Global Citizenship Education in Southern Africa

Learning to live together- the role of teachers

Report of a networking meeting
28-29 October 2019   Johannesburg, South Africa

UNESCO Education Sector

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ACRONYMS AND ABBREVIATIONS

AIDS   Acquired Immune Deficiency Syndrome

APCEIU   Asia-Pacific Centre of Education for International Understanding

AU   African Union

ESD   Education for Sustainable Development

GCED   Global Citizenship Education

GEFI   Global Education First Initiative

HIV   Human Immunodeficiency Virus

IICBA   International Institute for Capacity Building in Africa

MoE   Ministry of Education

NGOs   Non-Governmental Organizations

NLM   National Liberation Movement

PTAs   Parents and Teachers Association

RECs   Regional Education Committees

ROSA   Regional Office for Southern Africa

SARDC   Southern African Research and Document Centre

SDGs   Sustainable Development Goals

SRHR   Sexual and Reproductive Health and Rights

TVET   Technical and Vocational Education and Training

UNESCO   United Nations Education, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

ACKNOWLEDGMENTS

The UNESCO Regional Office for Southern Africa (ROSA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) would like to extend their sincere gratitude to all delegates from sub-Saharan Africa who travelled to Johannesburg, South Africa for the networking meeting on Global Citizenship Education (GCED) in Southern Africa, for their active participation in all discussions and for sharing their experiences.

ROSA and APCEIU would like to thank the South African Government for hosting this meeting and for their contribution in ensuring that the meeting took place in a successful manner.

We hope that this report captures all reflections, discussions and action points of the meeting.

I. INTRODUCTION

In April 2017, the UNESCO-ROSA and APCEIU organized the Global Citizenship Education (GCED) Regional Network Meeting in Johannesburg, South Africa. The participants from Sub-Saharan Africa agreed on the relevance of GCED in Africa and its role in empowering learners to become actors of change capable of facing and resolving global challenges and acting towards the achievement of a more peaceful, tolerant, inclusive and secure world.

A major output of the 2017 Meeting was the consensus that contextualization of GCED is a pre-requisite to making the concept relevant to learners. Indeed, learners would be able to embrace GCED if they are able to connect to it culturally and linguistically. As GCED embraces a wide scope of topics and contents, contextualizing the educational and the pedagogical approaches at the local level is key. In Southern African countries, the GCED spirit and approach are present in curricula in some form. However, contextualizing curricula by including local cultural practices, knowledge and values, building capacities of teachers, as well as partnerships and networks beyond schools are areas in which governments need to be supported.

While the region is indeed considered one of the most developed regions in Africa, it still faces challenges of exclusion, intolerance, discrimination and violent behavior against migrants, women and others who are considered outsiders, especially among the youth. Integrating GCED in national curricula with specific emphasis on addressing intolerance is essential in creating platforms to address these contemporary challenges in schools, while cultivating a culture of peace and non-violence among learners.

In addition, research has suggested that programmes aiming to address xenophobia should have concrete metrics and indicators to assess their impact and success. One such indicator could be a reduction in the number of violent attacks motivated by Sexism and Xenophobia, rather than references to vague notions of "changing public attitudes"[1].

Africa wide, the SDG 4 target 4.7 as well as the Strategic Objective 10 of the Continental Education Strategy for Africa 2016-2025 emphasizes promotion of peace education, conflict prevention and resolution at all levels of education and for all age groups. These objectives will be achieved through the formulation of national policies on peace and GCED by ministries of education in collaboration with partners including the civil society, capacity building of actors in the field of peace and GCED at all levels, development and dissemination of relevant teaching and learning materials on peace education and GCED.

Target 4.7:
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

In all the above, teachers have a critical role in facilitating GCED. Teachers can and must have a direct impact on strengthening students' resilience to discriminatory and violent narratives, modelling values of respect and trust. The Global Education First Initiative (GEFI) has identified the lack of teacher's capacity as one of the barriers to GCED. Effective and sustainable development and implementation of GCED programmes require well-informed and trained teachers to deliver GCED contents. For this, teachers need deeper understanding and skills on topics and pedagogies that support GCED, effective classroom management skills, to readily adopt new technologies, and to be inclusive and sensitive to the diverse needs of their students. Therefore, building the capacity of teachers to meet the challenges of GCED is a top priority.

It is with this background that this second GCED networking meeting was held from 28 to 29 October 2019 in Johannesburg, South Africa. It took stock of GCED in the region and discussed how GCED is and could be integrated in curricula and teacher education in the Southern African context to strengthen and expand the existing networks of GCED stakeholders and partners.

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[1] World Refugee Council Research Paper No. 5 — September 2018: Xenophobia toward Refugees and Other Forced Migrants-

II. OPENING SESSION

The networking meeting on GCED in Southern Africa, *"Learning to live together: the role of GCED and teachers"* was officially opened by high-level representatives from UNESCO and the host government.

Officially opening the meeting, Regional Director and Representative at ROSA, Professor Hubert Gijzen quoted the 1945 UNESCO Preamble to the Constitution, "If wars begin in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed". He explained that GCED aims to develop in learners the values, attitudes and behavior that support responsible global citizenship, creativity, innovation, commitment to peace, human rights and sustainable development. GCED is also a strategic work area for UNESCO which fits learners of all ages directly to the education agenda 2030 and the AU agenda 2063. "We are very happy at UNESCO that GCED found its way into the SDGs," he said.

Professor Gijzen urged all participants to look back at what was agreed and recommended in the first meeting which took place in 2017. He indicated some of the recommendations as the need to contextualize GCED, emphasis on capacity building and continue networking and partnerships.

Representing the host country, Mr. Philip Dikgomo, the Director of Teacher Development in South Africa's Ministry of Education (MoE), underscored the importance of contextualizing GCED to suit local needs. "While we are global citizens, we are also local citizens and GCED needs to be contextualized to suit local needs," he said.

Contextualizing curricula by bringing local cultures practices, knowledge and values; capacity building of teachers and partnerships beyond schools are important areas in which Government need support. He welcomed all stakeholders to South Africa, wished them fruitful deliberations and thanked UNESCO for organizing the meeting.

III. OBJECTIVES

The networking meeting was designed to facilitate strengthening a sub-regional network of GCED stakeholders that supports teachers to integrate GCED in their practices. It brought together GCED experts and stakeholders to develop learning strategies for GCED, address Southern Africa challenges and review GCED competencies for teachers. The two-day conference focused on:

- Framing GCED in the context of Southern African realities - its role in fighting prejudice including sexism, gender-based violence and xenophobia and promoting human rights;

- Sharing experiences of GCED related curriculum content, both formal and non-formal education;

- Identifying the competencies teachers require to deliver GCED effectively and the implication for teacher education;

- Sharing good practices such as the National Liberation Movement Heritage education as a platform for building unity and solidarity as well as social consciousness across the region; and

- Developing strategic partnerships and a network that strengthens GCED in the region.

IV. UNESCO'S VISION FOR GCED

Ms. Julia Heiss, Education Programme Specialist at UNESCO ROSA, presented UNESCO's vision for GCED. She started by raising the question: "who are global citizens?" UNESCO states that global citizenship is a sense of belonging to a community and a common humanity. It emphasizes the political, economic, social and cultural interdependence and the interconnection between local, national and global. In response to today's challenges that go beyond national borders and are impacting everyone, UNESCO engagement is based on four main observations, which include:

- Addressing conflicts, terrorism, violent extremism, intolerance, racism, discrimination;
- Ensuring development in the context of a globalized economy;
- Ensuring a balanced access to and use of ICTs; and
- Addressing climate change.

Challenges arise in the increasing interdependence and interconnectedness of people and places. It also points to ongoing global challenges with very concrete and real impacts at the local level, impacting all regions. Solutions require understanding and factoring in global trends. This incorporates how to act locally and how to have an impact beyond national borders.

UNESCO tries to address the question: What specific kind of education is needed to ensure that learners are equipped to face such challenges? For UNESCO, GCED is understood as an education that aims to empower learners of all ages to assume active roles, both locally and globally in building more peaceful, tolerant, and inclusive and secure societies. This is part and parcel of

SDG4, target 4.7. GCED also requires learning at three levels; cognitive, socio-emotional and behavioral. Cognitive learning fosters knowledge and thinking skills necessary to better understand the world and its complexities. Socio-emotional learning instills values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully. Lastly, behavioral learning creates the ability to conduct, perform and practically apply GCED values and engage responsibly in society.

UNESCO's commitment to GCED originates in the organization's vision of peace, which is grounded in the notion that lasting peace is more than security and freedom from violence. Its approach to GCED also builds on the organization's long-standing experience in human rights education, which remains a specific mandate area of work for UNESCO.

UNESCO's Global Citizenship Education includes the following areas of work:

- Specific work on GCED;
- Peace and human rights education, including multilingualism and textbooks;
- Prevention of violent extremism through education, including anti-Semitism;
- Education for the rule of law and a culture of lawfulness; and
- Education about the Holocaust and the prevention of genocide.

The first UNESCO guidance tool on GCED suggests ways of translating GCED concepts into specific topics and learning objectives taking into account the age of learners. This was developed to serve as a reference to educators, curriculum developers, trainers, policy-makers and other education stakeholders working in non-formal, informal and formal settings.
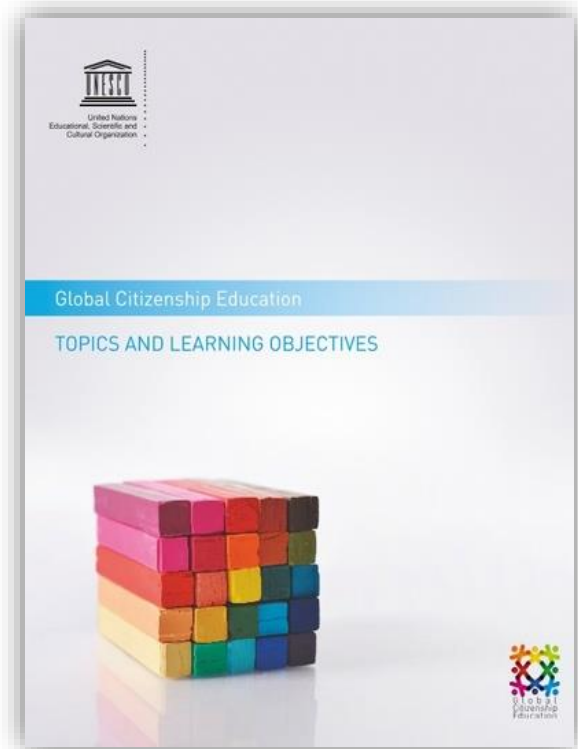
V. ISSUES, PRACTICES AND GCED IN SOUTHERN AFRICAN CURRICULA

A. ISSUES AND TOPICS FOR GCED IN SOUTHERN AFRICA

Ms. Carolyn Medel-Anonuevo, Senior Education Specialist and Head of the Education Unit at ROSA moderated a panel discussion on issues and topics for GCED in Southern Africa. Panel members consisted of government officials, teacher educators and academia from Namibia, Malawi, Nigeria, South Africa and Zambia. Listed below are the questions and a summary of some responses given by the panelists:

1) What are the key challenges and issues in the region that GCED should address?

Key challenges and issues in the region that GCED should address include; gender-based violence, out of school children, dealing with disability in education, conceptualization of GCED relative to ESD, how to embed civic education into identities, using ICT and social media to advance GCED agenda, Xenophobia/Afrophobia and how it affects global citizenship and the fact that decolonizing education means to question the very nature of states.

2) How do we address challenges through policies and education?

To address challenges through policies and education, we need to have a re-think on civic education at a world stage, include *Ubuntu* ideology in teaching modules, decolonizing curriculum in universities and assessment of outcomes should be associated with SGDs and objectives of GCED.

3) How can GCED be articulated in your context and what are the practices where this has been articulated?

Policies have been designed to incorporate elements of diversity such as respect in regions where there is a lot of disparity. There is a paradigm shift in the education sector to include policies to empower women, GCED is very conspicuous in addressing many issues, there are many policies, but implementation is a serious challenge. There is a need to move from theory to practice, have a focal person in training colleges for Civic Education, to find out own definition of Civic Education. A written module is needed to provide guidance on GCED.

4) What is the difference between civic education and citizenship education?

Introduction of SDGs in schools, the question of language in global citizenship, more academics and researchers are taking a more cultural approach when teaching citizenship education. Community engagement opportunity exists to structure curriculum. The "fees must fall" campaign has helped universities think of their spaces, there are some existing elements of Citizenship Education in current curricula.

5) How can we strengthen GCED and act upon opportunities?

To strengthen GCED and act upon opportunities there is a need to mobilize political will to change policies. However, the challenge is on implementation. It is important to present alternatives to the curriculum that is already in existence and to present GCED as emancipating people. This will depend on pedagogical methods that trainers and educators are using. Lastly, it is important to embrace emphasis from governments that history on liberation struggle should be taught.

6) Discussion

The key messages from the panel discussion were that countries within the region need to move from theory to practice, develop policies, mobilize political will, and prioritize action and implementation. Audit existing curricula and assess which subjects GCED concepts can be infused in, create spaces for learners to discuss how they want to learn was also mentioned.

B. TEACHING GCED IN SOUTHERN AFRICA

This session focused on teaching GCED in Southern Africa and what exists. Representatives from UNESCO and partners presented on diverse projects in the region, mobilizing youth through citizenship education and interfaith learning. Following the presentations, participants discussed challenges in mainstreaming GCED in the curricula.

1) The National Liberation Movements Heritage Programme

Mr. Dickson Kasote of UNESCO-ROSA and Ms. Phyllis Johnson of Southern African Research and Development Centre (SARDC) explained that the National Liberation Movements Heritage Programme (NLM), is spearheaded by UNESCO. It uses the diverse experiences of the liberation struggles in the SADC region to address discrimination and prejudice, promote tolerance, unity and social cohesion. SARDC's work articulates UNESCO's mandate, as a regional knowledge center that works on regional policy cohesion as a knowledge partner of SADC.

"Today's youth are becoming increasingly disengaged with the past political and social reality and the common history," said Ms. Johnson. The NLM programme is designed to improve awareness and teaching on National Liberation Movements, stimulate debate, engagement and civic education, advance regional integration and promote inclusion, common values, cultural diversity, culture of peace and tolerance.

Next steps involve mobilizing resources for designing more modules, awareness raising programmes and school curricula inclusion at regional and national levels.

2) The Project Humanity

Ms. Ropafadzo Dube of Save the Children, Zimbabwe led a presentation on 'Project Humanity'. She highlighted that it is focused on spreading awareness of four humanitarian principles which include; humanity, impartiality, neutrality and independence so that children and youths are better able to form an opinion on humanitarian principles and gain greater confidence in their capacity to act.

The project also intends to assist teachers in creating learning spaces where students are sensitized to humanitarian concerns, to place the focus on the students themselves, and on the stances they develop in the discussion of humanitarian contexts. Implementing 'Project Humanity' in teacher education curriculum and school curriculum enhances the wellbeing of children and youths prone to and or affected by any form of hardship and distressing events caused by violence, poverty, community unrest, natural and technological disaster.

3) The GCED Otherwise

Ms. Injairu Kulundu-Bolus of Shedding Skins, South Africa, shared an interesting presentation on GCED otherwise-transgressive decolonial praxis in motion. "Young people are contained by youth development models in which there is no critique of representative democracy," she said. There is a growing dissatisfaction and conscientization around "youth development" strategies that are "actually" a form of containment under the guise of preparing young people for democracy and citizenship.

Ms. Kulundu-Bolus also stated that Shedding Skins advocates that young people should be given open spaces, to see contemporary youth movements where they can actively orient themselves, building rigor and legitimacy within

new experimental practices and learn to hear themselves louder.

4) Mobilizing Youth through Citizenship Education

Ms. Olamide Ogunsanya and Ms. Demilade Lawal of OneAfricanChild Foundation, Nigeria co-presented on mobilizing youth through Citizenship Education. OneAfricanChild Foundation for Creative Learning is a youth-led organization creating equal opportunities for disadvantaged children to learn through experiential programmes on GCED. "Global citizenship is about taking action and making the world a better place for everyone," said Ms. Ogunsanya.

OneAfricanChild Foundation inspires active citizenship through sporting activities which are used to model positive values, support learners to move from 'learning about' Global Citizenship to 'learning to' act. They also help students make meaning of lessons in a deeper and more lasting way than traditional teaching methods can provide. OneAfricanChild Foundation offers training to teachers that is centered on collaboration, critical thinking, creativity and communication.

5) Interfaith Learning

Mr. Dominic Nyasulu of World Faith Malawi presented on the role of youth from a religious perspective in promoting GCED. He explained that World Faith Malawi aims to end religious and political violence, and fights against climate injustices and climate induced conflicts. This is done by mobilizing religiously diverse groups of young people to tackle key global, regional, national and community development projects, focusing specifically on advocating and promoting interfaith relations, quality education, childhood

education, social and economic empowerment, climate justice, disaster risk reduction, HIV & AIDS, SRHR and gender-based violence.

"Climate change is a new phenomenon and a threat to global peace and one of the drivers to conflicts," said Mr. Nyasulu.

World Faith Malawi assists participants to build lasting relationships with other religious groups and addresses the poverty that compels young people to violent action.

6) Discussion

Participants noted that there is need for future game changers who can bring a different perspective to GCED. More focus should be placed on decolonizing from fear of the unknown. Africa needs economic and religious liberation as these issues tend to impact negatively on the continent. Another issue discussed was that UNESCO has nine volumes of the general history of Africa and modules ready for teaching.

"If we are to change the world, we have to understand it,' said Ms. Medel-Anonuevo in concluding the panel discussion.

C. GCED IN THE CURRICULUM AND CLASSROOM

In this session participants explored how GCED is included in the curriculum and classroom through group work. Table 1 shows participants' responses to three questions on teaching approaches and initiatives on learning to live together and promoting tolerance.

Table 1 – Teaching approaches and initiatives	
Question	**Answer**
1) What are the existing or proposed pedagogical approaches to teaching to live together and promoting tolerance, a culture of peace and non-violence in schools?	- Empathy and compassion to understand other cultures for inclusivity - Learner centered approaches and self-reflective methods - Include extra curriculum activities such as drama, music, sports, festivals, debates, visiting historical sites, poetry and role-play - Individualized learning approach to cater for learners with different types of learning difficulties or disabilities - Community approach, link with religious leaders and groups - Formal dialogical and experiential approaches including climate change - Continued face-to-face interactions - Use of ambassadors and champions - Social media literacy - Combination of safety in the classroom and brave space - Co-create spaces for learners to understand different projects
2) What are the examples of initiatives that can be implemented to promote learning to live together and promoting tolerance, a culture of peace and non-violence in schools?	- Teaching numeracy in a fun and creative way - Broadening types of assessment - Explaining relevance of subject to learners - Initiatives that show teachers are valued - Informal education, e.g. focus groups, audio visuals, social media platforms, television, radio, peer support, indoor games, role modelling - Indigenous knowledge and untouchable cultural heritage - Children's feedback meetings - Group work, community initiatives - Discussing local, regional and international issues

Table 1 – Teaching approaches and initiatives	
Question	**Answer**
	• Using case study for reflection of behavior • Trust building through tree planting, interaction on project and sectoral collaboration • Interfaith work and Arts events • UNESCO - NLM heritage programme
3) Which partnerships are needed to deliver effective and contextualized GCED in formal and non-formal education?	Partners are needed at local, regional and international levels. These include: • Education departments • NGOs, CSOs • UNESCO • Parents and teachers' associations • Youth-led organizations • Private and Faith-based organizations • Policy makers • Children and youths • Community based organizations • Knowledge partnership such as library institutions • Strengthen collaboration with African Union to develop indigenous African systems • Political parties and their manifestos

Table 2 below shows participants' answers to three questions on how to strengthen GCED in national curricula.

Table 2-Strengthening GCED in National Curricula	
Question	**Answer**
1) Which of the following topics are covered in the national curriculum for Early Childhood Care and Education (ECCE), primary or secondary education/teacher education curriculum: human rights, national liberation heritage, peace education, gender-based violence, xenophobia and intolerance, sustainable development?	• Nigeria, Zambia, Zimbabwe, Malawi, Namibia and South Africa, indicated that their national curriculum for ECCE cover human rights, liberation heritage history, peace education, gender-based violence, xenophobia and intolerance and sustainable development • Kenya, Mozambique and Lesotho indicated that their national curriculum for EEC covers all aspects listed above except for xenophobia
2) Which GCED competencies (knowledge, skills and values) does the national curriculum in ECCE primary or secondary education aspire to develop?	Most countries indicated that their national curriculum includes: • Values such as respect, empathy, team spirit, peaceful co-existence, unity, social justice, responsible citizenship • Skills such as communication, conflict resolution, listening, application of diversity, research, observation, self-awareness/others, assertiveness • Competences such as collaboration, critical thinking, identities, relationships, differences and diversity • Knowledge and content on several topics
3) Which outcomes related to GCED does your country and teacher education curriculum mention?	Countries indicated that the following outcomes related to GCED are mentioned in their teacher education curriculum: • Respect, unity, honesty, sustainable use of resources, integrity, accountability, interdependence, active role-players, initiative takers • Understanding personal identities, interpersonal relationships and multiculturism, secure sense of self and others, • Develop aesthetic, sensitivity and artistic ability • Active civic participation in development, locally, regionally and internationally

VI. GCED AND TEACHER EDUCATION IN SOUTHERN AFRICA

Mr. Lamine Sow, Senior Education Programme Specialist from the UNESCO Abuja Office moderated this session on GCED and teacher education in Southern Africa. He mentioned that the region needs to adapt ways of implementing teacher education, so that knowledge is passed on from teachers to learners in a way that will lead to behavioral change. Mr. Sow also highlighted that pre-service and in-service teachers need teacher guidance, teaching and learning materials in order to be fully equipped to teach GCED.

"Teachers are key, they are essential in transmitting Citizenship Education to learners," said Mr. Sow. Best classroom practices need to be used so that children with disabilities are included in all learning. After this brief introduction, participants listened to four presentation on GCED and teacher education.

A. GCED EXPERTS AND TEACHER EDUCATION

### 1) GCED and teacher education in Africa

Ms. Victoria Kisaakye, Education Specialist from UNESCO – IICBA stated that, IICBA offers technical assistance, training and research at specific levels and tailored programmes. Education systems are confronted with the challenge of accommodating contemporary issues such as human rights education, peace education, gender equality and prevention of violent extremism, all of which provide foundations for GCED.

Teachers play two important roles of knowledge transmission and modeling of societies. This requires well informed and trained teachers to deliver GCED contents. Ms. Kisaakye also shared on critical enablers for teacher education and emphasized on training in transformative pedagogies and stated that teachers can no longer afford to use deductive methods of teaching. She shed more light on SDG4, target 4.7, indicators 25 and 26 which extend to GCED, education for sustainable development and percentage of students by age group showing adequate understanding of issues relating to global citizenship and sustainability.

Ms. Kisaakye presented on different elements that portray the entry points were GCED can be integrated into teacher education and gave examples of best practices of GCED in Africa which include:

- A regional teachers' guide on transformative pedagogy for peace building
- A school safety manual for teachers
- A regional training guide and standards on gender responsive pedagogies for teachers and
- A training manual for teachers on youth empowerment for peace and resilience building and prevention of violent

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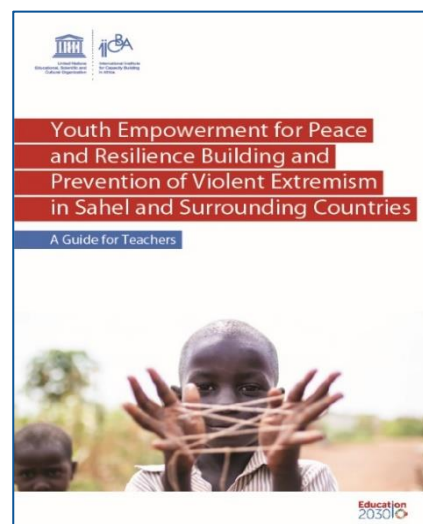
extremism in SAHEL and surrounding countries.

2) Facing history and ourselves

Mr. Dylan Wray of Shikaya, South Africa mentioned that Shikaya's work in GCED is primarily on history teaching. Case studies are used to help learners explore their history and identity, have a balance between intellectual rigor, emotional engagement and critical reflection.

The organization works with teachers who teach language, life orientation, life skills and at times those that teach Mathematics and Science. In 2003, Shikaya partnered on a programme with *Facing History Ourselves*, an organization which develops educational material on prejudices and injustice in American and European society, with a focus on Nazi Germany and the Holocaust. The programme is centered on that people make choices and choices make history.

Shikaya also provides workshops for teachers who are taught on how to deliver lessons on difficult history. "The teacher as a human being, is such an important part of what GCED is," said Mr. Wray. The organization supports teachers and school leaders so that young people leave their schools more numerate and literate, thinking critically, and acting compassionately as engaged democratic citizens.

3) Teacher competencies for citizenship education in Zambia

Mr. Chivunda Kaumba of the University of Zambia gave a brief history about Zambia's incorporation of Civic Education in its curriculum. He highlighted that 2002, marked the year when Civic Education entered the school system at secondary level, through a baseline study and by 2013 a curriculum framework was designed.

Currently Civic Education is incorporated in all curriculum pathways as a compulsory subject at high school level. Teacher education curriculum is also aligned to the school curriculum. Mr. Kaumba mentioned several key competencies expected to be achieved throughout teacher training which center on content knowledge, critical thinking, problem solving, relationships and entrepreneurship.

Some challenges facing teacher education are lack of adequate funding, over enrollment, huge class sizes which make it difficult to apply certain pedagogies and lack of infrastructure to support some activities. The way forward for teacher training is to conduct capacity building workshops, design locally contextualized materials on how to apply pedagogies, create partnerships and utilize Continuous Professional Development (CPD) programmes.

4) Sustainability starts with teachers

Ms. Heila Lotz-Sisitka of Rhodes University started her presentation by allowing participants to reflect on recent sustainability issues such as the Amazon, Arctic Heating and Permafrost Melt and drought-stricken areas in parts of Southern Africa. "We need to look at how we prepare the next generation for these things. Citizenship Education cannot be separated from Sustainability," said Ms. Lotz-Sisitka. She also mentioned that by 2050 Africa will be the most youthful continent and half of the world's children will live in Africa. She challenged participants to think critically if teacher education is preparing teachers to support children to live under these rapid changes.

Ms. Lotz-Sisitka stated that the term "Sustainability," is often used instead of "Sustainable Development," in order to reflect a sense of process or movement. Sustainable

Development is a learning process through which we can learn to build our capacity to live more sustainably. She also defined Education for Sustainable Development (ESD), that it gives attention to learning content, pedagogy and learning environments, societal transformation and learning outcomes.

Ms. Lotz-Sisitka highlighted that Rhodes University started a sizable activity as part of a teachers' project to produce SDG cards so that they are attractive to educators and can be used as a teaching tool. With support from UNESCO and partners, the university also designed "Sustainability Starts with Teachers". This is an action learning programme and flagship project which supports teacher educators in SADC countries to integrate ESD concerns into existing or new Teacher Education and Technical and Vocational Education and Training (TVET) education programmes. The project builds capacity of educators and those who educate educators.
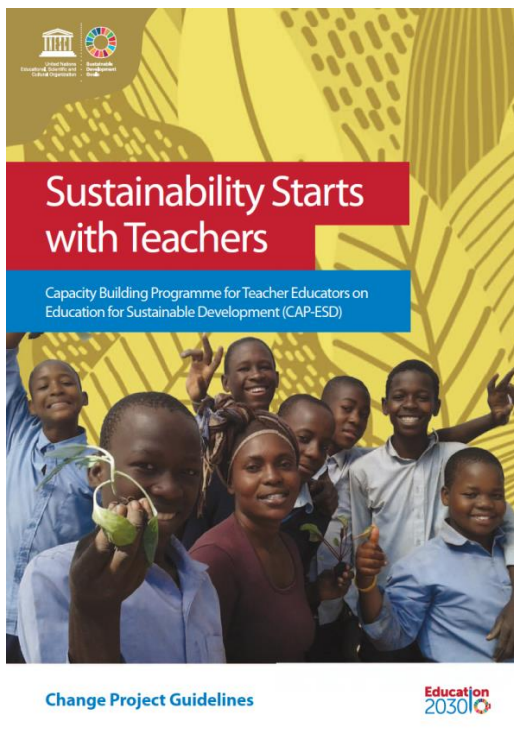
Rhodes University has developed a model called "the change project model," which is designed to work with teacher educators in managing T-

learning from formative learning. Student teachers were assigned to complete the book during their student practice and report back to UNESCO and all the ministries by April 2020. From this, the university will build insight for the monitoring of SDG4 target 4.7. Ms. Lotz-Sisitka also shared on a learning sequence of Sustainable Development issues, ESD Significant Learning Assessment Model, insight on Partner Institutions, and how the project will be rolled out in southern Africa over four years.

5) Discussion

Discussion points raised by the participants include the need to offer training to pre-service teachers on GCED, need for policies which support the implementation of GCED, ways to link education departments with institutions of higher learning, holding governments accountable over the values of *Ubuntu* and collaboration of the University of Zambia with the curriculum component. Concerns were also raised over tackling sexual exploitation around schools and institutions of higher learning.

B. GCED COMPETENCES FOR TEACHERS AND IMPLICATIONS

In this session participants engaged in country group work on GCED competencies for teachers and implications. Listed below are participants' responses:

1) What is GCED in your teacher education context?

Countries provided different answers on what is GCED in their teacher education context. For most countries, GCED is not definitively defined.

Its concepts are integrated along with other disciplines such as development studies, civic education, heritage studies, social sciences, social studies, moral education, life skills and life orientation. Some countries employ either a linear approach or spiral approach, where learners are exposed to these concepts as they progress in their learning experiences.

2) Which learning outcomes related to GCED does your national and teacher education curriculum mention?

Participants provided a range of learning outcomes related to GCED which are mentioned in their national curriculum. These can be classified as cognitive, socio-emotional and behavioral learning outcomes and include honesty and respect, peaceful coexistence, critical thinking, conflict resolution, collaboration, problem solving, social cohesion; sustainable use of the environment, innovation, role modelling, open mindedness, networking and communication, interdependence, assertive, tolerance and accepting.

It should be noted that in most countries, several subjects carrying elements of GCED are integrated in teacher education programmes. However, the impact of these has not been measured or experienced because programmes are not focusing on behavioral and socio-emotional components, but on cognitive ones.

3) How are these GCED learning outcomes aligned with the national school curriculum and learner outcomes?

CGED learning outcomes are aligned with the national school curriculum and learner outcomes

with the intention to enhance a life transforming education. It also seeks to ensure that life values such as respect, love, tolerance, human rights, collaborative skills, respect for diversity and cooperation are incorporated for this purpose.

4) Provide action points to support the integration of GCED in curriculum and teacher education at regional level and explain how partnership and networks can support these?

Participants suggested many action points which centered on auditing current curricula, working with professional bodies, creating assessment tools that monitor development of competencies, alignment of school and teacher education curricula, adapt teacher education to have modules at pre-service and insert level, communication, advocacy and collaboration. This also included creating partnerships with local NGOs, academia, MoE, PTAs, community and traditional leaders, private and public sector, AU, UNICEF, UNESCO and its specialized institutes such as IICBA to create a common regional framework, support initiatives, host regular networking meetings, provide technical and financial support

5) Discussion

After the group presentation, participants engaged in a discussion. Issues raised include a request to have regional guidelines to mainstream GCED, a clear assessment framework which can be adapted by countries within the region and learning support mechanisms for learners and the question on why all learning should be assessed.

VII. ACTION POINTS

Recommended action points which the sub-regional GCED network could take forward include:

- Promoting GCED at regional Ministerial meetings and involve SADC and AU in GCED work and future meetings;

- Commission a comparative mapping study to review GCED content, practices and articulation in curricula and teacher education and in the region;

- Develop a regional framework for GCED to harmonize approaches and practices;

- Develop regional guidelines for assessment of GCED competencies among learners: Current assessment methods are not adapted to the learning objectives and competences GCED want to achieve, in particular, the socio-emotional domain and therefore need to be revisited and revised;

- Develop regional recommendations to include GCED in Technical and Vocation Education: This sector is clearly underserved with regard to transformative education;

- Design and implement a GCED programme in CPD;

- Incorporate GCED into the induction programme for new entrants and in-service teacher educators;

- Create a regional platform for dialogue on GCED;

- GCED actors from formal and non- formal systems including civil society and academia should be connected to design effective programmes and reach in and out of school learners;

- Support countries with capacity building on GCED and transformative pedagogies through IICBA;

- Develop a set of Teacher Support Materials (TSM) for regions to support ongoing advocacy and development;

- Ensure alignment of school and teacher education curricula; and

- Foster South to South cooperation on GCED and transformative and experiential learning.

VIII. CLOSING AND WAY FORWARD

UNESCO and APCEIU (via video) closed the meeting providing a number of suggestions for a way forward.

The Asia Pacific Institute for International Understanding (APCEIU) a partner institute of UNESCO and co-funder of the meeting has formed several regional networks as a strategy to move GCED forward at regional level. APCEIU also formed the GCED Actors Platform which connects the different regional networks through an annual gathering co-convened by APCEIU and UNESCO to address different thematic areas in GCED implementation at the global level. APCEIU offers the following opportunities for partnership to strengthen GCED in Africa:

- GCED online campus certificate courses, GCED clearinghouse

- Call for nominations to GCED workshops via sponsorship

- Promotion and localization of GCED materials such as the GCED Policy Guide, GCED Training Guide and submission of best practices for publication

- Content partnership for international conference on GCED. The next conference will be held from 21-22 October 2020

APCEIU suggested further actions for the sub-regional network which the organisation would support including:

1. The establishment of a Southern Africa GCED core group;
2. Implementation of national GCED dialogues; and
3. Collection of GCED best practices to be shared with UNESCO and APCEIU.

UNESCO encouraged participants to engage with the following networks and platforms:

- GCED networks in the region which participants could join, include the Education for Sustainable Development Alumni network, the GCED-APCEIU networks mentioned above and the KOPANO platform, which is hosted by the University of Namibia and aims to operate at a regional level.
- Some resource platforms for GCED include the APCEIU GCED Online Campus Certificate Courses, GCED Clearinghouse www.gcedclearinghouse.org, the UNESCO-GCED website and newsletter and clearinghouse www.gcedclearinghouse.org , the web portal "*Learning to live together sustainably*" http://vivons-ensemble.net/en (UNESCO and OIF)
- Upcoming events that are relevant to GCED include: the ESD for 2030 World Conference in June 2020 to be held in Berlin (Germany); the ESD 2030 Southern Africa launch event to be held in July 2020 in South Africa and the regional working group on integration of National Liberation Movements history in curricula, to be convened by SADC and UNESCO in 2020.

ANNEX I: PROGRAMME

Sunday 27 October, 2019	
All day	Arrival of participants
Monday 28 October, 2019	
Time	**Session**
08:00 – 08:30	Registration of participants
08:30 – 09:15	**Opening remarks by:** • Hubert Gijzen, Director, UNESCO ROSA • Phillip Dikgomo, Director of Teacher Development Implementation Ministry of Education, South Africa
09:15-09:30	**Introduction and objective setting** by Julia Heiss, Programme Specialist, UNESCO
09:30-10:30	**Panel discussion on: Issues and topics for GCED in Southern African** Panel speakers: • Overson Shumba, Professor, Copperbelt University, Zambia • Frank Lekaba, Lecturer, African Politics at North West University • Maryanne Isu Iwara, Senior Research Fellow, the Institute for Peace and Conflict Resolution (IPCR), Ministry of Foreign Affairs Nigeria • Misheck Munthali, Director Directorate of Teacher Education and Development, Malawi • Chiku Mnubi Mchombu, Coordinator of Human Rights and Documentation Centre, Faculty of Law, University of Namibia Moderated by Carolyn Medel- Anonuevo, Senior Programme Specialist, UNESCO
10:30-11:00	Tea break
11:00 – 12:30	**Teaching GCED in Southern Africa – What does exist?** Presentations by UNESCO and partners: • "Liberation movement heritage programme" by Phyllis Johnson, Founding director, Southern African Research & Documentation Centre and Dickson Kasote, UNESCO-ROSA • "The Humanity Project" by Ropafadzo Dube, Save the Children, Zimbabwe • "GCED otherwise- Transgressive de colonial praxis in motion", by Injairu Kulundu- Bolus, Coordinator, Shedding Skins, South Africa • "Mobilizing youth through citizenship education" by Olamide Ogunsanya, Director of Curriculum Development & Training at OneAfricanChild Foundation • "Interfaith learning" by Dominic Nyasulu, Director, World Faith Malawi Followed by Question and Answer

12:30 - 13:30	Lunch break
13:30 – 14:00	**Global Citizenship Education for more sustainable, peaceful and just societies,** presentation by Julia Heiss, Programme Specialist, UNESCO
14:00 – 14:45	**World café - networking** Organized networking session among partners
14:45 – 15:15	Tea break
15:15 – 16:45	**Group work sessions: GCED in the curriculum and classroom** 1. Teaching approaches and initiatives on learning to live together and promoting tolerance, led by experts 2. How to strengthen GCED in national curricula, led by the representatives from the MoE
16:45 – 17:30	Feedback from the groups
18:30 – 19:30	Cocktail
Tuesday 29 October, 2019	
08:30 – 09:00	Recap of Day 1
09:00 – 11:00	**GCED and teacher education** • "GCED and teacher education in Africa "by Victoria Kisaakye, IICBA - UNESCO • "Facing history and ourselves" by Dylan Wray, Co-founder & Director, Shikaya • "Teacher competencies for citizenship education in Zambia" by Chivunda Kaumba, Head of Department for Civic Education, University of Zambia • "Sustainability Starts with Teachers" by Heila Lotz- Sisitka, Professor at Rhodes University, South Africa
11:00 – 11:30	Tea break
11:30 – 13:00	**Group work on GCED competencies for teachers and implications** **Guiding questions for groups work:** • What is GCED in your context? • Which learning outcomes related to GCED does your national and teacher education curriculum mention. • How are these aligned with the national curriculum and students' outcomes?
13:00 – 14:00	Lunch break
14:00-15:00	Feedback from the groups
15:00 – 16:00	**Closing and way forward by UNESCO and APCEIU**

ANNEX II: ATTENDANCE LIST

	Name	Designation	Institution	Country	Email
1	Misheck Yagontha Munthali	Director Directorate of Teacher Education and Development	Ministry of Education	Malawi	mwayangwe.yagontha@gmail.com
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