PERTINENT AND CONTEMPORARY ISSUES (PCIs)

Session Objectives

By the end of the session, the participant should be able to:

a) Explain the meaning of Pertinent and Contemporary Issues (PCIs) in Society;

b) Examine the nature of Pertinent and Contemporary Issues (PCIs) in society;

c) Describe the process of mainstreaming Pertinent and Contemporary Issues (PCIs) in the day-to-day learning; and

d) Appreciate the importance of mainstreaming Pertinent and Contemporary Issues (PCIs) in the day-to-day learning

KWL

- **1. What *I know* about …….**
- **2. What *I want to know* about …….**

INTRODUCTION

- Mainstreaming of Pertinent and Contemporary Issues (PCIs) is one of the major initiatives in ongoing curriculum reform process.
- Learners are faced with a myriad of challenges and issues owing to the social-cultural and economic dynamics in the society.
- These issues are referred to as **Pertinent and Contemporary Issues(PCIs)** in education because of the impact they can have on the learner and learning.
- They have the potential to affect learner's psychosocial wellbeing, access to education, retention, transition, completion and ultimately advancement in the world of work.
- Can we identify the challenges that learners are facing in their daily lives???

THE PLACE OF PCIs IN THE BECF

- During the National survey that was conducted in 2016 to inform development of Competency Based Curriculum, a number of issues were identified and found pertinent for inclusion in the curriculum.

- Findings from other Educational researches and best practices in other countries also informed identification of PCIs to be mainstreamed in the curriculum

IDENTIFICATION OF PCIs FOR MAINSTREAMING

- The Basic Education Curriculum Framework (BECF), outlines these issues under various categories of Pertinent and Contemporary Issues (PCIs)

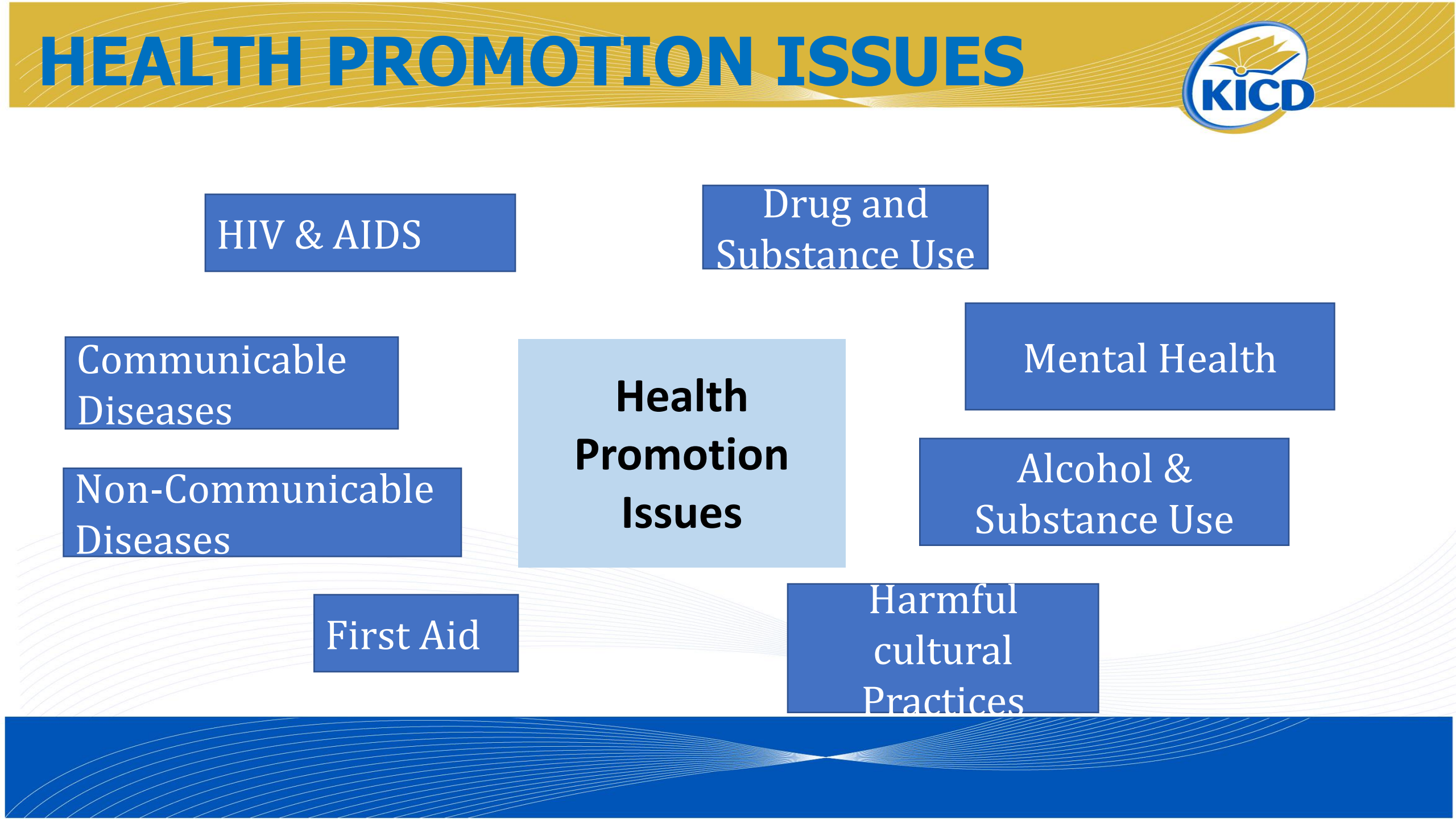
- The framework also provides guidance on how PCIs should be mainstreamed through the formal, non-formal and the informal dimensions of the curriculum.

CATEGORIES OF PCIs

In Junior School, the following categories of PCIs have been mainstreamed in the curriculum:

- ❑ Health Promotion Issues (HPIs)
- ❑ Life Skills Education and Human Sexuality
- ❑ Education for Sustainable Development/Socio-Economic and Environmental Issues
- ❑ Learner Support Programmes (LSPs)
- ❑ Parental Empowerment and Engagement (PE&E)
- ❑ Citizenship Issues in Education/Citizenship Education

HEALTH PROMOTION ISSUES



LIFE SKILLS EDUCATION & HUMAN SEXUALITY

KICD

Self-Awareness

Assertiveness

Negotiation

Self -esteem

Life Skills Education and Human Sexuality

Peer Pressure Resistance

Coping with Emotions

Problem Solving

Managing Stress

Critical & Creative Thinking

HUMAN SEXUALITY

This is mainstreamed in the curriculum through two perspectives:
1. Developmental perspective
2. Psychosocial perspective.

The development and application of Life skills to manage human sexuality is critical.

NB: All the life skills apply in matters human sexuality.

SOCIO-ECONOMIC & ENVIRONMENTAL ISSUES

Animal Welfare

Safety and Security:
Fire safety, Road Safety Radicalization & violent extremism, Cyber bullying prevention

Socio-Economic and Environmental Issues

Environmental Conservation:
Bio-diversity, Disaster Risk Reduction (DRR), Pollution, Environment & technology

Gender Issues

LEARNER SUPPORT PROGRAMMES

Guidance Services

Career Guidance and Services

Counselling

Learner Support Programmes

Peer Education and Mentorship

Sports and Games

Clubs and Societies

Chaplaincy

PARENTAL EMPOWERMENT & ENGAGEMNET

Participation in School Events

Human Growth and Development Stages

Learning Environment

Parental Empowerment & Engagement

Role Modelling

Parental Involvement in Decision Making

Positive Discipline

Resource mobilisation

Volunteering

CITIZENSHIP EDUCATION

Good Governance

Children's Rights

Social Cohesion

Citizenship Education

Child Care & Protection

Ethnic & Racial Relations

Peace Education

MAINSTREAMING PROCESS OF PCIs

Formal Dimension

A relevant and suitable sub strand or sub theme in a learning area/subject is identified where PCIs can appropriately be incorporated and taught alongside the subject matter .

Example: Learning area: Social Studies (Grade 7)

Strand: People and Population

Sub strand: Human Diversity and Inclusion

Learning Experience: Debate on ways of applying inclusion in their day-to-day interactions

PCI: Promotion of social cohesion as learners debate on ways of applying inclusion in day to day interactions.

Cont…MAINSTREAMING PROCESS

Formal Dimension

In every sub strand in the design , there is a component referred to as 'link to PCIs'. This is where PCIs to be mainstreamed in the sub strand are indicated in the curriculum designs

Example: Social Studies grade 7:

Pertinent and Contemporary Issues (PCIs):

- Social cohesion as learners' research in groups on factors influencing population distribution in Africa.
- Self-esteem as learners do presentations in class on factors influencing population distribution in Africa.
- Online safety as learners use digital resources to establish settlement patterns

Cont…MAINSTREAMING PROCESS

Non-formal Dimension

- These are organised, structured and systematic learning activities (NFPs) that take place in school or out of school. They support acquisition of knowledge, values and skills learnt in class.
- All the PCIs mainstreamed in the formal dimension of the curriculum, can also be mainstreamed in NFPs such as games, sports, clubs and societies among others.

Cont…MAINSTREAMING PROCESS

Informal Dimension

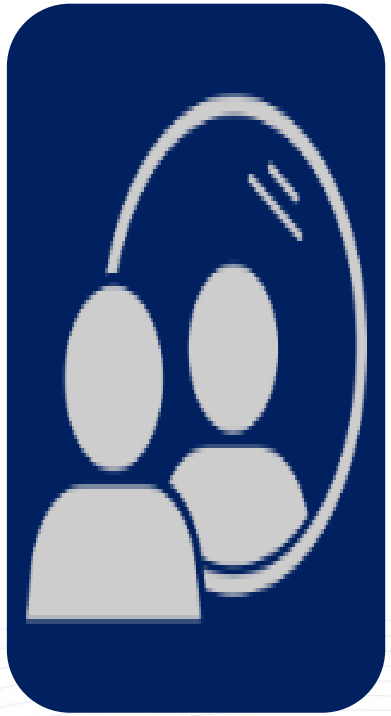
- It's also referred to as the hidden curriculum. It refers to the Knowledge, Attitudes and Skills or behaviour acquired by learners from the social interaction with members of the school community, parents among others.

- There is no organized learning programme in this dimension. Learners develop competencies as they interact with other people.

- That is why, a conducive environment should be cultivated for learners to acquire appropriate behaviours and nurture values.

CONCLUSION

- Effective mainstreaming of PCIs calls for deliberate effort from teachers to ensure these issues are addressed during the learning experiences
- Creativity is also required to ensure that the PCIs are well mainstreamed
- There is need to be keen on contextual issues since various issues are different in various circumstances .
- Mainstreaming of PCIs will enable the learners to develop appropriate competencies in order to address the challenges they grapple with in their daily lives, thereby leading fulfilled lives as well as becoming productive members of the society.



Self-Reflection

1. I learnt…….

2. I need to learn more about…….

3.How I will apply what I have learnt

Suggestions I have for improvement of the session

Upload your responses on

https://forms.office.com/r/7nHVcLMZrt

Facilitators to use this link to View Responses:

https://tinyurl.com/KWL-Facilitators

THANK YOU