u>Pedagogical/didactic approach</u>	<u>Objectives</u>
DAY 1				
Day 1 16/9	9.00- 9.30	Welcome Introduction 'Who is Who' + expectations Presentation of the complete <u>ToT programme</u>	Interactive discussion Ppt presentation	<ul style="list-style-type: none"> - Participants get a first chance to know each other - Specific participant needs and expectations regarding the <u>ToT</u> are identified
	9.30- 10.30	Participants reflect in small groups (max 5 per group, format: 'World Café') about the following topics/questions: <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 10px;"> 1. ADULT LEARNING <i>"What makes training adults in a professional context different from training youngsters at school or university?"</i> <i>"What do we have to pay attention to when training adults in a professional context?"</i> </div> <div style="background-color: #e1eef6; padding: 5px;"> 2. INCREASED TRAINING EFFECTIVENESS – BEFORE TRAINING <i>"What can we do (as trainers) BEFORE THE TRAINING STARTS to guarantee/increase the effect and impact of our training?"</i> ('actions before training delivery') </div>	World Café exercise Five groups; one flipchart per group. One person is designated as the fixed spokesperson of the topic. Participants discuss, the spokesperson notes reactions on the flipchart. Time per topic: 10'. After 10 minutes participants (except the spokespersons) rotate in group to a new table/topic. The topic's spokesperson summarizes the previous answers to the new group, who continues elaborating the topic and adding new information. Every 10 minutes, groups rotate so that all participants (except the spokespersons) have had the chance to discuss all topics	<ul style="list-style-type: none"> - Participants get introduced to the key concepts of adult learning, training effectiveness and learners' motivation starting from their own experience, knowledge and attitudes on these topics - Participants' prior knowledge & experiences with these topics are identified, enabling the TRAINER to build further on these taking into account participants' starting position - Participants experience the tool of World Café themselves and are able to use the World Café technique in their own trainings.

Post- pandemic scenarios

7 scenarios

- 1. IN-CLASS**
- 2. ONLINE live**
- 3. MIXED**
- 4. CHOICE**
- 5. HYBRID**
- 6. Blended learning**
- 7. e-learning**

scenario	description	Risks	Advantages
1 IN CLASS	Fysical classroom	<ul style="list-style-type: none"> - Classroom availability - Unstable pandemic situation may prohibit it - Participants reluctant to join 	<ul style="list-style-type: none"> - Direct live contact - Pedagogical flexibility - Wellbeing, social contact - Non-verbal communication posible
2 ONLINE live	Live online via ZOOM or MsTEAMS	<ul style="list-style-type: none"> - Technical issues / unstable connection - Less direct contact 	<ul style="list-style-type: none"> - Continuity of service delivery - Corona-proof - Easy access for participants
3 MIXED	Fysical classroom + online live in one training	<ul style="list-style-type: none"> - More complex organisation - Confusion as to which format used on which days 	<ul style="list-style-type: none"> - Best of both worlds - Fewer classrooms required
4 CHOICE	Parallel offer: choice between taking the entire course online or classroom-based, different dates for both	<ul style="list-style-type: none"> - Participants get confused - With lower enrolment rates, this choice cannot always be offered 	<ul style="list-style-type: none"> - Participants choose therselves which learning approach they prefer. - Diverse offer.
5 HYBRID	Some participants take the course classroom-based whereas others simultaneously take the same class live online	<ul style="list-style-type: none"> - Complex to handle both approaches by trainer; requires extra support for the online component - Technical risks - Easier for lecturing than for interactive sessions 	<ul style="list-style-type: none"> - Complete freedom of choice for participants - In case of covid: easy switch to online - Future-proof approach!
6 BLENDED	Blended learning : part live (in-class or online) + part selfstudy (e-learning or other)	<ul style="list-style-type: none"> - Will participants engage in the selfstudy part? 	<ul style="list-style-type: none"> - Makes the learner responsible for learning - Learning at the participant's pace - Reduced agenda conflicts
7 e-learning	E learning (online selfstudy modules)	<ul style="list-style-type: none"> - Transfer and impact ? - Not suitable for all contents 	<ul style="list-style-type: none"> - Open offer - Large audiences

Effective Curriculum design
= based on TNA

Belief :
Training bridges the gap

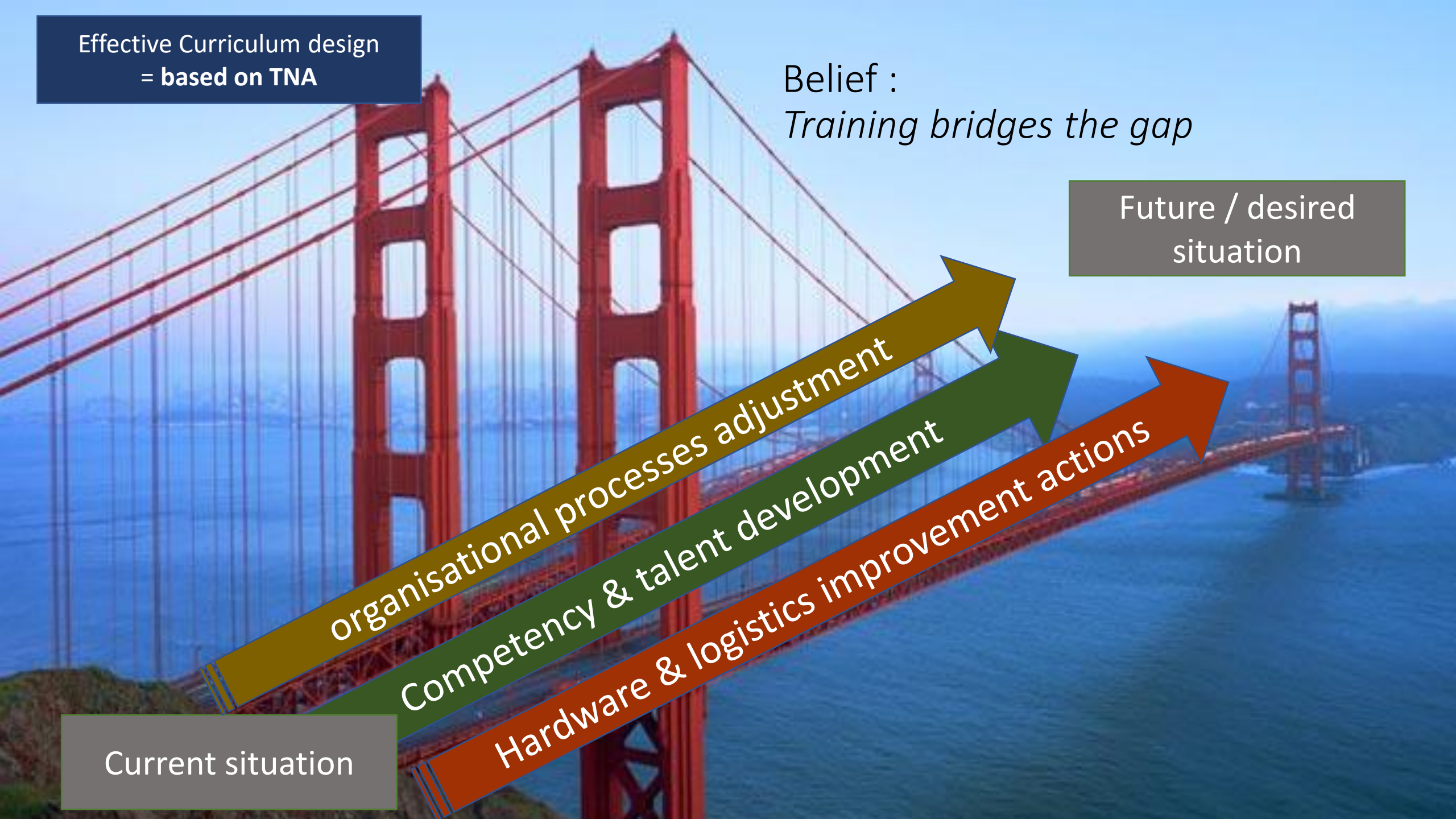
Future / desired
situation

organisational processes adjustment

Competency & talent development

Hardware & logistics improvement actions

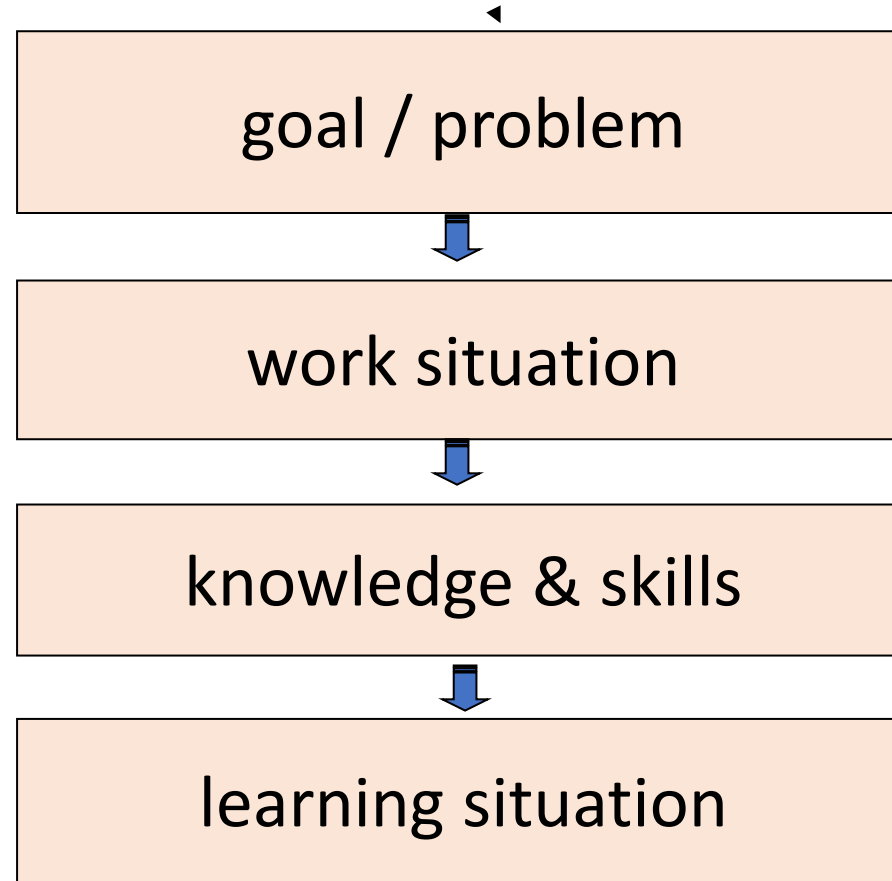
Current situation



When all you have is a hammer,
everything looks like a nail.



Curriculum design based on Training Needs Assessment at 4 different levels

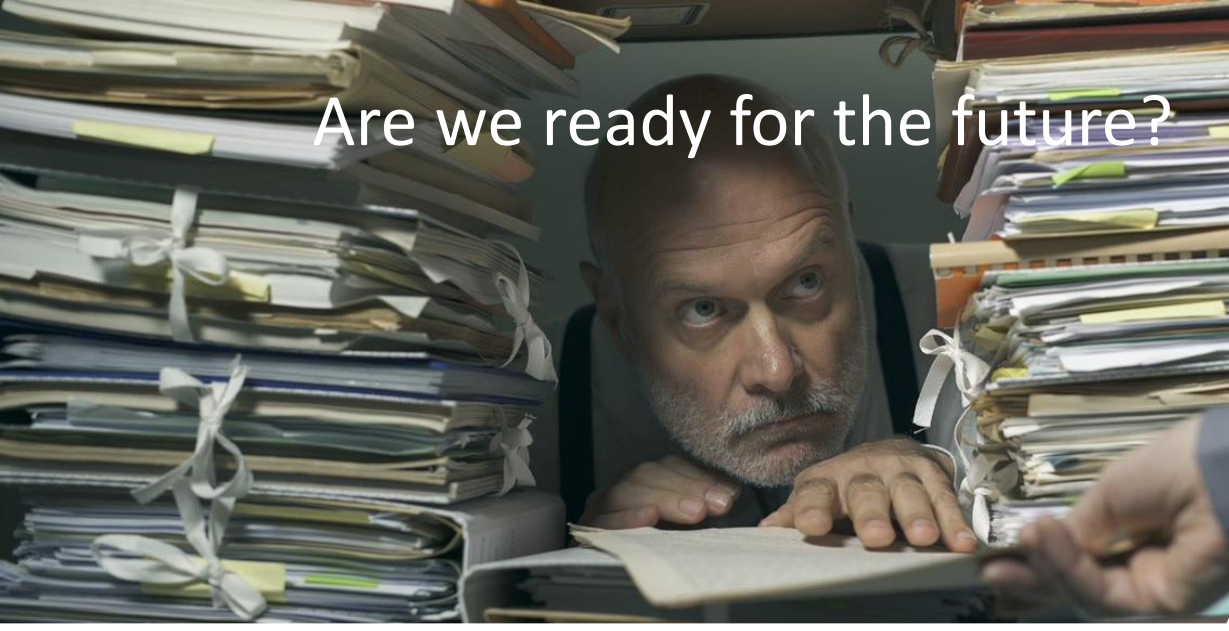


Challenge: training request arrives here!

Training Needs Analysis & Evaluation Matrix

<i>level</i>	Current situation [AS IS]	Future desired situation [TO BE]
Organisation <i>[strategic]</i>		
Work situation <i>[operational]</i>		
Skills <i>[competences]</i>		
Learning situation <i>[HRD]</i>		

Are we ready for the future?



Are we ready for the present?







Thank you.

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