

**196 Countries**  
**6 Continents**  
**One World**

**One Education!**

**Specks of Uniqueness and Innovations in  
The Oceans of Similarities and Common Concerns**

**Explore in**

**The WORLD of  
LEARNING  
Lessons from 52 Countries**

## Adopting Competency-Based Education: Kenya

S. P. Malhotra<sup>1</sup>

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### Abstract

*Kenya has made significant progress in universalising basic education. The country's education policy aims to provide quality, accessibility, and equitable education, focusing on skills and competencies. The introduction of the Competency-Based Curriculum (CBC) and Digital Literacy Programme are major education reforms emphasising lifelong learning. The policy also addresses challenges in infrastructure, funding, and teacher shortages. Kenya has implemented various initiatives, including inclusivity, integrating technology, and strengthening technical and vocational education and training (TVET) institutions. Instructional practices prioritise learner-centred and experiential learning, and assessment methods have shifted towards continuous assessment and demonstrating competencies. The curriculum also includes health and physical education, skills education, life skills education, moral and cultural education, peace education, and happiness education. The education system in Kenya is evolving to provide a well-rounded education that prepares students for the challenges of the 21st century. However, the education system still faces inadequate infrastructure, teacher shortages, and sustainable financing challenges.*

**Keywords:** Kenya, Competency-Based Curriculum, Learner-centered, Experiential Learning, Continuous Assessment, Vocational education

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<sup>1</sup> Prince Paa-Kwesi Heto, a visiting professor at Soka University of America and the President of the INDIE Education Initiative reviewed this case and made very important comments and suggestions. I sincerely thank him for his time and suggestions.

# Challenges of Implementing Democratic-Secular and Inclusive Education: Turkey

Khaleda Gani Dutt  
Mina Sedem

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## Abstract

*At the crossroads of Asia and Europe, Turkey has the 19th largest global economy with a GDP of \$906 billion. Despite its efforts, the Turkish Government has not successfully involved citizens in the education policy-making process, resulting in a lack of stakeholder participation, which hinders the implementation of necessary reforms. This case study provides an overview of Turkey's education system and emphasises the need to democratise and modernise the educational system. It suggests that focusing on education reforms related to human rights, citizenship, and democracy, which underpin secularism and inclusive education, is invaluable in creating an educational environment that encourages diversity and offers equal educational opportunities.*

**Keywords:** Turkey, inclusive education, sustainable education, secular education, global citizenship

## High Quality of Education for a Better Future: P. R. China

Meng Hong Wei

Peng Li Ping

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### Abstract

*The chapter analyses national education policies from different historical points of national development. The consistent and focused policies built a solid foundation for education development in China. Under the guidance of these policies, China has developed and renewed the national curriculum to meet the changing demands of national development in different historical periods. Within the national curriculum, Physical Education and Moral Education have been viewed as the key to realising the all-round development of children and adolescents and the rejuvenation of the Chinese nation.*

*To understand the world's developing situation and the challenges facing human development, peace, cooperation, and win-win are the trends of the times. Peace and development remain the themes of the times. These contents are embodied in the courses of morality and rule of law, ideology and politics, history, geography, Chinese, etc.*

**Keywords:** China, Double Reduction Policy, Smart Education of China, PRC Educational Law, Modernization of Education, Vocational Education Reforms, Education for International Understanding

## A Model of Excellence and Innovation: South Korea

Anita Rastogi<sup>2</sup>

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### Abstract

*South Korea secured the fifth position in the 2022 PISA rankings, showcasing its commitment to academic excellence. Early childhood education is not compulsory, whereas elementary and middle schools are compulsory. The curriculum fosters personal growth, nurtures skills for self-sufficiency, and encourages qualities essential for responsible citizenship under the humanitarian ideal of Hongik Ingan. The revised 2022 curriculum focuses on AI Education Content Criteria 2021 to promote AI-based teaching and learning and AI-related courses for all grade levels. However, the exclusive emphasis on academic performance resulted in less focus on health and physical fitness and electives from K-12. To address this, the Ministry of Education has increased physical education hours in lower and middle grades, including PE in 'pleasant life' subjects and music and art, with students required to take ten credits of PE classes starting in 2025. Vocational high schools provide practical education and training opportunities to ensure job readiness after graduation, with 18% of upper-secondary students choosing VET programmes.*

**Keywords:** South Korea (Korea), Educated Koreans, AI-based teaching, Education Policy Plan, Nuri Curriculum, Public Online Schools, Meister Schools, digital textbooks

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<sup>2</sup> I acknowledge with thanks contributions made by Ms. Darshita and Mr. Anil Kumar in authoring this chapter

## Bridging Tradition and Modernity: Thailand

Mrinal Mukherjee

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### Abstract

*Thailand is the South East Asian country with the 20th largest population. The Ministry of Education is the authority for school and vocational education. Major policy reforms include the National Education Plan 2002-2016 and the 'Long-Term Policy and Strategy' for ECE -2007-2016. Mandatory free education for 15 years was introduced in 2009. Twelve Thai Values and military education was introduced in 2014, and the National Scheme of Education -2017- 2036. The 'Education Sandbox Act' was introduced in 2019. A specific credit structure and assessment framework for mainstream and vocational education in school focuses on moral, social and cultural education. Thai school education still faces challenges regarding quality issues about learning outcomes and performances of the OECD and ASEAN average. Teacher's qualifications were standardised but lacked the requisite skills, impacting the quality of school education.*

**Keywords:** National Education Plan 2002-2016, ECE -2007-2016, Education Sandbox Act, Vocational Education, National Reform Council, Thai Values

## National Philosophy Shaping Education: Malaysia

B. Phalachandra

Ooi Li Hsien

Fei Ping Por

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### Abstract

*The Malaysia Education Blueprint 2013–2025 aims to transform the education system through 11 key shifts for sustainable transformation by 2025. This chapter critically examines policy and curricular reforms, including pedagogy and learning assessment. The curriculum design emphasises six key aspects: communication, spirituality and values, self-skills, humanities, physical and aesthetic development, and STEM education. It also emphasises developing 21st-century skills and higher-order thinking skills. Teachers have been trained for problem-based and task-based teaching-learning processes. School-based assessments have been introduced as a holistic evaluation method, addressing students' intellectual, emotional, physical, and spiritual aspects. Physical and Health Education emphasise movement skills and healthy lifestyle practices. To build a disciplined, cultured, and united society, Muslim students study Islamic Studies, while non-Muslim students study moral education. However, despite the comprehensive nature of the curriculum, there is currently no specific curriculum on peace and happiness education.*

**Keywords:** Malaysia, Education Blueprint, Key Shifts, Technology Leveraging, STEM Education, Islamic Studies

## High-tech Integrated Quality Education: Israel

Subhadip Mukhopadhyay

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### Abstract

*Israel is a multi-ethnic, multinational, and multicultural state that emerged in the late 19th century through significant political changes and was recognised as young in 1948. From the very next year, Israel made public education divided into Hebrew and Arab education compulsory and free run by the Ministry of Education, Culture, and Sport. Israel persistently spent 6.7% of its GDP on education. Educational policies improved teachers' working conditions, training, and social equity. Israel's school curricula made physical education a core subject; hobbies and life skills education also find a due place. Although peace has been the most wanted, peace and happiness education has not found a place in the Israeli curriculum. Nonetheless, Israel achieved fifth ranking on the World Happiness Index in 2024. Israel has done very well in education. It has a high literacy rate of 97.8% and gifted thirteen Nobel laureates to the world.*

**Keywords:** Israel, Hebrew education, LeTmura 2011, digital technologies, core subjects,



## Lessons from the Tango: Argentina

Tapan Kumar Basantia

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### Abstract

*Argentina's education system is largely centralised and organised at national, provincial, and district levels. The 13 years of compulsory education, including pre-primary, primary, and secondary education, where primary and secondary education is free. The curriculum is developed at three federal, provincial, and school levels. Argentina guarantees access to education for all individuals, regardless of sex, age, race, or disability, focusing on vulnerable populations, including migrants and indigenous peoples. Classroom practices employ traditional and modern teaching methods and emphasise individual and group learning pathways. Norm-referenced assessment is a key feature of the evaluation system. The curriculum covers health and physical education, skills education, moral, social, and cultural education, while life skills education and education for peace and happiness are underdeveloped and require more attention. The policy framework promotes holistic development, creating inclusive and equitable educational opportunities for all students.*

**Keywords:** Federal Education Law, General basic education, Dual Structure, Curriculum, Norm-referenced Assessment

## A Resurgent Education System: Solomon Islands<sup>3</sup>

Marmar Mukhopadhyay

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### Abstract

*The Solomon Islands, comprising nine main and 900 smaller islands in Oceania, has a civilisation dating back over 30,000 years. Following nearly 400 years of colonisation by the Spanish and British, European culture was deeply embedded in the nation. Since gaining independence in 1978, the Solomon Islands has made significant strides in educating its people and reviving Indigenous knowledge. This chapter critically explores the country's educational policy and curricular reforms, highlighting key milestones such as the Draft Education Act 2014, the Education White Paper 2015, and the SI Education Act 2023, implemented in January 2024. The chapter also examines the National Education Action Plan (NEAP) 2022-26, focusing on its curricular framework, teaching-learning practices, and approaches to health, pre-vocational, life skills, and moral education. Central to the Solomon Islands' educational discourse is the ongoing debate about the equal importance of Indigenous and Western knowledge systems.*

**Keywords:** Education White Paper, Education Act 2023, National Education Action Plan, National Curriculum Statement, National Qualification Framework

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<sup>3</sup> Author gratefully acknowledges Dr Jack Maebuta's, Vice-Chancellor, Solomon Island National University, review comments and suggestions in finalising the case.