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Including Transformative Education in pre-service teacher training

A guide for universities and teacher training institutions in the Arab region

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Introduction

Transformative Education (TE) is a lifelong process that needs to be mainstreamed at all ages. Higher education institutions are prominent actors in mainstreaming its values: through providing preservice training, in-service training, and continuous professional development opportunities for teachers and through supporting national policy and curricula development in the field of education, higher education institutions actively contribute to mainstreaming Transformative Education at all levels of education.

In 2022, UNESCO published the findings of a study[1] aimed at understanding to what extent higher education institutions in the Arab region are mainstreaming Transformative Education or some of its components, i.e. global citizenship. The study concluded that most higher education institutions in the region had expressed commitment to promoting global citizenship values. Nonetheless, more efforts are needed to mainstream these values and competencies within higher education effectively. To better support Arab higher education institutions, UNESCO also published a guidance document providing concrete proposals for action in the field of Global Citizenship Education (GCED) in higher education.[2]

The recommendations made in the documents mentioned above included recommendations on the role of higher education institutions in providing future teachers with **pre-service training**. Indeed, the inclusion of Transformative Education as a key component of curricula in departments of education/teacher training institutions, and most specifically in pre-service teacher training, is a very powerful component in enabling future teachers to integrate Transformative Education elements into their daily teaching practices and across different subjects, even when such concepts are not expressly included in the national curriculum.

This guidance document is addressed to higher education institutions in charge of pre-service teacher training (generally referred to below as 'departments of education') willing to include Transformative Education as part of their programmes.

In particular, the guidance document will support faculty deans and academics in defining the scope and the key considerations to keep in mind while developing a course on Transformative Education, such as defining the course's objectives, format, content and pedagogy, as well as choosing the right facilitator(s) to deliver the course.

Note on the development of this document

This guidance document was developed by the UNESCO Multisectoral Regional Office in Beirut based on the outcome of a meeting of the UNESCO Arab Transformative Education Network. The meeting was held in Tunis, Tunisia, from 30 November to 2 December 2022, in cooperation with the UNESCO Multisectoral Regional Office in Rabat (Tunis antenna) on the topic 'GCED/ESD in Higher Education in the Arab region: reflecting on a course for teacher pre-service training'. The evidence base of the document was further reinforced by bilateral meetings with experts from Arab countries that were not represented at the Tunis meeting, to ensure meaningful representation of all sub-regions.

In total, 25 experts from nine Arab countries, together with the UNESCO Chair on Global Citizenship Education in Higher Education (University of Bologna, Italy) and the Union of Mediterranean Universities (UNIMED), contributed to the discussions and provided technical inputs which facilitated the production of this guidance document.

When used below, the word 'experts' refers to both the participants in the Tunis meeting and other experts who were consulted for the production of this document.

[1] UNESCO. 2022. *Promoting Global Citizenship Education in Arab Universities: A Regional Outlook*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000381472

[2] UNESCO. 2022. *Promoting Global Citizenship Education in Arab Universities: Proposals for Action*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000381929

1. The advantages of including Transformative Education in preservice teacher training

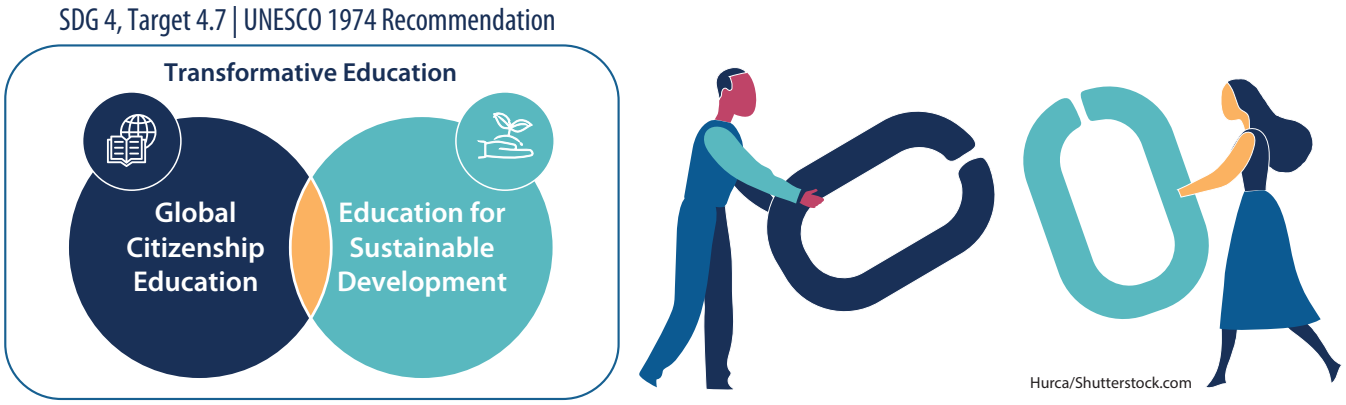
What is Transformative Education?

The *UNESCO Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development,*[3] adopted in 1974 and revised in 2023, is the international legal instrument through which UNESCO Member States committed to ensuring that their education policies are guided by a global perspective and a commitment to international solidarity.

The 1974 Recommendation describes Transformative Education as 'co-created teaching and learning that recognizes and valorizes the dignity and diversity of learners in educational settings, eliminates all barriers to their learning and motivates and empowers them to reflect critically, become agents of change and protagonists of their own future, enabling informed decision-making and actions at the individual, community, local, national, regional and global levels, including through approaches such as global citizenship education, education for sustainable development and human rights education, among others, that support the building of peaceful, just, inclusive, equal, equitable, healthy and sustainable societies'.[4]

Today, two educational approaches together constitute the core topics and learning objectives of Transformative Education: GCED and Education for Sustainable Development (ESD). They are part and parcel of Target 4.7, which falls under Goal 4 of the Sustainable Development Goals (SDGs) on quality education (see Figure 1).

Figure 1. Concepts and legal instruments related to Transformative Education



In a world fraught with challenges for both humanity and nature, such as increased conflict, hate speech, inequalities, climate change, and a decline in biodiversity, Transformative Education is an essential tool to provide learners with the tools to build more just, peaceful and sustainable societies. This ultimately contributes to **reimagining how knowledge and learning can shape the future of humanity and the planet, and build a new social contract**, in line with the recommendations of the UNESCO report on the futures of education.[5]

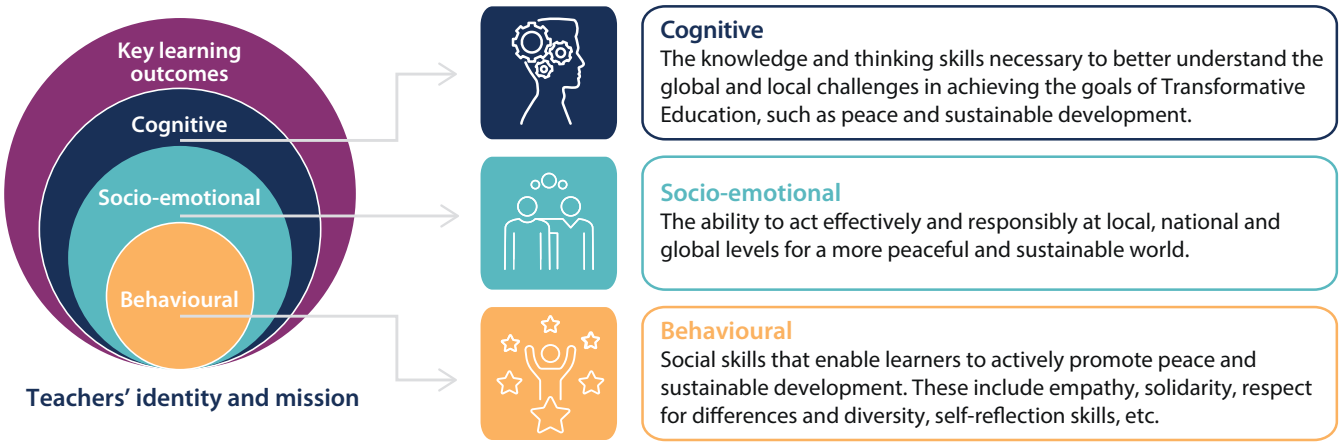
Achieving the goals of Transformative Education requires multiple learning opportunities for *all* learners, throughout their lifespan, across three domains of learning: cognitive, socio-emotional and behavioural (see Figure 2).

[3] More on the historical background and text of the 1974 Recommendation can be found at: https://www.unesco.org/en/education/1974recommendation

[4] UNESCO. 2023. *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000386653

[5] UNESCO. 2021. *Reimagining Our Futures Together: A New Social Contract for Education*. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000379707

Figure 2. Domains of learning of Transformative Education



Source: Tarozzi, M., 2022 (for concentric circles). Table elaborated based on the domains of learning of ESD and GCED; adapted from UNESCO, 2017, *Education for Sustainable Development Goals: Learning Objectives,* and UNESCO, 2015, *Global Citizenship Education: Topics and Learning Objectives.*

More information about the domains of learning and the topics and learning objectives of ESD and GCED can be found in the following UNESCO publications:

- *Education for Sustainable Development Goals: Learning Objectives* [6]
- *Global Citizenship Education: Topics and Learning Objectives* [7]

How and why is Transformative Education different from civic education?

There are several ways to integrate Transformative Education into national school curricula: as a school-wide issue; as a cross-curricular issue; as an integrated component within different subjects; or as a separate, stand-alone subject within the curriculum.[8] With regard to the latter case, GCED and ESD topics and learning objectives are sometimes included as part of civic education. This is a valid approach and there is no need for a debate on whether this should be called civic education, Transformative Education, GCED or ESD. Civic education is the most common landing ground for Transformative Education.[9] However, there are advantages in taking a transversal approach to Transformative Education and not limiting it to civic education classes. For Transformative Education to be truly effective, it needs to be mainstreamed at all ages and through all means (formal education, the media, family, community-led activities, etc.). For this reason, a fully Transformative Education is an education that transversally promotes Transformative Education through all subjects on a daily basis. In addition, the way civic education is currently taught in most schools in the Arab region primarily addresses the cognitive domain of learning. However, for education to be truly transformative, more attention needs to be paid to the socioemotional and behavioural domains of learning. Restricting Transformative Education to civic education classes prevents its full potential from being realized, unless civic education classes are adapted to become truly transformative, particularly through modifications that centre learning by doing, and by addressing the behavioural domain of learning, or social and emotional learning, to a greater extent.

More information on how to address the socio-emotional and behavioural domains of learning can be found in the following UNESCO publications:

- *Teaching and Learning Transformative Engagement* [10]
- *Guidelines for Implementing Social and Emotional Learning in Schools* [11]

6 https://unesdoc.unesco.org/ark:/48223/pf0000232993

7 https://unesdoc.unesco.org/notice?id=p3%A3%Ausmarcdef_0000232993&queryId=afcd5f8-24fdd41-eb6-9287-b737cfaaad8&posInSet=1

8 UNESCO. 2015. *Global Citizenship Education: Topics and Learning Objectives.* Available at link: https://unesdoc.unesco.org/ark:/48223/pf0000247444

9 UNESCO. 2017. *The ABCs of Global Citizenship Education.* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000248232

10 https://unesdoc.unesco.org/ark:/48223/pf0000368961?posInSet=1&queryId=da-190642e6e4-9e4c84-9625-cb01d855c3

11 https://mgiep.unesco.org/guidelines-for-implementing-social-and-emotional-learning-in-schools

Why should Transformative Education be integrated into pre-service teacher training?

UNESCO considers Transformative Education to be a process of creating global citizens who care about making the world more sustainable, just, peaceful and inclusive. **To do so, future teachers are not expected to merely transmit knowledge, but rather to help learners to become critical thinkers who think globally and act locally.** This kind of teacher preparation at pre-service level requires reforms to teacher education programmes so that their curricula and policies meet the requirements of Transformative Education. For education to be truly transformative, there is a need for well-prepared teachers who have been properly trained and equipped with Transformative Education requirements in terms of knowledge, skills and behaviours.[12] Teacher education is therefore a powerful tool through which to integrate GCED into school systems. Teacher training institutions (departments of education) have a duty as, in effect, the first incubator, to train and qualify teachers to deliver Transformative Education. This responsibility requires that departments of education revisit how their teacher education programmes are structured, while considering the impact those future teachers could have on how their students work towards making the world more peaceful and sustainable. Teachers who are trained on Transformative Education at an early stage of their professional development can help their students understand the importance of sustainable development and global citizenship, and how they can contribute to achieving Transformative Education objectives and outcomes. If trained properly, teachers can also help students develop their critical thinking skills and challenge existing systems and structures that contribute to environmental degradation and social inequalities.[13]

Many education experts agree that teacher education programmes in most Arab States adopt a traditional approach in preparing future teachers, concentrating on the cognitive domain of learning and on top-down and mnemonic teaching methods. There is therefore a need to change the approach to teaching and learning to address the needs of Transformative Education. In return, Transformative Education can also be a way to help teachers learn and try new teaching methods that they can eventually apply to other subjects.

The current regional context in which Arab States operate is another factor that increases the importance of preparing future teachers to mainstream Transformative Education. Whereas challenges facing the education system differ slightly from one Arab State to another, experts consider challenges such as conflict, discrimination, religious differences, gender issues, as well as challenges related to equity, social cohesion, human rights and fundamental freedoms, to be common to the Arab region. This makes it all the more important to integrate Transformative Education into teacher education programmes at pre-service level, given that Transformative Education can help address these challenges by enabling future teachers to instil values such as tolerance, respect and human rights in their students, helping them become global citizens who are able to promote more inclusive and equitable societies.

Overall, integrating Transformative Education into pre-service teacher training is crucial because it can help future teachers to promote equity and social justice; to prepare learners to face current and future challenges; to create inclusive and culturally responsive learning environments; to develop a commitment to lifelong learning and professional growth; to work with students from diverse backgrounds; and to promote inclusive, equitable education.

kiyaksun/Shutterstock.com

12 UNESCO. 2022. *Arab Region Contribution to the Revision of the UNESCO 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace: Summary Report.* Available at: https://en.unesco.org/sites/default/files/1974_recommendation_-_arab_region_summary_report_en.pdf

13 'Across Europe, universities are recognized as playing an important role in the provision of GCED through teacher education programmes (GENE, 2017). Policy-makers have become interested in GCED teacher education (Bryan and Bracken, 2010), as further evidenced by UNESCO's Global Education Monitoring Report (UNESCO, 2017) and its inclusion with the Sustainable Development Goal indicator 4.7.1 (United Nations, 2015).' Quoted in M. Tarozzi and B. Mallon, 2019, 'Educating teachers towards global citizenship: A comparative study in four European *countries'. In: London Review of Education. Vol. 125–112 ,(2)17.* Available at: https://uclpress.scienceopen.com/hosted-document?doi=10.18546/LRE.17.2.02

What are the prerequisites for Transformative Education interventions to be effective?

According to experts, education systems in Arab States face somewhat similar challenges, despite the differences in national contexts. This extends equally to teacher training programmes. More generally, experts highlight the need to address two main issues which relate to the understanding and role of Transformative Education in education systems and teacher training programmes, as well as the need to reform teaching and learning practices to make them better suited to meet Transformative Education objectives. The recommendations below are aimed at supporting education departments in identifying actions that they can implement at their level in order to create an enabling environment for Transformative Education, and which can ultimately foster system-level reform that supports progress to achieving SDG 4 on quality education.

Understanding concepts and addressing teachers' own biases

At present, the concepts of 'global citizenship', 'sustainable development' and 'Transformative Education' are not clear enough to the faculty and leadership of departments of education. In the case of the Arab region, this lack of clarity could be related to the translation of key terms, as in some cases there are no exact equivalents in Arabic, or existing vocabulary may be ambiguous or evoke negative impressions. For instance, negative local perceptions of the words 'global' or 'globalization', sometimes being wrongly equated with 'westernization', may lead to reluctance due to fears of losing local and national identities.[14] This situation may therefore cause some challenges in integrating the concepts into the policies and curricula of teacher training programmes. In addition, teachers sometimes lack Transformative Education skills (e.g. critical thinking, creativity, empathy) themselves. Teachers may also exhibit biases around diversity, human rights, sustainability and so on. If these biases are unaddressed, teachers will not be able to help learners become global citizens.

Recommendations:

1. It is important to communicate concepts related to Transformative Education, such as GCED and ESD, in a simple and clear way to all staff of departments of education. These concepts need to be **contextualized and localized** based on the traditions, customs and religions of the Arab region. Raising awareness of Transformative Education (e.g. GCED, ESD) among the staff of faculties of education could reduce misunderstandings and help teachers integrate and facilitate the delivery of Transformative Education in the classroom.
2. **Fostering research** at university level on Transformative Education could also contribute to creating a more suitable ground for its development and integration into formal education in the Arab region. Cooperation between departments of education, political science, philosophy and other relevant fields, and between regional and international universities, should be encouraged. Teachers, learners, policy-makers and the broader educational community should also be actively involved in these research activities.
3. **Advocacy** with university leaders and policy-makers can also help provide them with a better understanding of Transformative Education and its benefits.
4. To help teachers address their own biases, it is important that Transformative Education trainings reinforce Transformative Education-related skills in future teachers. **Addressing teachers' own biases, and fully transferring global citizenship and sustainable development skills to them**, is a necessary prerequisite in order for teachers to be able to transmit them later on to their learners at school. More information on how to address this issue is presented in the section below titled 'What should the course objective be?'

More information and examples on how to contextualize and include Transformative Education can be found in the UNESCO publications: *Global Citizenship Education: Taking It Local* [15] *Promoting Global Citizenship Education in Arab Universities: Proposals for Action*[16]

[14] UNESCO. 2018. *Global Citizenship Education: Taking It Local, p. 2.* Available at: https://unesdoc.unesco.org/ark:/48223/pf0000265456

[15] https://unesdoc.unesco.org/ark:/48223/pf0000265456?posInSet=1&queryId=f16e-7107a78f4-dc-3a55b1-e1ef3d79847

[16] https://unesdoc.unesco.org/ark:/48223/pf0000381929/PDF/381929eng.pdf.multi

Changing the approach to teaching and learning

The philosophy, goals and methods of an education system affect how teachers perform their tasks, and consequently learners' learning outcomes. This means that traditional learning modalities that are based on rote learning and which do not favour a fully open and safe dialogue space at school can be an obstacle to learning.

Transformative Education requires both supportive policies and a reformed philosophy that is aligned with the requirements of the twenty-first century and that calls for young people with strong global citizenship and sustainable development skills and values.

Although this challenge may have greater implications for the broader education system, it also has a major impact on how departments of education perform in integrating Transformative Education.

Recommendations:

1. **Including Transformative Education as a key component of the pedagogies of departments of education, including though standalone courses and lifelong learning**, contributes to a system-level reform, as the beneficiaries of these courses will eventually contribute to educational reforms that go beyond the teaching profession.
2. It should be ensured that **education strategies for teachers are aimed at providing them with the capacities to become co-constructors, together with learners, of a set of skills and values**. This entails that both teachers and learners think critically and make their own contribution to the learning process. This also entails that teachers do not function solely as depositors of information, as this leads to only superficial learning, without any transformative potential.
3. **Investing in a number of Transformative Education 'champions'** within academia who are willing to engage in promoting Transformative Education and in piloting some programmes inside departments of education could help to convince peers of the positive impact of this approach.
4. Strong **student leadership in Transformative Education extracurricular activities** can also promote a culture of change with positive benefits at the education system level. For this reason, higher education institutions are encouraged to facilitate and support the organization of Transformative Education-related activities by students.

More information on how to include Transformative Education in higher education and how to promote student initiatives can be found in the UNESCO publication *Promoting Global Citizenship Education in Arab Universities: Proposals for Action* [17]

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[17] https://unesdoc.unesco.org/ark:/48223/pf0000381929/PDF/381929eng.pdf.multi

2. Setting up a Transformative Education course for pre-service teacher training

As explored in the previous section, integrating Transformative Education into education systems in general, and into pre-service teacher training more specifically, requires a holistic approach that rethinks the way we teach and learn. **As a first step to put the above actions into practice, departments of education are encouraged to develop a course on Transformative Education as part of their teacher education programmes.** This course should be aimed at preparing future teachers with the knowledge and skills needed to effectively promote Transformative Education in their everyday work. The course would also eventually serve as a tool to sensitize education stakeholders, including future policymakers, on the importance of Transformative Education, the key concepts related to the topic, and the ways it can be applied. Finally, and as mentioned above, a course that uses teaching and learning methods which prioritize learning by doing and creativity would empower teachers to use these teaching techniques in their future classrooms when teaching other subjects. For this reason, **such a course would have the potential not only to develop active global citizens, but also to reform pedagogies and positively contribute to improving learners' overall learning outcomes.**

The following guidance is aimed at providing deans and faculty of departments of education with elements to reflect on while planning a Transformative Education course for their students. It is not the aim of this document to provide settled answers or fixed proposals. Rather, the aim is to support stakeholders as they **reflect thoroughly on the topic and the possible scenarios for course development, while leaving them the freedom to create and propose the format and content that best suits their own specific educational, social and cultural environments.**

As a complement to this guidance, samples of courses on Transformative Education for preservice teacher training, developed by the UNESCO Arab Transformative Education Network, can be found at the following link: https://www.unesco.org/en/articles/transformative-education-teacher-pre-service-training

What should the course objective be?

The objective of a Transformative Education course addressed to future teachers should be twofold.

i. **Provide teachers with Transformative Education knowledge, skills, competencies and attitudes so that they become familiar with the subject and, in turn, become global citizens.**

To be able to teach Transformative Education, future teachers need to develop their understanding and skills related to the main pillars of Transformative Education, such as empathy, critical thinking, sustainability, social justice, inclusive education and community engagement. With this knowledge and these abilities and skills, they can become more aware and responsible, and can make constructive contributions to their local societies and the wider world. A Transformative Education course should therefore work first on developing empathy and solidarity among future teachers themselves and help them address their own pre-existing biases. By addressing their own biases and developing Transformative Education skills ,future teachers can go on to create a learning environment that promotes critical thinking ,social justice and sustainability ,and helps their students become global citizens .Moreover ,by becoming familiar with Transformative Education ,future teachers can also become advocates for this approach in their schools and through their teaching practices.

ii. **Provide teachers with the pedagogical skills needed to transmit Transformative Education to learners in their future work in the classroom.**

In order to make the Transformative Education course effective, there should be a strong focus on pedagogical skills and teaching methods in pre-service teacher programmes more broadly. Future teachers need to reinvent themselves and become agents of change. They also need to be able to design and implement curriculum and assessment strategies that reflect the principles and goals of Transformative Education. These pedagogical skills may differ from the traditional approaches and methods used by departments of education in the specialized pedagogy and curriculum courses offered to future teachers in their current study plans.

The Transformative Education course should support future teachers in understanding the principles of critical pedagogy, dialogical learning, participatory and experiential learning methods, and studentcentred, inclusive classroom practices. This requires teachers be able to identify opportunities to integrate Transformative Education into different subjects and topics (e.g. history, literature, science, philosophy, civic education, religious studies) and adapt their teaching methods to meet the diverse needs and interests of their students. The Transformative Education course may therefore also be a way to enhance teaching techniques so they are better adapted to the needs of our world today.

Achieving these goals requires developing teachers' skills in designing learning experiences that encourage students to engage in critical reflection and analysis of the world around them and empower them to become agents of change in their communities and global citizens. For example, in a history class, a teacher could use critical analysis and dialogue to help students understand the roots and consequences of social injustice and oppression throughout history. In a literature class, they could use literature to promote empathy and social consciousness by analysing the representation of marginalized groups in different texts. In a language class, a teacher could use news reports to develop critical thinking and the skills needed to recognize fake news and hate speech.[18] In a science class, they could promote environmental sustainability by exploring the impact of human activity on the natural world and exploring potential solutions to environmental issues.

How can it be integrated into existing training programmes?

Departments of education in the Arab region could introduce a specific course in Transformative Education, designed specially to equip future teachers with knowledge and skills for teaching in, and addressing the needs of, contemporary societies. Alternatively, they could introduce Transformative Education topics and learning objectives in a transversal manner to existing courses that make up preservice training. In the first case, the standalone Transformative Education course could either be mandatory or optional, depending on the country context and the extent to which Transformative Education elements are already mainstreamed in other pre-service training courses.

What should the title of the course be?

The title of the course in Transformative Education should be chosen based on the terminology that best reflects the Transformative Education objectives in the socio-economic and cultural context of the country in which it is developed. The title should summarize or refer to each of the following concepts, at minimum:

i. Respect for diversity and the planet;
ii. Solidarity;
iii. A shared sense of humanity;
iv. Holistically and equally represent the three domains of learning of Transformative Education – cognitive, socio-emotional and behavioural;
v. Social inclusion;
vi. A sustainable sense of belonging to the planet.

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More explanations about the concepts above can be found in the following UNESCO publications:

- *Global Citizenship Education: Topics and Learning Objectives* [19]
- *Education for Sustainable Development Goals: Learning Objectives* [20]
- *Global Citizenship Education: Taking It Local* [21]

[18] For more information on fake news and hate speech, please refer to UNESCO's publications and resources related to Media and Information Literacy (MIL).

[19] https://unesdoc.unesco.org/notice?id=p3%A3%Ausmarcdef_0000232993&queryId=afcd5f8-24fdd41-eb6-9287-b737cfaaad8&posInSet=1

[20] https://unesdoc.unesco.org/ark:/48223/pf0000247444

[21] https://unesdoc.unesco.org/ark:/48223/pf0000265456?posInSet=1&queryId=f16e-7107a78f4-dc-3a55b1-e1ef3d79847

What should the course duration be?

In a semester, the duration should be around 40 to 50 contact hours (teaching time). This recommendation should be adapted based on the context specific to each Arab State and each institution. However, 3 to 4 contact hours per week are recommended. It should be noted that the duration of the course should also take into account the need for activitybased and experiential learning, which may require work outside the course teaching hours.

Which teaching modalities should be adopted?

The theoretical part of the course could potentially be taught face-to-face, online or via a combination of online and in-classroom teaching.

However, it is recommended that the course be taught in person and include field-based and projectbased activities. This recommendation is based on the fact that Transformative Education is more than just the acquisition of knowledge; it is about fostering deep-rooted changes in an individual's beliefs, values and attitudes, and assimilating these concepts via learning by doing. This process often requires personal interactions, reflections, debates and group activities that are best facilitated in face-to-face settings. Moreover, transformative learning is often a deeply personal and emotional journey. Inperson interactions help in building trust, allowing participants to open up, share their experiences, and feel empathy. This is critical for challenging and reshaping deeply held beliefs and for the personal growth that Transformative Education seeks. Whereas online and remote learning methodologies offer great flexibility and accessibility, the nature of Transformative Education, especially in the context of teacher preparation in the Arab region, requires the depth, authenticity, and richness that only in-person learning and field-based and project-based activities can provide. This approach ensures that prospective teachers are not just well-informed but also experienced, adaptable, and deeply connected to their local educational ecosystems.

Ideas of 'learning by doing' activities that can nurture course development can be found in the document *Promoting Global Citizenship Education in Arab Universities: Proposals for Action*[22]

What content should be included?

The Transformative Education course should focus on providing students with a foundation in the principles, strategies, and best practices of Transformative Education, as well as opportunities to apply this knowledge in their future teaching. There are therefore key topics that should be included that reflect the topics and learning objectives of ESD and GCED.

The content below is a sample list of what experts judge to be essential topics for a Transformative Education course in order to address the twofold objective given above.

Examples of how these topics can be contextualized are provided at the following link:
https://www.unesco.org/en/articles/transformative-education-teacher-pre-service-training

22 https://unesdoc.unesco.org/ark:/48223/pf0000381929/PDF/381929eng.pdf.multi

Part 1 Understanding and integrating Transformative Education

Objective: Helping students understand and adhere to the concepts of Transformative Education; helping them to acquire the related skills and become global citizens concerned with sustainable development and human rights.

Concepts:

- The concept of Transformative Education: what it means, why it is important, and how it differs from traditional forms of education.
- Principles of Transformative Education: key concepts of Transformative Education, including critical thinking, problem-solving, social justice, and student-centred learning, based on GCED and ESD topics and learning objectives.
- Global interconnectedness: Exploring issues related to globalization, economic interdependence, and cultural exchange.
- Sustainable development and the SDGs: the SDGs and their relevance to Transformative Education, including the role of education in achieving the SDGs.
- Global governance: understanding of global governance systems and institutions, such as the United Nations, the Arab League, the African Union, and other relevant regional organizations, and understanding the role that citizens can play in shaping global policies and practices.
- Social justice and equity: examining the role of social justice and equity in Transformative Education, and exploring how they can be promoted in the classroom.
- Critical thinking, analysis, and the concepts and importance of facts and science: elements to be able to analyse and decrypt information, particularly online, to recognize fake news, and to reject hate speech, in a context where trolls and artificial intelligence represent a new threat to the distinction between facts and science on the one hand and fake or distorted information and conspiracy theories on the other.

Part 2 Pedagogy to teach Transformative Education

Objective: Provide students with the needed skills and tools to effectively teach Transformative Education every day, in every subject, through innovative teaching modalities that foster creativity, critical thinking and empathy through each of Transformative Education's domains of learning.

Concepts:

- Transformative leadership: examining the role of transformative leadership in creating safe and supportive educational environments that promote Transformative Education.
- Strategies and pedagogies for transformative teaching: exploring a range of strategies and techniques that can be used to facilitate transformative teaching and learning.
- Evaluation and assessment: examining how Transformative Education can be evaluated and assessed through formative and summative assessments, including the use of qualitative and quantitative methods.
- Case studies and best practices: showcasing case studies and best practices of Transformative Education in action, highlighting successful examples from the Arab world and beyond.
- Capstone project: the final product of the course, providing students with an opportunity to apply the principles and strategies of Transformative Education in a real-world context, such as developing a curriculum, designing a project, conducting a research study, or going on study visits and partaking in international exchange with other student-teachers worldwide.

Who should deliver it?

The complexity of the course topics requires a multidisciplinary approach that may exceed the capacities of the experts that traditionally deliver courses on civic education. For example, whereas a lawyer or an economist may have valuable insights to contribute to the general sections related to country systems and global governance, it is unlikely that they would be able to satisfactorily cover the behavioural and socio-emotional domains of learning, which are essential to achieving the course's goals.

For these reasons, experts recommend that the course be taught by an educator with a background in social and human sciences, such as sociology, anthropology or philosophy. Other educators within departments of education and psychology who teach and conduct research in these areas could also play a role in teaching the Transformative Education course after receiving some training in Transformative Education and related topics and concepts.

Experts in pedagogy in the departments of education should also be actively involved to identify relevant teaching techniques that fully address the need to effectively mainstream the behavioural and the socio-emotional domains of learning, notably to develop the second section of the course content detailed above.

Transformative Education requires a deep understanding of the principles and practices involved in creating learning environments that foster critical thinking, reflection and social change. It may be valuable to invite guest speakers from other fields to share their perspectives and insights with students as part of the course, as this can help to broaden their understanding of the connections between Transformative Education and other areas of study or practice.

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unesco

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Including Transformative Education in pre-service teacher training

A guide for universities and teacher training institutions in the Arab region

Transformative Education (TE), which includes concepts such as Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), is an essential approach to provide learners with the tools to act for more just, peaceful and sustainable societies.

Between 2021 and 2023, the experts of the UNESCO Arab Transformative Education Network identified the creation of a course on Transformative Education for teachers' pre-service training as a key step to (i) provide teachers with the needed skills to promote Transformative Education as part of the national curriculum as well as though their daily teaching practices, and (ii) to support the reform of pedagogies more broadly, by making them more interactive and focused on critical thinking, and thus positively contributing to improving learners' overall learning outcomes.

This guidance document is addressed to all entities in charge of pre-service teacher training (e.g. departments of education within higher education institutions and teacher training institutions) in the Arab region interested in including Transformative Education as part of their programmes.

The guidance document particularly supports faculty deans and academia in defining the scope and the key parameters to consider while developing a course on Transformative Education, including defining course objectives, format, content, and pedagogy, as well as choosing the right facilitator(s) to deliver the course.

The document also provides useful references to other guides and tools which can further support the reflections around Transformative Education and how it can be concretely applied and promoted at the higher education level.

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4 QUALITY EDUCATION

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