



Co-funded by
the European Union



Training Report

Training on Integrating Competency-Based Education (CBE) in University Teaching and Research

Maria Sassi

University of Pavia – Italy
maria.sassi@unipv.it

Nuno Escudeiro

Technical University of Porto – Portugal
nfe@isep.ipp.pt

1. Overview

The training was implemented in line with the objectives outlined in the Concept Note, with the overall goal of strengthening the capacity of university lecturers and academic staff to design, deliver and assess teaching and research using a Competency-Based Education (CBE) approach. The programme addressed both the theoretical foundations of CBE, the practical application of competency-based curriculum design, teaching methodologies, assessment strategies and the integration of research into teaching, and an overview of innovative delivery and internationalisation of CBE, positioning curricula as dynamic, accessible, and globally relevant systems.

A defining feature of the training was the adoption of a methodology fully consistent with the principles of Competency-Based Education. Rather than relying on traditional lecture-

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



based delivery, the workshop was organised as an interactive learning experience in which participants progressively applied each concept to the design of their own courses.

2. Participants

The training brought together **342 participants** from **160 universities and higher education institutions** across Africa.

Among participants for whom gender information was available (312 participants):

- Male: **213 (68.3%)**

- Female: **99 (31.7%)**

The participants represented a broad range of countries and academic disciplines, creating an excellent environment for peer learning, exchange of institutional experiences and cross-country dialogue on curriculum innovation.

3. Training Implementation

The training was held over three days, from 13 to 15 July 2026. The first two sessions covered the theoretical foundations of CBE and the practical application of competency-based curriculum design, including:

- principles and rationale of Competency-Based Education;
- comparison between traditional and competency-based teaching;
- competency-based curriculum design;
- formulation of measurable learning outcomes;
- constructive alignment;

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



- active learning strategies;
- authentic assessment;
- development and use of assessment rubrics;
- integration of research into competency development.

The third session introduced subjects linked to innovative delivery and internationalisation of CBE, including:

- internationalisation of CBE;
- blended and digital CBE delivery models;
- micro-credentials and modular learning;
- academic staff capacity development.

Each thematic session combined conceptual inputs with practical design activities. Following every presentation, participants worked individually or collaboratively to apply the newly introduced concepts to one of their own university courses.

This progressive design process transformed the workshop into a practical curriculum development exercise rather than a conventional training event.

4. Participatory Learning Approach

A highly participatory and practice-oriented methodology was adopted throughout the workshop.

Participants were continuously engaged through guided discussions, structured reflection exercises, collaborative problem-solving, peer feedback and practical design assignments.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



Rather than simply learning about Competency-Based Education, participants experienced its principles firsthand by engaging in active learning activities that mirrored the pedagogical approach promoted by CBE itself.

The facilitator acted primarily as a coach and guide, supporting participants as they progressively redesigned their courses while encouraging discussion, reflection and exchange of experiences among colleagues from different universities and countries.

This approach significantly enhanced participant engagement and facilitated the immediate transfer of theoretical concepts into practical curriculum design.

5. Key Outputs

The workshop produced concrete outputs beyond knowledge acquisition.

By the conclusion of the training, participants had completed the first full design of one of their own university courses using the Competency-Based Education framework. Each participant developed:

- competency statements for the selected course;
 - measurable and action-oriented learning outcomes;
 - aligned teaching and learning activities;
 - authentic assessment strategies;
 - assessment rubrics;
 - constructive alignment between competencies, teaching methods and assessment.
- Consequently, participants left the training with a practical product that can be further refined and directly implemented within their respective institutions.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



6. Results and Immediate Outcomes

The training achieved the expected results identified in the Concept Note by strengthening participants' understanding of Competency-Based Education while simultaneously developing their practical curriculum design skills.

The combination of theoretical sessions and continuous hands-on application enabled participants to:

- critically reflect on their current teaching practices;
- identify gaps between traditional teaching approaches and competency-based education;
- apply constructive alignment principles in course design;
- develop competency-based learning outcomes and assessment strategies;
- produce a complete draft of a competency-based course ready for further institutional refinement;
- produce and operate schemes to foster the internationalisation of CBE.

The participatory methodology proved particularly effective in fostering ownership of the learning process, encouraging collaboration among participants and promoting practical application rather than passive acquisition of knowledge.

7. Conclusion

The training successfully combined conceptual understanding with practical curriculum development, ensuring that learning was immediately translated into tangible outputs.

The participatory design of the workshop reflected the philosophy of Competency-Based Education itself: participants learned by doing, received continuous feedback throughout

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



the process and progressively developed the competencies required to redesign their own teaching.

The production of competency-based course designs by all participants represents a significant immediate outcome of the training and provides a solid foundation for the wider adoption of Competency-Based Education within participating universities. By equipping academic staff with practical tools rather than solely theoretical knowledge, the training has contributed to strengthening institutional capacity for curriculum innovation and improving the relevance and quality of higher education.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Co-funded by
the European Union



Annex 1 – Participant Profile

Overall participation

Indicator	Value
Registered participants	342
Universities and higher education institutions represented	160

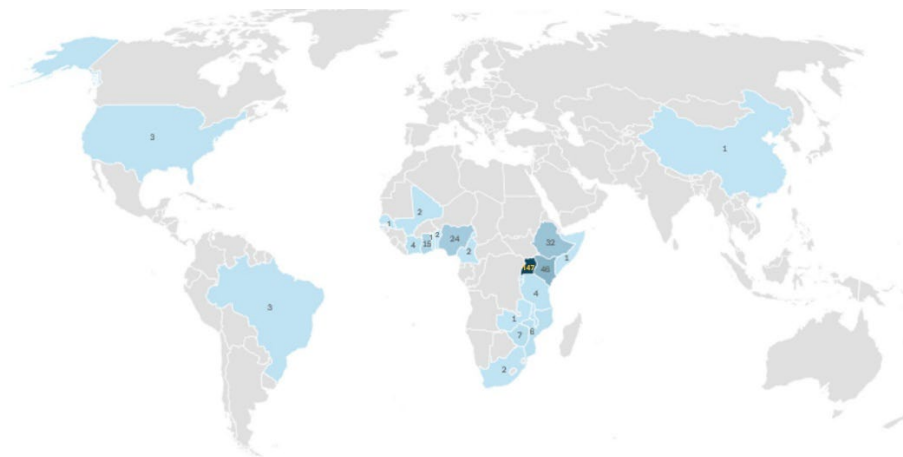
Gender distribution

Gender information was available for **312 participants**.

Gender	Number	Percentage
Male	213	68.3%
Female	99	31.7%

Geographic representation

Participants represented universities and higher education institutions from numerous African countries.



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by
the European Union



This broad geographical representation enriched the workshop by facilitating the exchange of experiences across different higher education systems and institutional contexts.

Professional profile

The audience included:

- University lecturers;
- Academic staff;
- Curriculum developers;
- Programme coordinators;
- Researchers involved in teaching;
- Early-career academics.

The diversity of participants created opportunities for interdisciplinary discussion and promoted the exchange of good practices in curriculum innovation.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Co-funded by
the European Union



Annex 2 – Concept note

Integrating Competency-Based Education in University Teaching and Research

Dates: 13-15 July 2026

Time: 1400-1700 EAT

Registration Link: <https://bit.ly/4cHqm5v>



**Co-Funded by the European Union under Grant No. 101237180
(ERASMUS -EDU-2025-CBHE-STRAND 1)**

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





Co-funded by
the European Union



Project Title: Strengthening Teaching and Research Capacities in Recently Established Uganda Universities to Deliver Climate Resilience and Green Energy Solutions to Farming Communities

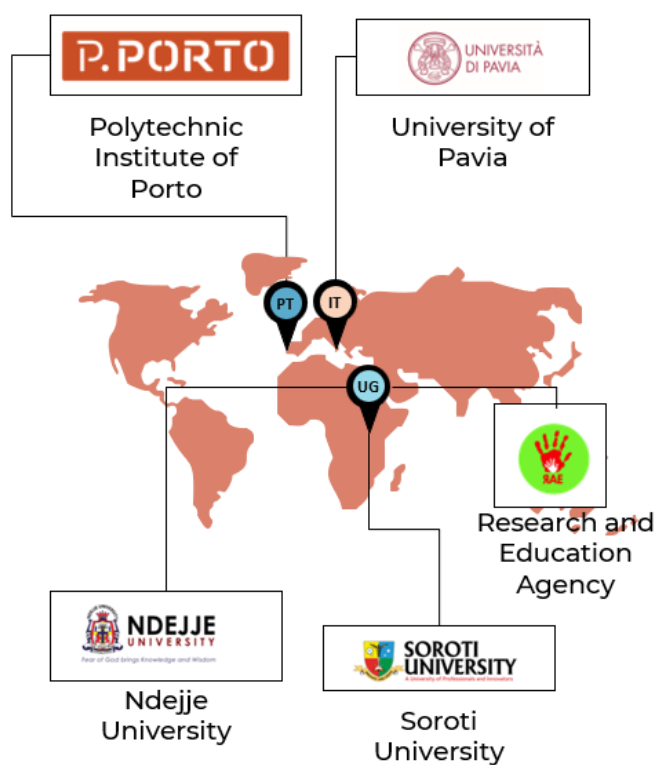
Acronym: STRCUU

Grant Call: ERASMUS -EDU-2025-CBHE-STRAND 1

Grant Number: 101237180

Lead Institution: Ndejje University, Uganda

Partner institutions





Co-funded by
the European Union



Table of content

1	Introduction	3
2	Objectives	3
2.1	Specific objectives	3
3	Target audience	4
4	Content	4
4.1	Part I: Applying Competency-Based Education in Teaching	4
4.2	Part II: Integrating Research in Competency-Based Education	4
4.3	Part III: Innovative Delivery and Internationalisation of Competency-Based Education	5
5	Methodology	5
6	Structure and duration	5
7	Learning outcomes and practical outputs	6
8	Conclusion	6



Co-funded by
the European Union



Introduction

Higher education systems are increasingly expected to produce graduates who are not only knowledgeable but also capable of applying their knowledge to address real-world challenges. In many contexts, particularly within African universities, expanded access to higher education has not always translated into improved graduate employability or societal impact.

A key concern lies in the mismatch between the skills developed in universities and those required by labour markets and communities. Graduates often possess theoretical knowledge but face difficulties in applying it in professional or development contexts. This challenge is further compounded by limited linkages between universities, industry, and society.

Competency-Based Education (CBE) offers a transformative approach to addressing these gaps. By focusing on the development and demonstration of competencies—integrating knowledge, skills, attitudes, and behaviours—CBE aligns education more closely with real-world needs. It supports the development of graduates who are capable of problem-solving, critical thinking, and innovation.

In addition, integrating research into competency-based frameworks enhances learning by engaging students in inquiry-driven processes and real-life problem contexts. This strengthens both academic relevance and societal contribution.

This training is designed to support university lecturers and academic staff in understanding and applying CBE principles in both teaching and research.

Objectives

This training aims to enhance the capacity of university lecturers to design, deliver, and assess teaching and research activities using a competency-based approach.

Specific objectives

This training empowers participants to:

- Explain the principles and rationale of Competency-Based Education
- Distinguish between traditional content-based teaching and competency-based approaches
- Design competency-based curricula, including defining competencies and writing learning outcomes
- Apply teaching strategies that promote active learning and competency development
- Develop and implement authentic assessment methods aligned with competencies
- Use rubrics to support transparent and consistent evaluation
- Integrate research activities into teaching to foster competency development
- Design approaches to stimulate the effective internationalisation of Competency-Based Education



Co-funded by
the European Union



Target audience

The training is intended for:

- University lecturers and teaching staff
- Curriculum developers
- Academic coordinators and program directors
- Early-career researchers involved in teaching

Content

The training is structured into three main components.

Part I: Applying Competency-Based Education in Teaching

This component introduces participants to the conceptual foundations of CBE and its implications for teaching practice. It covers:

- The definition and components of competencies
- The limitations of traditional content-centered teaching models
- The shift toward outcome-oriented and learner-centered approaches
- Core principles of CBE, including mastery, active learning, and authentic assessment
- Designing competency-based curricula, including:
- Defining graduate competencies
- Writing observable, measurable, and action-oriented learning outcomes
- Ensuring constructive alignment between outcomes, teaching, and assessment
- Teaching strategies that support competency development, including interactive, applied, and contextual learning approaches
- Assessment in CBE, with a focus on authentic, performance-based evaluation
- The use of rubrics to enhance clarity, fairness, and transparency in assessment

Part II: Integrating Research in Competency-Based Education

This component focuses on the role of research as a tool for learning and competency development. It addresses:

- The use of research activities to develop critical thinking, analytical, and problem-solving skills
- The integration of research into teaching as an inquiry-based learning approach
- Community-based and context-driven research as a means to connect academic learning with real-world challenges
- The role of research in strengthening students' engagement with societal issues



Co-funded by
the European Union



Part III: Innovative Delivery and Internationalisation of Competency-Based Education

This component introduces an integrated approach to innovative delivery and internationalisation of CBE, positioning curricula as dynamic, accessible, and globally relevant systems. It addresses:

- Internationalisation of CBE
- Blended and digital CBE delivery models
- Micro-credentials and modular learning
- Academic staff capacity development

Methodology

The training adopts a participant-centred and interactive approach, consistent with the principles of Competency-Based Education itself.

Key methodological elements include:

- Conceptual input sessions to introduce key ideas
- Guided discussions to promote reflection and exchange of experiences
- Structured reflection activities to connect concepts with participants' own teaching contexts
- Opportunities for participants to analyze and rethink their current practices

The methodology aims to emphasize active engagement and progressive understanding rather than passive reception of information.

Structure and duration

The training is designed as a three-day programme, combining synchronous sessions and individual/group work. Each day includes approximately 3 hours of synchronous training, complemented by 1.5 to 2 hours for homework assignments.

The training is structured into the following sessions:

- Introduction to Competency-Based Education
- From Traditional Teaching to CBE
- Core Elements of CBE
- Designing Competency-Based Learning
- Teaching Strategies for Competency Development
- Assessment and Use of Rubrics
- Integrating Research into CBE
- Blended and digital CBE delivery models
- Academic staff capacity development in international contexts



Co-funded by
the European Union



Learning outcomes and practical outputs

At the end of the training, participants are expected to:

- Demonstrate a clear understanding of CBE principles
- Identify gaps in their current teaching practices in relation to competency development
- Design or revise elements of their courses using a competency-based approach
- Apply more effective teaching and assessment strategies aligned with real-world performance
- Recognize the role of research as a tool for enhancing learning and relevance
- Produce and operate schemes to foster the internationalisation of CBE

Conclusion

Competency-Based Education represents a strategic opportunity to enhance the quality, relevance, and impact of higher education. By shifting the focus from knowledge transmission to capability development, it prepares graduates to respond effectively to complex societal and economic challenges.

This training contributes to this transformation by equipping university staff with the conceptual understanding and practical orientation needed to integrate CBE into their teaching and research practices.



Co-funded by
the European Union



Annex 3 - Training Results at a Glance

