Education planning and monitoring, evaluation system through citizen participation
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’s Lifelong Learning Roadmap

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

Goyang city CONTEXT

Domestic and international policies

Learning society

Change of era
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 on lifelong learning
  - Participated in by 500 adult men and women aged 25 and older

- **2018**: Survey on lifelong learning

- **2019**: Master plan for establishing lifelong learning center
  - Sabujak Sabujak LAB, Citizens’ workshops, held twice
  - Participated in by 101 people in their 20s to 60s

- **2019**: CO-CREATION TEAM, an expert organization’s workshops held 5 times
  - Persona analysis - In-depth interview with experts and citizens
2016-2018 Relay Forum (Development of Keywords for Citizens’ Needs regarding Lifelong Learning)

Using the AFFINITY DIAGRAM Method

- Redefining the value of "lifelong learning"
- Accessibility reinforcement (time and physical access)
- Establishment of a general information archiving platform
- Respect for individual diversity
- Establishment of a control tower
- Sustainable learning ecosystem based on a collective group
- Development of leaders and support for mentoring
- Creation of citizens’ voluntary and autonomous "learning site"
- Job support program for women whose careers have been interrupted and older generations
- Proposing blended learning (combining online and offline learning)
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%).

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

Proactive democratic citizens

(Make)belong
Growth mindset

Making relationships & Connecting hearts

Power of retrospection

#Built_by_Citizens
#Sabujak_Sabujak
#Relaxed_start
#Open_to.Anyone_for_Challenge
#Respect_for_Diverse_Emotions

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

#Making_Good_Friends
#Finding_the_Community_That_Gives_Me_Strength
#Power_of_Connecting
#Loose_Network

#Together_Celebration
#Power_to_Lead_to_a_Virtuous_Cycle_of_Learning
#Effective_Cycle
### Project Background - Conventional Lifelong Learning VS. Future Lifelong Learning

<table>
<thead>
<tr>
<th>For the older generation</th>
<th>Led by organizations</th>
<th>One-off programs</th>
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<tbody>
<tr>
<td>For everyone</td>
<td>Making learning everyday life</td>
<td>Lifelong growth</td>
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</tbody>
</table>

“**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.”

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**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
<table>
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<tr>
<th>Persona Analysis</th>
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<tbody>
<tr>
<td>20s</td>
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<tr>
<td><strong>Choi, Min-ho</strong>&lt;br&gt;Male in his 20s, university student&lt;br&gt;“I want to speak English fluently, get a good job, and lead a successful life.”</td>
</tr>
<tr>
<td><strong>Kang, Ji-hyun</strong>&lt;br&gt;Female in her 30s, freelancer&lt;br&gt;“I used to go to yoga classes at the Culture Center. But nowadays I don’t have time since I have to look after my children after I get off work.”</td>
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</table>
Goyang Citizens’ Lifelong Learning Roadmap

**STAGE 1. Contact and search**
- Search (information and reviews)
- Acquisition of information
- Contact
- Registration
- Entry

**STAGE 2. Learning and experience**
- Meeting, connection
- Community formation
- Accomplishment, retrospection
- Utilization, application
- Feedback

**STAGE 3. Growth and sharing**
- Share
- Sharing, spreading

**SUBSTAGES**
- **STAGE 1. Contact and search**
- **STAGE 2. Learning and experience**
- **STAGE 3. Growth and sharing**

**PROCESSES**
- Non-participant
  - Promotional materials and contents on SNS
  - Participation in Gojisik Concert, What Time School
  - Time, distance
  - Area of interest search
  - Lifelong Learning Cafe, Jutdaejabi School
- Non-regular participant
  - Participation review search
  - Library program
  - Community with harmony
- Regular participant
  - Participation in weekend library program

**STRATEGY**
- Creation of Lifelong Learning Portal and Webzine: Provision of one-stop information, reviews and experiences
- Customized marketing by target: Customized SNS promotion by user (Instagram, isajime, etc.), promotion using peer groups (power bloggers and influencers)
- Local government’s integrated promotion: Connecting Cheongchwi Dabang (youth) with Happy Blue Bird Association (elderly), the Honorary Social Welfare Officer
- Expansion of Lifelong Learning Cafes and main learning centers & establishment of Lifelong Learning Center

- Expanded support for learning clubs: Support for projects based on civic participation, supporting the voluntary learning activities of citizens, and expansion of support for learning clubs targeting transitional period issues and preferences of different age groups
- Lifelong learning celebration, workshop, and seminar: Encourage continued participation, motivation and relationship building through projects supporting the reinforcement of network establishment through which achievement and growths are shared
- Connection, expansion, and circulation of learning: Establish lifelong learning path guidance materials and plans for leadership development considering the connection points between projects so that citizens’ learning is not limited to one-time learning but can be continuously connected, expanded, and circulated.
- Reinforcement of exclusive organization & establishment of monitoring and evaluation system: Establishment of system to secure sustainability of learning
Vision

“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

<table>
<thead>
<tr>
<th>Accessibility of learning</th>
<th>Diversity of learning</th>
<th>Sustainability of learning</th>
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<tr>
<td><strong>Reinforcement of accessibility with regard to time, space, and information so that anyone can learn anytime, anywhere</strong></td>
<td><strong>Learner-oriented support, respecting learners of diverse spectra</strong></td>
<td><strong>Establishment of a system that enables learners to learn continuously throughout their life</strong></td>
</tr>
<tr>
<td>- Diversification of promotional channels by target in order to spread sharing of learning experiences</td>
<td>- Expansion of support for lifelong learning in order to expand citizens’ voluntary learning activities</td>
<td>- <strong>Reinforcement of continuity of lifelong learning</strong> through reinforcement of lifelong learning promotion system</td>
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<tr>
<td>- Reinforcement of learning ecosystem and foundation by revitalizing the learning activity support space</td>
<td>- Operation of various citizen-centered lifelong learning programs</td>
<td>- Establishment of performance management system for Goyang Learning City</td>
</tr>
<tr>
<td>- Expansion of inclusive lifelong learning support for all</td>
<td>- Reinforcement of learning community through the proactive participation of citizens</td>
<td>- Spreading the culture of lifelong learning through sharing of learning processes and performance based on individual and community growth</td>
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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

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

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. Analysis of prior literature**
1. Review of lifelong learning city indicators
2. Review of city-related indicators
3. Review of indicators by topic

**II. Expert FGI**
Conduct FGI for 3–4 groups of experts to derive indicator items and evaluation standards for lifelong learning cities

**III. 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**

**I. Indicator application investigation**
Lifelong Learning City Indicator Survey among 2,000 ordinary Goyang city citizens

**II. 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**

**I. Analysis of prior literature**

**II. Indicator application investigation**
Survey on lifelong learning city indicators targeting Goyang city citizens with disabilities, surveying 200 people by type of disability

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

**III. Analysis and results**

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Goyang city Longevity Learning City Model (1)

- Performance
- Goals and vision
- Provision of opportunity
- System & infrastructure

Beginning as a Longevity Learning City

Goyang city Longevity Learning City Model (2)

- Citizen
  - Improvement and change in citizen’s awareness
  - Curriculum & programs
  - System & infrastructure

- Municipality
  - Inclusive development
  - Curriculum & programs
  - Vision and operation system

Goyang city Longevity Learning City Model (3)

- Inclusive local community
- Improvement in citizen’s awareness
- Change in the citizen’s life
- Education program
- Infrastructure
- Exhibition

Goyang city Longevity Learning City Model (4)

- Sustainable & inclusive learning
- Work-learning acceleration
- Guaranteed opportunity/learning of basic education
- Learning City infrastructure
- Learning City operation system
- Learning City support
- Vision and leadership

Goyang city Longevity Learning City Model (5)

- Urban growth
- Life change
- Creation of environment
- Guaranteed learning opportunity
- Resource
- System

Goyang city Longevity Learning City Model (6)

- Program diversification
- Learning results (transformation into a Longevity Learning City)
- System and policy
- Inclusion
- System & infrastructure
- Information infrastructure
- Community
- Reinforcement of local community and community
- Expanded opportunity and diversification
- Learning opportunity expansion

Discovery of Goyang city Longevity Learning City Indicator Model (Through Expert Organization Workshop)
Education planning and monitoring evaluation system through citizen participation