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REPORT ON SELECTED COURSES PER INSTITUTION

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CONTENT

INTRODUCTION

The main objective of the ICT4EDU project is to improve the quality of ICT competencies of early childhood teacher's educators in nine higher education institutions in Jordan, Palestine and Egypt in line with the advanced EU practices and thereby increase the quality of education in preschools in Jordan, Palestine and Egypt. With ICT playing a major role in facilitating the education of children with special needs or disabilities, the ICT4EDU project seeks to ensure that recently graduated student teachers are capable of instructing using ICT and to enhance the digital literacy of both teachers and students.

This Report is part of the WP3 – Curricula Development, and consists in presenting the courses selected by each partner to undergo an updating process. Even though many documents have been produced in order to have a coherent framework, this is the first main document produced within WP3.

The Wp3 is the core of the project, aiming at updating the curricula for preschool education, together with preparing detailed educational materials on the basis of the surveys carried out (D3.1, D3.2 and D3.3), aligned with Bologna standards for HEIs. Therefore, syllabus for the new and adapted courses will be defined, lecture material will be collected and put together and adapted into the study plan. The WP3 will last from month 7 until month 36.

This Report is partially based on the results of WP 2, the Analysis of surveys' results as well as the courses proposed by partners during the preparation of the proposal; the final list of courses will be approved and educational dossiers and materials will be developed and produced.

Within this document besides the final list of the selected courses, other information is provided in order to increase the report's consistency and coherence.

BACKGROUND INFORMATION - NATIONAL EDUCATIONAL SYSTEMS IN JORDAN, PALESTINE AND EGYPT

General description

The MENA region comprises diverse countries with varying educational systems, influenced by historical, cultural, and economic factors. The following paragraphs analyses the national educational systems in Jordan, Palestine and Egypt, focusing on their similarities and also peculiarities.

Regarding the similarities for the national educational system, there were identified as length and age range for compulsory education, as curriculum structure (which often includes subjects relevant to the region's cultural and economic context), language of instruction and focus on literacy:

1. **Compulsory Education:** All three countries have compulsory education, typically ranging from 6 to 16 years of age. Education is seen as a fundamental right for children.
2. **Curriculum Structure:** The educational structure is mostly similar in Jordan, Palestine and Egypt with primary, secondary, and tertiary levels. The curricula usually include general common subjects like mathematics, sciences, languages, and social studies.
3. **Language of Instruction:** Arabic is the primary language of instruction in schools in Egypt, Palestine, and Jordan. English is taught as one of the subjects like mathematics.
4. **High Priority on Literacy:** All three countries emphasize improving literacy rates and access to education as a means to foster national development.
5. **Higher education:** public and private universities that offer a variety of study programmes at the undergraduate and postgraduate levels, and also the adoption of elements of Bologna process (three-tier system for higher education: Bachelor's, Master's, Doctoral).

As main differences that might be identified in the MENA countries, these are related to the access to education, gender disparities, even though there were made important steps in this direction, specific educational policies. Sometimes, language of instruction may differ, for example, Jordan's universities often engage in international collaboration and partnerships, offering programmes in English and attracting students from the region and beyond.

Early childhood education (ECE) in Jordan, Palestine and Egypt

Early childhood education is taking place in kindergartens (both public and private), which are often separate institutions, but in some cases (Jordan) they are integrated with primary schools, facilitating a smooth transition to formal education. In Palestine, there are also The United Nations Relief and Works Agency for Palestine Refugees (UNRWA), operating kindergartens in Palestinian refugee camps, offering education

to displaced populations. In Palestine, kindergarten is separated on two levels (KG1, KG2,) while in Egypt, there is a new System (2.0) for early childhood separating kindergarten on three levels: a) Nursery b) KG1 c) KG2, the last two level being supported by the government.

The curriculum for kindergarten in Jordan has a strong emphasis on promoting social, emotional, cognitive, and physical development. The curriculum focuses on foundational skills, including early literacy, numeracy, and social development. The new System (in Egypt) is integrating life skills, values, and information to confront the tremendous development. It emerges from the Finnish system, and is based on global standards and was reviewed by international experts. In Palestine, the curriculum includes a Montessori course and a Shadow Teacher Course (aims to train the teacher to help people with special needs). Pre-service teacher education programmes often emphasize both the technical skills needed to use ICT tools and pedagogical strategies for integrating technology into teaching and learning.

Preschool and primary education teachers academic track in Jordan, Palestine and Egypt

The professional route for students to become teachers in primary and preschool education in Jordan, Palestine, and Egypt typically involves pursuing a "formal pathway" or "academic track" to teacher education. This includes enrolling in teacher training programmes, earning relevant degrees, and obtaining the necessary qualifications to work as educators in these educational levels.

Most of the teachers have a bachelor's degree in education, for primary or for preschool education, there are different study programmes for primary and for preschool education. In Egypt, only students from science track in high school can join ECE programmes, and in specific cases teachers from primary are allowed to teach in early childhood education. In Palestine also teachers from different levels are allowed to teach in ECE after completing a specific qualification, being supported by the state. In Jordan, those who choose to pursue a bachelor's degree in early childhood education can become kindergarten teachers. Those seeking a degree in "classroom teacher" are eligible to teach in the first three grades. They are qualified to teach first through third grade with this degree. Except for this, some teachers have postgraduate master's degrees and, in Palestine, they participate in mandatory courses such as: teaching skills, including technology integration, instructional design, drama, active learning, and more.

The length of a bachelor study programme is four years, and during the third and fourth years of their bachelor's programme (after studying for two years), students undergo practical teaching experiences in early childhood schools. This pre-service training allows them to apply the knowledge and skills they have gained in real classroom settings.

Educational policies regarding ICT in education in Jordan, Palestine and Egypt

The integration of ICT in education is a priority for these countries, however, there are still challenges to overcome, such as the lack of infrastructure and resources, limited teacher training on ICT, and the need for more effective policies to support ICT integration in education. In Palestine there is a strategic plan by the Ministry of Education and Higher Education in Palestine for the education sector from 2017 to 2022. The plan aims to implement a policy of digitalization in the Palestinian education system in line with the latest technological developments concerning teaching and learning. At the same time, it approved a new modern system for the secondary education called (Injaz), and incorporated the technical.

During COVID pandemic period, there were efforts in proving logistics that allows the continuation of courses. The COVID-19 pandemic has forced a rapid shift to online and distance learning in many MENA countries. Schools and universities have had to quickly adopt digital tools and platforms to continue education. There are disparities in ICT access and Internet connectivity, particularly in rural areas, and challenges faced by teachers adapting to online teaching without sufficient training or resources, raising concerns about the quality of online education, including issues related to student engagement, assessment, and monitoring.

Specific measures have been taken to invest in ICT infrastructure and providing grants or devices to students. Policymakers have begun to recognize the need for teacher training and professional development in digital pedagogy. Increased emphasis has been placed on the development and curation of digital educational content. Still there is a lack of teacher training.

COURSE SELECTION PROCESS

Updating curricula from time to time is vital to ensure that educational content remains relevant, aligns with the latest advancements in the field, and meets the evolving needs of learners, thereby enhancing the overall quality and effectiveness of the educational experience.

The selection process is the first step in modernization of the curricula in MENA country, adding the development of quality study materials, delivered online. The (ICT4EDU) project's core objective is to improve the ICT competencies of early childhood teacher educators in nine higher education institutions across Jordan, Palestine, and Egypt, aligning with EU standards to enhance the quality of preschool education in these regions.

The process of curriculum restructuring should start with defining its main goals

- Which are the main strengths and weaknesses of the current curriculum?
- What are the goals and objectives of the revised curriculum?
- Are there specific learning objectives or outcomes that the restructuring aims to achieve?
- Which are the main updates? How are those related to the general competences?
- How do the learning outcomes align with the needs of students, employers, and society (WP2 findings)?

Within the process, there were multiple iterations made by all universities according to an agreed plan. An initial prospection has been done during a workshop on the first project meeting, to introduce the task and to evaluate the category of the courses that might be included here.

Giving the heterogeneous profile of the partner universities and the fact that not all have study programmes for early childhood education it was necessary to expand the target group to other study programmes that prepare future teachers.

In total, a number of 46 courses have been selected by the University partners. Still, as a result of the consortium composition (partner universities which don't have in their educational offer study programmes for early childhood education), there was a general decision to expand the target group to other study programmes that prepare future teachers. Details are provided in the next sections.

General description of the selection process

A well-designed course selection process ensures that institutions offer a relevant and coherent curriculum that meets the diverse needs of learners. The main pillars of the selection process are:

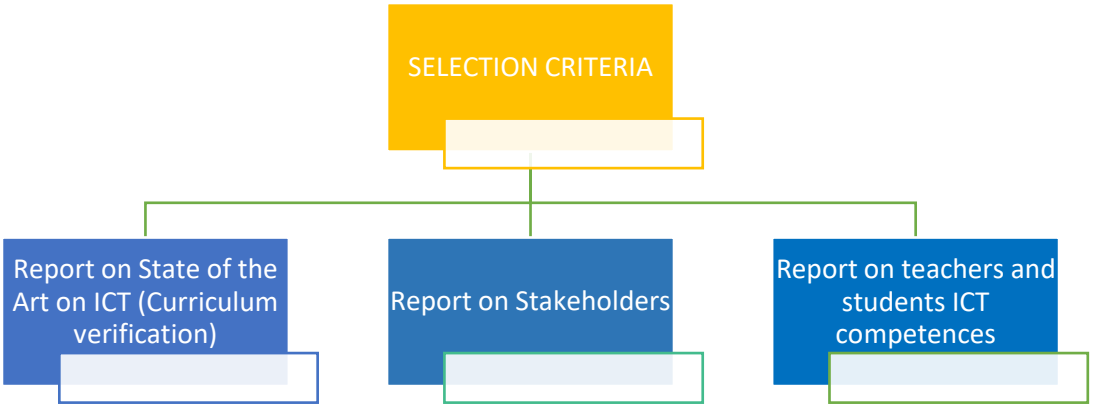
- findings of WP2 (the results of the questionnaires);
- description provided in the project proposal and,

- partners' specific needs to respond to their particular situation.

The last two dimensions were quantified into a selection criteria matrix.

The questionnaire results

Within the WP 2, five survey have been launched to the students, teachers and stakeholders in MENA universities. They were focused on students and teachers' ICT competences, on the level of ICT integration in the curricula, the current ICT available facilities and resources and survey on stakeholders. With almost 3000 respondents, the results become relevant in identifying the specific needs of partner universities for updating courses in the curriculum in order to enhance students' competences, align education with modern technology trends, and ensure graduates are well-prepared to meet the evolving demands of the digital age and not only. This recognition of specific needs can guide the development and refinement of courses to integrate essential competences, fostering a more competitive and adaptable workforce.



Questionnaires' that direct influenced decision of selecting courses

The main findings of the WP 2 were:

- The need of adopting practical approach (learning by doing) and integrating the competences stated in DigComp and DigCompEDU both for students and for teachers
- The existence of necessary resources (faculty expertise, technology, infrastructure) to further support of the updated course
- The need of ensuring ICT training both for students and teachers.
- The need of enhancing teachers' uses for online communication
- There is a gap in the teachers' training that could be bridged by the updating process in order to include specific topics, aiming at developing digital competences related to:
    - Searching, Creating, Editing, Evaluating open educational resources

- The use of ICT for creating / using online assessments tools, online learning environments
- The use of ICT devices, applications, and resources.

- Strengthening students' ICT competences involving online collaboration, computer and internet use, enhancing data processing abilities with tools like presentation software, digital cameras, video cameras, programmable toys, and various other ICT resources.

The selection criteria list

Moreover, in addition to the survey's results, a set of criteria have been used to ensure compliance with the requirements, purpose and objectives of the project. This criteria (Annex 1) have been developed at the beginning of the work package and agreed with the partners.

Within this list of criteria, we included mandatory fields pertaining to the courses under consideration, along with a detailed rationale justifying their selection's significance for the overall project and curriculum. The criteria were categorized into three distinct sections: *mandatory prerequisites, rationales underpinning course selection, and potential areas necessitating updates*. In the following paragraphs an analysis of the answers received will be provided.

Mandatory criteria

Between the mandatory criteria to be checked by the chosen courses were:

- A bachelor degree courses from ECE study programmes or a related field
- A bachelor degree courses from a study programme training future teachers
- A continuing education course for teachers
- A course from the field of social sciences

being mandatory to have at least one checked.

From the information collected for the current report, the total of 46 courses are separated between:

- 38 courses are from the early childhood education study programmes and other programmes.
- 8 courses from a study programme training future teachers and other study programmes. Details are provided in the Overview of the selected courses section.

Rationales underpinning course selection

Beyond the mandatory criteria, we asked our partners for additional information that could be considered as arguments when choosing a specific discipline.

- The general level of ICT integration in the curricula, in the targeted study programmes.

By this statement we tried to investigate on the level of current integration of ICT in curricula. The answers were covering the entire range from “not at all” to “high level”.

- Academic’s level of interest in updating the curricula (team work, both process and product are important).

As important actors of the process, academics must be involved in the process, meaning that new or revised courses cannot be imposed to teachers but designed and agreed collaboratively. From the analysis of the partners' responses, it is evident that academics are strongly committed and highly involved in the process of adopting changes in the syllabi, contributing their expertise to ensure successful implementation.

- The importance of the course for the scope of this project.

This was another aspect that was introduced in the list of criteria to have a real picture of the place of the course in the curriculum and their relevance for the project. The answers center around the crucial need of equipping future teachers with ICT competencies, which are vital for modernizing education delivery and assessment processes. Several courses serve as foundational pillars for instilling ICT competencies in educators, while others are considered essential for developing teaching skills and fostering student creativity. Courses that enhance engagement, interactivity, and equip students with valuable skills are deemed very important. Furthermore, some courses are viewed as the initial building blocks within their respective specialties. The integration of ICT into these courses is seen as pivotal in preparing student-teachers for effective technology use in their future roles. Additionally, the selection of courses is influenced by accessibility and alignment with the overarching objectives of the project, ensuring a broad spectrum of students can benefit while enhancing the proficiency of early childhood educators in Information and Communication Technology. They are seen as foundational knowledge that can be applied in various aspects of education and project planning, ultimately enhancing the effectiveness and success of the project's outcomes.

- How will this updated course help in improving the curricula for the target group (which is the novelty induced by the updates)?

The proposed updates are expected to provide students with a modern, interactive learning experience, incorporating digital tools, online platforms, and virtual labs crucial in today's educational landscape. The answers indicated updates that aim to enhance hands-on learning, foster interactivity, and expose students to practical applications of IT, enriching the learning experience and preparing them for real-world challenges. Additionally, there were underlined that the integration of modern ICT tools will create a more engaging and effective learning environment, preparing future teachers for the digital age and improving both the course and the broader curricula. Some courses will introduce new technology alternatives for education. Furthermore, updated courses will foster the use of ICT in teaching and learning, enhance students' ICT practical skills, and promote technology knowledge. They also enable students to practice active learning through ICT, focusing on teaching and learning materials suitable for early childhood education. These updates ensure students become acquainted with the latest ICT and how to employ it effectively in the educational process.

- The possible updates section is separated between ICT and non ICT courses, inquiring about information related to the planned updates within the course.

There is a good balance between ICT and non ICT courses: from the total number of 46 courses proposed, 22 of courses are in the category of non ICT courses, and a number of 24 courses are ICT related courses. For each category of courses proposals of updating were requested, and the answers are analyzed in the following sections.

Updates on ICT-related courses

The information was requested on three specific dimensions:

1. Relevance to current technology and emerging trends; connection with labour market requests
2. Need of adopting a practical approach (learning by doing)
3. Integrating the competences stated in DigComp and DigCompEDU

The summary of the responses is presented in the following paragraphs.

For the first dimension, related to the *updates that will make the course relevant to current technology and emerging trends and connect them strongly with the labor market*, the answers stressed the importance of staying current with technology trends to enhance students' digital proficiency, adapt to evolving research and industry needs, and improve employability. The scope of aligning courses with labor market demands to prepare graduates with practical skills and providing them with a competitive edge was mentioned between arguments. Other mentioned updates like flipped classrooms, social media analytics, and the adoption of the Science, Technology, Engineering, Arts, and Mathematics (STEAM) trend are mentioned as crucial in today's technologically integrated world, and the courses align with this reality, preparing students for various jobs. By focusing on technology tools, data analytics, cybersecurity, inclusivity, ethics, and real-world applications, these updates equip student-teachers for the dynamic labor market and foster a culture of lifelong learning.

Furthermore, students will be taught to utilize the latest applications, software, ensuring they can confidently join educational institutions requiring ICT proficiency. The integration of internet resources, devices, pre-made educational softwares, and social networks aligns with global standards, empowering educators to incorporate technology effectively in lessons, which is increasingly a requirement for employment, particularly in technology-rich educational environments. There were answers emphasizing that these updates will bridge the gap between education and labour market, enhancing students' readiness for future career opportunities, and ensuring they can effectively utilize technology to enrich the learning experience.

The second dimension questionate about *the real need of adopting a practical approach in updated courses, to offer contexts for learning by doing*. The answers highlight the significance of bridging the gap between theory and practice, arguing about the enhancement of students' understanding of growth, behavior, and mental development, while equipping them with control, modification, and predictive skills. Also, adopting a practical approach is highly justified as it actively engages students, fosters critical thinking and problem-solving, encourages experiential learning, and equips them with valuable transferable skills. By updating the curriculum to include

project-based learning, students gain practical experience, enhancing their problem-solving, critical thinking, and ICT skills.

These practical elements bridge the gap between theory and practice, encouraging critical thinking, problem-solving, and experiential learning. They will prepare students for the challenges of their professions, making course content more relevant and engaging, and equipping students for success in real educational settings.

The third dimension investigating on the *level of integration of the competences stated in Dig Comp and Dig Comp EDU in the updated courses*. The answers are concentrated around how courses will effectively integrate the competences outlined in Dig Comp and Dig Comp EDU by aligning the skills acquired with established digital competency frameworks. This strategic alignment will ensure that the students will gain the international digital competencies necessary for their future roles as educators. By constructing the course objectives in accordance with digital proficiencies, the quality of the courses is significantly enhanced, enabling student teachers to adeptly meet the needs of their students while preparing them for modern educational scenarios. The updates also aim to elevate digital competency in education by conforming to these recognized digital competence frameworks, thus ensuring structured and relevant learning experiences. This educational enrichment equips students to excel in contemporary teaching environments and fosters their readiness for the digital world and the demands of the job market.

Moreover, it was mentioned that integrating these digital competences into the curriculum is crucial in various courses, as it enhances the teaching practices of students, promotes responsible and ethical digital behavior, especially in early childhood, and provides a competitive edge in the job market. Such integration will also ensure adaptability to evolving technology trends and encourages data-informed decision-making, global competence, and engagement in a rapidly changing educational landscape. From various answers' received, by addressing competences such as digital literacy, data literacy, communication, collaboration, problem-solving, information management, safety, security, adaptability, accessibility, global perspective, and ethical considerations, will empower students and educators to navigate the digital landscape effectively and responsibly. This comprehensive approach reflects a commitment to preparing learners for the digital age, enriching their educational experiences, and ensuring they are well-equipped to face the challenges of modern education and the broader world.

Furthermore, the inclusion of the International Computer Driving License (ICDL) Certificate will prepare the students for essential computer skills, enhancing their practical IT knowledge.

Updates on non ICT courses

For the non ICT courses, a prospection on possible updates was also made, on two specific dimensions:

1. The range of ICT approaches adopted within a course: in teaching, learning and evaluation

2. Creating opportunities for interdisciplinary learning for a holistic approach (ICT infusion model)

For the first dimension, *the range of ICT approaches adopted within a course: in teaching, learning and evaluation* the answers were organized around the role of ICT in enhancing the educational process and meeting the digital competence requirements of modern students. By harmonizing technological learning with traditional teaching methods, students can access a wealth of knowledge, interactive experiences, and digital skills. This integration, when applied to various non-ICT courses like developmental psychology and cognitive psychology, enriches the educational process and equips teachers with the international educational quality demanded by the labor market. Furthermore, the alignment of theoretical curricula with technological approaches ensures students' readiness to navigate the digital landscape in education and beyond.

Another finding was that incorporating a range of ICT approaches within these courses is crucial. Teaching methods will involve interactive whiteboards, multimedia software programmes, and online platforms and learning experiences will be enriched through the development of practical components in courses, empowering students to create content using updated software. Evaluation processes, including exams, assignments, and project assessments, will also be conducted through diverse ICT approaches. This comprehensive integration will ensure that students are equipped with digital competence, fostering global collaboration, accessibility, and personalization while providing valuable data for research purposes. By offering diverse ICT approaches in teaching, learning, and evaluation, these courses will adapt to students' individual learning styles and prepare them for the demands of the digital age.

The second dimension, *creating opportunities for interdisciplinary learning for a holistic approach (ICT infusion model)* revealed that creating opportunities for interdisciplinary learning within non-ICT courses through an infusion model will be a pivotal goal in modern education. The courses can contain transversal topics to enhance the learning and teaching processes. Students will learn to apply the digital skills, not only within the course but also in related subjects and during their practicum semester. This approach ensures a holistic perspective, fostering cross-disciplinary collaborations, interactive assignments, and practical projects that bridge different subject matters together, both in teaching and assessment.

This infusion model provides opportunities for learners to apply ICT in teaching, learning, and evaluation, to see how specific topics are related to technology (digital citizenship, enhancing soft skills with ICT tools, digital judgment, media and information literacy). The answers received from the partner universities indicates a broad spectrum of essential and specific ICT topics, from digital infrastructures like computers and tablets to specialized digital tools such as Google Spreadsheets. This comprehensive approach ensures that students are well-equipped for the interdisciplinary nature of modern education and a rapidly evolving job market. Beyond theoretical concepts, the courses expose learners to ICT usage, preparing them for the challenges of modern teaching and enabling them to create a comprehensive concept of technological means and advanced teaching methods, thus serving basic education and early childhood education effectively.

Furthermore, students are encouraged to engage with interdisciplinary learning

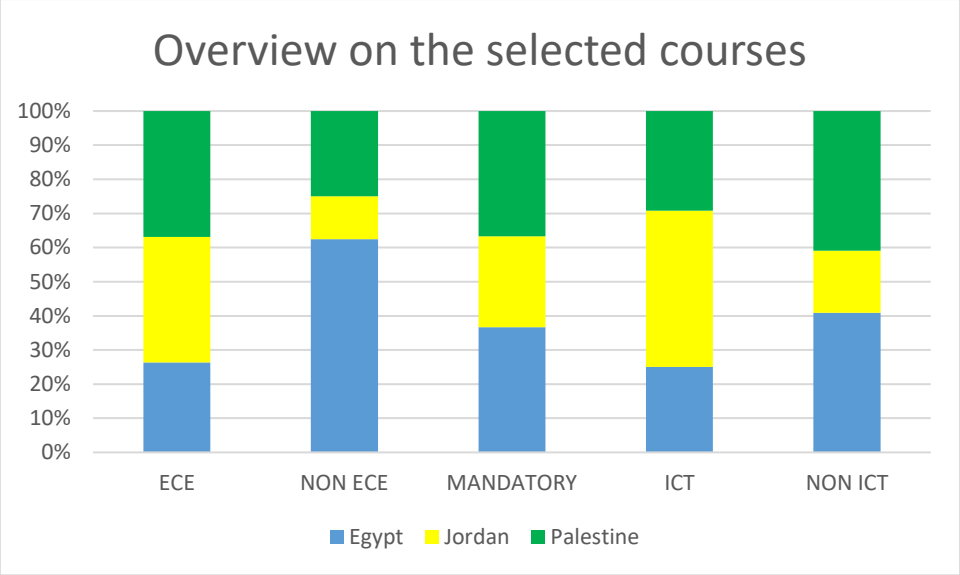
opportunities through the infusion of ICT within the curriculum. The infusion model can offer a well-rounded educational experience, incorporating digital resources, digital storytelling, animation, motion graphics, digital comics, and various other digital tools. Teachers play a pivotal role in creating an interdisciplinary learning environment, making use of technology and projects to explain concepts and raise awareness. For example, incorporating ICT in environmental education, special education, and museum and library studies offers a wide range of experiences, encouraging students to explore diverse fields, boost their identity and national affiliation, promote critical thinking, and foster diverse cross-cultural connections. Additionally, by producing 3D images, cartoon films, and technical educational materials, students develop a comprehensive understanding of various subjects and foster a creative and analytical mindset. The infusion of ICT topics in these courses encourages students to approach knowledge with a holistic view, unlocking new perspectives and ensuring that they are well-prepared for the demands of modern education.

Overview of selected courses

Courses were selected by partner university based on the criteria described in the previous sections, and the selected courses are presented in the Annex 3. There are 46 courses which are separated between:

- 38 courses are from the early childhood education study programmes. These courses are also taught in other study programmes (one or more): study programmes training future teachers (29 courses), continuing education courses for teachers (11 courses), courses from the field of social sciences (20 courses);
- 8 courses from a study programme training future teachers. These courses are also taught in other study programmes (one or more): continuing education courses for teachers (5 courses), courses from the field of social sciences (5 courses).

This distribution and the decision of choosing courses taught in multiple study programmes demonstrate a leverage effect in disseminating updated courses to a broader target audience, thereby increasing the overall value for the project.



The selected courses profile

The main information that is extracted for the course profiles, categorized by country, includes the domains, type of the courses, and the level of ICT integration:

a) Jordan
   - 15 courses selected
   - 14 courses for early childhood education
   - 12 courses are mandatory in the study plans
   - 11 ICT courses

b) Egypt:
   - 14 courses selected
   - 10 courses for early childhood education
   - 2 courses are mandatory in the study plans
   - 6 ICT courses

c) Palestine
   - 16 courses selected
   - 14 courses for early childhood education
   - 11 courses are mandatory in the study plans
   - 7 ICT courses

All the syllabi prepared by partner universities are presented in the Annex 4.

There is a small variation in the course selection with Palestine universities selecting the highest number of courses (16), followed by Jordan universities (15), and Egypt universities (14). All countries have focused on Early Childhood Education, most of the courses being selected from this field. The number of mandatory courses is high, especially in Jordan and Palestine with a relatively high number of courses that are mandatory in their study plans (12 and 11, respectively).

Regarding the ICT courses, Jordan and Palestine both offer a substantial number of ICT courses (11 and 7, respectively). This demonstrates a commitment to integrating

technology into early childhood education, ensuring that students will be prepared in the use of digital tools and resources. Egypt offers a lower number of ICT courses (6). While still significant, it is relatively fewer compared to Jordan and Palestine. This could be due to differences in curriculum priorities or resource availability.

The variations in course selection, mandatory courses, and ICT integration may reflect differences in the education systems, priorities, and resources in these countries.

Future steps

The actual courses will be updated according to the Guidelines for curriculum updates (Annex 2), and under supervision of a European partner. The pilot courses will be submitted for evaluation and approval to the project's Quality Committee.

The next step for evaluated courses is to be approved by the university authorities. Each university can have specific regulation, but the pathway for implementation is similar: after submitting proposals, these are analysed by the Quality Commitee in Academic Department to ensure the proposed modifications meet academic and pedagogical standards. Following the process, proposals are submitted for evaluation to the Quality Liaison Officer to which will check if the proposed modifications to syllabi and curricula align with accreditation requirements and the overall mission of the university. The final step in approving the modification is to submit the courses to the Council of Deans.

CONCLUSIONS

The selection process was designed on two levels: a) guiding partner universities to identify the courses according to specific needs and with the projects' aim and objectives; b) producing materials to ensure the description of the selected courses according to specific criteria, ensuring a homogenous structure of the courses' profile.

The minimum number of the selected courses (40) was exceeded (46 courses selected in total) which demonstrates the increased interest for the process and for extending the number of the beneficiaries of the project.

From the data collection analysis most of the courses are mandatory, from the early childhood education study programmes, with a good balance between ICT- related and non ICT courses.

The course selection was a process designed to lead to selection of relevant courses, in a coherent strategy to modernize the curriculum of early childhood education.

ANNEXES

- Annex 1: Course Selection Criteria
- Annex 2: Guidelines for Curriculum Update
- Annex 3: List of Selected Courses
- Annex 4: Syllabi of Selected Courses

All the above can be accessed through the following link:

https://drive.google.com/drive/folders/18ELsoBponrRl6AYSsDBYQGvqrFAoFYTm?usp=sharing