

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

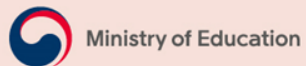
GCED as Transformative Education: Challenges and Opportunities

Concurrent sessions 1

Session 1.2

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Implications of

4.7.1

Global Indicator 4.7.1

The extent to which (i) Global Citizenship Education and (ii) Education for sustainable development, including gender equality and human rights; are **mainstreamed** in a) national education policy, b) curricula, c) teacher education and d) student assessment

0
1

It is essential for each country to monitor the mainstreaming of GCED/ESD in four areas (national education policy, curricula, teacher education and student assessment).

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2

Considering its broad and generic nature, it is inevitable that the 4.7.1 should be adapted for each country's historical and socio-political contexts.

Remaining Issues and Challenges at the Global Level

Issues & Challenges

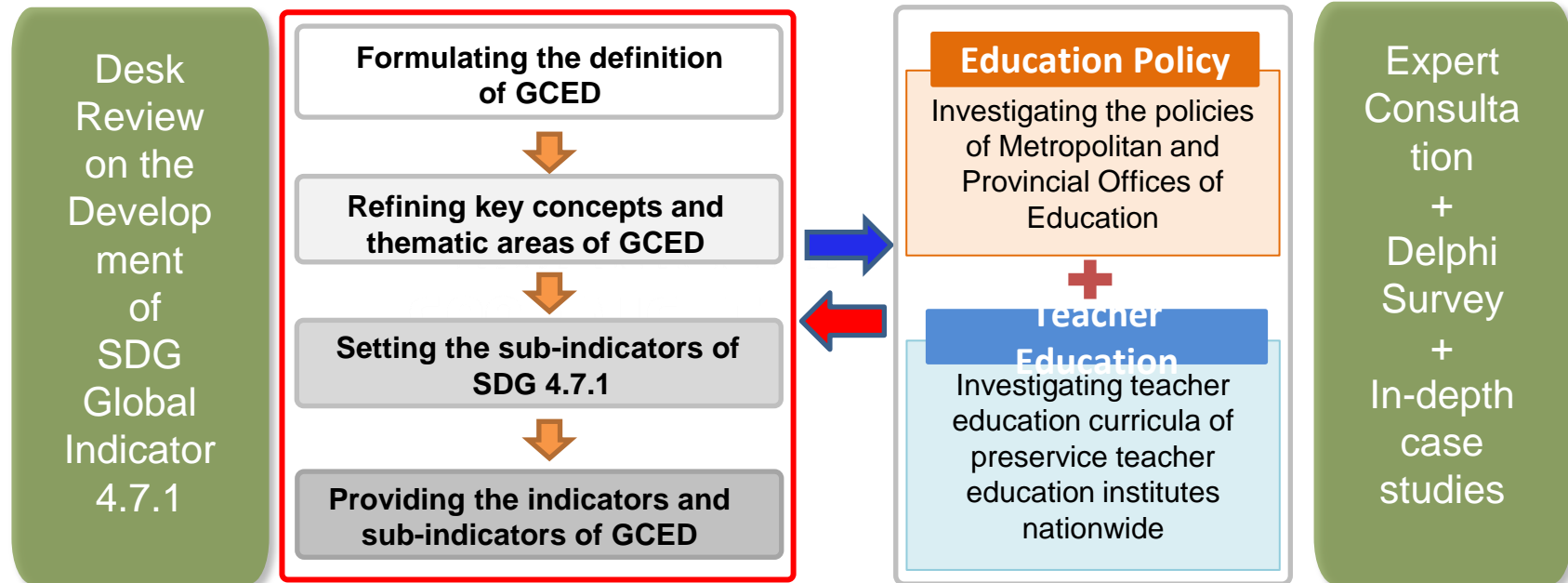


Enbling Conditions and Tasks:
A Recent Case of South Korea

Case 1: Developing the National Monitoring Framework

of GCED

A Multi-Year Project in the Republic of Korea: Developing the Domestic Monitoring Framework of GCED (APCEIU)



Case 1: Developing the National Monitoring Framework

of GCED

Target Area	Type	Sub-Indicator	Description
Educational Policy	Objective	The presence of organization relevant to GCED	The presence of GCED-related organization or personnel within education policy agencies
		The extent of GCED reflected in education policies	$(\text{The total number of policy projects relevant to GCED included in the annual policy documents}) \div (\text{The total number of policy projects in the annual policy documents})$
		The ratio of GCED-related budget	$(\text{The total amount of budget relevant to GCED included in the annual policy documents}) \div (\text{The total amount of annual budget})$
	Subjective	The extent of GCED reflected in national teacher policies	GCED expert rating of the extent of GCED-related themes reflected in education policies (survey research)
		Perception of the importance of GCED	Teacher rating of the extent of GCED-related themes underscored in the government's education policies (survey research)
Curriculum	Objective	The ratio of GCED reflected in the curriculum	$(\text{The number of themes of GCED included in the achievement standards of each subject}) \div (\text{The number of themes included in the achievement standards of the entire curriculum})$
	Subjective	The extent of GCED reflected in the curriculum	The subject matter expert rating of GCED-related themes reflected in the national curriculum (survey research)
Teacher Education	Objective	The ratio of teacher who took teacher training courses of GCED	Teacher rating of GCED-related themes underscored by the national curriculum (survey research) The ratio of teacher who completed GCED teacher training courses for the current year
		The number of teacher who participated in the teacher training relevant to GCED	The total number of teacher who participated in GCED-related teacher training programs
	Subjective	The extent of GCED reflected across teacher training programs	GCED expert rating of GCED-related themes reflected on (in-service/pre-service) teacher education (survey research)
		Perception of the importance of GCED	Teacher rating of GCED-related themes underscored by teacher education (survey research)
Student Assessment	Objective	The level of global citizenship	Students' scores from the measurement scales of global citizenship for youth
	Subjective	The extent of GCED reflected in student assessment	GCED expert rating of the extent of GCED-related themes reflected in student assessment (survey research)
		Perception of the importance of GCED	Teacher rating of the extent of GCED-related themes underscored in student assessment (survey research)

Case 2: 2022 Curriculum Revision in Korea

Vision

A leading person equipped with tolerance and creativity

Foci of 2022 Revision

- To cultivate capacities required for future societies
- To support individual learners' life and growth
- To realise autonomy and accountability in local and school curricula
- To build a system of instruction, learning, and evaluation adequate for digital and A.I. environments

Core Tasks

Task 1. Developing a curriculum to cope with the needs of future societies

Task 2. Strengthening a customized education for learners

Task 3. Supporting the efforts of school-based, autonomous innovations

Task 4. Supporting coping with change in educational environments

[Keywords]

- 4th industrial Revolution

- Climate change

- Education for ecological transition

- Student agency

- Transformative capacities

- Capacities for global citizenship

- Population decrease

Case 3: Capacity Building of Teacher Education (by the Ministry of Education)

The GCED (National and Provincial) Lead Teacher Programs (Since 2015)

Building policies
and Financing
budgets

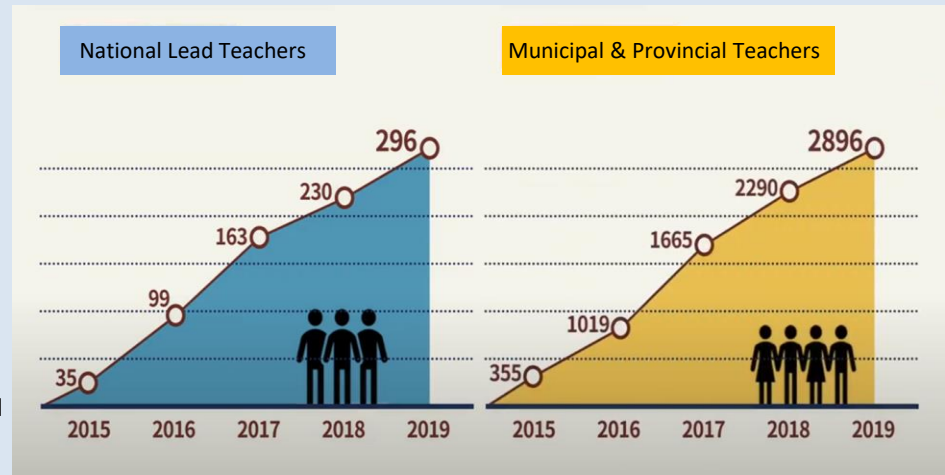
The Ministry
of Education

Recruiting lead teachers
& organising GCED
teacher study groups

Municipal
and
Provincial
Office of
Education

APCEIU

Administering National
GCED Lead teacher
programs



* Source: APCEIU Homepage
(2021)

Case 3: Capacity Building of Teacher Education (by the Ministry of Education)

The Initiative for Capacity-Building of Citizenship Education in Preservice Teacher Training Programs (2019-2023)

Goal

Promoting
Preservice Teachers'
Capacities of
Citizenship Education

I. Community-based approach

II. Collaborative approach

III. Whole-school Approach

Core
Pedagogical
Principles

Case 3: Capacity Building of Teacher Education (by the Ministry of Education)

The Initiative for Capacity-Building of Citizenship Education in Preservice Teacher Training Programs (2019-2023)

Workshops & Seminars

Field Trip & Site Visit

Curricular Revision for CE

Project-based & Problem-based Learning

Community-based Service Learning





THANK YOU

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