Thematic Discussions
[Session III] Education for global citizenship and sustainable development (GEM Target 5)

Jeongmin Eom
Chief, Research and Development & Education and Training Team
APCEIU (Asia-Pacific Centre of Education for International Understanding)
### OVERARCHING GOAL OF EDUCATION IN S. KOREA

**Hongik-ingan**

| Person developing holistic, all-rounded personality and shaping one's own future | Person exercising creativity with innovative thinking and challenging spirit, built on basic knowledge and skills | Person leading a dignified life built on cultural literacy and plural values | Person communicating with the world, contributing to the prosperity of community in the spirit of kindness and sharing |

National Curriculum Guideline (Rev. 2009)
Source: Ministry of Education, ROK
# GCE/ESD Competences Reflected in the National Curriculum

<table>
<thead>
<tr>
<th>Elementary</th>
<th>7th Curriculum Revision (1997)</th>
<th>2007 Revised Curriculum</th>
<th>2009 Revised Curriculum (Currently Effective)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Empathy and cooperative attitude</td>
</tr>
</tbody>
</table>
| Middle     | Sense of democratic citizenship | Sense of democratic citizenship | • Competences as a democratic citizen to respect pluralistic values  
- Broadened understanding of diverse cultures and values  
- Democratic and diverse communication skills |
| High       | Sense of global citizenship    | Sense of global citizenship | • Competences as a global citizen  
- Learning capacity and positive attitude for lifelong learning  
- Critical and creative thinking and attitudes to develop new understanding and values  
- Competences and attitude to embrace diverse cultures and values  
- Global awareness and attitudes as global citizens |
# COGNITIVE & NON-COGNITIVE 21st C. COMPETENCES

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Non-cognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge/information</td>
<td>• Values of “Living Together”</td>
</tr>
<tr>
<td>• Critical thinking</td>
<td>• Communicative skills</td>
</tr>
<tr>
<td>• Values of “Living Together”</td>
<td>• Cultural literacy</td>
</tr>
<tr>
<td>• Communicative skills</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Cultural literacy</td>
<td>• Critical empowerment</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Social responsibility</td>
</tr>
</tbody>
</table>

## In academic subject classes

- Social studies
- Geography
- Reading/Writing/Literature/Language
- Science, etc.

## In non-academic/cross-subject classes

- Creative Experiential Learning
- Free Semester Policy

## In non-academic/cross-subject classes

- Moral education
- Ethics education
CREATIVE EXPERIENTIAL LEARNING
CROSS-SUBJECT THEMES
(2009 REVISED CURRICULUM – CURRENTLY EFFECTIVE)


※ According to the 2009 Revised Curriculum, cross-subject themes are to be integrated into the whole-range of educational activities including related subjects and, particularly, Creative Experiential Learning, and the efforts for collaborative teaching with local communities and families should be made. Individual schools hold the right to choose thematic areas to focus on.
EXAMPLE) LESSON HOURS ALLOCATED TO C.E.L.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean language</td>
<td>442</td>
</tr>
<tr>
<td>Social studies(incl. history)/moral education</td>
<td>510</td>
</tr>
<tr>
<td>Math</td>
<td>374</td>
</tr>
<tr>
<td>Science/technology, home economics</td>
<td>646</td>
</tr>
<tr>
<td>Physical education</td>
<td>272</td>
</tr>
<tr>
<td>Art (music, art)</td>
<td>272</td>
</tr>
<tr>
<td>English</td>
<td>340</td>
</tr>
<tr>
<td>Elective</td>
<td>204</td>
</tr>
<tr>
<td><strong>Creative Experiential Learning (C.E.L.)</strong></td>
<td><strong>306</strong></td>
</tr>
<tr>
<td><strong>Total class hours</strong></td>
<td><strong>3,366</strong></td>
</tr>
</tbody>
</table>

2009 Revised Curriculum  
Source: Ministry of Education, ROK
FREE SEMESTER POLICY

Key Features

• One semester free of exams during the course of lower secondary curriculum
• Use of active student participatory methods, esp. e.g. project-based learning
• Flexibility in selection of content for various experiential activities

Implications for GCE/ESD

• Content aspect: cross-subject themes
• Pedagogical aspect: transformative, learner-centred, participatory learning

(Source: KEDI, ROK)

Newspaper (Dec. 2, 2013)
“’Pilot Test of Korean Middle Schools’ ‘Free Semester System’ Prior to its Full Enforcement in 2016”
LEVEL AND STATUS OF NATIONAL CURRICULUM

National Curriculum
- Ministry of Education

Organization and Implementation Guidelines
- Metropolitan and provincial offices of education

School-Based Curriculum
- Schools

Source: Ministry of Education, ROK
OPPORTUNITIES STREAMLINED TO GCE/ESD

- Educational Contents with High Relevance
- Transformative Pedagogy for Quality Learning
- Model Curricula/Lessons

- In-service Teacher Training
- Consultation on School Curriculum and School-based Activities

National Curriculum
Creative experiential learning
Free semester policy

Local Offices of Education
Bringing global dimension to school activities and curricula
LEVEL AND STATUS OF NATIONAL CURRICULUM

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Source: Ministry of Education, ROK
SCHOOL-LEVEL IMPLEMENTATION

Increased # of In-service Trainings with GCE/ESD focus
- teachers both as trainees and as teacher trainers
- enhanced/renewed motivation and commitment to teaching

Teachers organizing research/study groups on EIU, ESD, GCE, etc
- develop and make available lesson plans and teaching resources
- well-performed ones to be financially supported by provincial / district offices of education
- sometimes developed into in-service training provider (teachers as teacher trainers)

Advocacy targeting school leaders
- to induce support from school administration
- to promote Whole-School Approach
EXAMPLES OF GOOD PRACTICES

Republic of Korea:
Korean teachers formed a study and action-research group with other teachers in the neighboring schools, which then was developed into a teacher training association in the province.

Bhutan:
Bhutanese teachers carried out national workshops for teachers on peace, sustainability and global citizenship in conjunction with their national curriculum of Gross National Happiness.
# IMPLICATIONS – ENTRY POINTS FOR GCE IN A-P

<table>
<thead>
<tr>
<th>Country</th>
<th>Entry Points</th>
</tr>
</thead>
</table>
| Republic of Korea        | - Education for Happiness/Creativity/Holistic Dev.  
                          - Creative Experiential Learning (EIU, ESD as elective subject)  
                          - Free Semester Policy  
                          - UNESCO ASPnet                                                              |
| Bhutan                   | - Education for Gross National Happiness  
                          - UNESCO ASPnet                                                                |
| Japan                    | - ESD, EIU integrated/elective/whole-school activities  
                          - UNESCO ASPnet                                                                |
| Palau, PNG, etc.         | - Health and Physical Education  
                          - Family/Community Development                                                |
| Sri Lanka                | - Education for Social Cohesion and Peace                                                                                                    |
| Philippines              | - Peace Education  
                          - UNESCO ASPnet                                                                |
| Malaysia                 | - Civic/Citizenship Education  
                          | Mutual understanding, cooperation, and global citizenship education for/through ASEAN community |
| Myanmar                  | - Peace Education  
                          - Inclusive Education                                                         |