



Second Annual Meeting of the Global Citizenship **ED**ucation Actors' Platform

Meeting Report



SECOND ANNUAL MEETING OF

THE GCED ACTORS' PLATFORM

Meeting Report

**Second Annual Meeting of the
Global Citizenship EDucation
Actors' Platform**

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List of Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
PVE	Preventing Violent Extremism
SDGs	Sustainable Development Goals
SEL	Social and Emotional Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

Second Annual Meeting of the GCED Actors' Platform

GCED in the Next Normal:

Challenges and Opportunities

19 November 2020

Virtual Meeting

Background

The unprecedented current global health crisis is shedding light on the critical importance of international solidarity. Preventive measures designed to curb the spread of the COVID-19 pandemic, such as physical distancing and remote working, have dramatically changed how we connect, interact and cooperate. What did not change, however, is the need for robust international cooperation to find shared solutions and to ensure sustained global safety, security and recovery post-pandemic.

The present situation reaffirms the conviction that standing together in the spirit of solidarity is crucial in fighting against the pandemic. Moreover, strengthening international cooperation is now one of the most pressing issues for the worldwide community.

For these reasons, the value of the GCED Actors' Platform as a venue for international dialogue and exchange has gained greater significance in reinforcing international collaboration and joint implementation of GCED across the globe.

Co-convened by UNESCO Headquarters and APCEIU, the GCED Actors' Platform aims 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. Following its launch in September 2019, the Second Annual Meeting of the GCED Actors' Platform was convened virtually due to the COVID-19 outbreak.

Rationale of the Meeting

The impact of this global crisis, including the widening educational gap due to school shut-downs, is severely affecting GCED implementation in many regions around the world. The increase in the online connection among the youth during lockdowns may have encouraged various initiatives of taking action as global citizens, but it has also caused serious repercussions, such as cyberbullying. There has also been a rise in incidents of intolerance, discrimination, stigmatization, xenophobia, hate speech and incitement as people seek to blame and misinform on social media platforms. Lack of socio-emotional interaction between peers, students and teachers caused by distance learning has also provoked strong negative emotional responses such as panic, stress, anxiety, anger and fear. We also observe a rise in existing trends including extremist ideologies, authoritarian tendencies and hate speech, as well as a pushback against human rights. The current situation serves as a wake-up call for the entire international community to recalibrate the priorities and strategies on GCED.

In this light, the Second Annual Meeting of the GCED Actors' Platform called for key stakeholders, partners and organizations from the five UNESCO Regional GCED Networks¹ to discuss current challenges on

the ground, present possible strategies to address issues of GCED implementation in the context of the pandemic, and propose new and future areas of GCED research.

Objectives of the Meeting

- Review and update the status of regional priorities and progress for GCED in the light of the COVID-19 pandemic.
- Share initiatives and on-going projects undertaken at the regional level, especially in the field of GCED Research
- Discuss future directions of the global and inter-regional GCED partnership

Participants

Regional coordinators and representatives of regional GCED-related partner organizations/ research institutions and GCED Youth Network. Participants presented their key initiatives, projects and programmes along with future plans in the context of the current situation on COVID-19.

Opening

Through the collaboration between UNESCO Headquarters and APCEIU, the Second Annual Meeting of GCED Actors' Platform was held virtually on 19 November 2020 through a Zoom meeting. The meeting was organized to gather key stakeholders from the regional GCED Networks to share the progress in GCED implementation, particularly in the field of research, and strategies to address challenges resulted by the COVID-19 pandemic. The meeting also aimed to provide a platform to discuss measures in enhancing the partnerships among regions and on the global level.



Mr Hyun Mook Lim

The meeting was officially started with the opening remarks by Mr Hyun Mook Lim, the Director of APCEIU. Mr Lim welcomed all of the participants and thanked all of the coordinators and key partners of the five GCED Regional Networks for their special efforts to ensure the continuation of the Network activities despite the tumultuous time. Mr Lim also highlighted the importance of global solidarity and cooperation, particularly the GCED Actors' Platform, as it serves as a medium for people from various parts of the world to encourage and inspire each other, to share how different regions are coping with the unprecedented challenges, and to learn from each other on how to tackle the widening educational inequality, especially in the context of COVID-19. He also expressed his gratitude to UNESCO Headquarters for their ongoing support

and partnership and looked forward to furthering cooperation to strengthen GCED in the near future.



Ms Cecilia Barbieri

Ms Cecilia Barbieri, Chief Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development at UNESCO, complimented Mr Lim's remarks by highlighting

several points related to the importance of rethinking GCED and how to go forward in the current difficult time. She first mentioned that this year is the 75th anniversary of UNESCO and has made the UNESCO think more about how it was founded to create defences of peace in the minds of people and the importance of the principles of human rights and democracy. She also stated that young people need to be wired to become the defenders of human rights and actors for social justice and gender equality, and it is critical to cultivating the culture of care among young people; care for themselves, community and environment.

Despite all of our current efforts to ensure the continuation of GCED implementation, Ms Barbieri reminded all participants regarding the importance of the unwavering commitment to human rights and the willingness to learn to live together. Peace and Human Rights Education are the core components of citizenship education, and the UNESCO has a long history of working on these two issues. She also mentioned

that the United Nations is planning a programme on human rights education where the organization will engage with various partners for a meeting on the aforementioned topic.

Moreover, this challenging time further highlights the centrality of human rights. With the rise of hate speech and violence, the decline of political freedom and pushbacks of human rights in some countries, it is important within our renewed understanding on GCED in this challenging time to develop civic and political skills of young people to ensure they can critically engage in political decision-making and realize their roles as actors of change. Ms Barbieri hoped that the discussion among participants will help to reflect more on the points that she mentioned and will provide inputs on how to move forward with the GCED implementation.

The participants, including coordinators and representatives of key partners from the Global and Regional GCED Networks as well as GCED Youth Network, then proceeded with the scheduled programme under the leadership of the moderator, Ms Anna Chung, Head of the Office of External Relations and Information at APCEIU.

Introductory Presentations

A. Updates on UNESCO's Activities on GCED and its Future Action Plans (UNESCO)



Ms Joyce Poan

Ms Joyce Poan, Programme Specialist in the Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development, Education Sector at UNESCO

Headquarters, began her presentation by highlighting the UNESCO's action to push for reorienting the education system, including teaching-learning process and content, to build back a more resilient and equitable system as the world is preparing for the return to a normal scene after the pandemic. Peace and Human Rights Education are set as the core components of citizenship education to build a more peaceful, just and sustainable world.

In achieving this end, there are several priority areas set by UNESCO: 1) holistic learning approaches; 2) peace and human rights education as a core component of citizenship education; 3) building learners' resilience to violent extremist ideologies; 4) filling the data gap.

For the first priority area, holistic learning approaches, UNESCO promotes holistic learning strategies, pedagogies and approaches based on cognitive, socio-emotional and behavioural learning to develop the full range of knowledge, skills, attitudes, values

and behaviours to foster resilience, well-being, and enhance quality education. The action areas to realize this objective is through 1) development of a framework and guidelines to include Social and Emotional Learning (SEL) in education, and to include SEL in curricula, teacher education and professional development programmes; and 2) inter-sectoral initiative between UNESCO's Education and Culture Programme Sectors to improve the quality and relevance of education by embedding culture and art components in educational planning and delivery.

The second priority area, peace and human rights education as a core component of citizenship education, focuses on supporting education on, for and through human rights. It also promotes knowledge about rights and fundamental freedoms, how to realize and to defend them. UNESCO's actions in this area include 1) Contribution to UN World Programme on Human Rights Education (WPHRE), currently on its 4th phase, with the focus on the role of youth; 2) Partnership on education on democracy and the rule of law, digital citizenship and holocaust through the provision of technical guidance education and pedagogical tools for teachers and students; 3) A global ministerial conference and multi-stakeholder forum on addressing and countering hate speech through education (online - TBC in June 2021), aimed to adopt a global outcome document on and countering hate speech through education.

As for the third priority area, building learners' resilience to violent extremist ideologies, UNESCO works on GCED and supports education strategies that build resilience and enable critical thinking. Through this education process, learners are expected to understand the dynamics of extremist thinking, resist the influence of hate groups, and take action against violent extremism. Some examples of recent activities related to this priority area include:

1. Development of guidance materials on how to protect learners from the risks of being recruited into VE groups;
2. Promotion of the resilience of young people by strengthening their engagement to the rule of law;
3. Publication of teaching materials related to the prevention of violent extremism (PVE) for teachers and school leaders in primary and secondary levels.

Recently, the evaluation of UNESCO's intersectoral approach to PVE has also been conducted by the Internal Oversight Services (IOS) at UNESCO Headquarters. The overall result of the evaluation shows that UNESCO's work on PVE is relevant and align with the needs and agendas of the UN member states and Education 2030. Recommendations from the evaluation will further inform future decisions on the theory of change, programmatic approach and the functions of the PVE intersectoral groups.

The last priority area, filling the data gap, aims to track the global progress on the achievement of Target 4.7 and to support the evidence-based reform. To achieve

the objective, UNESCO works on gathering systematic data on the impact of GCED on students and the community. Examples of works in this area include the launch of the 7th consultation on monitoring of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (for the period of 2017-2020) and preliminary preparations for the 2021 UNESCO ESD-GCED Forum, focusing on the measurement of Target 4.7. The event will be co-organized with APCEIU in Seoul, September 2021.

B. Updates on GCED Network Activities and APCEIU GCED Research Projects (APCEIU)



Ms Maggie Yang

After the update from UNESCO Headquarters, Ms Maggie Yang, Assistant Programme Specialist in the Office of External Relations and Information of APCEIU, briefly provided updates on the GCED Network activities and GCED research projects conducted by APCEIU in 2020 and 2021. Ms Yang began her presentation by providing a short explanation on the Inaugural Meeting of the GCED Actors' Platform conducted last year in Seoul, where participants from different regions were gathered to discuss how to enhance the regional and global partnerships on GCED implementation and how to ensure the realization of GCED-related goals in Education 2030 and SDGs.

She then reminded the participants about the purposes of the meeting this year where it aims to provide a medium for coordinators and key partners to obtain information on the current status of GCED implementation in each region. Moreover, the meeting tries to focus on different GCED topics where last year's meeting was focusing on capacity building for teachers in formal, informal and non-formal education, and this year, the topic is on GCED research undertaken at the regional level. This meeting also aims to gather key actors to discuss the future partnership directions at inter-regional and global levels.

Ms Yang continued her presentation by outlining the list of activities conducted at each Regional GCED Network that are supported by APCEIU in 2020. She then explained three GCED-research activities conducted by APCEIU in 2020 and 2021.

The first research project is titled International Understanding and Cooperation in Education in the Post-Corona World. The project runs for six starting from June this year where 6 researchers from China, Japan, Korea and the UK are invited to conduct research related to these three questions:

- What will be the implications of COVID-19 for international activities for exchange and cooperation, especially in education during and after its outbreaks? What lessons can we learn from the past experiences, including the 1918-19 flu pandemic?
- What should we, as educators, researchers, and practitioners, do to counter the rise of populist nationalism, protectionism, and isolationism?

- What should be the focus and direction of international cooperation in education during and after the pandemic to promote international understanding?

The final research title from each researcher is as follows:

- The development of UNESCO's exchange programmes and their possible rearrangements in the post-pandemic years
 - Dong-Joon Jo, Seoul National University, Republic of Korea
- Race, gender, disability, and their intersections under the impact of COVID-19
 - Dina Kiwan, University of Birmingham, United Kingdom
- What can we learn from the pandemic of COVID-19?: An attempt to develop teaching materials for international understanding and cooperation based on Japanese educational issues
 - Kyoko Nakayama, Teikyo University, Japan
- The implications of democratic citizenship education and global citizenship education in South Korea for the post-corona era
 - Kyujoo Seol, Gyeongin National University of Education, Republic of Korea
- 'Rethinking Schooling' once again: Post-corona challenges for education for peace and sustainability in Asia
 - Edward Vickers, Kyushu University, Japan
- Competition or cooperation: Configuring 'International' in Chinese school textbooks
 - Fei Yan, South China Normal University, China

The next research project is related to the Monitoring of Global Citizenship Competence in the Asia-Pacific region. APCEIU believes that the monitoring effort is critical to the development of evaluation tools for Target 4.7. APCEIU is working with two researchers for this project. The lead researcher is Prof. Aaron Benavot from the University at Albany-SUNY, who was also used to be in charge of the UNESCO's Global Education Monitoring Report. Prof. Wing On Lee from Singapore University of Social Sciences has also provided a great contribution to this research. The research is conducted in several phases. This year, it focuses more on understanding the monitoring situation in the region, as you can see on the left side of your screen. Next year, the research will focus more on developing the monitoring indicators and questionnaire targeting student of a certain age.

As a new research project, next year, APCEIU plans to conduct a situational analysis of GCED implementation in lifelong learning in the Asia-Pacific region. The research is expected to provide assessment and recommendations for effective GCED implementation through lifelong learning in the region. With these, the programme proceeded with the main session with presentations from the regional coordinators, key GCED research institutions and GCED Youth Network.

Main Session:

Presentations from Regional Coordinators, Key GCED Research Institutions and GCED Youth Network

Each coordinator and key partner from the Regional GCED Networks were given three questions to be discussed before the virtual meeting. The questions provided by APCEIU served as the foundation of the presentation. Through the moderation of Ms Anna Chung, the questions listed below were thoroughly discussed during the main session of the meeting.

Questions to the Regional Coordinators:

- 1) What are the current issues and status of GCED in the region, including the status of the Regional GCED Network and its activities?
- 2) What are the current challenges and opportunities for implementing Network activities, especially in the context of the COVID-19 pandemic?
- 3) What are the recommendations to strengthen Network activities, especially in the field of GCED research?

Questions to the Key Partners:

- 1) Share 1-2 GCED research activities/initiatives conducted or participated by your organization, explaining the implications that the research derived on GCED implementation in your region.
- 2) What are the key priorities, current challenges and opportunities for implementing GCED research projects in your region, especially in the context of the COVID-19 pandemic?
- 3) What are the recommendations to strengthen the Network activities, particularly in enhancing joint research on GCED?

Europe and North America Regional GCED Network

Regional Coordinators



Prof. Massimiliano Tarozzi



Prof. Lynette Shultz

Prof. Massimiliano Tarozzi from the University of Bologna began the presentation by explaining that the Europe and North America region focused mostly on a research project to figure out the connection between the two regions in light of the need for a robust network that would connect the two regions, which would give synergy to the individual activities. Prof. Lynette Shultz from the University of Alberta continued Prof. Tarozzi's presentation by sharing the preliminary findings of the research project focusing on the Regional GCED Network that they launched since 2018.

Current issues:

- Europe and North America region group first gathered together on 18 November 2018, and all of the members agreed upon the need for a network which would strengthen activities and researches being carried out at an individual level.
- After the first meeting, the group tried to come up with the model of the network, putting focus specifically on the structure, linkage and the region and tried to come up with a collaborative activity to

do a research.

- The research project focuses on the process of social networking. It examines 62 main actors (organizations) in the region both in North America and Europe and found out how different organizations are communicating and activating the network.

Challenges:

- Both Prof. Lynette Shultz and Prof. Massimiliano Tarozzi concurred on the lack of communication and connection between Europe and North America regions. There were significant modifications to the activities of the GCED in different regions that were not shared between the two regions
- Except for two main institutions named BKMC and the UNESCO Headquarters, there was a lack of institutions and network that facilitates the communication between Europe and North America regions

Future Plans:

- In light of these challenges, both professors explained that they would find out how the data will help organizations within Europe and North America work more effectively to contribute to GCED
- Come up with more information as they complete the study in the near future and take the output to the organizations and have meetings in focus groups to contribute to the improvement of organizational activities

Key Partner



Ms Monika Froehler

Ms Monika Froehler, the CEO of Ban Ki-Moon Centre for Global Citizens (BKMC), complimented Prof. Shultz and Prof. Tarozzi's presentation by presenting an overview of the various

activities that BKMC is undertaking in 2020-2021. As a quasi-international organization based in Vienna, it has been fully operational since January 2018, and the Centre has strived to empower youth and women as global citizens and leaders. The Centre is operating mainly on the four pillars to foster GCED, which are leadership, advocacy, peace, security & mediation, and education. She continued elaborating the activities of BKMC that falls under these four pillars.

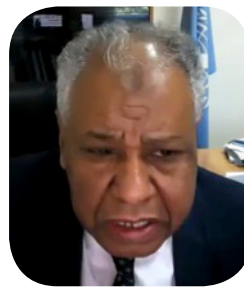
Activities:

- For leadership, BKMC conducts Global Citizen fellowship, mentorship and scholarship programmes
- As for peace, security and mediation, the Centre is working with United Nations Organizations on Drugs and Crime (UNODC) on "Education for Justice" (E4J) to empower women in the justice, police and customs sector as global citizens
- As for the advocacy, BKMC is partnering with UNESCO, SDSN, Global Schools and will launch Mission 4.7 on GCED to implement GCED into as many curricula and informal education efforts as possible.
- To promote education, BKMC offers online classes with APCEIU online campus and involves in GCED research with the Regional Academy of the United

Nations on GCED measurability and works with City of Vienna

Arab States Regional GCED Network

Regional Coordinator



Mr Hegazi Idris

Mr Hegazi Ibrahim, the Programme Specialist of the UNESCO Beirut Office, opened his speech by introducing the works and upcoming goals of the Arab States Regional

GCED Network. He explained that the Arab States region is mainly focused on enhancing its function on knowledge sharing of good practices. He introduced the key regional actors who are giving the momentum for spreading GCED in the region such as the UNESCO Regional Office for Education in the Arab States, the Arab Bureau of Education for the Gulf States, National Centres of Curriculum Development in Syria, Oman and Lebanon, etc. These key regional actors are actively engaging in activities on Teacher Capacity-Building on GCED. UNESCO Beirut has also engaged in the development of resources such as publication and online resources and capacity building training for teachers on GCED successful cases.

Activities:

- Development of a collaborative framework on Arabic GCED Resources to reflect the regional context in close cooperation with APCEIU and regional GCED partners
- Development of Arabic GCED online courses
- Development of a framework for integrating GCED

in the curriculum of schools of education among partnered universities

- Training curriculum developers in Syria on mainstreaming GCED into school textbooks
- Regional Meeting

Challenges:

- Sovereignty over the curriculum development/ reform in countries
- Advocacy activities to change the mindset of curriculum developers & integrate GCED into extracurricular needed
- The reluctance of school of education in historical/ national universities in mainstreaming GCED in teaching-learning contents
- Compared to new schools, there is a tendency for reluctance; constant interchanges needed
- Continuous and persistent support needed to accompany with stakeholders sustainably
- Consecutive ad-hoc and capacity building activities are needed

Future Plans:

- Finalize the Arabic GCED online courses tailored to regional demands and context
- Finalize the regional framework for integrating GCED in the curriculum of schools of education among partnered universities
- Implement the plan for tolerance education in Yemen as a case for country in emergency
- GCED regional webinar on rethinking GCED and future of education
- Update the Arabic GCED clearing house

Key Partner 1



Mr Badr Mohammed Alhussein

Mr Badr Mohammed Alhussein, who is the training consultant of the Dialogue Academy for Training (KACND), started his presentation by explaining

the efforts of the Dialogue Academy for Training in promoting GCED in the new normal with a video presentation. According to the presentation, the Dialogue Academy for Training is considered as one of the strategic options adopted by the King Abdulaziz Center for National Dialogue to train people to acquire skills for dialogue and coexistence. The Academy works toward these paths: training, workshops, and projects and initiatives

Achievements:

- 5,500 male and female certified trainers to current date
- Prepared 21 portfolios covering all fields of dialogue and has carried 12,000 workshops in the field of dialogue and community service
- Carried out the intellectual dialogue programmes to strengthen the participants' abilities toward all aspects of extremism
- Conducted dialogue with children aims at empowering participants interested in early childhood of communication skills to vast thinking
- Developed media dialogue aims to develop participants' skills in knowledge and attitudes regarding the positive media dialogue
- Empowered male and female with the sketch notes skills to facilitate their task in digital remote training during the outbreak of the COVID-19

- Trained 51,000 people in developing their skills of communication and the cultural dialogue to enhance understanding among cultures in Saudi Arabia and other countries around the world
- To build cultural bridges, the academy also launched projects targeting children from the age from 14 to 18 years to develop children's skills in civilized communication / build bridges from children and contributing to building diverse and coexisting societies
- In partnership with UNESCO, launched a training programme entitled "The Guide to Qualify Trainers in Advocacy Communication"

Goals:

- Increase the target group to Muslim cultures further and amongst the Arabic region, Africa, Europe and later all over the world, and foster the commonalities among the followers of religions
- Spread the culture of dialogue to promote global citizenship and intercultural understanding

Key Partner 2



Prof. Mohammed Abu-Nimer, Senior Advisor of the King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID), started his

presentation by introducing four qualitative research studies that are currently conducted in Nigeria, Myanmar, the Arab region and the Central African Republic. These researches focus on the impact of

social media, journalism training and COVID-19 social inclusion project. KAICIID is also working on peace mapping project where over 500 organizations are invited to be part of it. In regards to citizenship, KAICIID is working on three main areas: capacity building, policy intervention and networking.

Activities:

- Charter of Inclusive Citizenship in Arab Countries
 - In partnership with the Forum for Promoting Peace in Muslim Societies and Adyan Foundation.
 - The objective of the Charter to develop a vision of 'Inclusive Citizenship' as a framework for peace and coexistence in the region.
 - Consortium of local & regional organizations was established to develop the Charter. The Consortium is drawn from religious and interfaith organizations based in the Middle East and North Africa.
 - Main topics of the Charter:
 - 1) Global citizenship path,
 - 2) Human dignity,
 - 3) Pluralism and inclusive national identity,
 - 4) Comprehensive participation in public life,
 - 5) The culture of dialogue and respect of difference
 - The Charter to be endorsed by major faith-based and interreligious dialogue organizations to be present for implementation to political leaders, policymakers and social and religious authorities throughout the region.
- Supporting Citizenship Initiatives
 - Implementation of 7 initiatives focusing on

promoting citizenship (in addition to 6 other cross-cutting projects)

- Geographical scope: regional, Somalia, Tunisia, Algeria, Egypt, Iraq and Saudi Arabia
 - Implementation methods proposed: capacity building, arts and communication, social media, awareness-raising, edutainment and participatory theatre
 - Target groups: youth, parents, religious leaders, community leaders, social activists, children, teachers
 - Estimated number of beneficiaries: at least 3000 direct beneficiaries in addition to social media users
 - Expected results: Raising awareness of the culture of citizenship and diversity through the indicatives, developing educational policies and resources to support the values of citizenship, building the capacity of civil society and religious and educational institutions leader.
- The Network of Religious Faculties
 - Establishment of a network that includes 25 Christian & Muslim faculties.
 - Develop a joint academic curricula educational materials that promote values of citizenship and peaceful coexistence.
 - Train & equip students and teachers with necessary skills and knowledge to promote interreligious dialogue and educate future religious leaders, field activists on peacebuilding, common citizenship and enhancing social cohesion through interreligious dialogue.

- Encourage religious faculties and institutes to exchange experiences and build an educational environment conducive to religious diversity in these institutions.

Challenge:

- The outbreak of the COVID-19 pandemic has evidently contributed to the exacerbation of the existing educational challenges (due to the closure of schools all over the world and the disruption of formal education services)

Priorities and Recommendations:

- Support countries in developing educational policies that promote citizenship and translating them into programmes
- Invest more in developing digital training methods and online courses on citizenship
- Increase the Network's efforts in integrating citizenship values into the curricula of educational institutions
- Develop educational policies, curricula and resources to be in line with the principles and values of global citizenship

Asia-Pacific Regional GCED Network

Regional Coordinator



Mr Mark Manns

Mr Mark Manns, the Regional Coordinator of Asia-Pacific GCED Network and Associate Programme Specialist of UNESCO Bangkok, began his presentation by briefly introducing the Network. The

Asia-Pacific Regional GCED Network currently consists of 29 members from 11 countries. 7 of the members are government representatives, and 5 of them are academic representatives. Mr Manns explained that he expects the Network to grow further in the future as there are 47 different UNESCO member states in the region.

Activities:

● Two Publications

- GCED Learning and Assessment: An Analysis of Four Case Studies in Asia
 - ▶ The publication is expected to be released by December 2020
 - ▶ Dr Satya Bhushan from NCERT is one of the contributors to this publication
 - ▶ Findings for the whole-school approach
 - School leadership
 - Mainstream GCED learning throughout the curriculum
 - ▶ Findings for assessment
 - Create a specific assessment for GCED learning
 - Focus on a process-oriented approach
 - Develop rubrics for GCED learning

- Assess affective learning
- Competency-based assessments

- Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'
 - ▶ This publication will be published jointly with GCED Learning and Assessment publication
 - ▶ Utilize the findings from GCED: Taking It Local in Asia-Pacific (previous publication by the Asia-Pacific Regional GCED Network)
 - ▶ Guide organizations in designing and carrying out workshops on GCED
 - ▶ Target both policymakers and teachers/educators with suggested approaches and activities.

● GCED Survey in the Asia-Pacific Region

- A simple survey targeting Network members and stakeholders across the region
- Network survey response:
 - ▶ 14 questions on GCED
 - ▶ 12 questions on the Network
 - ▶ 19 participants from 8 countries
 - ▶ Most respondents from this group are administrators
- Stakeholder survey response:
 - ▶ 14 questions on GCED
 - ▶ 127 responses from 28 countries
 - ▶ Most respondents from this group are teachers
- Some questions are focusing on GCED research and some areas that the respondents are doing or interested in regarding research are policies, curriculum, pedagogy and assessment

Challenges:

- GCED awareness
- Government support
- (Teacher) Capacity
- Budget
- Clarity of GCED

Supports needed in the region:

- Capacity Building
- Teacher Training
- Funding
- Research
- Government support
- Monitoring and assessment
- Advocacy

Recommendations:

- Governance of the Network
 - Build a clear guideline on the Network governance
 - Strengthen knowledge sharing and collaboration
- Network Activities:
 - Monitor GCED practices, specifically in curriculum, pedagogy, and contextualization
 - Enhance regional GCED political advocacy and strategies
 - Strengthen capacity building for teachers and administrators
 - Cultural exchanges for students
 - Pedagogical resources and materials for teachers

Key Partner

Dr Satya Bhushan

Dr Satya Bhushan, Assistant Professor from the National Council of Educational Research and Training (NCERT) in India complimented Mr Manns' presentation by explaining more about GCED implementation in India along with research activities conducted by NCERT. NCERT is a body within the Ministry of Education of India which has a role in providing advice on school education. Dr Bhushan also shared about the recent implementation of National Education Policy in July 2020. The policy is created 34 years after the previous education policy. This policy is highly significant because GCED is extensively reflected in the fundamental principles, vision as well as content related to curricular and pedagogical initiatives and higher education.

Activities:

- Sub Regional Meeting on Integrating SDG 4.7 and Global Citizenship Education (GCED) into Teacher Training in South Asia from 26-29 June 2018, NCERT, New Delhi
- Analysis of Elementary Textbook in GCED perspective
- A Handbook for Upper Primary teachers in India
- GCED: Taking it Local – Asia and the Pacific
- Mapping of GCED Learning Assessment Practices

Priorities:

- To implement the intent of New Education Policy 2020 in respect of GCED
- Capacity building of teachers in integrating ICT
- Using transformative skills of GCED to ensure the continuity of learning during the pandemic

Challenges:

- To bring all stakeholders (policy-makers, institutions and educators) on a common platform in implementing the recommendations of the New Education Policy.
- Lack of internet connectivity and digital gap
- Lack of research
- Mainstreaming “good practices”

Opportunities:

- New Education Policy 2020
- NCERT, a nodal institution to the Ministry of Education, responsible for preparing the National Curriculum Framework, textbooks and syllabus for school education
- GCED can present significant educational implications for what should have priority, when we are pressed to select a path to secure human sustainability in times of urgent need for international cooperation, such as a pandemic.

Recommendations:

- Knowledge creation, sharing and dissemination
 - Using the treasure of diverse experience of the group to share, reflect and learn to advance the implementation of Target 4.7.
- Encouraging reflections that expand our possibilities to address the pedagogical dimensions

of global civic challenges.

- Involving youth

Latin America and the Caribbean Regional GCED Network

Regional Coordinator



Ms Romina Kasman

Ms Romina Kasman, a Programme Specialist at UNESCO Santiago and Regional Coordinator of Latin America and the Caribbean Regional GCED Network,

provided a presentation on the current issues and status of GCED in the region, challenges and opportunities in implementing GCED, and recommendations to strengthen the Network activities, especially in the field of research. Ms Kasman began her presentation by informing the participants regarding the critical role of partnership on GCED implementation in the region. In particular, she highlighted the partnership between UNESCO Santiago, UNESCO Montevideo and UNESCO Mexico and between UNESCO Santiago and SES Foundation in implementing several programmes that she will elaborate in her presentation.

Current issues and status of GCED in the region:

- Political and policy prioritization
 - There is an increasing interest on GCED in the political field and policy-making, including among government officials, civil society organizations, academia and other stakeholders, within the region
 - Increasing discussion on how to rethinking the education resulted in the higher interest on GCED, ESD and Target 4.7

- Linked with other dimensions of Target 4.7
- Expansion of implementation
- Growing platforms and working groups
 - Increasing demand, including from civil society organizations, educators, researchers and practitioners, to know more about GCED and escalating role from UNESCO offices and partners in the region to inform and explain GCED, its relations to SDGs and Education 2030 Agenda
 - UNESCO Santiago is also working with the member countries of CECC/SICA on their rethinking citizenship education, partnering with UNESCO Headquarters and GCED Youth Network to assist the Ministries of Education in the region to rethink their citizenship education through GCED
- Not necessarily reflected in funding availability
- As for the Network, it is currently in the 'Activation Phase' where there are greater prioritization and expansion of GCED in Latin America and the Caribbean region
- Implementation of collaborative activities between members, and between members and UNESCO:
 - MOOC for Youth on GCED with UNESCO Montevideo and participation of other UNESCO Offices, under the support of APCEIU
 - Facebook Live Interviews to help showcase the experiences of different members of the Network
 - Background document on GCED and the common good
 - Opportunities to participate in dialogue and exchange spaces (i.e. with Mexico Office, CECC/SICA)
 - Increase exchange and cooperation/capacity building

- Dissemination of activities conducted by members/partner organizations (UNESCO institutional support)



Hablemos de educación para la ciudadanía mundial

Capítulo #3 **Estrategias para promover la participación de las juventudes, oportunidades, desafíos y lecciones aprendidas**

Invitadas: Marcela Browne (Responsable en Educación Fundación SES), Anabella Serignese (Directora de Programas Asociación Conciencia)

Conduce: Romina Kasman (Especialista de programa OREALC/UNESCO Santiago)

11 de noviembre - 12 h (-3 GMT) - Facebook Live: unescosantiago



Hablemos de educación para la ciudadanía mundial

Capítulo #2 **¿Cómo aprender a través del juego sobre educación para la ciudadanía mundial?**

Invitado: Matías Nieto (Director Ejecutivo Fundación Semilla)

Conduce: Romina Kasman (Especialista de programa OREALC/UNESCO Santiago)

28 de octubre - 11 h (-3 GMT) - Facebook Live: unescosantiago

Images of promotional material on Facebook Live Interviews conducted by UNESCO Santiago in 2020

Challenges:

- Measures on how to go from 'activation' to the creation of a 'movement' particularly for organizations and institutions participate in various networks and working groups at the same time (Flexibility)
- Need more efforts to foster the engagement in specific activities that strengthen the capacities

of member organizations and institutions to implement GCED.

- Achieving a real regional perspective and implementation of the GCED LAC Network as there is still a lack of integration of non-Spanish Caribbean Member States
 - Several actions that need to be considered to address this challenge are mapping key stakeholders in GCED-related issues and engage in specific activities and increase fundraising efforts.
- Lack of evidence on actions/programmes that are working in the region
- Funding availability

Opportunities:

- Increased prioritization within the national, sub-regional and global agendas
- Increased interest of organizations/institutions in knowing more about GCED and implementation methodologies and experiences from holistic and contextualized approaches (Target 4.7), in advancing capacity building of their staff, and in the integration of GCED in countries' curricula and educational materials.

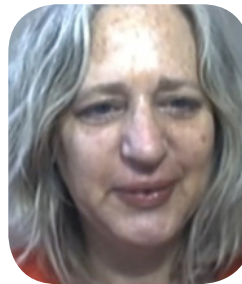
Recommendations:

- Promote/support member organizations in evaluating, systematizing, analyzing, and disseminating practices, including criteria for adaptation and replication.
- Repository of promising practices
- Capacity building of member organizations by UNESCO to encourage evidence-based actions and capacity strengthening
- Create working groups within the network to dive

into specific issues of interest

- Foster the creation of a working group of scholars, including young scholars
- Create a journal of GCED research for and with scholars and practitioners on regional and global levels

Key Partner



Ms Marcela Browne

Ms Marcela Browne, Head of Education from SES Foundation, complimented Ms Kasman's presentation by explaining more about SES Foundation activities in Latin America and the

Caribbean region. SES Foundation is an Argentine NGO established in 1999 which focus on developing initiatives and activities to enhance the quality of life of teenagers and youth in most countries in Latin America through putting special attention on ensuring they can exercise their rights.

SES Foundation has been working on a survey related to the non-formal education practices in Latin America and the Caribbean region and its role in supporting the realization of SDG Target 4.7. Ms Browne explained the survey activities and findings throughout her presentation and stated that the opportunities, challenges and recommendations discovered through the survey apply to other GCED Network members.

Activities:

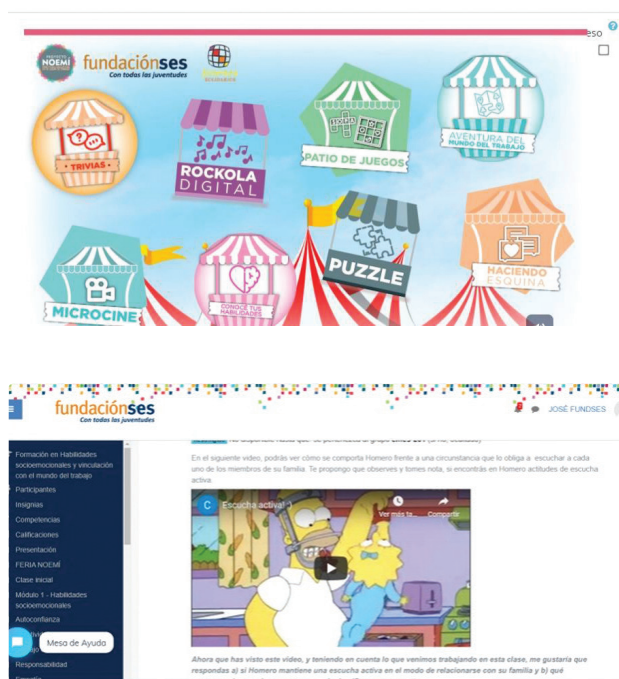
- Collaboration between SES Foundation, UNESCO Santiago Office and UNESCO Mexico Office on a survey about the social transformation capacity of

the non-formal education practices in Latin America and the Caribbean region, their contribution to the fulfilment of the Target 4.7 and if the strategies used are possible to scale and/or replicate them in different contexts.

- 27 practitioner cases in 13 countries have been surveyed
- Survey document will consist of five chapters which include results, strategies, opportunities, challenges and recommendations
 - ▶ Recommendations here are dedicated to UNESCO, yet they are all applicable to members of the GCED Networks
- Results of the survey:
 - ▶ Impact on public policies and legislation and strengthen organizational, management and communication capacities
 - ▶ Improvement in the capacity for articulation and convergence of efforts between different sectors
 - ▶ Generation of contents from the perspectives of rights, equity, solidarity, sustainability, peace and justice
 - ▶ Increased awareness regarding citizen

participation with an impact on the transformation of values and daily behaviours

- ▶ Greater visibility of social and environmental problems
- Strategies used by the surveyed practices:
 - ▶ Use of non-formal education tools, training to teachers and community leaders and ensuring active participation



Some virtual activities conducted by SES Foundation



Youth Right Week

- ▶ Intersectoral work, the comprehensive view and the consolidation of a work team
- ▶ The adequacy of technology for educational purposes for audiences of different ages, integration of the resources and knowledge of the communities with scientific and technological advances
- ▶ The establishment of alliances and bridges between the public sector and private sector
- ▶ Links with communities to promote political advocacy with the state
- Virtual workshops and fairs to strengthen socio-economic skills with teachers and students
- Youth Right Week

Challenges:

- Access to resources
- Coordinate actions with key actors with different timing, priorities and ideas.
- The idea that children and young people are the future and not the present
- The participation of women in highly marginalized communities
- Consideration of nature as an object
- The scope and limits of the civil society role
- Evaluation and monitoring of results

Opportunities:

- Increase in the level of consciousness, changes in practices, consumption and lifestyles, and synergies between currents of thought and social activism
- Construction of a new policy for current times in the face of the crises that many democracies in the region have been going through and new global agreement

- The growing appreciation of children and adolescents as agents of change
- The organized civil society that conceives education as a tool for change and transformation
- South-South Cooperation, the wide regional experience of articulation, exchange and coordination of civil society organized at the continental level and vast knowledge on the subject is a condition of possibility for regional
- New technologies, virtual platforms and social networks enable an agile organization of campaigns and advocacy that transcend borders
- Advances in regulatory matters necessary to promote sustainable development

Recommendations from participating practitioners in the survey:

- Promote learning communities to develop a theoretical framework, identify and disseminate good practices, articulate with public policies and create a fund to support scaling up initiatives
- Promote approved self-assessment processes: common impact measurement matrix
- Promote approved training, such as socio-emotional skills/GCED with a UNESCO certification, to build capacity and improve a regional movement and cooperation
- Strengthen the weakest organizations and themes in the educational agendas:
- Mapping of organizations led or supported by women
- Provide technical and financial support to the surveyed practices
- Provide support and encouragement to programmes, awareness campaigns, roundtables

- with key decision-makers related to access to education for the rural population, people deprived of liberty and those in the context of mobility
- Design and implement communication and awareness campaigns

Sub-Saharan Africa Regional GCED Network

Regional Coordinator



Ms Julia Heiss

Ms Julia Heiss, the Education Programme Specialist at UNESCO Harare and Regional Coordinator of the Sub-Saharan Africa Regional GCED Network, gave a concise presentation on major roadmaps for the Southern Africa region in which covered by UNESCO Harare as the regional office, and its on-going projects on GCED, particularly in the field of research. Ms Heiss opened her presentation by explaining two core agendas on which the region mainly concentrates. She then introduced the participants a GCED concept embodied within southern Africa curricula. She also followed-up current projects on GCED developed since the 2019 GCED Network Meeting, including, but not limited to, joint programmes conducted with the Southern Development Committee (SADC).

Current issues in the region:

- Different timelines between two core Agendas for Africa
 - Time difference between the UN SDGs – Target 4.7 – which aims to be achieved by 2030 and the Continental Strategy for Africa that goes until 2025.

- Peace education, including conflict prevention, reflected on both agendas
- GCED concept for southern Africa – Ubuntu
 - Ubuntu, a regional notion/ethos of GCED, namely “I am because we are, we are because I am” reflected within most of the South African curricula

Activities:

- The inclusion of South African liberation history in the curriculum
 - Promote learning to live together in diversity; strengthen the concept of Ubuntu; cement the African identity and culture
 - Review the level of GCED values integrated within the national curriculum of all SADC Member States, commissioned by UNESCO Regional Office for Southern Africa (ROSA) and SADC Secretariat
 - Next step: Roadmaps on integrating GCED and Southern African liberation history
- National Liberation Movements (NLM) Heritage programme
 - In collaboration with multiple South African liberation documentation centres, the programme focuses on learning materials development, teacher education and working with youth in/out of schools.
- Capacity Building Programme for Teachers Educators on ESD
 - Train teacher educators in 11 countries in the region for the last 4 years, including ESD, transformative learning and sustainable education
 - Sparked extensive networks of GCED practitioners – teacher training institutions

- Other projects on GCED from other African regions
 - Spearheaded by ICCBA, a project on peace education and PVE, "Silencing the Guns in Africa through Investing Youth Education" is currently on-going with the Government of Japan
 - A similar project is also happening in the West Africa region with various UNESCO specialized institutions

Key Partners



Dr James Keevy



Prof. Jose Frantz

Dr James Keevy, CEO of the Jet Education Services, greeted the participants and briefly explained the background of the research project on GCED that a group of young researchers is currently carrying out in the context of COVID-19. Introduced by Dr Keevy, Prof. Jose Frantz took over the floor and continued the presentation. As part of the researchers' challenge called #OPENUPYOURTHINKING, Prof. Frantz took the lead of the project and partnered with UNESCO ROSA and supported by Jet Education Services. She further elaborated on the goal of the project, research method and basic overview of the results.

Activity:

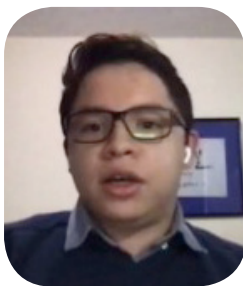
- Research activity - #OPENUPYOURTHINKING
 - Aims to explore how higher education institutions, students and staff are coping with the pandemic

and how are they ensuring GCED to be continued

- Data Collection Methods
 1. First Rapid Review highlighted how media was portraying higher education institutions and its reaction against the pandemic
 2. Second Rapid Review focused on the current status of higher education institutions in regards to the promotion of GCED
 3. Survey covered various Sub-Saharan countries and asked about the students' views on GCED
 4. Interviewed a couple of interviewees on how they view the current impact of the pandemic on GCED
- Research questions take a mixed methodological approach to get the data in a short period of time
- In regards to the Second Rapid Review and the survey results:
 1. The critical role of higher education institutions in promoting the identity of Global Citizens was underlined
 2. The university is recognized as the significant venue of GCED
 3. The participants called out for action and response with empathy and demonstration of diversity, social justice and inter-group support
 4. Existing inequalities within the higher education environments were identified
- For the interview, a few barriers were identified in the context of the COVID-19 pandemic, for instance,
 - Lack of humanitarian principles in curriculum
 - Theoretical focus and a lack of relevant information, especially in the very own context of the Sub-Saharan region
 - While the internet connectivity is rising, it also challenges the higher education

- Lack of education exchange programme
- On the other hand, a few enablers were also discovered by the interview
 - Inclusivity of the global discussion surrounding the current situation
- Conclusion
 - Embracing GCED in higher education institutions is an interactive process, rather than a linear process
 - We also have to reflect and see our current position
- One key area that is actively discussed within the region is the Gender-Based Violence (GBV,) and she showed her expectation towards GCED to play a key role in moving forwards in the field of GBV
- As one of the success factors, the response to the pandemic demonstrated that students, staff and institutions were able to engage in a manner that GCED through. Empathy and civic responsibility
- Priority action area
 - Higher education institutions and universities can be a strong drive for GCED and should be encouraged as we move forward in the time of the global pandemic

GCED Youth Network



Mr Diego Manrique

his presentation, Mr Manrique briefly introduced the GCED Youth Network and explained about its

The updates from the regional coordinators and key partners were followed by a presentation from the core team member of the GCED Youth Network, Mr Diego Manrique. Through

activities in 2020 and 2021. Established in 2016 with the support of APCEIU, the GCED Youth Network strives to promote more active and meaningful participation of youth to support the promotion of GCED on the global scale. The main activities of the youth network are divided into four main areas: training, diffusion, support and connecting.

Activities:

- Online 6th Youth Leadership Workshop in GCED
 - 35 youth leaders from Asia-Pacific, Arab States, Africa, Europe and Latin America and the Caribbean
 - Online workshop/course via the GCED Online Campus
 - ▶ The course focuses on GCED and youth advocacy
 - Regional action plan development
- Capacity Building Webinars
 - Webinar with PEACE MoMo
 - Webinar series on relevant topics to youth advocacy
 - Webinars on GCED and Global Citizenship with alumni
 - ▶ Alumni requested the GCED Youth Network to present to their local networks about GCED and the practical approach to implementing GCED in the local context
- GCED Training Material for Youth Organizations
 - Together with APCEIU Office of Education and Training, the GCED Youth Network developed a series of training materials for youth organizations focused on GCED and other topics, such as:
 - ▶ Youth Advocacy (2)

- ▶ Media Literacy
- ▶ Vulnerable Communities
- ▶ History and collective memory
- ▶ Crisis Management, focusing on the. COVID-19
- Participation with Partner Organizations
 - UNESCO APCEIU: 5th International Conference on GCED
 - UNESCO Latin America:
 - ▶ 2 Central American Regional Dialogues on Global Citizenship Education
 - ▶ MOOC Development
 - AFS:
 - ▶ Webinar on Global Competence and GCED
 - ▶ Annual International Conference

Future Plans:

- Launch online GCED Youth Platform
- Conduct at least one regional workshop on GCED in each region
- Conduct one Youth Global Workshop on GCED
- Training and capacity building through the development of online and offline resources

Group Discussion

The group discussion session was conducted in plenary and moderated efficiently by Ms Joyce Poan.

The objective of the group discussion was to identify strategies and collect suggestions for strengthening inter-regional and global GCED networks.

Discussion Point 1: Exchange platform for GCED-related researchers/scholars

Prof. Massimiliano Tarozzi from the University Bologna started the discussion by pointing out the commonality of each region. He stated that research is one of the activities carried out in all regions and he suggested the idea of creating a platform for researchers in different regions to interact through exchanges of research projects and results and through designing common research. He argued that there is an increasing effort to implement GCED in the local context through policy and practices. However, the comparative research, including the research that he is currently doing with Professor Lynette Shultz on the GCED Network in Europe and North America region, is a form of research that can be easily shared across different regions. Therefore, he suggested the needs to create an exchange platform for researchers to share their research practices and design a common research project that can be applied across different regions.

Ms Joyce Poan, the moderator, replied by informing all participants about the UNESCO Chairs programme created by UNESCO. The UNESCO Chairs programme aims to promote collaboration among different universities across the globe through knowledge sharing and cooperation. Ms Poan also suggested that it might be possible for UNESCO, APCEIU, the GCED Network and other key partner organizations to develop a plan to complement the research collaboration and partnership across different regions.

Ms Anna Chung from APCEIU also thought that it would be a great idea to have a network of researchers/scholars in GCED-related field across all regions. The network will enable the exchanges of common research design, etc. Ms Chung stated that it is highly possible to have such network as even with the Second Annual Meeting of GCED Actors' Platform, the participants were coming from different research institutions in different regions which would be a good start on how to establish the desired network.

Ms Romina Kasman from UNESCO Santiago was also highly positive about the idea of having global and regional networks of researchers/scholars. It is imperative to have these two networks as those who belong to the global network can help to translate the global approaches into regional and vice versa. Moreover, Ms Kasman mentioned about a high interest of such network in Latin America and the Caribbean region. UNESCO Santiago has been working with partners to gather the interested people and Ms Kasman stated that she would be happy to share their initiative to other regions as well.

Discussion Point 2: Theoretical Research of GCED

Dr James Keevy from JET Educational Services raised the second discussion point on the theoretical frameworks that inform GCED. He mentioned that there are still low activities on this topic. JET Educational Services were working in this area approximately five years ago with UNESCO. Through the project, it has experienced that many partners are talking about the methodologies and elaborations, yet not many talks about the underlying theory and

understanding of GCED. Dr Keevy also mentioned about JET Educational Services' work on learning outcomes and how they can be used to represent and describe values. Moreover, he pointed out that the domain of research does cover not only empirical but also theoretical research, yet there is still a gap between the two. Therefore, he is highly supportive of the GCED Network members and other participants who would like to work in the theoretical research area.

Ms Poan responded by stating that the format of the meeting does not allow each participant, including the representative from UNESCO, to go deeper into the GCED-related theory. She also stated that Dr Keevy's point is certainly a point that can be further discussed among various stakeholders.

Discussion Topic 3: Increase the meeting interval and communication methods of GCED Network

Ms Romina Kasman suggested that it would be highly beneficial for members if the GCED Network meeting can be done more frequently in each year. She suggested that the meeting could be done twice a year. Moreover, the existence of communication method such as a newsletter or even merely update emails would be beneficial for each member to get updates from each other. The dissemination of information from different regions is considered as critical as learning materials.

Ms Poan applauded the current global and regional meeting format that is organized by APCEIU.

However, she seconded the idea mentioned by Ms Kasman as more frequent updates and sharing session among members from different regions would contribute to strengthening the GCED implementation yet still need to consider the modality. Ms Poan also suggested that currently, some UNESCO field offices have a framework to disseminate information among different offices and this framework might be a good start to ensure the information sharing among different regions within various Regional GCED Networks.

Ms Chung mentioned that members gathered in the GCED Actors' Platform meeting once a year, and she acknowledged that the global meeting in GCED field is a rare opportunity. She also hoped that there would be an opportunity to extend the interval of the meeting in the future, perhaps by using other methods, such as virtual meeting or newsletter, as compliments to the offline meetings.

Ms Poan responded to Ms Chung's comment by suggesting to create a GCED newsletter for interested partners.

Closing

In the closing session, Ms Joyce Poan expressed her gratitude to APCEIU for its preparation and efforts in ensuring the meeting is achieving its objective. She also felt really encouraged after listening to the participants' activities and plans and glad to hear that each partner is trying to tackle the challenges of GCED implementation from different angles. These angles include evidence-based research, promotion of policy, encouragement of political support, capacity reinforcement and support to teachers, youth and children as efforts to actualize GCED. As a GCED advocate and positive realist, Ms Poan reminded every participant that it is the time to make a big push for GCED, to determine what kind of education that we want, and to decide the steps on how to change it. She also expressed her gratitude to all partners for their ongoing efforts on GCED and looking forward to cooperation in escalating the GCED implementation.

Mr Hyun Mook Lim, the Director of APCEIU, thanked all participants for their wonderful presentation and activity sharing. Similar to Ms Poan, Mr Lim stated that he was highly encouraged by the efforts done by all partners to ensure the continuation of GCED despite the difficulties and disruptions that we are experiencing this year. He believes that this GCED Actors' Platform will become an inspiration for each participant as it allows knowledge and information sharing on initiatives in different regions, particularly on research. All of these activities have given hopes and positive prospect in the coming years. Mr Lim

also expressed his gratitude for all suggestions given by participants, and he ensured that APCEIU would seriously reflect on them and come up with solutions to accommodate the needs of the Network. Mr Lim ended his remarks by wishing the participants all the best for their activities in the rest of 2020 and 2021.

Programme Overview

Time	Programme
13:00-13:05	<p>Opening</p> <p>Moderator: Ms Anna Chung, Head, Office of External Relations and Information, APCEIU</p> <ul style="list-style-type: none"> • Opening Remarks by Mr Hyun Mook Lim, Director, APCEIU • Opening Remarks by Ms Cecilia Barbieri, Chief of Section, Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development, UNESCO Headquarters • Introduction of Agenda • Group Photo
13:05-13:15	<p>Presentations</p> <p>A. Updates on UNESCO's Activities on GCED and Its Future Action Plans</p> <ul style="list-style-type: none"> • Ms Joyce Poan, Programme Specialist, Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development, UNESCO Headquarters <p>B. Updates on GCED Network Activities and APCEIU's GCED Research Projects</p> <ul style="list-style-type: none"> • Ms Maggie Yang, Assistant Programme Specialist, Office of External Relations and Information, APCEIU
13:15-14:35	<p>Main Session</p> <p>Moderator: Ms Anna Chung, Head, Office of External Relations and Information, APCEIU</p> <p>A. Updates on Activities of Regional GCED Networks & Research activities on GCED</p> <p>Europe and North America Regional GCED Network</p> <ul style="list-style-type: none"> • Regional Coordinators: <ul style="list-style-type: none"> Prof. Lynette Shultz, Professor, Faculty of Education, University of Alberta Prof. Massimiliano Tarozzi, Full Professor, Department for Life Quality Studies, University of Bologna • Key Partner: <ul style="list-style-type: none"> Ms Monika Froehler, CEO, Ban Ki-Moon Centre for Global Citizens (BKMC) <p>Arab States Regional GCED Network</p> <ul style="list-style-type: none"> • Regional Coordinator: <ul style="list-style-type: none"> Mr Hegazi Ibrahim, Programme Specialist, UNESCO Beirut Office • Key Partners: <ul style="list-style-type: none"> Mr Badr Mohammed Alhussein, Training Consultant, The Dialogue Academy for Training (KACND) Prof. Mohammed Abu-Nimer, Senior Advisor, King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID)

Time	Programme
13:15-14:35	<p>Asia-Pacific Regional GCED Network</p> <ul style="list-style-type: none"> • Regional Coordinator: Mr Mark Manns, Associate Programme Specialist, UNESCO Bangkok Office • Key Partner: Dr Satya Bhushan, Assistant Professor, National Council of Educational Research and Training (NCERT) <p>Latin America and the Caribbean Regional GCED Network</p> <ul style="list-style-type: none"> • Regional Coordinator: Ms Romina Kasman, Programme Specialist, UNESCO Santiago Office • Key Partner: Ms Marcela Browne, Head of Education, SES Foundation <p>Sub-Saharan Africa Regional GCED Network</p> <ul style="list-style-type: none"> • Regional Coordinator: Ms Julia Heiss, Education Programme Specialist, UNESCO Harare Office • Key Partners: Dr James Keevy, CEO, Jet Education Services Prof. Josè Frantz, Deputy Vice-Chancellor - Research and Innovation, University of Western Cape <p>B. Updates on GCED Youth Network Activities</p> <ul style="list-style-type: none"> • Mr Diego Manrique, GCED Youth Network Core Group Member
14:35-14:55	<p>Group Discussion</p> <p>Moderator: Ms Joyce Poan, Programme Specialist, Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development, UNESCO Headquarters</p> <p>Objectives</p> <ul style="list-style-type: none"> • To identify strategies and suggestions for strengthening inter-regional and global GCED networks <p>Q&A</p>
14:55-15:00	<p>Closing Remarks</p> <ul style="list-style-type: none"> • Closing Remarks by Ms Joyce Poan, Programme Specialist, Section of Global Citizenship and Peace Education, Division for Peace and Sustainable Development, UNESCO Headquarters • Closing Remarks by Mr Hyun Mook Lim, Director, APCEIU

* Time displayed is according to Paris time (GMT+1)

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2020 Activities of the Regional GCED Networks

Regional GCED Network	Partner Organization	Activities
Asia Pacific	UNESCO Bangkok Office	<ul style="list-style-type: none"> • 2020 Asia-Pacific Regional GCED Network Meeting (Webinar Series) • Development of "How to GCED" Mini Guide Series
Latin America and the Caribbean	UNESCO Santiago Office	<ul style="list-style-type: none"> • Development and Dissemination of a GCED Youth MOOC for Latin America and the Caribbean
Arab States	UNESCO Beirut Office	<ul style="list-style-type: none"> • GCED Curriculum Development in Universities
Sub-Saharan Africa	UNESCO Harare Office	<ul style="list-style-type: none"> • GCED Desk Review in Southern Africa (national school curricula, teacher education curricula) • Roadmap on How to Implement GCED in SADC countries
Europe and North America	University of Alberta and University of Bologna	<ul style="list-style-type: none"> • Joint Research: 'Understanding and Building Europe and North America Regional Network Promoting GCED'

Meeting Photos





**Second Annual Meeting of the
Global Citizenship Education
Actors' Platform**

Meeting Report



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