



Inaugural Meeting of the Global Citizenship **ED**ucation Actors' Platform

Final Report

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Inaugural Meeting of the GCED Actors' Platform

Final Report

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List of Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
ECOWAS	Economic Community of West African States
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
MIL	Media and Information Literacy
PVE	Prevention of Violent Extremism
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization

Inaugural Meeting of the GCED Actors' Platform

Solidifying Global Action for
Global Citizenship Education

2 September 2019

Seoul, Republic of Korea

Back-to-back with the

Fourth International Conference on GCED

Background

Taking stock of the outcomes of the “Technical Consultation Meeting on the GCED Network” in September 2018, the present **Inaugural Meeting of the GCED Actors Platform** brought together regional coordinators and key partners working on GCED and provided space for Regional GCED Networks¹ to discuss ways to coordinate activities and promote synergies. Co-convened by UNESCO Headquarters and APCEIU, the GCED Actors' Platform aimed to foster partnerships among like-minded organizations towards contributing to the integration of global citizenship in education systems worldwide and to reflect GCED's centrality to Education 2030 and the UN Sustainable Development Goals.

The Inaugural Meeting of the GCED Actors' Platform was held on 2 September 2019 in Seoul, Republic of Korea, back-to-back with the 4th International Conference on GCED (3 - 4 September 2019, Seoul). Outcomes of the Inaugural Meeting of the GCED Actors' Platform became the basis for comprehensive discussions among Conference participants to

identify networking strategies for GCED. This global platform will be an annual event, organized periodically to form strategies on specific thematic areas within GCED implementation. The strategies will serve as reference points for joint initiatives of the Regional GCED Networks, and as a collective output of the GCED Actors' Platform.

Objectives of the Meeting

- Establish the GCED Actors' Platform among organizations and stakeholders working on GCED
- Share developments and experiences in implementing GCED, particularly in the field of capacity-building of teachers in formal, non-formal and informal education sectors
- Review and update the status of regional priorities and progress for GCED
- Develop recommendations for the global and regional GCED partnership strategies

Participants

Regional coordinators and representatives from partner organization were invited to this meeting. The participants presented key outcomes and future plans in the area of GCED Capacity-Building of Teachers/Educators, in line with regional priorities and action plans.

Venue of the Meeting

Goguryeo Room (5th Floor), Seoul Dragon City Hotel, Seoul, Republic of Korea

¹ Regional GCED Networks include: Asia-Pacific, Arab States, Europe and North America, Latin America and the Caribbean, and Sub-Saharan Africa

Opening

Through the initiative of UNESCO Headquarters and APCEIU, the Inaugural Meeting of GCED Actors' Platform was held on 2 September 2019 at Goguryeo Room, Seoul Dragon City Hotel in Seoul, Republic of Korea. The meeting was organized to be able to convene key stakeholders from Regional GCED Networks to develop strategies that will address the challenges surrounding GCED implementation, and to leverage the partnership that had been fostered.

The programme was inaugurated by Mr. Hyun Mook Lim, Director of APCEIU. Mr. Lim welcomed all the participants and expressed his hope for a fruitful discussion in which everyone can pool ideas into, get inspiration from, and share motivations. He set the stage by explaining the priorities of the platform meeting—ABC, i.e. to **A**ccelerate GCED implementation by obtaining innovative ideas and lessons from other regions, **B**ridge partners, and build **C**ommunities. He expressed his gratefulness to UNESCO for their support and partnership, and to all the participants who took time to be a part of this annual event.

Ms. Lydia Ruprecht, GCED Team Leader and Programme Specialist from UNESCO HQ, further gave encouragement to the participants by reminding them of the hopes she has for the meeting—that is, to impart information, test new ideas, and initiate inter-regional activities that will keep everyone moving together towards the same direction. Citing the theme of the platform meeting, GCED Capacity Building for Teachers, Ms. Ruprecht claimed that studies suggest that there are insufficient teacher training programmes following the guiding principles 1974 recommendation, of the Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. Thus, from there, she reiterated the essence of the Actors' Platform meeting, and called for measures to solve the said issue.

The participants, including representatives of key partner organization from global and regional GCED Networks, then proceeded with the programme as per run down by the moderator, Ms. Anna Chung, Head of Office of External Relations at APCEIU.



Participants of the Inaugural Meeting of the GCED Actors' Platform (2 September 2019, Seoul, Republic of Korea)

Introductory Presentations

A. GCED Updates (UNESCO Headquarters)



Ms. Ruprecht gave an overview of the recently concluded 2019 UNESCO Forum on Education for Sustainable Development and Global Citizenship held in Hanoi in July 2019, which

focused on learning and teaching for peaceful and sustainable societies from early childhood to primary and secondary education. The forum served as a platform where a study, conducted by UNESCO, on ESD and GCED in 10 countries was further explored—giving light to the extent the 3 dimensions of learning—cognitive, social and emotional and behavioral learning—are prioritized in GCED learning. The forum was a particular moment for several reasons—for the first time, it matched ESD and GCED thinking and allowed for a joint initiative, and it also brought immense thoughts on trends surrounding country-to-country nuances relative to their learning emphasis and educational systems. Despite the said study's limitations, conclusion suggests that a new approach to learning at each dimension is a must. GCED must be implemented across subject matter rather than being enclosed as a single subject. Furthermore, it was concluded that it is important to consistently dwell on respective resources and learnings from different communities as those will give educators various takes on different worldviews. Citing some technical challenges, Ms. Ruprecht

mentioned having a curriculum merely based on subject, challenge of working with communities, and the long-debated surge of nationalism. To solve these issues, she forwarded ideas of connecting global issues with local issues to empower learners, promoting social cohesion, and including minority groups in the dialogues.

B. Introduction of the GCED Actors' Platform and Networking Initiatives (APCEIU)



After a quick look at the issues surrounding GCED learning, Mr. Rigo Banta, Assistant Programme Specialist in the Office of External Relations of APCEIU, complemented

the presentation by tackling the efforts by APCEIU currently on-going, the goals of the GCED Actors' Platform, and the immense importance of maintaining the networks. APCEIU has been playing a huge role in bringing GCED to the limelight—namely, Technical Consultation on GCED held in 2013, UNESCO Forums on GCED in 2013 and 2015, Global EFA Meeting in 2014, and World Education Forum in 2015. On top of these, APCEIU has invited at least 2,500 teachers and educators from 75 countries for capacity building programmes, printed at least 30 publications in print and online, and tapped on more than 2,000 participants during their awareness raising

programmes since 2015. Through a glimpse of the previous programmes, Mr. Banta hoped to share a few learnings, including 1) that each initiative could not have been possible without the technical and financial support from other groups dealing with GCED, 2) that working alone might lead to duplication of efforts, lesser impact, and thus forfeiting the benefits initially aimed by a certain programme, and 3) that there should be a greater call to form strong networks which will serve as a platform for sharing experiences, exploring synergies and collaboration, and creating mutually beneficial community of practice.

In relation to the third point, looking into the future of a GCED network to be reflected through the GCED Actors' Platform, the proposed goals are the ABC (Accelerator, Bridge, and Community), as previously cited by Dr. Lim. To reiterate, the network would serve as an accelerator of GCED by raising its impact towards the achievement of SDG 4.7 goals. The network will be a bridge connecting different institutions and organizations who are GCED actors and will aid in forming an epistemic community and a community of practice. With the proposed two components, GCED Actors' Platform and Regional GCED Networks, the network will work on supporting and promoting the mainstreaming of ideals and concepts of GCED by activating increased stakeholder participation and ownership on GCED in all levels of education and learning. There is also a suggestion to design financing strategies for the Platform and its Actors.

To set the mood of the following presentations and discussions, Mr. Banta started off with the following:

Proposal for Future Activities aligned with the GCED Actors' Platform:

Annual gathering of the GCED Actors' Platform with the Regional Coordinators and Key Partners at major education conferences, particularly the International Conference on GCED based on an annual theme, co-convened by UNESCO Headquarters and APCEIU

Implementation of follow-up activity/ies based on the outcomes of the annual gathering of the GCED Actors' Platform

Development of a communications/advocacy strategy

There was a further proposal for an annual theme, starting with this year's GCED capacity-building of teachers/educators. For 2020, it is proposed to be GCED research and policy development, and GCED advocacy and awareness raising for 2021. Towards the end of his presentation, Mr. Banta displayed the list of collaborative initiatives APCEIU has with the regional GCED networks² and expressed that the vision of the GCED Actors' Platform is to spark further partnerships between individual GCED-implementing institutions and organizations. With these, the programme proceeded with the three sessions: Updates from Regional GCED Networks, sharing lessons on GCED-capacity building of teachers/educators, and group discussion and presentation of results.

² List can be seen in the Annex.

Session 1:

Regional GCED Network Updates

Each Regional GCED Network was given three major points of discussion prior to meeting in Seoul. The questions assigned by APCEIU served as the backbone of the regional networks' presentations. Through the moderation of Ms. Anna Chung, the questions, reflected below, were thoroughly discussed:

- 1) Current Status of the Regional GCED Network, with the following content:
 - Regional GCED Priority Areas as identified in the launching meeting of the Regional GCED Network
 - 4-5 Key Regional Actors and their activities on GCED, particularly on capacity building of teachers/educators
 - Current activities of the Regional GCED Network
- 2) What are the remaining challenges in facilitating the Regional GCED Network, and what are the potential strategies to address them?
- 3) What are the future plans and/or next steps for the Regional GCED Network?

Sub-Saharan Africa Regional Network



Ms. Julia Heiss, Programme Specialist of UNESCO Harare Office, presented the regional status of Sub-Saharan Africa in terms of GCED implementation based on

the format given to them prior to the meeting. Most of the activities presented below refer to the South African region.

Current initiatives:

- A study commissioned to further understand the extent of GCED implementation
 - Preliminary results showed that only 3 (Botswana, South Africa, and Zimbabwe) out of 9 countries showed extensive inclusion of GCED
 - Most countries showed a national focus on citizenship education
- Involvement in ESD development in Namibia
- Teacher Education for Sustainable Development
 - Targets teacher educators dealing with sustainable development

- Aims to respond to regional sustainable development concerns and opportunities, the Africa 2063 Agenda, and to SDGs.
- Support of Burkina Faso, Mali, Niger and Senegal in building capacities of teachers on the transformative pedagogy to build resilience and peacebuilding among learners and communities (West Africa)
- Web platform on Living Together (West Africa)

Challenges:

- Bringing GCED in the informal sector of education
 - Deemed to be very important because of the huge youth makeup of the population of the region and the mobilizations they have been involved with
 - UNESCO Harare Office's lack of focus in this sector

Future plans:

- National Liberation Movements Heritage Programme (in partnership with South African Research and Document Center South African Research and Document Center)



Participants of the 2017 Sub-Saharan Africa Regional GCED Network Meeting (6-7 April 2017, Johannesburg, South Africa)

- Will attempt to communicate the diverse experiences of the liberation struggle in the SADC region to address current problems of discrimination and prejudice and xenophobia as well as to promote tolerance, unity and social cohesion
- Will aim to engage youth who have grown to become unaware of the history of apartheid
- will try to revive that historical knowledge and momentum, making it accessible to young people
- Sub-regional meeting to develop a regional framework for the implementation of GCED into the class and non-formal settings in refugee hosting areas in September 2019 (Eastern Africa)
- Scaling up of GCED curricula and training materials to include schools from the refugee settlement camps in Uganda (Eastern Africa)
- Follow up of the 2015 GCED: ECOWAS dealing with the country-drafted national action plans to integrate GCED in education policies organized by UNESCO Dakar Office (West Africa)
- Global Citizenship education through teachers: GCED networking meeting in Southern Africa 28-29 October 2019 in Johannesburg
 - Focus on GCED in teacher education and combatting xenophobia
 - To expand networking

Asia-Pacific Regional GCED Network



Head of Executive Office & Regional Programme Coordinator of UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok Office), Ms. Jun Morohashi

shared the current initiatives, challenges, and future action plans of the region. Below is a summary.

Current initiatives:

- Governance of a network composed of members from 15 member states, including a wide range of actors—government authorities, regional organizations, universities, researchers, Category 2 Centres, etc. UNESCO Field Offices in the region are closely associated
- Steering more effort to raise awareness to elicit political will on the role of SDG 4.7 in achieving other targets of SDG 4 and all SDGs
- Furthering research on the classification of GCED competencies
- Making advocacy materials to support a better understanding of GCED more in local and national contexts, which would help improving teaching and learning. In this connection a survey “Taking it Local in Asia-Pacific” was implemented
- As an illustration of UNESCO Bangkok Office's support for teachers capacity development, the project “Learning for Empathy: Teacher Exchange and Support Programme” is being implemented by UNESCO in cooperation with Bangladesh,

Indonesia, Pakistan and Japan mobilizing secondary level teachers from public schools and madrassas (funded by Government of Japan)

Challenges:

- While GCED seems to have gain substantial interest, there are still confusion about the definition and scope, as well as concerns about overloading the curriculum and teachers' workload. Similarly, assessment of values, attitudes and mindset change requires different methodologies. Training teachers to use new pedagogies and assessment tools will require longer-term planning and implementation.
- Difficulty of coordinating activities among member states as the contexts always differ
- The below chart summarizes the challenges of and mitigation suggestions for the Asia-Pacific Regional GCED Network:

Challenges	Mitigation
Lack of financial and human resources	<ul style="list-style-type: none"> • Human resources: UNESCO trainees/ secondments from partner institutions • Each institution should mobilize its own sources and invite others to join the initiatives as much as possible • Joint resource mobilization and visibility efforts (in the future) • More use of ICT (eg. webinars)
Limited opportunities for actual collaboration	<ul style="list-style-type: none"> • Build upon the existing strengths (eg. networks, progress achieved at the national/ local/institutional level) • At least document individual initiatives as inputs to the efforts of the network
Communication (internal and public)	<ul style="list-style-type: none"> • Online community for easy/instant exchange • Closer collaboration with the Clearing House



Participants of and deliberations during the 2018 Asia-Pacific Regional GCED Network Meeting (3-4 May 2018, Jakarta, Indonesia)

Future plans:

- Establishment of an evidence-based approach to GCED
- Research on assessment approaches/tools to ensure a strong alignment between curriculum pedagogy and outcome
- Utilization of online webinars to widen audience
- Further understanding of contributors to success of extracurricular activities
- Share a common calendar of events among all members (utilizing social networking sites, such as Facebook)
- Discussion of possible ways to contributing to the global level SDG 4.7 implementation and monitoring led by UNESCO Headquarters and UNESCO Institute of Statistics
- Discussion on how to incorporate to UNESCO's 40C/5 in order to receive adequate funding
- More work will be needed to increase understanding about GCED, to improve teaching practices and to measure the learning more appropriately, both broadly and in-depth. A combination of regional-level research supported by focused national-level activities to test out the research findings may be useful.
- Revisiting the existing pre-service & in-service training curricula
- More workshops for teachers, teacher exchange programmes, ASPnet schools, etc.

Arab States Regional GCED Network



Mr. Hegazi Ibrahim, Basic Education Programme Specialist from UNESCO Beirut Office, gave a follow-up on the presentation on the Arab States Regional GCED Network

he did a year ago during the Technical Meeting Consultation on GCED Network in 2018.

Current initiatives:

- Publication and online resources
 - Translation of video contents of GCED online courses into Arabic to reflect the regional context in close cooperation with APCEIU and regional GCED partners
 - Establishment of an Memorandum of Understanding with Dubai Police for the development of a teacher's guide on Tolerance Education and for teacher trainings in order to scale up the GCED activities in the Arab States.
- Mainstreamed GCED in teaching practices and curriculum development
 - Training Curricula developers in Syria on mainstreaming GCED into school textbooks
 - Training School of Education on mainstreaming GCED in teacher preparation Curricula - Lebanon

- Training youth on Mediation
 - Held in Lebanon, Sudan, Egypt, and Jordan with 800 participants
- Worked with religious groups
 - Printing the 'Peace-building and Reshaping Religious Discourse' with support of religious group from Egypt and King Abdulaziz Centre for National Dialogue, Saudi Arabia

Challenges:

- Mobilizing the youth, building capacity to shape skills in negotiating
- Sovereignty over the curriculum development/ reform in countries
 - Mr. Ibrahim reminded everyone to avoid sticking too much with the curriculum; be flexible
- Reluctance of School of Education in historical/ national universities in mainstreaming GCED in teaching-learning contents

- Lack of continuous and persistent support to accompany with stakeholders sustainably

Future plans:

- Development of online course with GCED, coupled with its translation and Arabization
- Reaching more people, for instance, through online platforms
- Regional conference on GCED: from theory to practice in Saudi Arabia



Deliberations during the 2018 Arab States Regional GCED Network Meeting (13-14 October 2017, Luxor, Egypt)

Latin America and the Caribbean Regional GCED Network



Ms. Romina Kasman, Programme Specialist and Regional Coordinator for UNESCO Santiago, made a presentation on the ongoing initiatives,

challenges that went with the previous projects, and future plans experienced by the Latin America and the Caribbean Regional GCED Network. She started off by emphasizing the importance of GCED in their region being that GCED is the key to comprehending structural issues and widening cultural understanding. Ms. Kasman reiterated, as well, the growing diversity of their network—being composed of social activists, social and community leaders, researchers and policy makers making up the 30 members from 16 countries in the region.

Current initiatives:

- Working on to realize GCED on a much higher level to interact with the SDG 4.7
 - In the process, the region has realized how GCED goes hand in hand with human rights education, gender equality issues, and cultural diversity education
 - Realization of how formal and nonformal education are complementary in maximizing GCED
- Wayna game made by Fundacion Semilla
- Training of teachers and educators by America Solidaria
- In-service and continuous professional development training by the Ministry of Education Colombia
 - Focused on creating school environment for peace and living together
- Various study done on GCED implementation
 - Commissioned by UNESCO Santiago Office
 - Preliminary results showed that 90% to 95% of the content of in-service teacher training courses consist of theoretical knowledge; 5% to 10 %



Participants of the 2017 Latin America and the Caribbean Regional GCED Network Meeting (23-24 October 2017, Santiago, Chile)

- is dedicated to the training in pedagogic and didactic approaches
- Working with 7 national teacher training institutions from Aruba, Cuba and the Dominican Republic to deliver initial and in-service training that integrates MIL and other themes framed under target 4.7
- Development of a teachers' guide on the educational attention paid to boys, girls and adolescents in violent learning environments
- UNESCO San Jose Office: integration of GCED within formal pre-service teacher offer of the Faculty of Education of the University of Costa Rica
- Implementation of an in-service teacher training GCED workshop in collaboration with APCEIU

Challenges:

- Limited capacity to manage the network (human, institutional and financial resources), and to motivate and commit network members
- Caribbean institutions' continued excluded from the network

Future plans:

- Promotion of the participation of network members in new initiatives undertaken by UNESCO Santiago Office
- Project funded by AECID for the development of a "Regional Framework on the Teaching and Learning Objectives" on GCED and ESD
- Development of a Regional Initiative on target 4.7: Mapping of policies and programmes by governmental agencies, and mapping of practices and recommendations for GCED implementation in non-formal education.

- Fostering the use of arts, culture and sports to promote GCED and in particular, transformative engagement and participation among youth.
- Creation of guidelines for schools to integrate GCED in their institutional projects and to evaluate its implementation
- Identification of the role of the network considering other existing spaces and mechanisms
- Expansion of the membership to include relevant stakeholders considering the themes that will be addressed in 2020 and ahead
- Continued dialogue with network members, supporting their initiatives and working together towards the creation of new ones in light of 'horizontal cooperation', where the value of collaboration among the participants of the network is placed higher than the network itself (i.e. games, and youth participation, Technical assistance Project for Colombia on socio-emotional competencies)



Europe and North America Regional GCED Network

The presentation for the Europe and North America Regional GCED Network was presented by Mr. Rigo Banta from APCEIU. Through the concluded Europe and North America Regional GCED Network Meeting in Lisbon in 2018, below were the insights shared with the participants.

Current initiatives:

- Capacity building initiatives not only for trainers but for youth as well, online and offline by North-South Centre of the Council of Europe
- Connecting stakeholders to more international arenas through activities including addressing teacher concerns (Centre for International Cooperation in Italy)
- Formation of a steering group which will be a venue for sharing information, continuing dialogue on the extent of our work, purpose of network, and understanding GCED policy and practices

Challenges:

- Lack of systematic mechanism to connect different organizations and local institutions, which will be addressed in the joint project of the network to be launched in a workplanning meeting on 9 October 2019 in Montreal, Canada, at the sides of the 2019 AFS Global Conference.



Participants of and deliberations during the 2018 Europe and North America Regional GCED Network Meeting (21-22 November 2018, Lisbon, Portugal)

GCED Youth Network



Mr. Diego Manrique, GCED Youth Network Core Group Member, was given ample time on stage to introduce the creation, structure, and impacts of their organization

which is an independent youth-led international structure created in 2016 with the support of APCEIU. It is the aim of the Network to promote active and meaningful participation of youth on the advancement of GCED on a global scale. Mr. Manrique repeatedly emphasized the importance of their structure of the Network having a horizontal form of partnership which paves the way for stronger collaboration. However, in terms of membership, they maintain three tiers: core team made up of 8 members working on the main activities, active members who are mostly composed of about 250 alumni members of previous programmes; and supporter members who are mostly involved with information sharing and dissemination.

As the structure is still in its early stages, it also inevitably has to deal with challenges including funding which is tried to be mitigated by maximizing individual, local and regional networks of participants of a certain programme. This works well given that the primary aim of the organization is to mainstream GCED in non-formal education system. Additionally, the organization tries to pool from the human resources that have been formed through the previous workshops. Making ends meet, the organization's efforts on GCED are achieved through dwelling in volunteering by other local organizations from the civil societies they have engaged with in the past. To reach a wider audience, they also utilize modern technology by putting up online campaigns for their upcoming projects. Lastly, by acting as a branch, connecting various stakeholders in the field of GCED. Mr. Manrique, on behalf of their organization, expressed his immense gratefulness to the network that APCEIU mediates and has become a huge aid to their efforts. Mr Manrique highlighted that the regional focal points of the GCED Youth Network can be linked with the Regional GCED Networks to provide input and diversity in the activities of the networks.



Members of the GCED Youth Network and Participants of the 5th Youth Leadership Workshop on GCED (3-9 June 2019, Seoul, Republic of Korea)

Session 2:

Sharing of Lessons on GCED

Capacity-Building of Teachers/Educators

Following the theme of the GCED Actors' Platform, the second session, facilitated by Mr. Rigo Banta, was dedicated to imparting success stories of capacity-building initiatives for teachers, and sharing suggestions on strengthening GCED implementation which may serve as inspiration for other partners and regional GCED networks. The following were the guided questions given to the presenters:

- 1) Share 2-3 GCED Capacity-Building of Teachers/Educators activities/initiatives implemented or participated by your organization, explaining what partnerships transpired on its implementation
- 2) What were the success factors and improvement areas for the said activities?
- 3) What do you think should be the priority action areas to strengthen Teacher Capacity-Building on GCED in your country or region?

Europe and North America



Lynette Schultz



Luisa Pereira



Rilli Lappalainen

Ms. Lynette Shultz, Member of the Education Sectoral Commission of the Canadian National Commission for UNESCO and Professor from the University of Alberta in Canada, opened the discussion on the initiatives they have been doing in their part of the region. Followed by Ms. Luisa Pereira, the

Director of Global Education Network Europe, and then Mr. Rilli Lappalainen, Chair of the Steering Group of Bridge 47 Network. Below is the summary of their presentations.

Initiatives	
Canadian National Commission for UNESCO	<ul style="list-style-type: none"> GCED implementation through UNESCO associated schools' network Initiatives done through ongoing connections, assistance, supports for schools to be involved on the policy level Action research with teachers Bringing together community members and work on education ministries to do research Establishment of an undergraduate certificate in global citizenship online education works and research
Global Education Network Europe	<ul style="list-style-type: none"> Strengthen global education policy and practice in Europe by bringing together policymakers to increase and improve GE Workshops dealing with teacher education
Bridge 47 Network	<ul style="list-style-type: none"> Transformative Learning Journey (10-month intensive training of educators)
Success Factors	
Canadian National Commission for UNESCO	<ul style="list-style-type: none"> Good relationship formed over time Collaboration with various stakeholders Strong teacher education programme
Global Education Network Europe	
Bridge 47 Network	<ul style="list-style-type: none"> Good networking
Improvement Areas	
Canadian National Commission for UNESCO	<ul style="list-style-type: none"> Fostering strong collaboration
Global Education Network Europe	<ul style="list-style-type: none"> Creation of networks with likeminded people Partnering with NGOs – drivers of change Institutions' recognition of the tools and materials they need Ample time for teachers to reflect on what they teach
Bridge 47 Network	<ul style="list-style-type: none"> Need to find new actors Dealing with private sectors who might have various needs and demands
Priority Action Areas	
Canadian National Commission for UNESCO	<ul style="list-style-type: none"> Global Citizenship Equity and Advocacy Energy Futures/ Beyond Petrocultures
Global Education Network Europe	<ul style="list-style-type: none"> Transformative, critical pedagogies Social justice approach over charity approach ESD and GCED collaboration
Bridge 47 Network	<ul style="list-style-type: none"> Focus on the European state facing refugee issues Focus on lifelong learning Focus on non-formal / informal education

Latin America and the Caribbean



Camila Ponce



Marcela Browne

Ms. Camila Ponce, Director of America Solidaria, shared an insightful presentation on the Latin America and the Caribbean region. The information presented was then supplemented by Ms. Marcela Bro Education Coordinator at Fundacion SES located in Argentina. Below is the summary of their discussions on their current projects and their future plans.

Initiatives	
America Solidaria	<ul style="list-style-type: none"> Formal and non-formal campaigns to assist local organizations' projects Building of bridges between formal and non-formal education approach. Sometimes
Fundacion SES	<ul style="list-style-type: none"> Supporting each community project Peer-to-peer training
Success Factors	
America Solidaria	<ul style="list-style-type: none"> Empowering the youth to act and identify innovative projects Forming learning projects for the youth
Fundacion SES	<ul style="list-style-type: none"> International partnerships Strong networking with teachers and students
Improvement Areas	
America Solidaria	<ul style="list-style-type: none"> More focus on creating learning experiences rather than cognitive activities; combining theoretical and practical knowledge
Fundacion SES	<ul style="list-style-type: none"> Working well with diversity (considering the political makeup of Argentina)
Priority Action Areas	
America Solidaria	<ul style="list-style-type: none"> Youth empowerment
Fundacion SES	<ul style="list-style-type: none"> Integration of GCED in students' everyday lives Working with teachers to share resources GCED implementation as public policy in partnership with civil society and networking Forwarding the financing of public policies

Arab States



Khalaf Al'Abri



Ibrahim Zayid Asiri

Mr. Khalaf Al'Abri, Assistant Professor and Head of Quality Assurance & Academic Accreditation Unit, Sultan Qaboos University in Oman, imparted his two cents on the initiatives of their university as part of the GCED implementation. Afterward Mr. Ibrahim Zayid Asiri, Deputy Director General in the King Abdulaziz Center for National Dialogue located in Saudi Arabia, further explained current projects and suggestions for future reference.

Initiatives	
Sultan Qaboos University	<ul style="list-style-type: none"> First GCED workshop in Oman Introduction of GCED into schools Matrix of good practices Capacity building programmes within the UNESCO offices Establishment of department of citizenship and citizenship of education
King Abdulaziz Center for National Dialogue	<ul style="list-style-type: none"> Cultural discourse meetings Dialogue trainings involving families, schools, students Establishment of public opinion polls which is one of a kind in Saudi Arabia which supports the government in their decisions Building bridges between communities and the government 'Tibyan' programme aimed at preventing extremism
Success Factors	
Sultan Qaboos University	<ul style="list-style-type: none"> Formal bodies that support the programmes Existing governmental policies that guide teaching and learning (Oman National Commission for UNESCO, Sultan Qaboos University College of Education, Specialized Center for Professional training)
King Abdulaziz Center for National Dialogue	<ul style="list-style-type: none"> Consistent funding by the government Continuous dialogue to resolve conflicts Ability to reach wide range of participants Stable financial resources Having a "margin of freedom" Workstations used as platform for generating ideas The Vision of the leadership The belief in the importance of GCED The different organizations Equipping Omani Teachers with 21 century Skills Achieving SDGs
Improvement Areas	
Sultan Qaboos University	<ul style="list-style-type: none"> Utilization of GCED in a thorough understanding of the regional social issues Equipping Omani teachers with 21st century skills Dealing with financial issues Training of governorates in the capital city Efficient communication of the need for GCED
King Abdulaziz Center for National Dialogue	<ul style="list-style-type: none"> More focus on youth and violence Collaboration with UNESCO and APCEIU Specialized themes on GCED Engaging other College of Education Supporting Schools and Individual teachers' initiatives Mobilizing funding
Priority Action Areas	
Sultan Qaboos University	<ul style="list-style-type: none"> Focus on Oman Vision 2040 Diversity, tolerance, acceptance of others and living in peace
King Abdulaziz Center for National Dialogue	<ul style="list-style-type: none"> Mitigation of violence Youth GCED beyond formal schools

Asia-Pacific



Bert Tuga



Makoto Kobayashi

Mr. Bert Tuga, Vice President and Associate Professor at Philippine Normal University, opened the discussion on issues surrounding Asia and the Pacific. From Tamagawa University in Japan, Mr. Makoto Kobayashi, gave a wider perspective of the region through a brief yet precise presentation of the projects and suggestions for collaboration.

Initiatives	
Philippine Normal University	<ul style="list-style-type: none"> • GCED roadshow: Seminar-Workshop on Whole School Approach to Global Citizenship Education • Training of Trainers on Whole School Approach to GCED
Tamagawa University	<ul style="list-style-type: none"> • Teacher training through ASPNet • Teacher Education Programme • Development of a GCED Teacher Guidebook
Success Factors	
Philippine Normal University	<ul style="list-style-type: none"> • Being an experienced university in the field of education • Wide involvement of formal education • Inter-agency partnership / Local & Institutional Partnerships / National & International Partnerships • Drawing on a ready established school acceptance, increased awareness and interest on GCED
Tamagawa University	<ul style="list-style-type: none"> • Drawing on existing ASP Network, was able to reach wider audience • Effective collaboration with ASPnet and the regional community • Good grasp of GCED's importance among schoolteachers • Understanding of the schools' needs
Improvement Areas	
Philippine Normal University	<ul style="list-style-type: none"> • Maximizing professionals to conduct trainings in various regions
Tamagawa University	<ul style="list-style-type: none"> • Collaboration of GCED and ESD in the global context of sustainable development of the United Nations
Priority Action Areas	
Philippine Normal University	<ul style="list-style-type: none"> • Training in different schools • Establishment of Philippine Network for GCED • GCED National Congress/Summit for a mapping of good practices
Tamagawa University	<ul style="list-style-type: none"> • Activating of international exchange between ASPnet schools – Establishment of some regular teacher exchange programme of ASPnet in Asia-Pacific focusing on GCED • ASPNet Kanto Regional Conference • Furthering teachers' understanding of GCED/ESD • Understanding of GCED themes-“Moral Education”“Integrated Studies”and “Citizenship”

Sub-Saharan Africa



Dylan Wray



Jane Nyaga

Mr. Dylan Wray, Executive Director of Shikaya, which started in South Africa, gave an inspiration to the participants through his elaboration of their organization's first-hand experiences. Ms. Jane Nyaga, Assistant Director in Kenya Institute of Curriculum Development, offered a broader perspective on GCED and curriculum development in Kenya.

Initiatives	
Shikaya	<ul style="list-style-type: none"> • Facing History and Ourselves – advancing historical cases to learners • Workshops and online resources
Kenya Institute of Curriculum Development	<ul style="list-style-type: none"> • Kenyan curriculum reform / integration of GCED into the national curriculum taking into consideration the national, regional, and local and global aspects • Putting up of peace education policy • Expanding efforts to non-formal education • SO 10: Promotion of peace education and conflict prevention and resolution at all levels of education and for all age groups • Teacher training programs particularly through international institute for capacity building in Africa through the African union • Capacity building on Prevention of forms of violence
Success Factors	
Shikaya	<ul style="list-style-type: none"> • Adoption of international curriculum
Kenya Institute of Curriculum Development	<ul style="list-style-type: none"> • Collaboration with parents and communities who are critical • Existence of global and regional and national instruments (EFA, SDGs, Agenda 2063, Kenya vision 2030, National Education Strategic Plan)
Improvement Areas	
Shikaya	<ul style="list-style-type: none"> • Ensuring follow up with teachers • Maintained support for teachers even long after the training
Kenya Institute of Curriculum Development	<ul style="list-style-type: none"> • Transformative pedagogy that empowers students to examine critically their beliefs, values and knowledge with the goal of develop a reflective knowledge base • Integrating GCED in the national curriculum • Capacity-Building of Teachers
Priority Action Areas	
Shikaya	<ul style="list-style-type: none"> • Training educators to become aware of their personal biases • Deepening the content of GCED – creating meanings and intellectual journeys
Kenya Institute of Curriculum Development	<ul style="list-style-type: none"> • Transformative education • GCED awareness in the region • Development of a GCED mainstreaming matrix • Development of a GCED Framework / Guidelines • Development of GCED Teachers Handbooks • Capacity building • Development of assessment tools for GCED learning outcomes considering they are value-based

APCEIU



Ms. Anna Chung presented on the efforts that had been done by APCEIU. More importantly, she discussed about the lessons learned which other participants could draw motivations from.

Initiatives:

- 15 to 20 capacity-building programmes for teachers and educators at the local/national/bilateral/sub-regional/regional/inter-regional/global level on GCED
- Capacity-building programmes (e.g. UNESCO/Korea Joint Fellowship Programme)

Success Factors:

- Sustainability of the programme
- Gathering of participants from diverse background (Africa-Asia-Pacific)
- Need-based follow-up activities (e.g. resource dependent methodology->development of learning material)
- Common understanding between key partners
- Established network through the previous workshops

Improvement Areas:

- Need for monitoring mechanism
- Inability to reach to wider audiences despite existing good teaching models on GCED
- Increasing number of participating teachers every year
- Improvement of mechanisms to monitor follow-up activities

Priority Actions:

- Development of guidelines for capacity-building of teachers (e.g. what capacities are needed, teaching pedagogies)
- At the policy level, increase opportunities for professional development for teachers and school leaders
- Development of online platform covering GCED content development for curriculum (four core subjects for Grades 7-9)
- Development of online capacity-building/training platform, targeting rural educators using teachers' support systems
- Implementation of GCED at the whole-institutional/school level
- Development of resources to deliver GCED in schools and other educational spaces (practical teaching materials and resources)

UNESCO Headquarters



To close the second session, Ms. Lydia Ruprecht briefly went over the projects that UNESCO has been dealing in the past, especially in the area of capacity-building programme on the Prevention of Violent Extremism (PVE).

Initiatives:

- Capacity-Building
- Development of guidance and policy frameworks for professionals in the field of education

Success Factors:

- Ability to create space for dialogue and gather various stakeholders

Improvement Areas:

- Proper handling of diversity in a single project noting that different people have different needs

With these insights by the regional GCED networks, the session 2 closed with a very active dialogue among the participants.

Session 3:

Group Discussion and Presentation of Results

The last session, which divided the participants into four groups, was efficiently moderated by Mr. Bert Tuga. With the assistance of the rapporteurs, the groups presented their ideas on the following questions with summarized answers.

The objectives of the group discussion are as follows:

- To identify the strengths and weaknesses of organizations represented by global actors-participants in terms of GCED capacity-building of teachers and share the same with other organizations
- To stimulate collaboration and partnership among organizations to better address issues relevant to GCED capacity-building of teachers within the region and beyond

1. What are the strengths and weaknesses of your organization in terms of GCED capacity-building of teachers/educators? Choose only two (2) for your strength and two (2) for your weaknesses. Explain your answer.

Action Areas	Strengths	Weaknesses
Policy	<ul style="list-style-type: none"> • Supportive leadership and system • National support for the implementation of GCED • Direct access to government actors 	<ul style="list-style-type: none"> • Perceived threat of undermining national identity and patriotism • Financial Support for networking
Training of Educators/Teachers	<ul style="list-style-type: none"> • Strong links with in-service teach;good relationship among them • High interest of teachers in the field;high participation in activities • Openness to being innovative 	<ul style="list-style-type: none"> • Low interest for trainings among more innovative target groups • Adoption of transformative pedagogies
Research	<ul style="list-style-type: none"> • Research Capacity • Opportunities for deep learning content • Availability of in-house experts • Availability of and access to GCED Resources 	<ul style="list-style-type: none"> • Curriculum Development • Unavailability of in-house experts • Difficulty of nurturing values/soft skills
Networking and Partnership	<ul style="list-style-type: none"> • The development of ASPnet as a powerful framework 	<ul style="list-style-type: none"> • Lack of follow-up • Inability to sustain long-term cooperation



2. How do you level up/scale up your strengths to further enhance your national strategies on GCED and use them to assist/support other organizations within your country/region or beyond? Please provide at least 3 action areas/points on capacity-building of teachers/educators through collaboration/partnership.

- Support for GCED teachers
 - Toolkit
 - Connection of methods that can be used to teach the staff
- Creating a pool of trainers/resources persons
 - link institutional capacities
 - link participants' work with each other
- Peer support programme
- Volunteering/sharing experiences
- Resolve funding issues
- GCED resources
 - Spreading GCED resources to teachers
 - Translation of existing GCED resources
 - Development of supplementary materials
 - share research and resources



3. How can this GCED Actors' Platform support you/your organization to scale-up GCED Capacity-Building of Teachers/Educators?

- Convening a regular stakeholders' dialogue
- Development of supplementary GCED materials
- Sharing expertise and resources
- Peer support
- Advocacies and strategies to contribute to policy knowledge
- Create and develop guidelines for teacher professional development
- Creation of powerful joint statements on prioritizing issues
- Support to strengthen political framework
- Competence development
- Training models and methodologies/ Sustainability and teacher training/capacity-building



Closing

During the closing session, Ms. Lydia Ruprecht facilitated a reflection session of the whole day's discussions where participants afforded themselves time to reflect upon the ideas raised. It was during this period where Ms. Lynette Schultz reflected on the need to have deeper discussions, which will require more meeting time. She believed that, in order to transform established structures, educators must employ bold actions to which most participants agreed to, to some extent. Ms. Romina Kasman seconded the thought by suggesting that stakeholders must pay attention to political and cultural structures in order to address most pressing issues surrounding GCED. Towards the end, Ms. Lydia Ruprecht encouraged everyone to implement more ways to offer support to teachers who go out into the field and spread GCED. She ended with words of encouragement for everyone to impose critical measures to further forward mission and vision of GCED.

Mr. Hyun Mook Lim closed the event through his words of gratitude to everyone who made the programme possible and expressed his eagerness for follow-ups during the annual meeting next year.



Annex

Programme Overview

Monday, 2 September 2019

Time	Programme
09:00-09:30	<p>Opening and Inauguration of the GCED Actors' Platform Moderator: Anna Chung, Head, Office of External Relations, APCEIU</p> <ul style="list-style-type: none"> Remarks by Hyun Mook Lim, Director, APCEIU Remarks by Lydia Ruprecht, GCED Team Leader, UNESCO Headquarters Introduction of agenda and participants
09:30-10:00	<p>Introductory Presentations</p> <p>A. Update from UNESCO</p> <ul style="list-style-type: none"> Lydia Ruprecht, GCED Team Leader and Programme Specialist, Section for Global Citizenship and Peace Education, UNESCO HQ <p>B. What is the purpose of GCED Actors' Platform?</p> <ul style="list-style-type: none"> Rigo Banta, Assistant Programme Specialist, Office of External Relations, APCEIU
10:00-10:30	Tea/Coffee Break
10:30-12:00	<p>Session 1: Updates from Regional GCED Networks Moderator: Anna Chung, Head, Office of External Relations, APCEIU</p> <p>A. For Regional Coordinators: Regional GCED Network Updates</p> <ul style="list-style-type: none"> Sub-Saharan Africa Regional GCED Network (Julia Heiss, Programme Specialist, UNESCO Harare Office) Asia-Pacific Regional GCED Network (Jun Morohashi, Head, Executive Office and Regional Programme Coordinator, UNESCO Bangkok Office) Arab States Regional GCED Network (Hegazi Ibrahim, Basic Education Programme Specialist, UNESCO Beirut Office) Latin America and the Caribbean Regional GCED Network (Romina Kasman, Programme Specialist and Regional Programme Coordinator, UNESCO Santiago Office) Europe and North America Regional GCED Network <p>Guiding Questions</p> <ol style="list-style-type: none"> Current Status of the Regional GCED Network, with the following content: <ul style="list-style-type: none"> Regional GCED Priority Areas as identified in the launching meeting of the Regional GCED Network 4-5 Key Regional Actors and their activities on GCED, particularly on capacity-building of teachers/educators Current activities of the Regional GCED Network What are the remaining challenges in facilitating the Regional GCED Network, and what are the potential strategies to address them? What are the future plans and/or next steps for the Regional GCED Network? <p>B. Strengthening Regional GCED Networks through the GCED Youth Network</p> <ul style="list-style-type: none"> Diego Manrique, GCED Youth Network Core Group Member
12:00-13:00	Lunch (at the meeting venue)

	<p>Session 2: Sharing of Lessons on GCED Capacity-Building for Teachers/Educators Moderator: Rigo Banta, Assistant Programme Specialist, Office of External Relations, APCEIU</p> <p>1) Europe and North America</p> <ul style="list-style-type: none"> Lynette Shultz, Canada National Commission for UNESCO Education Commission Member and Professor, University of Alberta, Canada Luisa Pereira, Director, Global Education Network Europe Rilli Lappalainen, Representative/Coordinator, Bridge 47 <p>2) Latin America and the Caribbean</p> <ul style="list-style-type: none"> Camila Ponce, Director, America Solidaria Marcela Browne, Education Coordinator, Fundacion SES, Argentina <p>3) Arab States</p> <ul style="list-style-type: none"> Khalaf Al'Abri, Assistant Professor and Head of Quality Assurance & Academic Accreditation Unit, Sultan Qaboos University, Oman Ibrahim Zayid Asiri, Deputy Director General, King Abdulaziz Center for National Dialogue, Saudi Arabia <p>4) Asia-Pacific</p> <ul style="list-style-type: none"> Bert Tuga, Vice President and Professor, Philippine Normal University, Philippines Makoto Kobayashi, Professor, Tamagawa University, Japan <p>5) Sub-Saharan Africa</p> <ul style="list-style-type: none"> Dylan Wray, Executive Director, Shakiya, South Africa Jane Nyaga, Assistant Director, Kenya Institute of Curriculum Development, Kenya <p>6) UNESCO Headquarters</p> <ul style="list-style-type: none"> Lydia Ruprecht, GCED Team Leader and Programme Specialist Section for Global Citizenship and Peace Education <p>7) APCEIU</p> <ul style="list-style-type: none"> Anna Chung, Head, Office of External Relations <p>Guiding Questions</p> <ol style="list-style-type: none"> Share 2-3 Teacher Capacity-Building on GCED activities/initiatives implemented or participated by your organization, explaining what partnerships transpired on its implementation What were the success factors and improvement areas for the said activities? What do you think should be the priority action areas to strengthen Teacher Capacity Building on GCED in your country or region?
13:00-14:30	
14:30-15:30	<p>Session 3: Group discussion and presentation of the results Moderator: Bert Tuga, Vice President and Professor, Philippine Normal University, Philippines Theme: GCED Capacity Building of Teachers/Educators</p> <p>Objectives</p> <ul style="list-style-type: none"> To identify the strengths and weaknesses of organizations represented by global actors-participants in terms of GCED capacity building of teachers and share the same with other organizations To stimulate collaboration and partnership among organizations to better address issues relevant to GCED capacity building of teachers within the region and beyond
15:30-16:10	Session 3 (Cont'd): Presentation of group discussion results
16:10-16:40	Session 3 (Cont'd): Networking Session (Including Tea/Coffee Break)
16:40-17:00	<p>Closing</p> <p>A. Reflections and Way Forward</p> <ul style="list-style-type: none"> Lydia Ruprecht, GCED Team Leader and Programme Specialist, Section for Global Citizenship and Peace Education, UNESCO HQ <p>B. Closing Remarks</p> <ul style="list-style-type: none"> Lydia Ruprecht, GCED Team Leader and Programme Specialist, Section for Global Citizenship and Peace Education, UNESCO HQ Hyun Mook Lim, Director, APCEIU <p>C. Group Photo</p>
18:00-20:00	<p>Closing Dinner / Networking</p> <p>*Joint reception with the presenters of the 4th International Conference on GCED (Venue: Shilla Room 1, 3rd Floor, Dragon City Hotel)</p>

List of Participants

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2019 Activities of the Regional GCED Networks

Regional GCED Network	Partner Organization	Activities
Asia-Pacific	UNESCO Bangkok Office	<ul style="list-style-type: none"> • Mapping Study of GCED Learning Assessment Approaches in the Asia-Pacific • Local Contextualization of GCED in the Asia-Pacific: Material Development • Second Meeting of the Asia-Pacific Regional GCED Network
Latin America and the Caribbean	UNESCO Santiago Office	<ul style="list-style-type: none"> • National Dialogues on GCED for Caribbean Actors
Arab States	UNESCO Beirut Office	<ul style="list-style-type: none"> • Arab States Regional Conference on GCED Best Practices • Arabized GCED Online Courses Roadmap Development and Pilot Activities
Sub-Saharan Africa	UNESCO Harare Office	<ul style="list-style-type: none"> • Southern Africa Sub-regional GCED Network Meeting on Teacher Competencies and Platform Development
Europe and North America	AFS Intercultural Programs	<ul style="list-style-type: none"> • Research Study on GCED Interventions for transformation in Europe and North America

Second Meeting of the Asia-Pacific Regional GCED Network

(5 September 2019, Seoul, Republic of Korea)



Southern Africa Sub-regional GCED Network Meeting on Teacher Competencies and Platform Development

(28-29 October 2019, Johannesburg, South Africa)



Research Study on GCED Interventions for transformation in Europe and North America

(9 October 2019, Montreal, Canada)



National Dialogues on GCED for Caribbean Actors

(17 October 2019, Belize City, Belize)



National Dialogues on GCED for Caribbean Actors

(5 November 2019, Nassau, Bahamas)



Meeting Photos



Inaugural Meeting of the
Global Citizenship **ED**ucation
Actors' Platform



