Overview

Country: Republic of Korea

Focus Groups: 3 on GCED

Participants: 27

Participating stakeholders:
Students (10)
Teachers (11)
Parents (6)
How can education foster global citizenship?

Compared to wordmap, there was stronger interest in ...

- Value of Humanity
  - Respect, love, helping others
  - Response to technology (AI, digitalization, etc)
  - Opposition to extreme regionalism, conflict, discrimination, etc
- Traditional elements
  - books, school (as a physical space), cultural and ecological resources, etc
How can education foster global citizenship?

Compared to wordmap, there was stronger interest in (cont’d) ...

• Breaking away from competitive education aimed at college entrance
  - interactive learning, rather than cramming knowledge
  - establishing relationships between teachers/students
  - achieving emotional peace
→ change in educational system needed
How can education foster global citizenship?

Education needs to ... 

• Have complex educational contexts
  - cover various elements and their interactions
    (local ↔ global, development ↔ environment, etc)
  - Increase interaction between people (students, teachers, community)
  - Provide learning through experience/activity
    (cooperation, engagement with community, learning in-depth through first-hand experience)
How can education foster global citizenship?

Education needs to (cont’d) …

• Have continuation of learning between home and school (following same values, attitudes, etc).
• Teachers discussed the importance of school autonomy from external elements.
Impact

• Responses were mostly positive
  - meaningful and helpful to rethink education
  - interested that international organizations would want to survey them

• Parents felt difficulty in responding to the questions
  - seemed too « grandiose » and « utopian » in comparison to their current interests (such as education costs)