GCED as Transformative Education: Challenges and Opportunities

Concurrent sessions 1
Session 1.2

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5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being

The implementation of transformative education – where do we stand?
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.

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).

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

[The Monitoring]
A lack of a baseline model which is necessary for setting target goals for GCED indicators.

[The Teacher]
The low status of GCED in preservice/Inservice teacher training programs.

[The Curriculum]
Global citizenship considered as a theme or a topic for daily lessons in individual subjects, rather than the penetrating principle of the curriculum.

[The student]
Youngsters regarded as passive minors, rather than active agents of change.
Enabling 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)

- Desk Review on the Development of SDG Global Indicator 4.7.1
- Formulating the definition of GCED
- Refining key concepts and thematic areas of GCED
- Setting the sub-indicators of SDG 4.7.1
- Providing the indicators and sub-indicators of GCED

Education Policy
- Investigating the policies of Metropolitan and Provincial Offices of Education

Teacher Education
- Investigating teacher education curricula of preservice teacher education institutes nationwide

Expert Consultation + Delphi Survey + In-depth case studies
<table>
<thead>
<tr>
<th>Target Area</th>
<th>Type</th>
<th>Sub-Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>Objective</td>
<td>The presence of organization relevant to GCED</td>
<td>The presence of GCED-related organization or personnel within education policy agencies</td>
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<td></td>
<td></td>
<td>The extent of GCED reflected in education policies</td>
<td>(The total number of policy projects relevant to GCED included in the annual policy documents) ÷ (The total number of policy projects in the annual policy documents)</td>
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<td></td>
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<td>The ratio of GCED-related budget</td>
<td>(The total amount of budget relevant to GCED included in the annual policy documents) ÷ (The total amount of annual budget)</td>
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<td></td>
<td>Subjective</td>
<td>The extent of GCED reflected in national teacher policies</td>
<td>GCED expert rating of the extent of GCED-related themes reflected in education policies (survey research)</td>
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<tr>
<td></td>
<td></td>
<td>Perception of the importance of GCED</td>
<td>Teacher rating of the extent of GCED-related themes underscored in the government’s education policies (survey research)</td>
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<tr>
<td>Curriculum</td>
<td>Objective</td>
<td>The ratio of GCED reflected in the curriculum</td>
<td>(The number of themes of GCED included in the achievement standards of each subject) ÷ (The number of themes included in the achievement standards of the entire curriculum)</td>
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<tr>
<td></td>
<td>Subjective</td>
<td>The extent of GCED reflected in the curriculum</td>
<td>The subject matter expert rating of GCED-related themes reflected in the national curriculum (survey research)</td>
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<tr>
<td>Teacher</td>
<td>Objective</td>
<td>The ratio of teacher who took teacher training courses of GCED</td>
<td>Teacher rating of GCED-related themes underscored by the national monitoring framework (survey research)</td>
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<tr>
<td></td>
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<td>The number of teacher who participated in the teacher training relevant to GCED</td>
<td>The total number of teacher who participated in GCED-related teacher training programs</td>
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<td></td>
<td>Subjective</td>
<td>Perception of the importance of GCED</td>
<td>Teacher rating of GCED-related themes underscored by teacher education (survey research)</td>
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<tr>
<td>Education</td>
<td></td>
<td>The extent of GCED reflected across teacher training programs</td>
<td>GCED expert rating of GCED-related themes reflected on (in-service/pre-service) teacher education (survey research)</td>
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<td></td>
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<td>Teacher rating of GCED-related themes underscored by teacher education (survey research)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Objective</td>
<td>The level of global citizenship</td>
<td>Students’ scores from the measurement scales of global citizenship for youth</td>
</tr>
<tr>
<td></td>
<td>Subjective</td>
<td>The extent of GCED reflected in student assessment</td>
<td>GCED expert rating of the extent of GCED-related themes reflected in student assessment (survey research)</td>
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<td>Teacher rating of the extent of GCED-related themes underscored in student assessment (survey research)</td>
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</table>
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
- Recruiting lead teachers & organising GCED teacher study groups
- Administering National GCED Lead teacher programs

The Ministry of Education

Municipal and Provincial Office of Education

APCEIU

* Source: APCEIU Homepage (2021)
Case 3: Capacity Building of Teacher Education (by the Ministry of Education)

Goal

- Promoting Preservice Teachers’ Capacities of Citizenship Education

Core Pedagogical Principles

I. Community-based approach
II. Collaborative approach
III. Whole-school Approach

The Initiative for Capacity-Building of Citizenship Education in Preservice Teacher Training Programs (2019-2023)
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
- Project-based & Problem-based Learning
- Community-based Service Learning
- Curricular Revision for CE

Collaborative School Network:
- e.g. Middle & high schools

GCED R&D Institutions:
- e.g. APCEIU and KOICA

Local Offices of Education:
- e.g. Seongbuk Office of Education

Public Youth Center:
- e.g. Job World Korea
THANK YOU

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