

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

What does progress in transformative education look like? Conclusions and next steps

Plenary session 4

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Elements of transformative education

- Learning that aims ‘to change the world’
- Three learning dimensions – cognitive, social and emotional, behavioural
- Sustainability, global citizenship, health and well-being as key ingredients
- Happens in formal, non-formal, informal settings, is relevant for all ages

Pedagogical elements and enablers

- Experiential and explorative learning that involves ‘head, heart and hand’
- Context-sensitive curriculum tied to relevant issues on the ground that directly impact learners and their communities
- A nurturing, supportive, non-violent learning environment
- Whole-school approach
- Meaningful, formative assessment

Challenges and obstacles

- Culture of reductionist testing
- Outdated views of the nature and purpose of education
- Scattered, unsystematic implementation at country level
- Insufficient recognition of the importance of adult and non-formal education
- Teachers are motivated but not always sufficiently supported
- Little consensus on what to measure when tracking progress

Recommendations

1. Develop policies that support the integration of transformative education across the education sector
2. Mainstream ESD, GCED and health and well-being across the whole curriculum
3. Enhance whole-school and widen them to whole-of-community approaches
4. Invest in teachers at all levels
5. Let students, teachers and other stakeholders co-create pedagogies, materials and monitoring mechanisms
6. Develop and expand easy-to-use monitoring mechanisms that help countries to evaluate their progress, setting clear targets



Ministry of Education



Ministry of
Foreign Affairs

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Thank you

