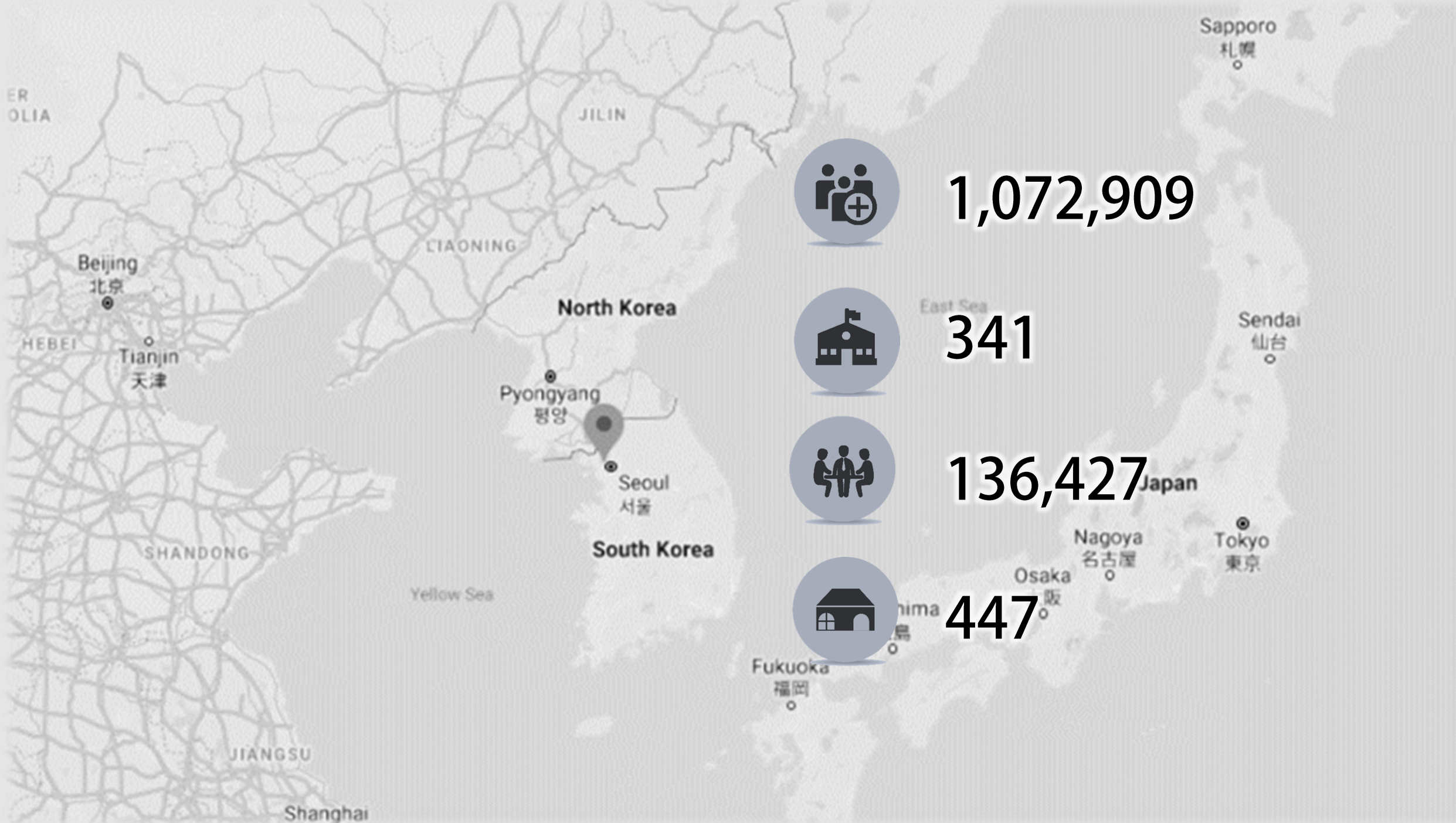


Education planning and monitoring, evaluation system through citizen participation





1,072,909



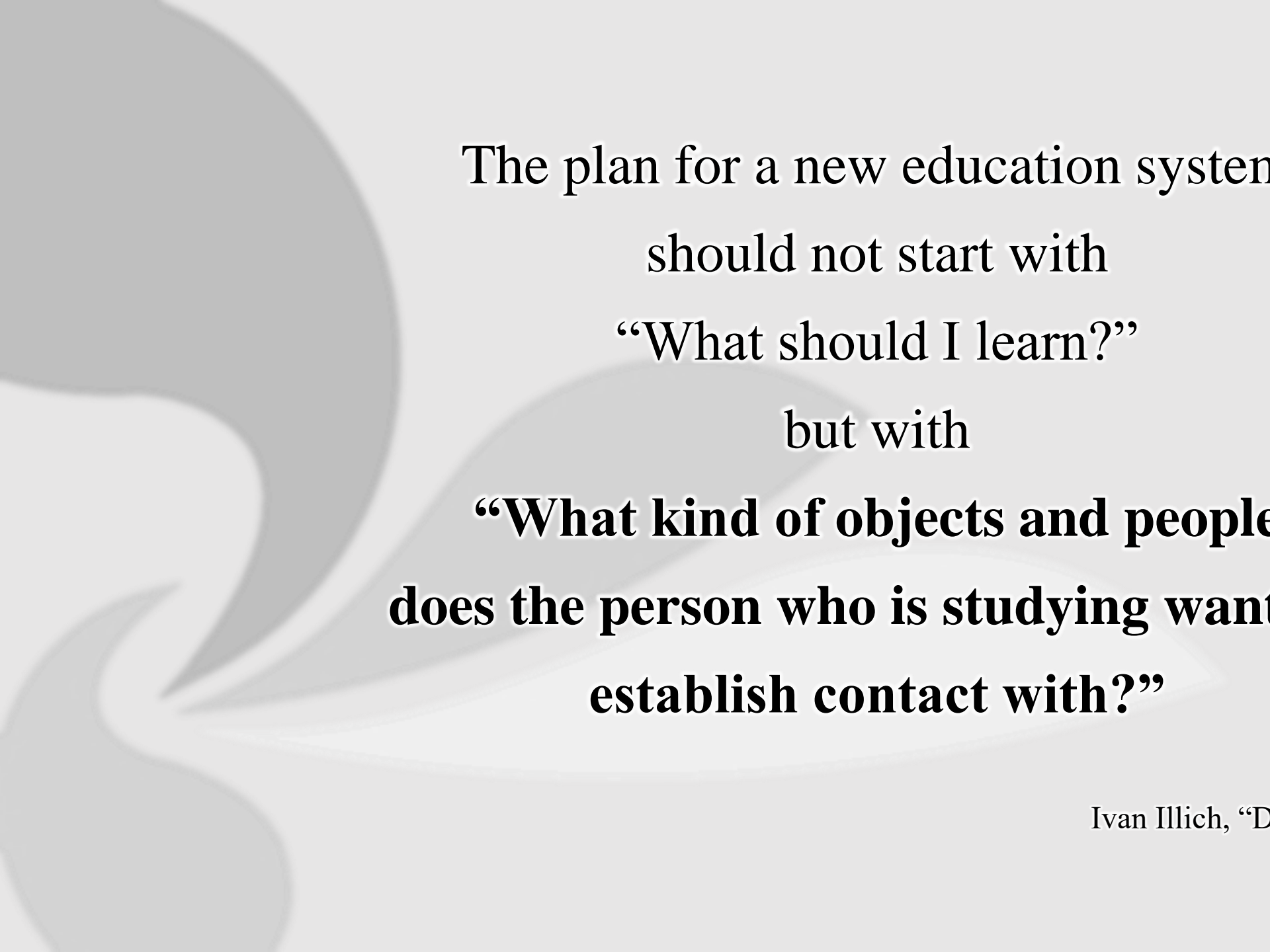
341



136,427



447

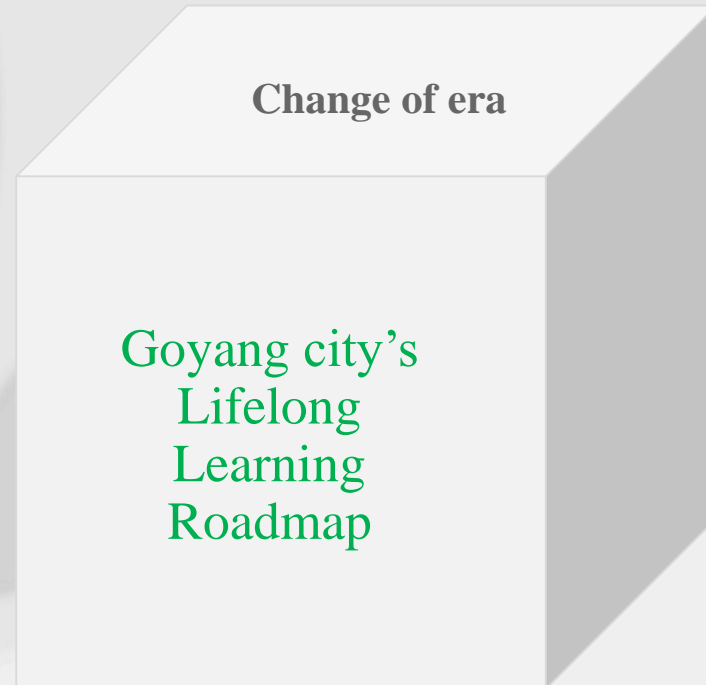


The plan for a new education system
should not start with
“What should I learn?”
but with
**“What kind of objects and people
does the person who is studying wants to
establish contact with?”**

Ivan Illich, “Deschooling Society”

Background of the education planning project

Goyang city
CONTEXT

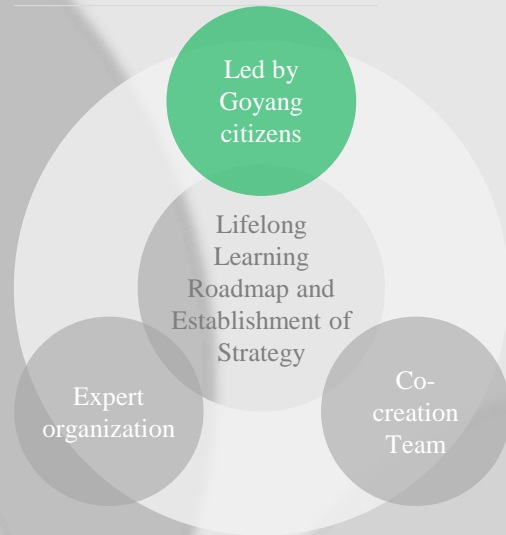


Learning
society

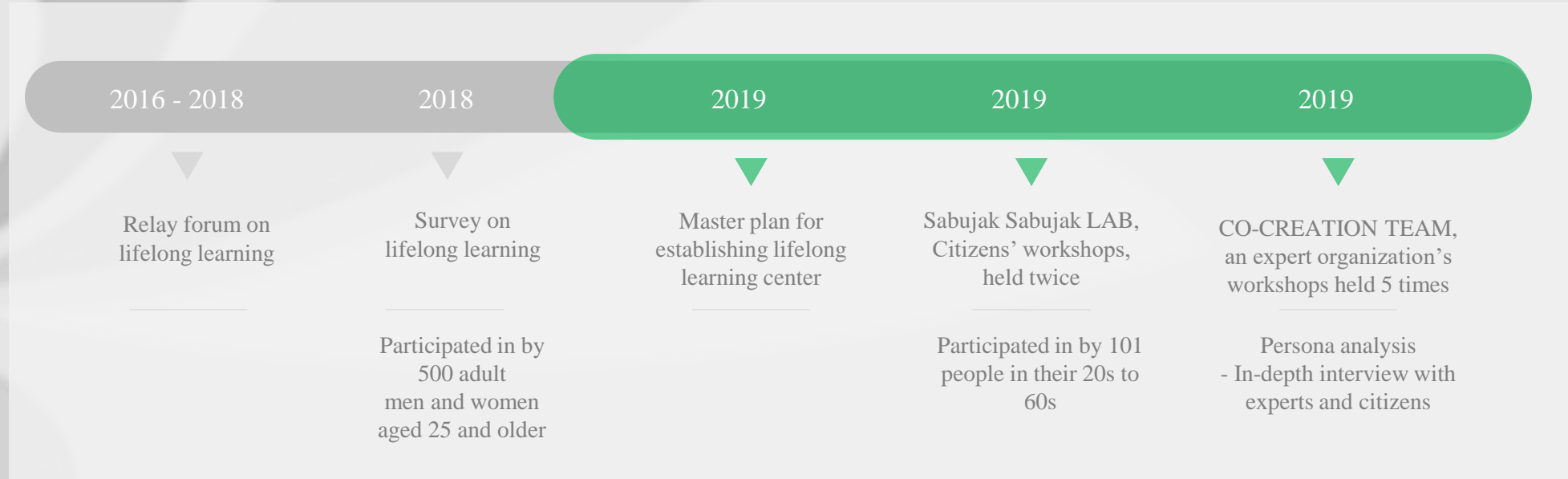


Emergence of the need
for reconsideration of
the value and
understanding of
“lifelong learning” and
the need for rebranding

Overview of the education planning project

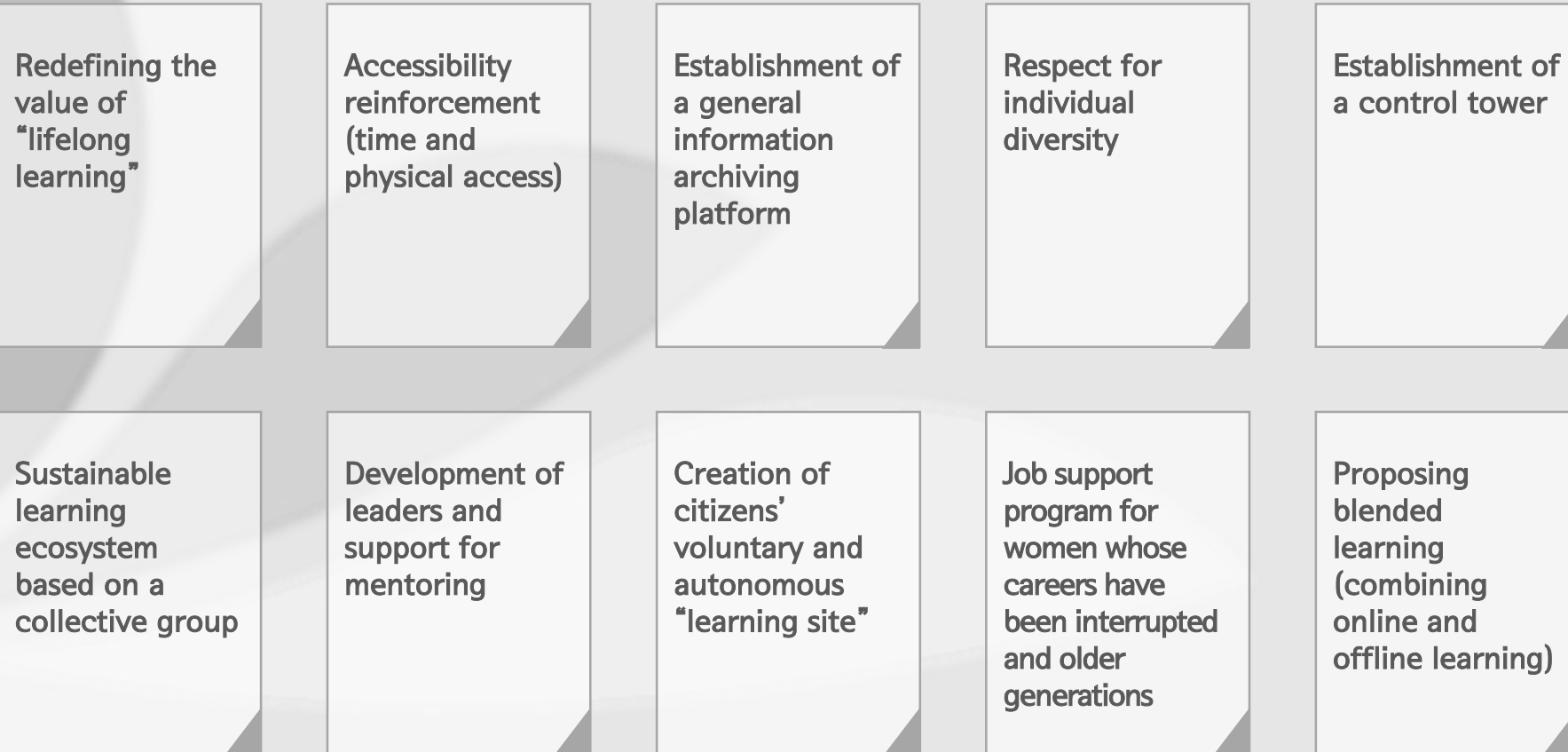


The general development plan and proposal for lifelong learning in Goyang city for the next 5 years **was created through Goyang citizens' participation,** expert organizations, and Goyang city local government.

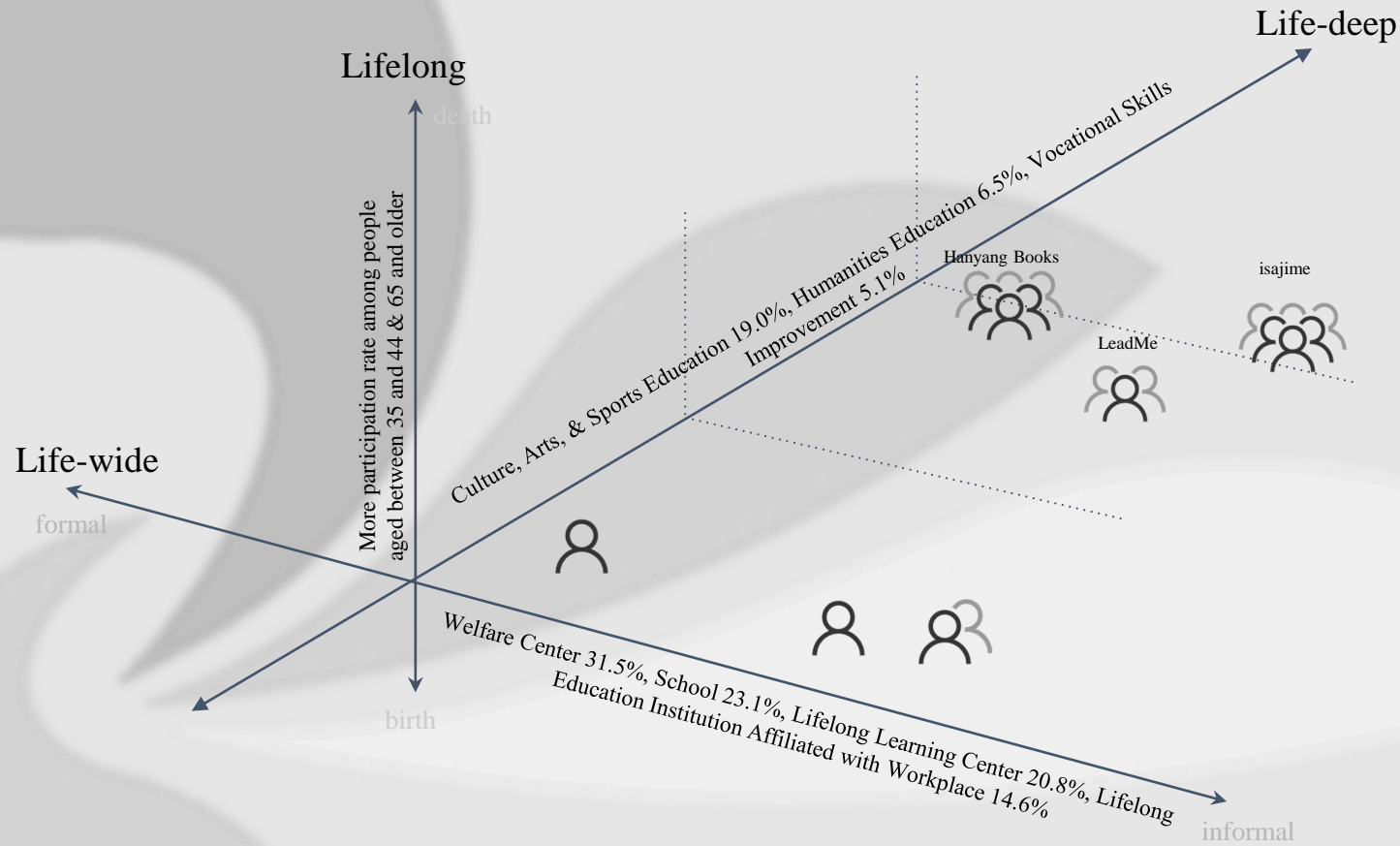


2016-2018 Relay Forum (Development of Keywords for Citizens' Needs regarding Lifelong Learning)

Using the AFFINITY DIAGRAM Method



2018 Survey on Lifelong Learning



Participation rate: 9.4%

The participation rate was relatively high among the age groups 35 to 44, 65 and older and housewives who are enrolled in universities or with higher educational backgrounds.

The total lifelong education participation rate in Goyang city in 2017 (29.4%) was 4.0% lower than the national participation rate (33.4%) reported in the “Status of Lifelong Learning in Korean Adults,” but there was no significant difference. Note, however, that the participation rate for job-related purposes was almost half the national level (8.6%p).

Participated in 1.1 program on average

The average lifelong learning period was 22.1 weeks

Average of 71 hours per year

Participation for purposes unrelated to the job was 81.3% and that for purposes related to the job was 18.7%. The job-related participation rate was relatively high among males aged below 35 and living in Ilsanseo-gu with higher education backgrounds. A gender difference was observed among purposes unrelated to the job, with a higher rate of men answering “Health management” (42.9%) and women answering “Psychological satisfaction (20.5%)” and “Self-development” (30.3%) as their purpose.

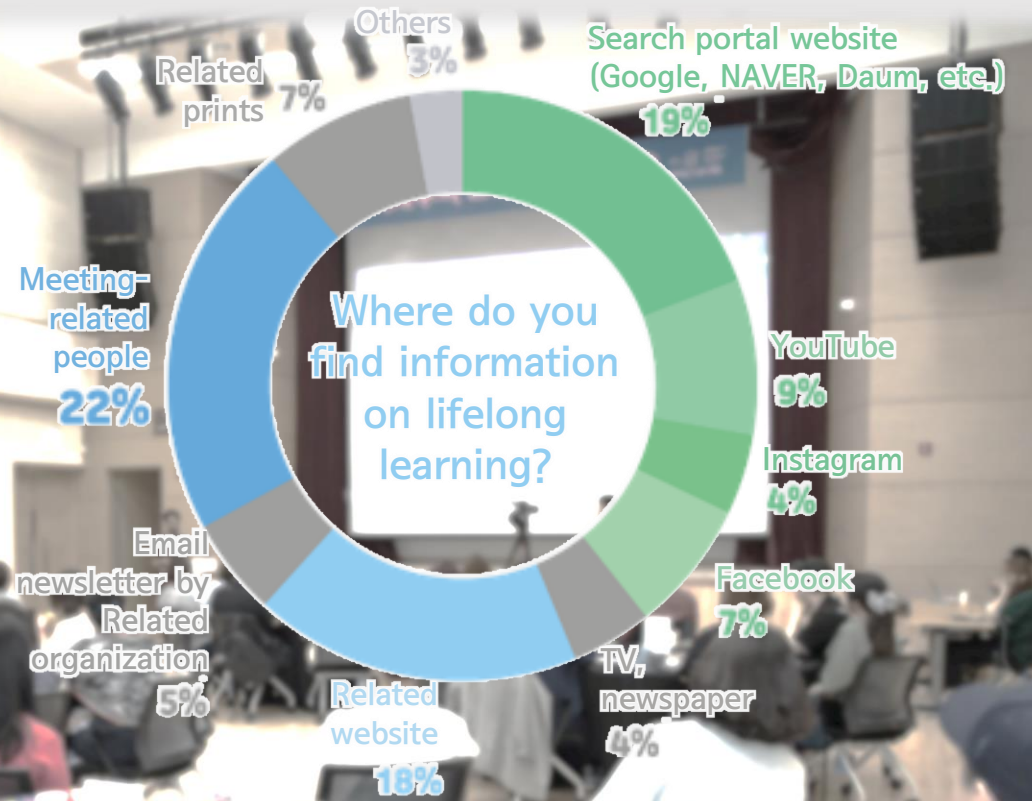
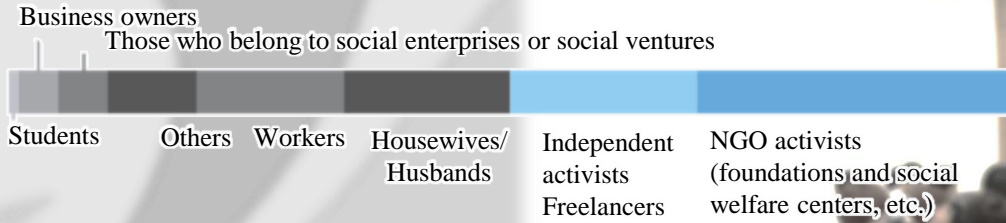
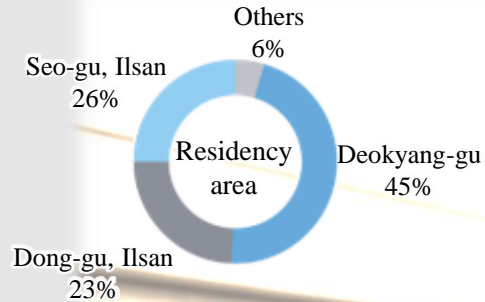
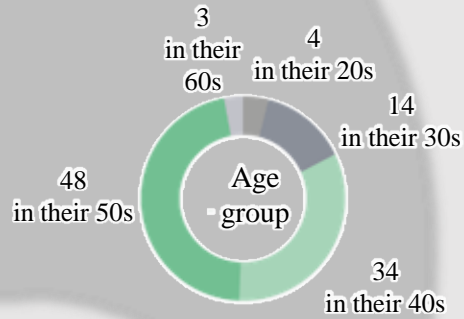
Awareness of lifelong learning 63% (Deokyang-gu↑)

Awareness of the necessity 53.5% (Ilsanseo-gu↑)

Willingness to participate 63.8%

Current Status and Demand Survey of Lifelong Learning in Goyang city Targeting 800 adult men and women aged 25 and older among citizens of Goyang city (400 million households, 1 million people) by the Korea Society Opinion Institute (Aug. 2018)

2019 Sabujak Sabujak LAB - First Workshop (Applicant Statistics and Survey)



Latest area of interest surveyed via Word Cloud

2019 In-Depth Interview with Citizens and Experts (Development of Directional Keywords for Learning Citizen)

Proactive
democratic citizens

#Built_by_Citizens
#Sabujak_Sabujak
#Relaxed_start
#Open_to_Anyone_for_Challenge
#Respect_for_Diverse_Emotions

(Lifelong)
Growth
mindset

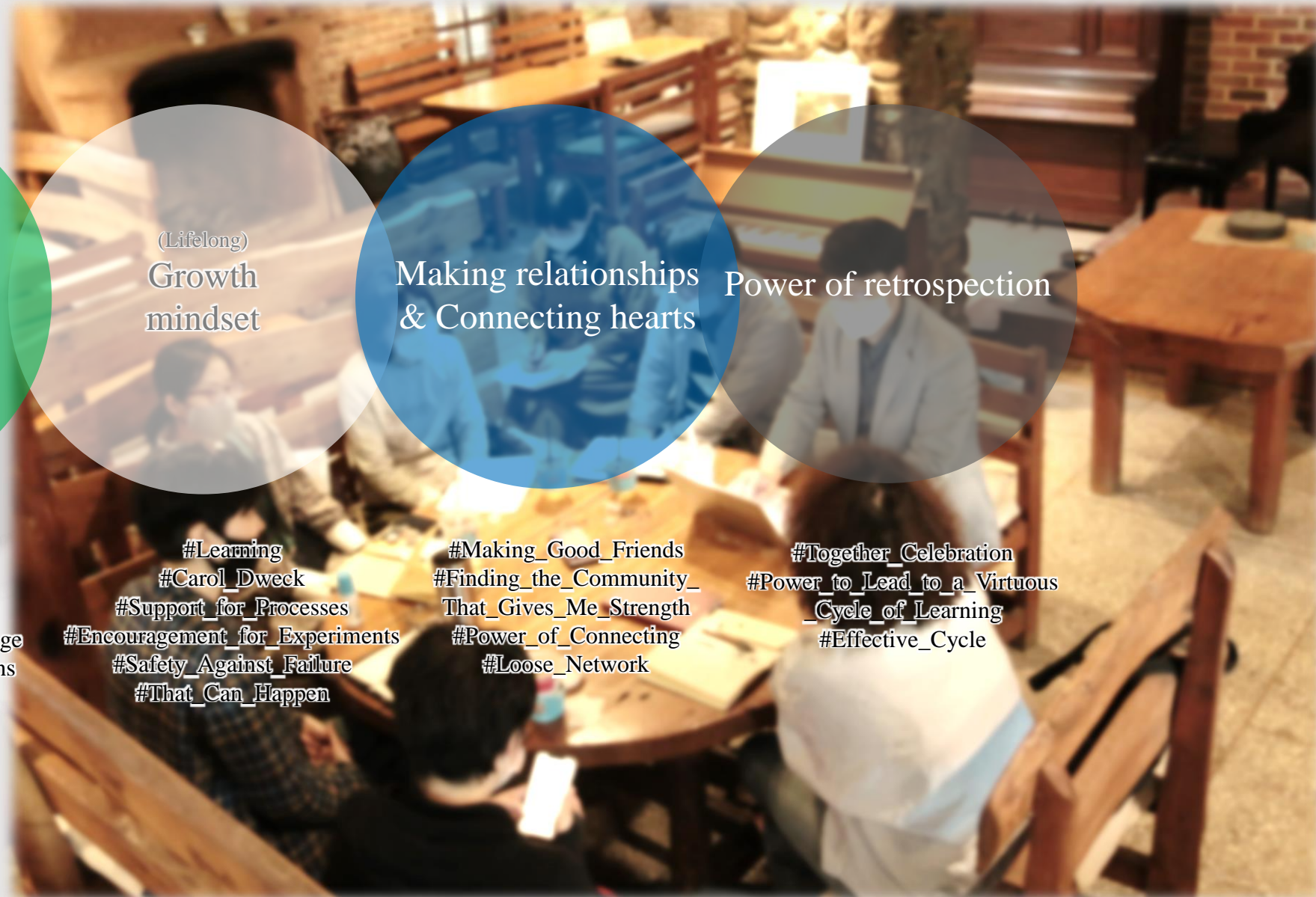
#Learning
#Carol_Dweck
#Support_for_Processes
#Encouragement_for_Experiments
#Safety_Against_Failure
#That_Can_Happen

Making relationships
& Connecting hearts

#Making_Good_Friends
#Finding_the_Community_
That_Gives_Me_Strength
#Power_of_Connecting
#Loose_Network

Power of retrospection

#Together_Celebration
#Power_to_Lead_to_a_Virtuous
_Cycle_of_Learning
#Effective_Cycle



Project Background - Conventional Lifelong Learning VS. Future Lifelong Learning



“I actually thought that lifelong learning is something for older people and older generations.”

“Programs organized by government offices such as community centers...they make me think of Korea National Open University.”

“I think it means programs wherein people learn only once at the Lifelong Learning Center.”

“Now I’m teaching others what I have learned as a personal hobby for free since I want to live a happy life in my town.”

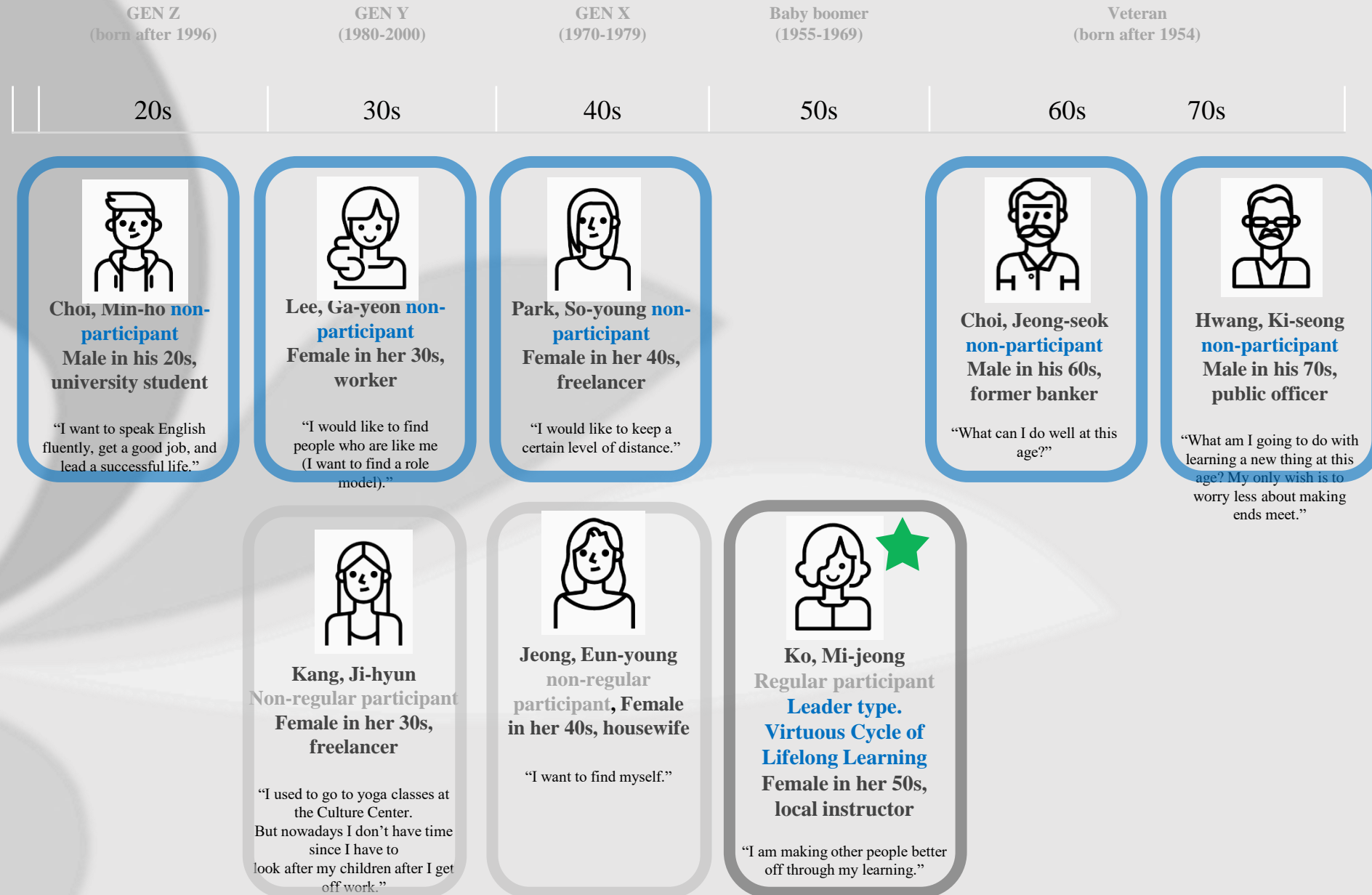
“I think it would be better to worry about lifelong growth rather than lifelong learning. I believe a community can grow by sharing relationships and knowledge with people by itself, even if it does not necessarily involve learning.”

Learning to live together

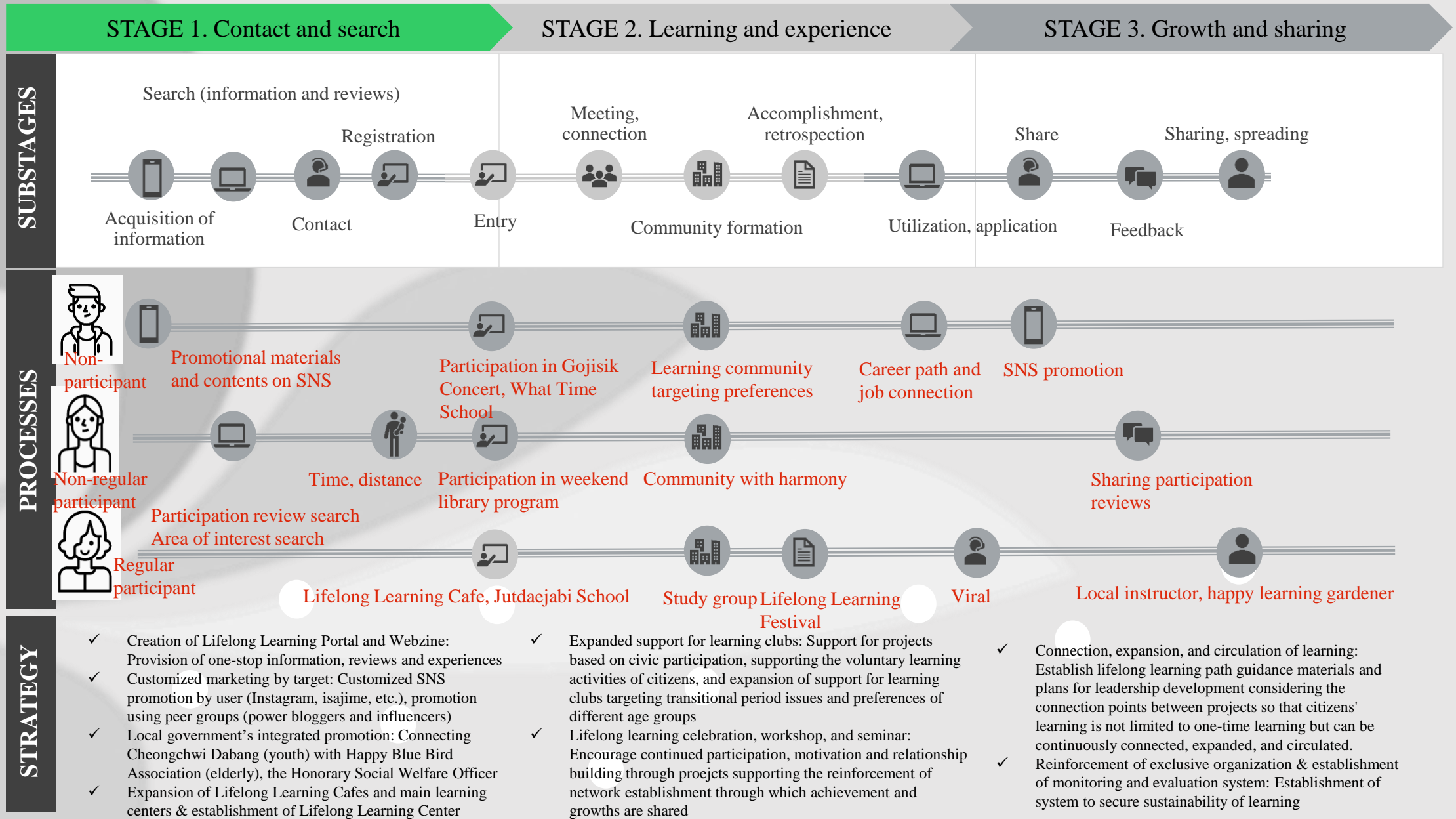
“It means learning the ability to enjoy a harmonious life while participating and coexisting with people from other regions and countries within the community.”

- The Four Pillars of Education defined by the UNESCO

Persona Analysis



Goyang Citizens' Lifelong Learning Roadmap



“

”

Goyang, a perfect city to learn together

goyang.go.kr/edu

Accessibility of learning

Reinforcement of accessibility with regard to time, space, and information so that anyone can learn anytime, anywhere

Diversity of learning

Lifelong, customized “transitional period issues” learning

Sustainability of learning

Establishment of virtuous cycle of “connection, expansion and circulation of learning” in ecosystem

Strategy · Tasks

Accessibility of learning	Diversity of learning	Sustainability of learning
<p style="text-align: center;">Reinforcement of accessibility with regard to time, space, and information so that anyone can learn anytime, anywhere</p> <ul style="list-style-type: none"> • Diversification of promotional channels by target in order to spread sharing of learning experiences • Reinforcement of learning ecosystem and foundation by revitalizing the learning activity support space • Expansion of inclusive lifelong learning support for all <ol style="list-style-type: none"> ① Integrating and linking online and offline learning information and establishment of publicity system (reorganization of official website and publication of webzine) ② Base Lifelong Learning Center ③ Lifelong Learning Cafe ④ Adult Literacy Education (addition of recognized formal academic course, media literacy) ⑤ Lifelong learning for the disabled 	<p style="text-align: center;">Learner-oriented support, respecting learners of diverse spectra</p> <ul style="list-style-type: none"> • Expansion of support for lifelong learning in order to expand citizens' voluntary learning activities • Operation of various citizen-centered lifelong learning programs • Reinforcement of learning community through the proactive participation of citizens <ol style="list-style-type: none"> ① Projects supporting learning clubs (individual unit) ② What Time School (learning focused on transitional periods) ③ Goyang Citizens' University (Gojisik Concert, Democratic Citizenship Education, and other education courses) ④ Lifelong learning program support projects (institutional unit) ⑤ Operation of specialized education program for the New Middle Age in their 50s and 60s ⑥ Life Science Class ⑦ Native English Class ⑧ Lifelong Learning Onnuri Course 	<p style="text-align: center;">Establishment of a system that enables learners to learn continuously throughout their life</p> <ul style="list-style-type: none"> • Reinforcement of continuity of lifelong learning through reinforcement of lifelong learning promotion system • Establishment of performance management system for Goyang Learning City • Spreading the culture of lifelong learning through sharing of learning processes and performance based on individual and community growth <ol style="list-style-type: none"> ① Reinforcement of executive organization for lifelong learning ② Monitoring and evaluating lifelong learning ③ Lifelong learning workshops and seminars ④ Lifelong learning celebration ⑤ Operation of Jutdaejabi School ⑥ Establishment of Lifelong Learning Center

Purpose and Process of Indicator Development

1. To develop an education plan as well as monitoring and evaluation indicators in accordance with the designation of the UNESCO GNLC Cluster Coordinator City and to propose an operational model
2. Establishment of a performance and monitoring system for Goyang city Lifelong Learning City

Phase 1 . Development of indicators

I-1. Analysis of prior literature

1. Review of lifelong learning city indicators
2. Review of city-related indicators
3. Review of indicators by topic

I-1. Expert FGI

Conduct FGI for 3~4 groups of experts to derive indicator items and evaluation standards for lifelong learning cities

I-2. Expert Delphi investigation and AHP analysis

Defining indicators and deriving importance through Delphi research and AHP analysis for experts/citizens in each field

Phase 2 . Application of indicators and identification of current status

II-1. Indicator application investigation

Lifelong Learning City Indicator Survey among 2,000 ordinary Goyang city citizens

Survey on lifelong learning city indicators targeting Goyang city citizens with disabilities, surveying 200 people by type of disability

II-2. Survey among lifelong learning institutions

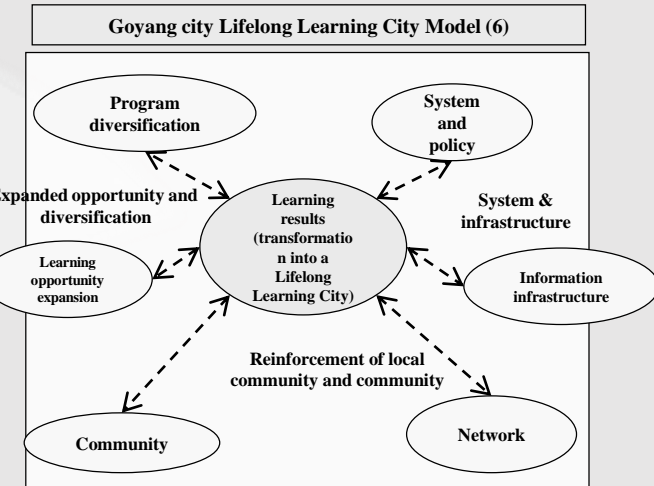
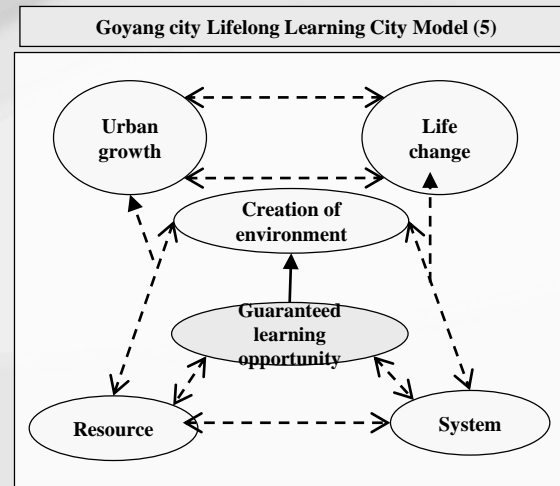
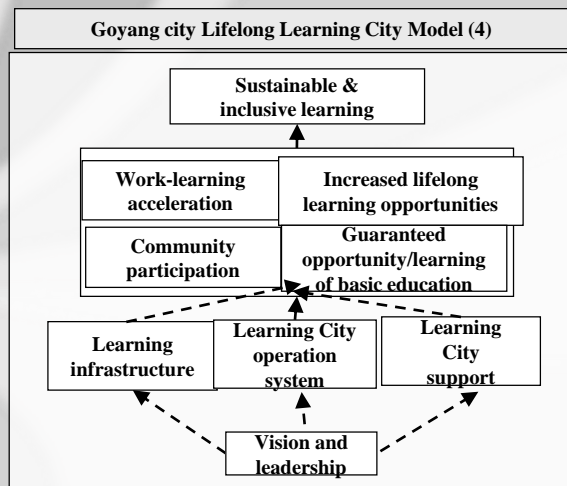
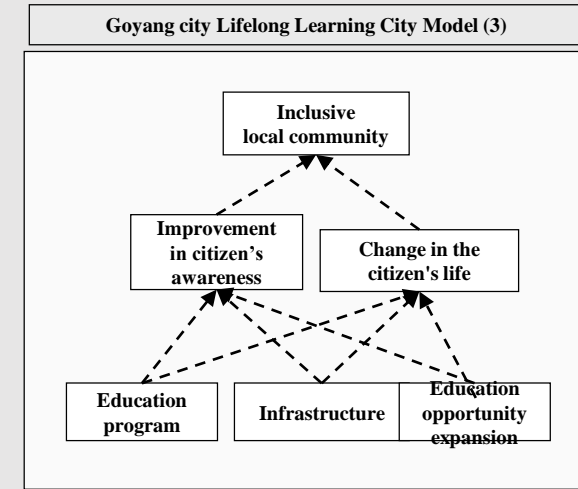
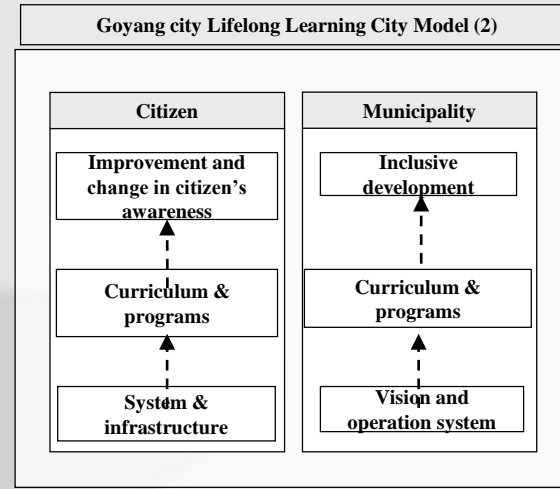
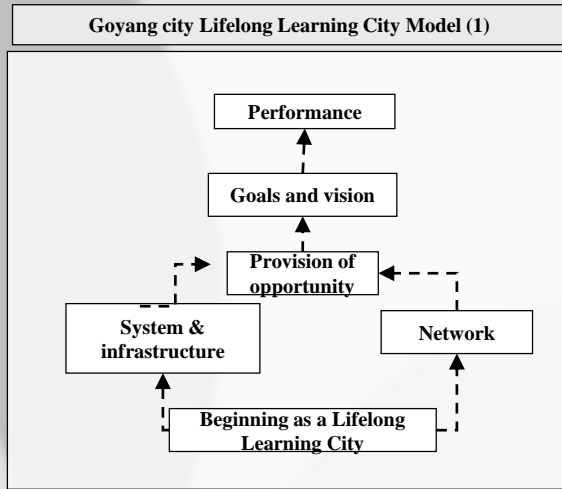
Desk research on 400 lifelong learning institutions' programs running in Goyang

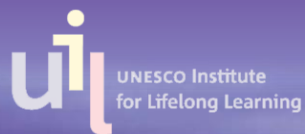
Phase 3 . Analysis of results and search for direction

III. Analysis and results

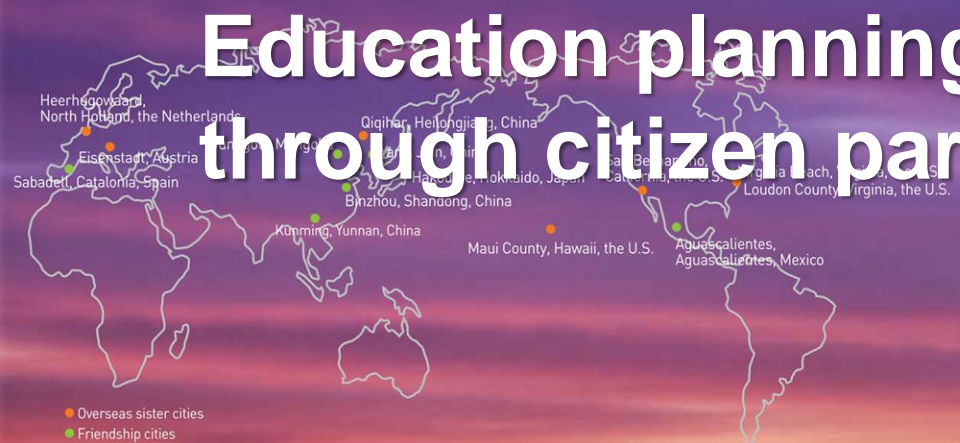
Analysis of final survey results collected
Diagnosis of current level of lifelong learning and recommendations for future improvement
→

Discovery of Goyang city Lifelong Learning City Indicator Model (Through Expert Organization Workshop)





Education planning and monitoring evaluation system through citizen participation



Goyang City