

Sangsaeng

Living Together Helping Each Other



Transforming Education and Shaping Our Futures Together

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EDITOR'S NOTE



As humanity is facing unprecedented social, economic and environmental challenges, positive changes are necessary. However, these changes cannot happen with the effort of only one strong country or as a single influential individual. Changes can only occur as a result of actions by groups of people.

In this regard, education plays a key role in adapting and responding to a changing world as it can be the most reliable tool to shape our future into a more inclusive, sustainable, and just world. However, current educational systems

in their current state are part of the challenges as much as they can be a part of solution, depending on how they are designed, carried out, and governed. Thus, fundamental changes to educational systems and educational practices seem inevitable.

The purpose of education must be to empower learners or citizens. Furthermore, it is to expose people to new possibilities while strengthening their capacities for critique, dialogue, knowledge creation, and action as we are interconnected to each other and the world. In this context, *SangSaeng* No. 58 focuses on “Transforming Education and Shaping Our Futures Together” with the goal of exploring possible alternatives to educational systems and practices.

Lim Hyun Mook, Director of APCEIU, presents in his Special Column what transformative education is and discusses how to implement transformative education practices in order for people to live in a more just society, a more equitable international order, and a more sustainable planet.

In the Focus section, three experts provide their insights and experiences by reflecting on transformative education. Professor Fernando M. Reimers proposes reforms in the form of global innovation of education in school systems through the collaboration of educational communities, school networks and government support, which he refers to as the “education renaissance.” Similarly, the idea of universality is emphasized by Professor Madhav Das Nalapat. He argues for developing a perception of universality that promotes a horizontal view in educational systems that centres around teaching young minds to accept differences between individuals and societies. Shamah Bulangis focuses on structural inequalities existing in formal educational systems and proposes developing an inclusive education system that challenges the existing inequalities by including voices from the Global South.

The Best Practices section presents two case studies from Zambia and Nigeria. It is very encouraging to learn about their grassroots-level educational endeavours that aim to make positive changes in their community despite challenges. The GCED Youth Network also delves into diverse and creative youth initiatives aimed at fostering positive changes in their community through education.

We also invite our readers to enjoy “My Role Teacher” in the Story Time section along with the Understanding Asia and the Pacific section, which explores using living heritages in schools to help students grow and respect individual cultures. In the Peace in My Memory section, Valeria Moroz invites readers through her journey of finding peace during the war in Ukraine. Through her story, we witness the impact of war on different individuals, but it also makes us think about the essence of peace as we question the role of each individual.

We are pleased to share these inspiring stories. We hope that they offer some food for thought on the road towards becoming a global citizen that embraces social responsibilities for the benefit of all. Thank you.

Kwang-Hyun Kim

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SangSaeng [상생], a Korean word with Chinese roots, is composed of two characters: *Sang* [相], meaning “mutual”[each other] and *Saeng* [生], meaning “life.” Put together, they mean “living together,” “helping each other,” which is our vision for the Asia-Pacific region. *SangSaeng* [相生] aims to be a forum for constructive discussion of issues, methods and experiences in the area of Education for International Understanding. *SangSaeng* also seeks to promote Global Citizenship Education, which is one of the three priorities of Global Education First Initiative launched by the United Nations in 2012.

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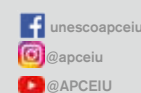
Tel: [+82-2] 774-3956 **Fax:** [+82-2] 774-3958

E-mail: sangsaeng@unescoapceiu.org

Web: www.unescoapceiu.org/sangsaeng

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TRANSFORMATIVE EDUCATION FOR LEARNING TO LIVE TOGETHER

By Lim Hyun Mook (Director, APCEIU)



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△ Transforming Education Summit (TES) digital technology session.



△ TES Learn to live together session.

On September 19, the Transforming Education Summit was held at the United Nations Headquarters in New York. The Summit was convened in recognition of the need for a profound and thorough transformation in education for it to meet the complex challenges faced by humanity today.

Education leaders from UN member countries committed to increase investment in and international development assistance for education to recover learning losses from the COVID-19 pandemic and get back on track to meet the Sustainable Development Goals. They also emphasized the need to transform education so that learners acquire the capacity to prepare for a rapidly changing world.

These Summit discussions are reflected in the resulting Vision Statement by the UN Secretary-General. The statement affirmed that to empower individuals and societies to reshape the present and lead us to a more just, sustainable, and peaceful future, we must move on from

the education models of the past and reimagine its purpose and content.

Transformative Education for the 21st Century

Transformative education is at the heart of this vision, and one of the key tasks is to “learn to live together.” Today, in the face of rising geopolitical tensions, weakening social cohesion, the spread of misinformation and disinformation, the backsliding of democracy, and the deepening climate crisis, education must help us to live together and with nature.

UNESCO’s recent report on “Futures of Education” also stresses the need for transformative education and puts forth tasks necessary for transforming education. Today we live in unsustainable socioeconomic systems that threaten the future of humanity and the planet.

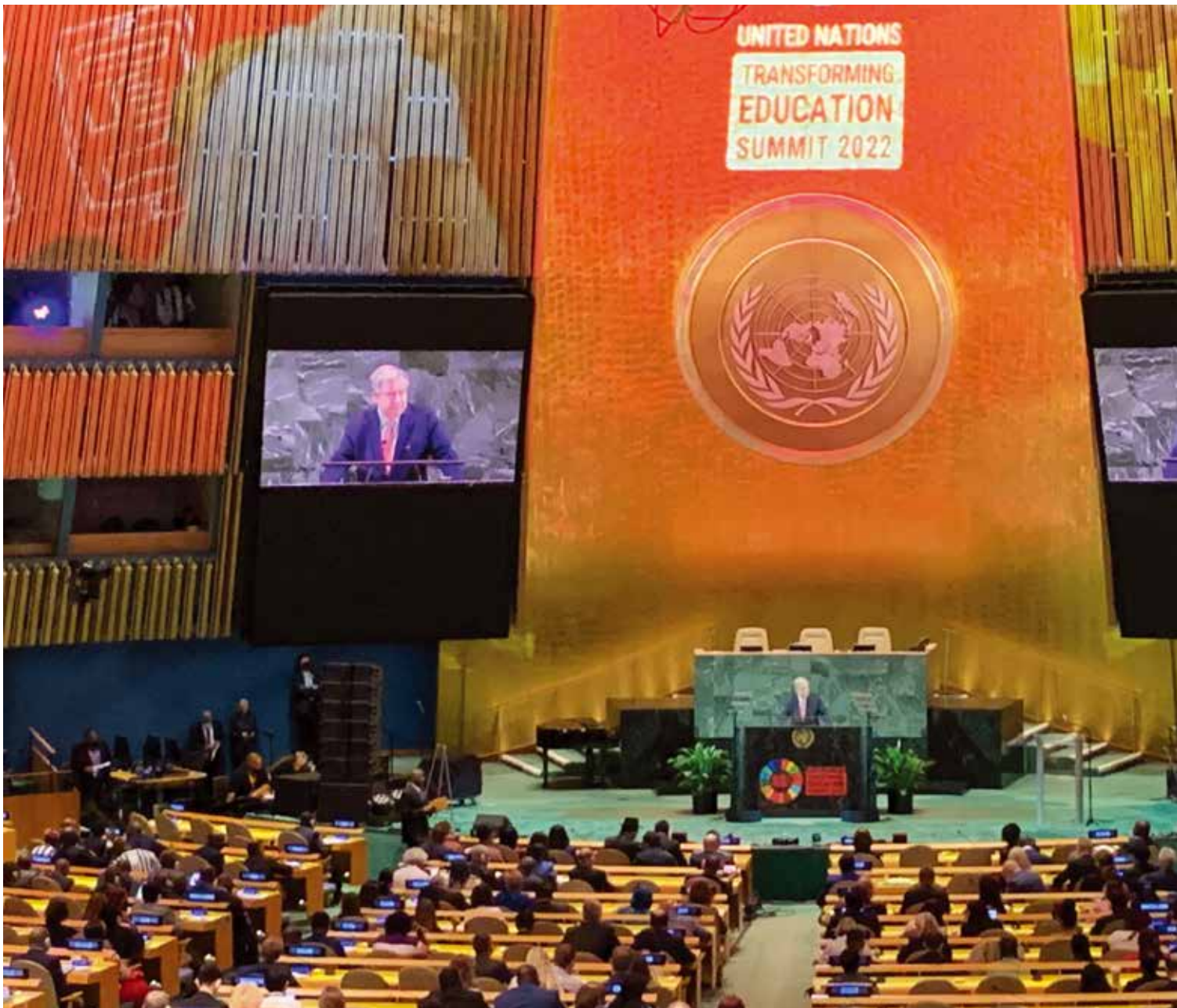
That is why we need transformative education to change these systems; for this purpose, we need a bold transformation in education. Transforming education is not about improving and reforming the

existing education system but rather about reimagining and realizing an entirely new future.

For this purpose, the UNESCO report proposes a few tasks. First, we must affirm that education is a global common good and strengthen cooperation domestically and internationally to reduce educational inequality. All educational institutions including schools must be spaces of inclusion rather than competition. Moreover, while basic knowledge is still essential to curricula, learners need various other competencies such as creativity and participation. With these transformations in curricula, we must support all learners to better understand and respond to interdependencies, inequalities, and imbalances that exist today.

Implementation of Transformative Education: Global Citizenship Education and Education for Sustainable Development

Education for Sustainable Development and Global Citizenship Education are



△ United Nations Secretary-General's opening remarks at the Transforming Education Summit (TES).

actual cases of transformative education. Education for Sustainable Development is focused on empowering learners to change unsustainable socioeconomic systems to overcome the climate and environmental crisis.

Global Citizenship Education is focused on enabling learners to recognize human-human and human-nature interconnection and interdependence and developing competencies for problem-solving through solidarity and cooperation at the local, national, and global

levels, as well as being based on respect for, diversity and empathy.

They are typical cases of transformative education to change the learner and the world. While they have considerable overlaps, they are fundamentally complementary. Cultivating global citizenship is necessary in Education for Sustainable Development, and sustainable development is an essential theme in Global Citizenship Education.

Considering the gravity of the climate crisis today, the urgent need for Education

for Sustainable Development goes without saying. The significance of Global Citizenship Education cannot be more emphasized as we recognize the pressing need for mutual understanding and peace in recent days. As we can see in the war in Ukraine, geopolitical tensions and conflicts are escalating to a dangerous level, not only in Europe but also in East Asia and other regions.

In addition, as nationalism rages around issues such as energy shortage, food security, and refugee settlement, we



△ UN Deputy Secretary-General at TES.

with nature, and cooperate in solidarity with others for a more just society, a more equitable international order, and a more sustainable planet.

Such awareness, values, attitude and capacity are all core objectives of Global Citizenship Education and Education for Sustainable Development and are the essential elements that constitute quality education for the 21st century.

Quality Education and Transformative Education

Providing access to quality education for all is the ideal the international community has been pursuing for a long time and it has been affirmed in global development goals. Thanks to this common endeavour, primary and secondary enrolment has consistently increased while illiteracy has greatly decreased over the past decades. But the COVID-19 pandemic reversed this progress.

Over 90 percent of learners worldwide experienced learning losses due to the pandemic. In 2021, 220 million children and youth did not attend school. It is estimated that 64 per cent of children by age 10 in poorer countries cannot read or understand basic texts.

Quality education requires not only

quantitative expansion but also qualitative enhancement. Education content must be renewed and revised in response to the needs of today's rapidly changing society. At the same time, education must be redirected to focus on 21st century competencies such as critical thinking, empathy, communication skills, solidarity and cooperation so as to overcome complex crises such as inequalities, geopolitical conflicts, and the climate crisis. Here, the central role of transformative education cannot be more emphasized. 🏛️

absolutely need a firm commitment and posture to recognize that we are all part of the interconnected and interdependent planetary community that opposes war and violence, and resolves conflicts in non-violent ways such as mutual understanding and dialogue.

Moreover, since we must understand that part of the cause of such violence and conflict are inequalities and imbalances, then we must cultivate in learners the capacity to think critically, empathize with the suffering of the marginalized, coexist

GLOBAL MOVEMENT TO EDUCATE FOR PEACE

Develop Hope by Focusing on an Educational Renaissance that's Deliberate

By **Fernando M. Reimers** (Ford Foundation Professor of the Practice of International Education and Director of the Global Education Innovation Initiative at the Harvard Graduate School of Education and member of UNESCO's Commission on the Futures of Education)



△ Professor Reimers with school students.

© Fernando Reimers

In November 2021, UNESCO published a report of the Commission on the Futures of Education titled “Reimagining our Futures Together. A New Social Contract for Education.” This is the third time, in its almost eight decades history, that UNESCO commissioned a group of independent specialists to produce a report on the Future of Education.

The first time was in 1968, when it asked former French Education Minister Edgar Faure to lead a commission that produced the report “Learning to Be.” The main idea behind that report, published in 1972, was that it was critical to prepare people with the skills that allowed them to learn throughout their lives. The second time was in 1992 when it asked former Chairman of the European Commission Jacques Delors to lead a commission that produced the report “Learning the Treasure Within.” The main idea behind the 1996 report was the necessity of a multi-dimensional education which allowed learning to know, to do, to be, and to live together.

This third time, in 2019, UNESCO asked Ethiopia’s President Mme. Sahle-Work Zewde to lead this most recent commission. This report differs from the previous two in several important ways.

Breaking Down the Difference

The first is that rather than offer a blueprint for change, it invites stakeholders into a broad global inclusive, participatory and democratic dialogue in every education community in order to develop concrete operational strategies that will help reinvent the culture of education. The second is that this report discusses in greater detail the necessity and directions of transforming the culture of education. The third way it differs has to do with achieving a transformation of the culture of education in which the most important actors are not governments, but rather everyone such as students, parents, teachers, local administrators, and those in public and private schools.

The report is structured in three sections with the first being a discussion of the most critical global challenges of our time. The second is a discussion of the

five elements that need to be rethought to transform the culture of education: curriculum, pedagogy, the teaching profession, the organization of schools and the continuum of organizations that can support lifelong learning. Finally, the report suggests four avenues to achieve such transformation: inclusive and participatory democratic dialogue and social mobilization; more innovation and research; a greater role of universities’ partnerships with schools and school systems with the aim of supporting the transformation of education; and the reimagining of international cooperation.

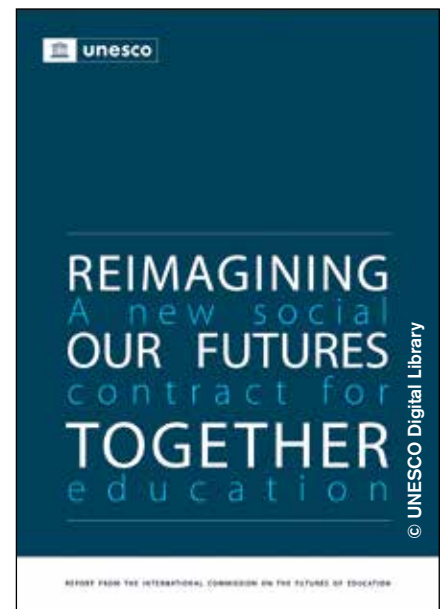
In calling for a reimagining of the culture of education that better addresses the grave challenges of our times (climate change, poverty and exclusion, and conflict), the report is arguing for the necessity of educating global citizens, equipping all students with the skills to understand such challenges and to be able to contribute to addressing them.

The call for the education of global citizens is not novel. Already in 1996, the Delors Report made a forceful argument for such a need. However, there is a large disconnect between the advocacy and scholarly research of Global Citizenship Education (GCED), as well as the practice of teaching and learning in schools. To close that disconnect, we need to devise simple (but not simplistic) and therefore scalable technologies that can help students learn new things and in new ways, and we need better frameworks that guide the process of implementing such change at scale.

Recommended Change

The World Course, which I developed with my graduate students, illustrates how to translate the United Nations Sustainable Development Goals and the Universal Declaration of Human Rights into a framework of knowledge, skills and dispositions; and from there, into a curricular scope and sequence that provides students opportunities for project based and problem based, interdisciplinary learning. This comprehensive Global Citizenship Education curriculum is available in the book “Empowering Global Citizens.”

This original work of developing



△ “Reimagining our Futures Together. A New Social Contract for Education.”

a curriculum, aligned with the UN Sustainable Development Goals, focused exclusively on designing an innovative and interdisciplinary curriculum. I had assumed that with a high-quality curriculum and instructional resources, teachers would be able to engage their students in more empowering learning experiences. As more and more schools adopted this curriculum, I realized that the cognitive and skill demands of such a curriculum required that teachers received support for deeper learning.

This idea was reinforced by some of the early studies of the Global Education Innovation Initiative, which underscored that teacher professional development was crucial to the implementation of an ambitious curriculum. That research had also revealed the importance of school-based teacher professional development.

Based on those ideas, I developed a simple approach, a 13-step process for whole school professional development that accompanies the implementation of a streamlined 60-lesson curriculum. That 13-step protocol has allowed many school networks to develop in service of advancing global citizenship education. This approach was published in the book “Empowering Students to Improve the World in Sixty Lessons.”



An education, in short, equips students with the skills not just to understand and adapt to those challenges, but to address them in order to shape the future. That is what I call Global Citizenship Education and supporting such an education has been the focus of my work developing curriculum aligned with the UN Sustainable Development Goals.



Over the last decade, my colleagues and I in the Global Education Innovation Initiative I lead, have focused on studying how to deliver at scale an education that both allows students the opportunity to gain skills to understand and also to effectively participate in a world characterized by a number of serious challenges: social inequality, increasing demands for economic and civic participation in large part resulting from the use of technology and from the greater cognitive complexity of such challenges, but also challenges such as productively collaborating across all lines of identity and difference, climate change, poverty and so on.

An education, in short, equips students with the skills not just to understand and adapt to those challenges, but to address them in order to shape the future. That is what I call Global Citizenship Education and supporting such an education has been the focus of my work developing curriculum aligned with the UN Sustainable Development Goals. A synthesis of that work is available in the book “Educating Students to Improve the World.”

Multidimensional Reform

The basic argument I present in that book is that implementation is a key element of an education reform – perhaps more so than policy design – and implementation is essentially a process of communication. Given the growing demands and complexity of the challenges we face, relevant education needs to be multidimensional.

To effectively implement relevant education that is multidimensional, education policy makers and administrators need to think multidimensionally as well, not just in terms of the goals of education, but also in terms of the approaches they use to design and implement educational change.

I have theorized what such a multidimensional approach should consist of in my book “Educating Students to Improve the World.” To effectively communicate with the vast number of stakeholders involved in the implementation of an education reform, it is essential to have a “theory of mind” that sees the

world through the eyes of those we are seeking to communicate. I explain how a multidimensional “theory of mind” – that encompasses cultural, psychological, professional, institutional and political perspectives – can help more effectively implement ambitious educational change at scale.

Efforts to educate global citizens will require concrete operational strategies developed by teachers and schools in particular contexts. The report by UNESCO’s Commission on the Futures of Education – as befits a publication that is addressed to the entirety of humanity, and in particular, of a publication that aims to be an invitation – is a provocation of a multitude of broad, inclusive and participatory social dialogues, written at a necessary level of generality.

To draw out specific operational strategies to transform a particular school, a school network or school system, it is essential to translate the report into what the ideas it contains mean specifically in those concrete contexts.

To exemplify the process of how to do that, I engaged my graduate students in education policy at Harvard University to work with governments at the local, state and national levels with the aim of developing specific change strategies for those systems based on the ideas of the report. We published the results of that work in the book “Advancing a New Social Contract for Education. Collaborations to Reimagine our Futures Together.” What we have tried to do with this book is not just to share those specific blueprints for change, but to share an approach that can inspire others to do the same.

Imagine if each of the 28,000 institutions of higher education in the world did something similar. We would have, in a very short period of time, specific actionable strategies to begin the transformation of the culture of education everywhere. That is, in fact, one of the ideas of the report, that universities can play a very important role in supporting that transformation by augmenting the capacity of school systems with such collaborations.

Other ways of translating the Futures of Education Report into concrete actionable strategies for change involve organizing dialogues and collaborations in



△ Professor Reimers created the International Education Policy Masters Program at Harvard University, from which thousands of students around the world have graduated. Here, with the last class of graduates of the program in May of 2022.

educational communities and in networks of schools that lead to experimentation and improvement in the five dimensions of the cultures of education discussed in the report. In the book “Diálogos por un Nuevo Contrato Social para la Educación: Opciones para Reimaginar Juntos Nuestros Futuros,” I have compiled several examples of social dialogues inspired by the Futures report with discussions of lessons learned.

Finally, one way to advance the Futures of Education is to recognize that the future of education is already here in the innovative practices of teachers, schools and systems, so studying and disseminating them is a way to support the broad scale adoption of innovation.

In collaborating with Renato Opertti and his colleagues at UNESCO’s International Bureau of Education, we studied 33 educational innovations that emerged

during the pandemic and are aligned with the Futures of Education vision, which are published in the book “Learning to Build Back Better Futures for Education: Lessons from Educational Innovation during the Covid-19 Pandemic.” Our hope is to inspire others to engage in a similar exercise of stock-taking of innovations that already exist, and that exemplify how to transform the culture of education in order to educate global citizens.

The challenges of educating global citizens have been made even more difficult by the COVID-19 pandemic. This pandemic, like others before it, made the world more complicated and created new challenges while compounding pre-existing challenges. The challenges of poverty, inequality, trust in government, and it distracted us from addressing the grave challenge of climate change. It is no exaggeration to say that these challenges,

if not managed intelligently, could lead to another major global conflict or to multiple conflicts.

It is essential that governments help individuals develop hope rather than despair; hope that the future can be better, hope that violence is not the path to resolve our differences or achieve our goals.

Education systems exist, to a great extent, to provide such hope and the skills to act on such hope. This is a time when educational systems need to be more deliberate than ever in educating for peace. We need an education renaissance that increases the prospects for peace, and to do that everyone needs to step-up and contribute to such a renaissance. That is the hope of the report “Reimagining Our Futures Together,” to spark a global movement to educate for peace. [🏛️](#)

UNIVERSALITY AS THE FOUNDATION OF EDUCATION

Effective Education System Discovers Attributes that Help to Excel

By Madhav Das Nalapat (UNESCO Chair for the Promotion of the Culture of Peace and Non-Violence and Professor, Manipal University, India)



△ Professor Nalapat (second one from the right) having a discussion with his colleagues.

Whether it be the scientific doctrine that human life originated in Africa and thereafter moved to other parts of the world, or the Biblical belief that human beings are descended from a pair that sailed on the Ark, the truth of the ancient saying in India of “Vasudhaiva Kutumbakam” (the world is one family) is emphasised in both.

Of course, this ancient saying had its roots in the Hitopadesa, an ancient book of stories, which spoke of an interaction between a deer, a fox and a crow. The fox was seeking to entice the deer to enter its lair, while the crow warned that the purpose of such an outward show of hospitality by the fox to the deer was to devour it. The fox kept trying to persuade the deer to come to its lair by repeating that the world was one family, and hence that the deer could trust the fox, but the deer refused to believe the fox and saved its own life.

The parable in the Hitopadesa shows that there are exceptions to every rule and that within humankind there are a few toxic elements that need to be avoided. Overall, however, the lesson in the story was the kinship between living beings, with one helping another to escape a third who was a predator. Why this point is being mentioned is that if there is an effort to teach that the perfect is possible, the search for that perfection may be through such a difficult path that going by that road sacrifices the chance of securing a good outcome. Chasing after the perfect usually results in losing the chance of achieving the good.

Even the dictum of the universality of humankind has its exceptions, and the pages of history contain examples of such individuals who were a scourge rather than a blessing to those they knew. Such a caveat is needed, else what gets taught will be so far removed from the reality of actual experience that it will not be taken seriously. This, indeed, is the problem with so much of “moral education” these days. They are so unreal and utopian that they are not believed by the young.

Resulting Attitudes

As a consequence, many youngsters

develop a cynical view of humanity and instil in themselves a selfish attitude that places a high premium on satisfaction of self no matter how much pain and injustice takes place to others as a consequence of this obsession with selfish desires. An example of the wrong signalling given to young minds is the constant publicity given to the top ten or hundred richest people in the world. Instead, what ought to be communicated are the names of the top ten or hundred who have given the most back to society.

In a world where the mere accumulation of wealth is regarded as more deserving of mention and respect than spreading that good fortune amongst as large a number of individuals as possible, it should be no surprise that more and more children demand of their parents more expensive dresses, toys and other items they use. This is because those children who show off their expensive accessories get more attention and respect in school, whereas in fact, other children should feel ashamed of them for their prioritisation of wealth for its own sake, rather than as a means towards helping others.

Another consequence of such an attitude is that some grow up with a hatred of those that have more wealth when it is not the possession of wealth that is the problem, but the manner of utilisation of such riches.

In some parts of a city, if a traffic accident takes place, the impulse of those driving by is to get as far away as possible rather than stop and render help. This is a version of the “Us and Them” syndrome that has caused so much misery to the human condition for the entire period of recorded history.

Such a syndrome is counter to the ancient Korean dictum of “Hongik Ingan,” which enjoins each citizen to work towards the welfare of all. The Korean people have an ancient lineage, and there may even be an Indian royal element in the Korean DNA – in that folklore, it has that an Indian princess, more than a thousand years ago, came to Korea with her retinue. She married a prince and the ladies in the retinue followed the example of the royal personage and married those who were

at the court of the monarch in Korea. It is such folklore that assists in building ties between peoples, and the Korean and Indian people have long had a very close and friendly relationship.

Equality of Horizontal Education

As was mentioned in a paper for Bar-Ilan University many years ago, what is needed in education to develop a perception of the universality rather than the divergence of humankind is to stress a horizontal rather than a vertical view of society. In a horizontal view, individuals are regarded as different but equal overall. Every human being has qualities and attributes in which he or she excels, and the purpose of an effective education system is to discover such attributes and bring them to the surface rather than remain hidden and unused.

This is the reason why countries that make the education of the young mandatory usually do much better than those who do not have a system of compulsory education for the young. Money spent in empowering young minds usually enriches a society and a country with gifts that are both material as well as cultural. Much of the reason why Korean culture has become such an important component of international life is the fact that for a very long time, education of the young has remained a top priority of successive governments in South Korea.

A horizontal view of education teaches young minds to accept that differences between individuals and societies are not a sign of fundamental differences but represent different facets of the common strand of humanity possessed by all human beings.

India is a country where the colonial power worked hard at creating a perception of irreconcilable differences between people of different faiths. Muslims were taught to believe that they were a different people, a separate nation, from Hindus. The objective was to make sure that the entire population was not mobilised by freedom fighters to overthrow the British colonial power, but only a part of the people. The others were taught to see their Hindu friends as the enemy, not the British who were oppressing both. Finally,

VISION FOR A FEMINIST, DECOLONIZED EDUCATION

Develop Two-accountability Education that Furthers Today's Standard

By Shamah Bulangis (Co-chair, Transforming Education hosted by UNGEI)



△ Offline Consultation at Durbar School done by Transform Education hosted by UNGEI for the Youth Declaration presented at the Transforming Education Summit.

The future of education is leadership from the Global South and meaningful partnerships with youth, students, and historically excluded communities.

It is clear to most, if not all, that education – formal, informal, or nonformal – is an important aspect of society. It is mostly seen as an important factor of upward social mobility; however, despite the perceived improvements of access to education, structural inequalities remain. What this means in concrete terms is that society, or at least those who are influential within society (whether through wealth or coercion), is able to influence how instructional institutions are structured, who has access to it, and what is prioritized to be taught inside the formal educational systems.

Then, education as an institution produces and reproduces ideas which intentionally or unintentionally mirror the skew of societal preference towards European, white, upper middle class and male viewpoints. If the main issue is structural, then, what is the potential within and through education to challenge existing power dynamics and shift them?

When young people, especially those from the Global South, or more correctly, the majority of countries, are asked about their vision for their school systems: a common thread among the answers is within schools. Specifically, power dynamics should be challenged and power should be shifted to young people as partners and architects of our own learning environments and of our own futures.

With the top-down approach and hierarchical attitudes within schools, students are usually at the disadvantage. Shifting power within schools therefore means meaningful partnerships with youth activists in decision-making processes, so that students and young youth are active in influencing state policies, or even are part of decision-making bodies – for example, youth and student representation in local school boards and its iterations in our countries.

This theory is not new. Many visionaries shared the same future that we young people want to see in our lifetime: the end of racism, fascism, and monopolistic groups who hold economic and political

power and whose interests are incompatible with the true interests of the people. They also pointed out the goal of decolonization which is a process that is still ongoing to this day. The recognition of lifelong learning and student participation in the organization of studies are concepts that are not new.

All these ideas were highlighted in the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. While bold and humble, the 1974 Recommendation is not enough to respond to the modern challenges of computational propaganda primarily through social media, aggravated damages to the most affected peoples and countries because of the climate crisis brought about by unencumbered corporate greed, regression of women’s rights almost everywhere, and ongoing conflicts the world over.

Another document to look to is the report from the International Commission on the Futures of Education titled “Reimagining our futures together: a new social contract for education,” which agrees with the immediate need to “repair injustices while transforming the future.” It lays the vision for a comprehensive approach to organizing an educational system that recognizes the clear interconnected relationship between change in society and education and vice-versa. The structural connectedness should also be reflected in the comprehensive work to be done with different sectors in society, both public and private. The development of a social contract for education needs a political commitment from state actors and buy-in from the different sectors of society. It does not transform anything unless those who have been left behind in all the processes continue to be excluded from the process of transformation.

Inquiries for the Path

It took a pandemic to show us how flawed the system is. Moreover, it shows us that international institutions have intentionally looked inward and tried to envision how building back differently should look like in the world of education. Crises show

us the importance of reaching those who have been left behind, and the need for an accelerated response as services provided to the people have come to a halt.

In this context, the questions therefore are, first, with the pandemic, how do we slowdown to make sure to not leave anyone behind, while at the same time, somehow accelerate the implementation to see the results we want to see? Maybe while we are all recovering, this may be the best time to focus on process rather than results? Maybe the perfecting of the process for achieving the best environment for learning is already enough? As we are also facing issues with propaganda through social media, while also being a powerful driver of global citizenship, how do we make sure that these platforms are also democratized and reflect the truth rather than a skewed agenda of the powerful?

For those in majority countries, historically structurally excluded communities, it is more often than not clear where the power lies and how that power acts. People who experience oppression are more aware of how the oppressor acts than the oppressor themselves. Education, outside or inside formal institutions, therefore, have the power to replicate or, more importantly, challenge these inequalities.

It is clear to us that the work extends outside the classroom into our communities and our families. We see how class, gender, race, ability and citizenship affects the way one accesses economic and social capital; therefore, the response is to not work in silos and the recognition that sustainable development works alongside gender equality, alongside decolonisation, alongside global citizenship, and alongside community consciousness. This means that the work is complex, but because the work is so complex, everyone needs to pitch in, especially elected politicians and decision-makers that work to pass policies that support the type of transformation we want to see in order to give young people agency to be able to change policies that affect us. This work is beyond formal education – that is community work.

So, what is the future of education? I will repeat, the future of education is



© Shamah Bulangis

△ Author is with the colleagues from UNGEI and its Director, Antara Ganguli (second from the left) and Founder of Catcalls of NYC (center) outside of UNICEF Office in New York during CSW to chalk about street harassment, call for gender equal climate education, safe schools, and support for young feminist organizations working on education.

leadership from the Global South and meaningful partnerships with youth, students, and historically excluded communities. It is inclusive, peaceful, gender-transformative, sustainable, and resilient.

We see education as embodied and aligned with people’s interests – enjoying meaningful lives, creating a liveable planet and pursuing exciting vocations at a flexible pace – more than the quality of education. It is about the relevance of education in liberating minds and changing material conditions that allows for the enjoyment of our inalienable rights.

Leadership from the Global South has been a push by many feminists and decolonial activists, not because the Global South has a few issues, quite the contrary. Leading from the south is a push to view the north-south relationship from a justice rather than a charity perspective. When the north provides support, they do so not as leaders but as a recognition that the accumulation of wealth and knowledge of countries from the global north is not possible without the cheap, coerced labour and looting of the formerly colonized countries, and that most of the homophobic and punitive laws towards

women, and very hierarchical attitudes in schools are imported from our colonial pasts.

Southern Shift

In education, this means a recognition that many of the policies like the obsession with homogeneity and lack of relevance to the context of the instructions is a colonial relic that needs to be corrected. This also pushes a learning from the south, where we are most adapted and exposed to the climate crisis and have found ways to adapt and teach risk reduction and

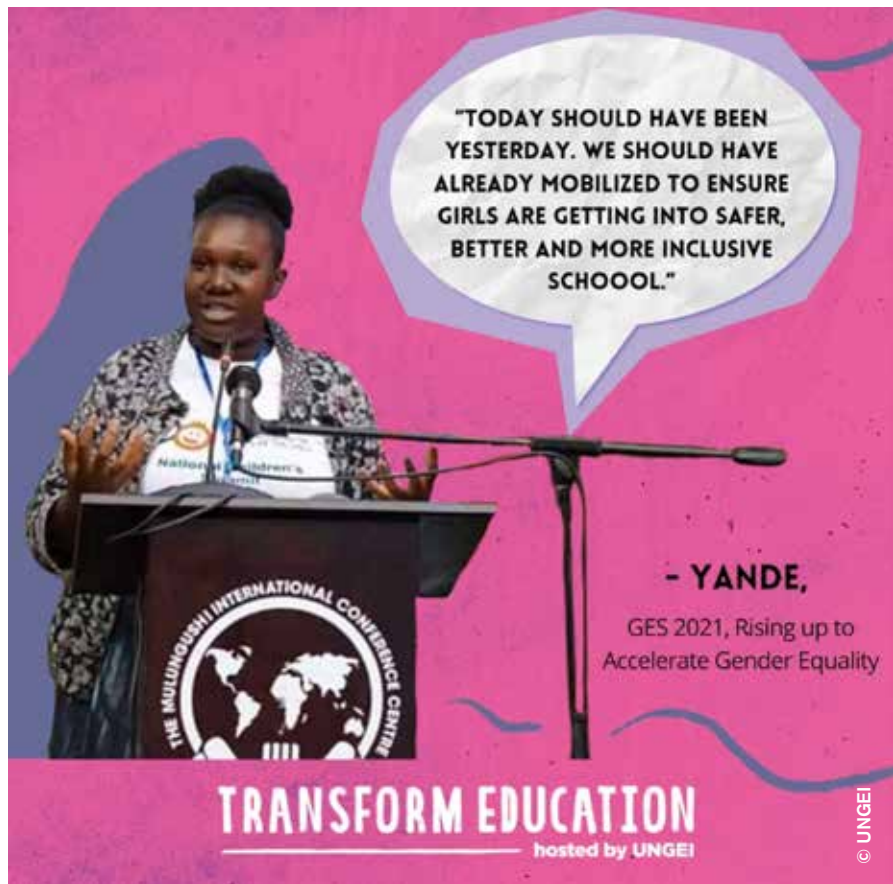
resilience in communities, learning from holistic instruction and community-based learning – including mother-tongue based learning practices and integrating the use of policy and in-context solutions such as hot meals to encourage participation of young girls in schools.

The same logic applies at a granular level to historically structurally excluded populations. Leading from the Global South does not erase the marginalized identities that exist in the Global North. What this calls for is the interrogation of the idea of expertise.

In the world of education – the more degrees, the better. However, teenage moms who have a hard time accessing education because of their double burden are experts of their own situation; young refugees and girls in conflict and crisis areas are key stakeholders of their own education. As young people, our experiences are not just data points to extract, it is a sort of expertise that we must learn to value. Meaningful partnerships with young people and historically marginalized groups call for accountability mechanisms for ensuring rights, protection, and influence in decision-making spaces. It means having a significant number of those who are mostly affected by the global challenges we face in national, regional and global negotiations.

As both from most affected countries and most affected populations of the climate crisis, we should also talk about the fact that the general and global shift towards using “sustainable development” is not separate from the growing movement of climate justice activists, many of which are primarily young people, especially young girls. Let us not completely compartmentalize climate justice from the science and the social parts. The struggle for climate justice is that of survival, so is the struggle of the greater feminist and human rights movements.

As we encourage our youth to perform an active role in their communities, we need to ensure the protection of youth and student activists! There have been many reports of forced disappearances and intimidation of student activists. We cannot expect ourselves to learn from our sibling’s struggle for peace and human rights including those in other countries



△ Transform Education’s co-chair, Yande’s quote in her speech for the GES 2021, Rising up to Accelerate Gender Equality.

and then try to stop us from fulfilling that role!

It does seem then that capacity building is a two-way street, leaders of member states also need and should commit to build their capacity in protecting youth and student activists and teachers, on top of reporting and coordinating with their education sector and education related civil society, and participatory data collection. Our leaders are not immune to lifelong learning. Let us develop a two-accountability system for education with them.

The transformation of education is a process. In that process, we hope to find it to be collaborative and empowering for young feminists like me. Hence, we are excited to be working with you towards our common goal of transforming education.



“

We see education as embodied and aligned with people’s interests – enjoying meaningful lives, creating a liveable planet and pursuing exciting vocations at a flexible pace – more than the quality of education.

”

BEST OF BOTH WORLDS

Collaborative Approach to Transforming Education

By **Dailless Banda-Zulu** (Primary Teacher at Pakachele School, Zambia) and **Sibylle Freiermuth** (Comundo Coworker at Pakachele School, Zambia)



© Sibylle Freiermuth

△ Laminated worksheets allow many students to complete the same activity using whiteboard markers.

We are Dailess Banda-Zulu and Sibylle Freiermuth, and together with other teachers at Pakachele School, we are working to transform literacy education at a community school in Zambia. Dailess has a teaching diploma for primary school and has been teaching at Pakachele School for almost two years. Sibylle has been at the school for a year, and has a three-year contract with Comundo, a Swiss NGO active in Personal Development Cooperation. Our goal is to improve the quality of education (with a focus on literacy) by combining Sibylle's experience from other educational systems with Dailess' understanding of the Zambian system, the school environment, and the particular needs of the students (all from extremely vulnerable backgrounds).

While much of our work focuses on what happens within the classroom, our efforts are embedded in the much larger project of transforming the educational system in Zambia. Transformation is about change, and so it is important to understand both where we are coming from and where we want to go.

Challenges of Zambian Educational System

Zambia gained independence from its British colonizers in 1964. By then, indigenous forms of education had largely been dismantled and replaced by missionary schools and a segregated colonial system of education. These systems were highly inadequate to serve a quickly growing population as it moved toward the 21st century and beyond. The newly formed republic made education one of the top priorities for the country but has faced significant challenges, and the colonial system still forms the foundation of the current educational system.

Access to Education

At the time of independence, it is estimated that less than 0.5 per cent of the population had completed primary education, there were a total of 1,500 secondary school graduates, and around 100 university graduates. Since then, there have been various government initiatives to boost

access to education. Most recently, the new administration has made secondary education free for all (primary education has been free since 2002) – a significant step to opening doors for more learners. In this case, free means no tuition fees; students still need to buy uniforms and school materials and provide their own lunch and transportation.

Zambia also has a very high population growth rate and a very young population. Currently, over 65 per cent of the population is younger than 25. This large and growing student body begs the question of how to finance education for all. Zambia has high rates of poverty despite economic growth, and income inequality is the fourth highest in the world. A narrow tax base, the volatility of the price of copper (Zambia's main export), extensive national debt, and slackness in fiscal discipline, all contribute to making funding for schools very limited.

Nevertheless, the new government has honoured its campaign pledge to invest in education and has hired over 30,000 new teaching staff in 2022. This is a step toward reducing the significant shortage in government funded teaching positions

(it is not unheard of having classes with over 80 students).

Language of Education

Zambia has over 70 languages/dialects. Back in 1925, the Phelps-Stokes Commission recommended that the local languages should be used for the preservation of national values and for enhancing self-identity and self-respect. However, after independence, English was selected as the official language and the principal classroom language. In 2014, there was a shift back towards a greater focus on local languages, with seven main languages selected as the primary language of instruction in lower primary in all subjects and as a compulsory subject in secondary schools (the language of instruction depends on the region). However, practical implementation of this policy remains tricky, as a lot of teaching material is only available in English, national testing still takes place in English, and selecting which language to use is not straightforward, especially in urban areas where a variety of languages are spoken both by students and teachers.



△ Learning how to form letter shapes using pebbles.

© Sibylle Freiermuth



△ Live spelling gets students out of their seats and makes reading interactive. Dailess and Sibylle helping students blend the word sun.

Teaching Methodology

A typical classroom in Zambia consists of crowded rows of benches and desks facing a blackboard, with the teacher lecturing from the front. Students typically do not have their own textbooks, so the teacher writes lessons on the blackboard and students copy them into their notebooks: explanation, example, exercise. There is limited interaction and few games or practical applications. Theory predominates. Having proof that work has been done is prioritized over ensuring that learning has taken place.

At the same time, Zambia has a dual education system at the secondary level, which in theory allows for technical and vocational skills programmes to run parallel to academic tracks. The challenge remains that practical skills-based programmes generally require more resources for proper implementation, and so many schools cannot offer these programmes. However, there is currently a renewed push to include practical skills

from carpentry to tailoring across the curriculum in order to prepare students for future employment.

What Are We Doing?

Working within this context, we need to consider:

- How to work with limited resources
- How to make very large classes engaging at the individual level
- How to transform education to best serve Zambian students.

Creating Our Own Materials

When there is very limited money for teaching materials, the solution is to create our own. Recycled cardboard and paper turn into vocabulary cards. Bottle tops and pebbles can be used in a dozen ways. Workbooks that have been donated can only be used by one student once, but if we put them into file protectors and use our

limited resources to get some whiteboard markers, they can be used over and over again. Creating these resources also means that more class time is spent on activities rather than copying from the board.

Differentiating Lessons, Catering to Individual Students

With a class ratio of 1:40, Pakachele has relatively small classes. Nevertheless, supporting the individual learning of so many is a huge challenge. One solution that the government is championing is a series of “Catch-up” programmes that put students into groups based on level rather than grade for a few periods every week, allowing for more tailored teaching.

At Pakachele, we have also started a Reading Buddy programme. Older students that know how to read are matched with lower primary students learning how to read and write. These small groups allow students to get the individual attention that the teacher



△ Learning to read is fun when it is a homemade game of Chutes and Ladders.



△ Students enjoying reading time in the school library.

could never give, and the older students gain self-confidence as they become role-models and teachers.

For literacy, we have introduced a phonics approach that uses stories, characters, actions and songs with the aim of making class engaging and catering to different learning styles – visual, auditory as well as kinesthetic.

Transforming Literacy Education

Zambia inherited its education system from its colonizers – a system that was designed not for the Zambian people but to serve the colonial power. While the country has now been politically independent for over 50 years, global systems continue to reinforce asymmetries that largely benefit the Global North. Education has the potential to change these dynamics – the question is how?

Is Sibylle's involvement inadvertently reinforcing neo-colonialist systems that value people, knowledge and ideas from the Global North more than local knowledge? Or is her presence opening doors that have been shut for too long? The answer is likely a bit of both. We have decided that the key for us is collaboration. New ideas offered as suggestions and then amended to fit the local context. Viewing new approaches as experiments and not taking it personally when they do

not work out.

In the context of literacy education, there are also two central questions – what language and what content? Given that the curriculum is set by the government, there are limits to how much we can change. As a start, we do our best to emphasize both languages, ensuring that the students learn English well so that they have access to global resources, but also not neglecting Cinyanja and promoting the local language. A practical example of this is having students create their own little dictionaries, learning vocabulary in both languages and using illustrations for meaning.

Of equal importance is the content students have access to. At Pakachele, we are fortunate to have a small school library filled with donated books. The only issue is that the stories, all in English, are dominated by white princesses, children playing in the snow, and lots of stories about pets. These are great for fuelling the imagination, but do not reflect our students' reality nor allows them to see themselves reflected in the stories.

If there is no money to buy lots of books by local authors (and given that the local publishing industry is in its infancy), the solution is to create our own stories. Our goal is to allow students to write their own stories. Engaging them in the creative process not only provides reading

materials for other learners, but also validates their own voices and stories. What our students have to say matters.

Literacy and storytelling as mainly reading and writing excludes Zambia's rich history of oral storytelling, a tradition that we also want to foster. So far, we have invited two Zambians to share their stories with our students. Listening to their journeys from humble beginnings to very interesting lives not only inspires but also validates local stories. We plan to bring more storytellers to campus and foster oral storytelling (in English and Cinyanja), in addition to reading and writing.

Is it Working?

While we are still at the early stages in the programme, and the full effect will take time to become apparent, an initial review of our progress seems very promising. For example, the progress in reading levels across the primary grades after only two terms shows remarkable improvement (example from grade 4 below). At the beginning of the year, only 11 per cent of grade 4 students could read at word level, after six months almost 50 per cent are already at sentence level. By the end of next year, the goal is that essentially all grade 4 students will be at story reading level, and that they will have a rich collection of stories to both read and write. 📖

LEADING IMPACTFUL TRANSFORMATION IN LOCAL COMMUNITY

Grassroots Level Educational Innovation that Inspires Future Action

By IniOluwa Odekunle (Founder, Project Manager, The Identity Project, Nigeria)



△ A volunteer handing out books to students (2016).

A wise way to approach a conversation about the future is to lead with pertinent questions through which we can connect what currently exists with the possibilities of what could be. Arguably, we are living at a time in the history of humanity with the highest level of literacy and access to information. But we are also facing some of the toughest problems globally and

grappling at solving them. From a youth's perspective, how can education drive more action as we tackle global problems including climate change, economic failure, political instability and so on.

Education is the key to achieving mass liberation and a more equitable world for all. But a stagnant education system can have a negative impact on global development efforts, especially with the rapid

rate of evolving problems in the world today. As a Nigerian working in the social development space for over six years, I have come to learn first-hand the power of education in shaping the future of society and the world.

At the core of education is fostering learning that is transformative and impactful in various ways, like behavioural modification, upskilling, performance

optimization, and so on. These days, getting information is no longer as difficult as it used to be, nor does it guarantee a return on investment. In fact, we now have information overload due to the proliferation of smartphones, microblogs and social media. At the tap of our screens, we can access more information than was ever possible at any other time in our history.

We are constantly bombarded with solicited and unsolicited information, and a side effect of this is analysis paralysis which cripples action. This contributes to the trend of people passively acquiring information without the motivation to act on it. Information and facts learned passively are easily lost and forgotten, especially since it is not acted upon. But a skill is developed when information and knowledge is synthesized through action.

Research shows that retention is higher when learners are actively involved in group discussions and practical sessions, which encourage critical thinking and action.

The future of education needs to address how best to engage people with content that inspires action, rather than merely passing on information.

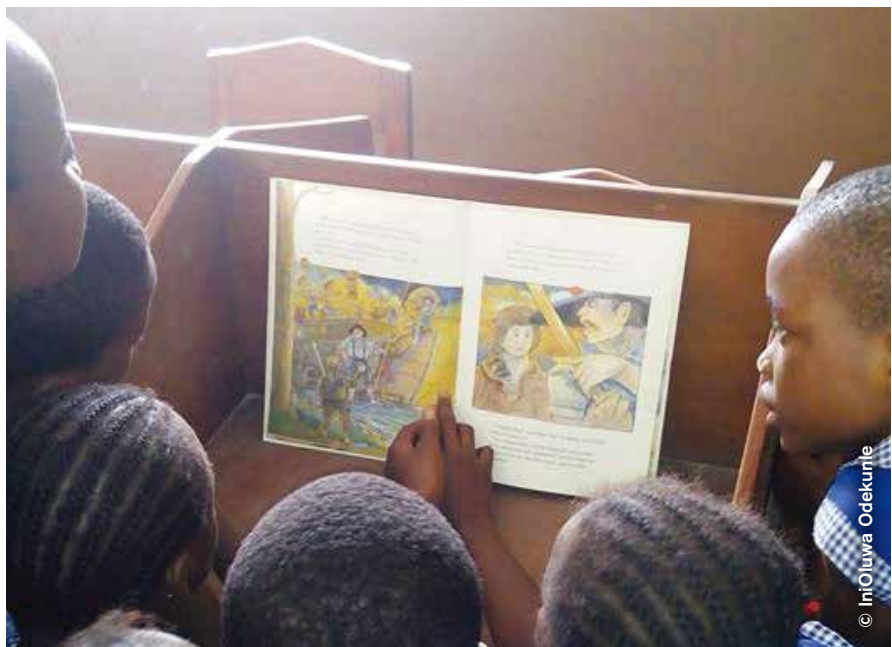
Leading, Learning Through Local Initiatives

In my personal experience, while in university, I started volunteering with a local non-governmental organization involved in promoting literacy for children in public primary schools. After graduating, I began leading a volunteer initiative targeted at underserved students in public primary schools within my local community.

In these schools, it was not the norm to meet children playing in the classroom or outside, having received no lesson the whole day. Literacy was extremely low and we met children about to complete primary school who could not spell simple words or express themselves confidently. On the surface, it seemed that these children were not interested in learning. We visited the schools on a weekly basis for two years, and we discovered that the children were naturally curious and interested in learning new things. What they needed



△ Students on the field after a game of “word juggler” (2016).



△ Students reading a storybook in the library (2016).

was the right environment, to maximize their desire into a potential for learning.

The first important lesson we learned was that building literacy was a joint responsibility between the teacher and the student. The best we could do was to inspire the children themselves to desire and seek out knowledge. We did this by showing them the possibility of a better life and providing resources like storybooks, comic books, science magazines and so on.

There were times when students would sneak out of class to go play football. So we needed to be innovative in order to engage these students by presenting the lesson to them in a different way.

Hence, we came up with a sport-related word game, which we called “Word Juggler.” It involved dividing the class into different teams on the field, each team had a representative to juggle the ball, while the rest would spell random words dictated to them. Each team could



△ Students posing on art and crafts day (2016).



△ Students posing on art and crafts day (2016).

only spell and earn points while the ball was being juggled by their team member. There was always high energy and all the students were involved, even those who were not athletic or sport inclined. Also, the camaraderie was a morale booster for shy students and those who could not spell properly. As long as they were all having fun and learning at the same time, we noticed improvements not only in spelling, but in the interest to learn.

After the success of this game, we tried to adapt it to other areas of interest such as with artistically inclined students. We introduced an arts day for volunteers to teach the students various arts and crafts. Each of the students were involved and engaged throughout the process. This was my first encounter with the impact of an

alternative form of learning by leveraging creativity.

The decrease in attention span of humans over the past decades has affected learning and is one of the challenges that needs to be addressed as we look to the future of education. How can educational materials be very engaging so that young learners focus more and increase retention ability? To get the best from both educators and learners, both parties must be engaged in the process.

The teaching styles and learning preferences of people have been affected by new technologies and hastened by the COVID-19 pandemic. More people are able to pace themselves and acquire new skills through other people's practical experiences. This decentralization of

knowledge and information is also helping learners search for specific knowledge when needed. This form of active learning is important because it eliminates distraction or sensory overload while focusing the learner on the specific information required at that moment. For example, a programmer could find a code sequence needed to complete a project via a quick tutorial video.

Video Storytelling as a Tool

Sometime in 2018, I began exploring how to use video storytelling as an advocacy tool to promote tolerance and inclusion. During this time, I learned a lot through MOOCs and YouTube. Later on, I started The Identity Project through which we produce socially relevant videos to promote peace, tolerance and inclusion. We produced six short video documentaries highlighting various social issues including marginalization, poverty, gender equality and religious tolerance. Each documentary featured real people sharing their stories and perspectives with the aim of humanizing them and bridging the information gap. During this time, I enjoyed access to good educational content online, and by using the knowledge gained, I developed skills such as directing and video editing.

After four years, I am still learning the advantage of using stories to capture the attention of an audience, while passing on information to them. From the cradle of humanity, stories have been used to pass on timeless knowledge and information, shape cultures, preserve identity, heritage and shared values. Stories that engage and stimulate the mind with thought provoking questions leading to self-introspection and realization have the greatest impact in my own opinion. Videos are unique and powerful because they present both the visual and auditory aspects of a story, thus increasing connection points and recall value.

Incorporating real stories into Global Citizenship Education content using tools like videos, virtual reality, podcasts, music, documentaries and art; can increase engagement and inspire learners to take action after learning. [📺](#)

ASIA-PACIFIC EDUCATION MINISTERS CALL FOR RESPONSIVE COVID-19 LEARNING RECOVERY, TRANSFORMATION OF EDUCATION SYSTEMS

Highlights of the Second Asia-Pacific Regional Education Minister's Conference (APREMC-II)

By **Jenelle Babb** (Regional Advisor, Education for Health and Wellbeing, UNESCO Bangkok), **Worapot Yodpet**, (Junior Project Consultant, UNESCO Bangkok), and **Seek Ling Tan** (Inclusive Quality Education Section, UNESCO Asia and Pacific Regional Bureau for Education, UNESCO Bangkok)



△ Panelist segment of thematic session 6: Transformative education, 4 June 2022, Bangkok, Thailand.



△ Panelists and moderators of Thematic session 6: Faryal Khan, Kyung Koo Han, Helen Cahill, Anantha Duraiappah, Maria Nguyen, Kazuhiro Yoshida, and Jenelle Babb (from left to right).



△ Youth Statement presentation, 6 June 2022, Bangkok, Thailand.

“Recovery is not a return to the status quo. It requires transformations to build more equitable, inclusive, relevant, and resilient education systems.”

- Ms Stefania Giannini, UNESCO Assistant Director-General for Education, at the High-Level Segment Opening of the APREMC-II

The COVID-19 pandemic has led to a significant setback in the Asia-Pacific region’s prospects for achieving Sustainable Development Goal 4 (SDG4), which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The pandemic has exacerbated deep inequalities in access to education and a pre-existing learning crisis, as well as revealed education system fragilities and shortcomings in the quality, relevance and inclusiveness of education. Despite the significant efforts of education systems to cope with the challenges of learning continuity during the COVID-19 related school closures, an estimated 10.7 million are at risk of not returning to community care centres, schools, or universities once reopened (UNESCO and UNICEF, 2022).

In addition, there is an estimated 1.1 trillion hours of in-person learning lost in the Asia-Pacific region (UNESCO, UNICEF, and World Bank, 2022). These learning losses will create potential long-run development and economic impacts on the lives of learners. It is estimated that the COVID-19 learning losses will be equivalent to seven per cent of expected lifetime learning in developing Asia (ADB, 2022).

Ensuring Learning Recovery, Transforming Education Systems

There is an emerging consensus that countries must take urgent actions to ensure that all learners safely return to in-person schooling and recover lost learning, “to prevent this generation of students from suffering permanent losses in their learning and

future productivity, and to protect their ability to participate fully in society”(UNESCO, UNICEF, and World Bank, 2021).

Policy and programmatic approaches to advancing these priority actions were the heart of discussions at the recent Asia-Pacific Education Minister’s Conference APREMC-II, held in Bangkok from 5 to 7 June 2022, with a twin focus on two priority areas: (1) Safe School Reopening, Learning Recovery and Continuity of Learning, and (2) Transforming Education and Education Systems. The hybrid conference was jointly organized by UNESCO Bangkok; the UNICEF offices of East Asia and Pacific (EAPRO) and south Asia (ROSA); co-hosted by the Ministry of Education of Thailand; and organized with the kind collaboration of the Ministry of Education, Cultures, Sports, Science and Technology (MEXT) of Japan and the Thailand Equitable Education Fund (EEF).

High-level regional policy dialogues and exchanges such as APREMC-II are key opportunities to share good practices and deliberate on how to address common challenges in the region, including on education as a human right and public good. The conference served as a platform for convening a diverse cross-section of education stakeholders to drive discussions in both thematic and policy areas of SDG 4. Government and youth representatives, civil society and development cooperation organizations engaged in such issues as addressing the wide inequalities in access to quality education faced by learners due to heightened levels of exclusion, poverty, conflict and violence, and the digital divide that has excluded many marginalized students from remote and digital learning solutions provided during the COVID-19 pandemic.

High-level representation in the ministerial segment was constituted of 29 ministers and vice-ministers, along with 32 member state delegations. Overall, more than 470 participants joined in-person and online during APREMC II and its 10 thematic sessions: (1) The Learning Recovery and Addressing the Learning Crisis: the Role of Curriculum, Assessment, and

Pedagogies; (2) Equity, Inclusion and Gender Equality; (3) Digital Transformation; (4) Higher Education and Adult Learning; (5) Finance and Governance; (6) Transformative Education (ESD, GCED, Health and Wellbeing); (7) Early Childhood Care and Education; (8) Adolescents and Youth Learning and Skills Development; (9) Teachers; and (10) Data and Monitoring.

What Does Transformative Education Look Like?

APREMC participants identified the urgent need to transform education systems, build resilience, promote learning recovery, and improve learning outcomes. This sense of urgency is largely spurred by the current education situation in the region, both prior to and in the wake of the COVID-19 pandemic.

The conference programmes' thematic discussion on Transformative Education (examining Education for Sustainable development [ESD], Global Citizenship Education [GCED], and Health and Wellbeing), highlighted the transformative experience of teaching and learning, concentrating on the quality of what students learn, how they learn and the physical and social environments where learning happens.

During the thematic session's opening panel segment, the panellists called for the need to (re)make schools the place for the "5 Rs" – "Restore the planet; Right the wrongs of social injustice; Rethink the role of education; Rethink teachers as frontline workers for education; and Reinvent ways to assess the things we value the most." The panellists also emphasized that acknowledging youth voices, roles and leadership is crucial in transforming education for inclusive, equitable, safe and healthy schools.

The priority areas for action for learning recovery and education systems transformation were consolidated during the session, as already summarized in the policy brief that was shared with the conference participants in the lead-up to the conference.

Outcomes and Way Forward

The Policy brief on transformative education identified 15 policy pointers to support immediate actions for learning recovery, as well as medium-term and long-term transformation of education and its systems at the level of national and/or subnational systems, schools, and individuals. Policy pointers included, among others, (i) for learning recovery: the provision of training and other support to teachers to apply social-emotional competencies in approaches to learning loss assessment and remedial education.

This ensures both teachers' and learners' physical and psycho-social wellbeing, so that they are both ready for learning to take place; and, (ii) for transforming education systems: strengthening the alignment between curriculum frameworks (both teacher training and schools' curricula) and education materials including textbooks, so that broad curriculum goals for ESD, GCED, and health and wellbeing can be interpreted as actual lesson content.

Priorities, policy action areas, and policy pointers for Asia and the Pacific identified in the Bangkok Statement, the issue-driven



△ Youth Statement presentation, 6 June 2022, Bangkok, Thailand.

policy briefs and conference background papers, are critical to ensure learning recovery and to transform teaching and learning to address the learning crisis. These regional outcomes are valuable inputs to the forthcoming global Transforming Education Summit (TES) 2022, notably but not solely the summit's Action Track 1 on inclusive, equitable, safe and healthy schools.

The Bangkok Statement, along with the companion Youth Statement and CSO Statement, underscores the need to create effective learning environments that holistically promote and protect happiness, health and the wellbeing of the learner and teacher, advance education policies that enable transformative education, enhance curricula and pedagogy for transformed and transformative teaching and learning, and strengthen cross-sectoral collaboration and partnerships. To elaborate the actions regarding health and wellbeing, a thematic paper on enhancing the health and wellbeing of Asia-Pacific learners and teachers at school post-COVID-19 has also been published.

In conclusion, APREMC-II participants have committed to support a safe return to school and learning recovery, and transforming education and education systems. It is urgent to safely re-open schools and set up effective learning recovery strategies with particular emphasis on the most vulnerable and to ensure that all learners catch-up on lost learning.

Furthermore, education and its systems must be transformed to become resilient and prepared for future shocks, address inequalities and the learning crisis, and contribute to peaceful, inclusive, and sustainable futures of humanity and the planet. 🏠

TRANSFORMING EDUCATION: A CALL TO ACTION

Education Stakeholders Gather to Reimagine Education and Revitalize Commitments at the Transforming Education Pre-Summit

By Transforming Education Summit Secretariat



△ Stakeholders gather for the closing of the Transforming Education Pre-Summit.



△ A young person shares her thoughts at a Pre-Summit meeting.



△ Participants sharing ideas at a Pre-Summit meeting.

The upcoming Transforming Education Summit, convened by the UN Secretary-General in September 2022, will provide a once-in-a-generation opportunity to dramatically change the global approach to education. Additionally, the Summit will seek to revitalize the collective commitment to education and lifelong learning as a pre-eminent public good.

First, it intends to reverse the historical slide provoked by the unprecedented Covid-19 pandemic, as well as address ongoing impacts that conflict and displacement are having on education. Second, the Summit will draw longer-term lessons from the Covid-19 shock and other emerging trends and crises, which are revealing flaws in various education approaches and systems and worsening the global learning crisis. This is making it harder to reach the targets of Sustainable Development Goal (SDG) 4 of 2030, which call on countries to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The goals of the Summit are to mobilize ambition, action, solutions, and solidarity across the globe to reimagine the purpose, content, and delivery of education. It will tackle fundamental questions: what should be continued, what should be abandoned, and what needs to be reinvented. Inclusive, equitable, and quality education for all is essential for the societies of a better future.

In particular, education is critical for addressing inequality, improving the environment, enabling democratic societies, and rebuilding broken trust in public institutions. It is crucial in the quest for a peaceful, just, and sustainable world, and it is essential for the production of a dynamic and sustainable way of life.

The Pre-Summit in Paris

On 28-30 June 2022, the Pre-Summit in Paris convened

stakeholders throughout the global education sector to discuss how best to transform education and develop commitments to be adopted at the Summit in September.

The Pre-Summit began with a Youth Forum that brought together country representatives and youth activists. These voices and ideas will be key to the outcomes of the Summit in September. UN Deputy Secretary-General Amina J. Mohammed, speaking at the Youth Forum, indicated that it would not be enough to build back better in education: the world needs to build forward. Additionally, she called on youth to rally towards building a global movement at the country level for the transformation of education.

At the closing of proceedings, Deputy Secretary-General Mohammed articulated the aspiration for the upcoming Summit: “When Heads of State come to the UN in September, we need them to speak directly to the education system they envisage for the future and to the commitments they can make now to make this happen—and to how they can ensure transformation through their efforts to drive recovery, SDG acceleration and reimagine education for the future.”

The next two days brought together education ministers and vice-ministers from 154 countries in a series of meetings and dialogues. A desire to ensure access to digital learning and to expand connectivity ran through the dialogues, in the wake of the dependence on technology during COVID-19 pandemic lockdowns. In sub-Saharan Africa alone, for example, only 43% of the population has access to the internet. Countries shared initiatives for building crisis-resilient school systems by providing devices in Egypt, Ethiopia, Ghana, Kenya, Senegal, and South Africa, as well as developing low-resource mobile apps for literacy.

Another key component for reimaging education systems is to support teachers. Teachers should become facilitators and guides for a new way of learning. One example of this comes from the Asia-Pacific Regional Education Ministers Conference.

In the leadup to the Pre-Summit, the Conference noted the development of a highly-skilled generation of teachers as a key part of achieving its priority to transform education and education systems. The Conference also outlined the need for policies to attract skilled teachers.

These dialogues also recognized the importance of improving the fundamentals of learning and on the question of life-long learning, as well as recognizing the full spectrum of educational needs and priorities. In Latin America and the Caribbean, the focus up to now has been on recovery in learning, which includes the reintegration of children and young people who are out of school, the creation of early-warning systems for identifying and helping at-risk students, as well as the development of policies to serve people who have not finished their schooling.

Finally, significant emphasis was put on expanding funding for education. This can be accomplished through action on taxation and alleviation of debt pressures, which particularly challenge developing countries.

Inclusion of Young people

The Pre-Summit Youth Forum was youth-led and intentionally intergenerational, so that politicians and policymakers could hear from young people themselves about what needs to change, both in the classroom and out in the world, to transform education. That's also why the Youth declaration, currently in the process of being drafted before the Summit, will feed into the Summit Outcome document. This is to ensure that a record exists of young people's call to action—their ideas in the present and desires for the future.

Around the world, young people are on the frontlines of education, as students and as early-career teachers, yet too often are not earnestly included in the decisions that directly affect their education and development. Their experiences, ideas, and solutions can inform the decision-making process and shape commitments for transforming education.

Moving forward, there is a need to hear of the vision and voice of young people on how to strengthen education as a public common good and on how to generate a needed global movement for education. The world's 1.2 billion young people between ages 15 and 24 need to be heard. Their experiences in the education system, commitments to organizing on climate change and school safety and political participation—all are necessary to create a global movement.

In fact, many young people are already engaged in bringing about these changes themselves. Young people and their allies are contributing to everything from how to reimagine learning spaces to the decolonization of curricula and the importance of social and emotional learning. Moreover, so much change has already been made addressing real and growing fears about climate change, health crises such as COVID-19, fake news, and the digital divide. Such efforts are contributing to the spread of Global Citizenship Education (GCED), and administrators should support youth in their pursuit of curricula and school policies that draw on young people's expertise in these areas.

This advocacy and activism alone proves that young people

are invaluable partners in transforming education, and their dedication to the Pre-Summit through the Youth Forum will energize efforts all the way to the Summit in September.

Next Steps

Governments now are urged to create updated policies, based on the meetings and dialogues of the Pre-Summit, for preparation for the Summit in September. There, Heads of State and Governments will announce their national commitments to transforming education. The outcomes of the Summit will also feed into the Summit of the Future in September 2023, which will be a major milestone in the advancement of Our Common Agenda.

These policies should develop strategies to ensure that digital learning and connectivity are expanded, since reliance on technology during the height COVID-19 lockdowns further exposed inequities among students. Additionally, supporting teachers to become facilitators and guides for a new way of learning is a crucial innovation for reimagining education systems. Similarly, the development of a highly skilled generation of teachers remains a priority to transform education and education systems, revealing the need for policies to attract skilled teachers.

In the meantime, the High-Level Steering Committee (HLSC), a UN body responsible for global coordination and monitoring of SDG 4, will push forward toward Summit. The HLSC has issued an urgent call to Heads of State and Government to launch education to the top of the political agenda, both domestically and globally. Only by continuing to pursue transformative policies at the highest levels of the political process will education truly be transformed.

As a global society, there is an immense opportunity to reimagine education and renew progress towards SDG4, with and for youth. This should be attempted with an ethic of care and solidarity. Additionally, it is important for all countries to continue to achieve concrete progress in early childhood education attendance, out-of-school rates, completion rates, gender gaps in completion rates, minimum proficiency rates in reading and mathematics, trained teachers, and public education expenditure. Progress in these areas, along with commitments made in the five thematic action tracks for the Summit, will contribute to education for sustainable development (ESD) for students around the world. Youth voices are especially important for ESD as well: in particular, students are calling for climate education, and these voices have been present in discussions around curriculum updates and funding commitments.

Ultimately, education can be transformed by making schools around the world inclusive, healthy, and safe. This means ensuring education is a life-long experience attainable to all, improving conditions for teachers so that they may teach to their greatest potential, utilizing the digital revolution for the benefit of every teacher and learner, and guaranteeing quality education through increased funding. 🏫

MY ROLE MODEL TEACHER

By Joseph Sandamira

(Principal, Theodora van Rossum Teacher Training College, Malawi)



"Good morning from a young proud teacher!" This is how Mr. Mbewe used to greet his learners every day before the start of each class. He was one of the most admired teachers at the school.

Mbewe was a second-born son in a family of nine, of which four were boys and five were girls. His father was just a peasant farmer and the mother was a primary school teacher. She was using her meagre salary to support all the nine children. Mbewe was an intelligent child at Chadewa Primary School such that at first sitting at his Primary School Leaving Certificate of Education examinations, he did very well and was selected to one of the best schools in the district.

Mbewe continued showing marks of brilliance even at secondary school despite the many challenges he was going through both materially and financially. This performance attracted the interest of one of the Asian volunteer teacher who pledged to support Mbewe in all his problems. The volunteer teacher was a darling to many students due to how he was teaching. He used very interesting methods and resources which were not only involving, but also varied. He allowed his learners to practice what they were learning.

This teacher also assisted Mbewe with academic work by providing more books and tips on studying. Mbewe wanted to become a lawyer. He continued working hard to actualize his dream. When he wrote his Malawi School Certificate of Education Examinations he passed very well.

The volunteer teacher helped Mbewe to secure a scholarship to study abroad. Mbewe changed his plan to study law and opted to study education instead. The change came because of the inspiration from the volunteer.

After completing university education, Mbewe came back and started teaching at one of the secondary schools within his district. He took two of his brothers to be living with him to lessen the burden on his mother. Every month-end, he always sent some money home to support the family.

After teaching for a few years, Mbewe became a very good teacher as he had the capacity to influence his learners to appreciate diversity, take responsibility for their actions and above all, embrace the idea of oneness of humanity.

He often emphasized the concept which says, "I am because we are." He was saying all the roles we assume are a reflection of our roles to others. He gave examples like: "You cannot be the father if you don't have children, a sister if you don't have brothers and sisters, an uncle if you don't have nieces and nephews, a herbalist if you don't have the herbs, a doctor if you don't have patients, a teacher if you don't have the learners, a citizen if you don't



have a country of globe..." The list continues.

Mr. Mbewe challenged his learners to practice what they learn in class and make an impact to the immediate community because that is the essence of education. He usually says, "If you think you are too small to make an impact, then you have never been in bed with a mosquito."

Mr. Mbewe has influenced many individuals to look at life positively for the past fourteen years, hence the title of this story, 'My Role Model Teacher.'

The story is from the book <How We Live: The Story of My Neighbour> published by the Malawi National Commission for UNESCO in 2019. This book is a collection of stories written by a group of teacher educators in Malawi based on their experiences and interactions with people in their neighbourhoods. The story-writing was part of a training workshop on global citizenship education in December 2017. The names and places of the stories are concealed through the use of fictitious names for ethical reasons. [🏠](#)

CAMBODIAN APPROACH TOWARD EDUCATIONAL DEVELOPMENT FOR BETTER FUTURE CONNECTEDNESS, READINESS

By **Mok Sarom** (Deputy Director General of Education, Ministry of Education, Youth and Sport, Cambodia)



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The Kingdom of Cambodia is a land filled with natural beauty and a rather troubling past; however, the country and its people have hope for a better future.

Not many might have heard about the Kingdom of Cambodia unless they are into history, politics, arts and culture studies. The Kingdom is home to one of the world's wonders, Angkor Wat. Her vast range of diversity in both flora and fauna has attracted millions of tourists each year. Cambodia is situated along the coast of the great Mekong River, which classifies it a Mekong nation. The rich history of the Kingdom stretched all the way from before 800 A.D., when the Khmer Empire was founded.

The Kingdom, unfortunately, is remembered for Pol Pot and the Khmer Rouge government that came into power in 1975 instead of the majestic Angkor-filled days. During the very brief but culturally impactful three years and 20 days of Pol Pot's communist leadership, approximately 1.7 million people lost their lives due to executions, torture, and starvation. Through cultural destruction, this genocide targeted Cambodian institutions; schools, libraries and art galleries were demolished, closed and discussion was forbidden.

Since 1979, the Kingdom has experienced peace and prosperity with continuous development in all sectors. To sustain this peace and development, the Royal Government of Cambodia has placed a great emphasis on the development of the educational sector through encouraging various means to achieve the best education possible for its citizens in order to match the same standards found in developed countries.

Therefore, Cambodia's transformation and reformations have been the main focus of the Ministry of Education Youth and Sport. To ensure that our education meets with the level of productivity found in developed countries, STEM (science, technology, engineering and mathematics) approaches to education have been introduced to Cambodia's education system. This

will secure the acquisition of technical skills for Cambodia's modernized youths.


However, the lack of the approaches needed to aid the development of soft skills for those students could result in an imbalance in growth, which makes the development less sustainable. Global Citizen Education (GCED) can provide solutions to this particular problem because with this rapidly changing world, the boundaries that

divide countries have become blurrier by the day.

GCED plays a particularly important role in aiding the reformation of Cambodia's education and was introduced and integrated into the curriculum so that Cambodia would ultimately achieve the best of both worlds. The combination of STEM and GCED will ensure that individuals become productive citizens, armed with the soft skills necessary to work in a cross-cultural environment. These individuals can also become effective leaders that can change and improve the world. In addition, with the balance of both soft and technical skills, the new generation of Cambodia's youths can play major roles in solving current world crises.

In 2022, through the support of APCEIU, the National Institute of Education of Cambodia was chosen as the first base for the establishment of the first Global Citizen Center (GCC). This centre was created to equip Cambodian teachers, at all levels, with the proper knowledge of GCED so that they could implement the national curriculum that includes GCED components. They will play a role in embedding the quality of global citizenship in the modern Cambodian youths that impact the long-term development of the next generation of young people. Recently, one of the first activities to promote GCED was the induction workshop for the national core trainers at the National Institute of Education (NIE). The importance and success stories of GCED implemented across the globe were highlighted and presented.

This GCC will identify transformational learning strategies that will help many Cambodians forge their life of poverty into productive, happy, and positive modern global citizens. With a productive and global next generation equipped with these important traits, Cambodia is promised with a very bright future.

In conclusion, despite a few years or decades delay on the initiation of GCED education, NIE and the core trainers strongly believe that this is the best time to take the first step in embracing GCED so that Cambodia can sustain its peace and development. 

គោលវិធីរបស់កម្ពុជា៖ ឆ្ពោះទៅសន្តិភាពនិងកម្មវិធីភាពនៃការអភិវឌ្ឍវិស័យអប់រំ និងអនាគតប្រសើរឡើង

ដោយ ម៉ុក សារ៉ុម (អគ្គនាយកអប់រំ នៃក្រសួងអប់រំ យុវជន និងកីឡា ប្រទេសកម្ពុជា)

ព្រះរាជាណាចក្រកម្ពុជា ជាទឹកដី ដដែលពារពេញទៅដោយសម្បជម្រកជាតិ និងមានអតីតកាលដ៏ឆ្លាតវៃ។ ទោះជាយ៉ាងណា ប្រទេសនិងប្រជាជនមួយនេះ មានក្តីសង្ឃឹមក្នុងការកសាងអនាគតដ៏ល្អត្រជះត្រចង់មួយ។

បុរាណដ៏យូរអង្វែងនៃប្រវត្តិសាស្ត្រ វប្បធម៌ និងវប្បធម៌ជា លុះត្រាតែព្រឹត្តិការណ៍ប្រវត្តិសាស្ត្រ នយោបាយ សិល្បៈ និងវប្បធម៌។ ព្រះរាជាណាចក្រនេះ ជាលំនៅដ្ឋានរបស់ បុរាណវិទ្យាអង្គការវត្ត ដដែលជាសំណង់អចិន្ត្រៃយ៍ ពិភពលោកមួយក្នុងចំណោមសំណង់អចិន្ត្រៃយ៍ទាំង៧ក្នុងពិភពលោក។ ពិភព ភាពដ៏សម្បូរបែបទាំងរុក្ខជាតិ និងសត្វគ្រប់ប្រភេទ បានទាក់ទាញភ្ញៀវទេសចរជាតិ និងអន្តរជាតិរាប់លាននាក់ ជាងរាល់ឆ្នាំ។ ទន្ទឹមនេះ ព្រះរាជាណាចក្រនេះ ក៏ជាសមាជិកប្រទេសតាមដងទន្លេ មេគង្គ ដដែលជាទន្លេធម្មជាតិដ៏សម្បូរមួយ។ ប្រវត្តិសាស្ត្រ និងវប្បធម៌ដ៏សម្បូរបែបនៃព្រះរាជាណាចក្រនេះ បានចាប់ផ្តើម និងរីកដុះដាលនាសម័យអាណាចក្រខ្មែរ ដែលមានដើមកំណើតចាប់តាំងពីមុនឆ្នាំ៨០០ នៃគ.ស. មកម្ល៉េះ។

ជាអកុសល រឿងដដែលមិនអាចបំភ្លេចបាន គឺ យុគសម័យខ្មែរដ៏ឆ្លាត ដដែលព្រះរាជាណាចក្រនេះ ស្ថិតក្នុងការគ្រប់គ្រងរបស់ ប៉ុល ពត និងរដ្ឋបាលហ្មឺនខ្មែរ ដដែលបានឡើងកាន់អំណាចក្នុងឆ្នាំ១៩៧៥។ យុគសម័យទុក្ខសោកនេះជំនួសឱ្យពេលវេលាដ៏អស្ចារ្យ នយោបាយសម័យអង្គការ ក្នុងកំឡុងពេលខ្លី ២០ ឆ្នាំ ដែលនាំមកនូវបែកបាក់របស់ ប៉ុល ពត មនុស្សសម្បទាន១.៧លាននាក់ បានបាត់បង់ជីវិត ដោយសារការប្រហារជីវិត ការធ្វើទារុណកម្ម និងការអត់ឃ្នាល។ ការបាត់បង់នូវជនមនុស្សនេះបានជះ ឥទ្ធិពលយ៉ាងខ្លាំងលើការរីកចម្រើននៃវប្បធម៌ខ្មែរ។ តាមរយៈ ការបំផ្លាញប្រជាជន ដ៏ធំបំផុតប្រទេសនេះ បានបាត់បង់វប្បធម៌ និងវប្បធម៌ជាតិជាច្រើន។ ការបាត់បង់នូវជនមនុស្សនេះបានជះ ឥទ្ធិពលយ៉ាងខ្លាំងលើការរីកចម្រើននៃវប្បធម៌ខ្មែរ។ តាមរយៈ ការបំផ្លាញប្រជាជន ដ៏ធំបំផុតប្រទេសនេះ បានបាត់បង់វប្បធម៌ និងវប្បធម៌ជាតិជាច្រើន។

ក្រោយឆ្នាំ ១៩៧៩ ព្រះរាជាណាចក្រនេះ បានទទួលនូវសុខសន្តិភាពនិងវិបុលភាព ជាមួយនឹងការអភិវឌ្ឍជាបន្តបន្ទាប់លើគ្រប់វិស័យ។ ដើម្បីរក្សាបាននូវសុខសន្តិភាព និងការអភិវឌ្ឍនេះ រាជរដ្ឋាភិបាលកម្ពុជា បានយកចិត្តទុកដាក់យ៉ាងខ្លាំងលើការអភិ វឌ្ឍវិស័យអប់រំ តាមរយៈ ការជំរុញលើមធ្យោបាយផ្សេងៗ ដើម្បីសម្រេចបានការអប់រំ ល្អប្រសើរមួយដែលមានស្តង់ដារដូចទៅនឹងស្តង់ដាររបស់ប្រទេសអភិវឌ្ឍ។

ដូចនេះ បរិវត្តកម្មនិងកំណែទម្រង់ គឺជាចំណុចផ្តាច់ដ៏សំខាន់របស់ក្រសួងអប់រំ យុវជន និងកីឡា។ ដើម្បីធានាថា ការអប់រំត្រូវនឹងកម្រិតផលិតភាពរបស់ប្រទេសអភិ វឌ្ឍន៍ ការអប់រំតាមគោលវិធីស្វែង (STEM) ត្រូវបាននាំយកមកដាក់បញ្ចូលទៅក្នុង ប្រព័ន្ធអប់រំកម្ពុជា។ គោលវិធីនេះ នឹងធានាថា យុវជន កម្ពុជាក្នុងសម័យទំនើប ទទួលបាននូវជំនាញបច្ចេកទេសគ្រប់គ្រាន់។

ទោះជាយ៉ាងណាក៏ដោយ កងរដ្ឋាភិបាលកម្ពុជាក៏ដោយ ការអភិវឌ្ឍន៍ជំនាញទំនើប សិស្សទាំងនោះ អាចបណ្តាលឱ្យកើតមានអតុល្យភាពកំណើន ដែលធ្វើឱ្យការអភិ វឌ្ឍន៍គ្មានចីរភាព។ ការអប់រំភាពជាពលរដ្ឋសកល (Global Citizenship Educa- tion-GCED) អាចផ្តល់នូវដំណោះស្រាយចំពោះបញ្ហានេះ ពិសេស ការផ្តល់សំបុត្រ យ៉ាងឆាប់រហ័សរបស់ពិភពលោកពីមួយថ្ងៃទៅមួយថ្ងៃ បានធ្វើឱ្យព្រំដែននៃប្រទេស

ទាំងឡាយស្ទើរតែគ្មាន។ ការអប់រំភាពជាពលរដ្ឋសកល បានដើរតួនាទីយ៉ាងសំខាន់ក្នុងការជួយដល់ការ កែទម្រង់វិស័យអប់រំនៅកម្ពុជា ហើយត្រូវបានគេនាំយកមកពិភាក្សានៅក្នុងបញ្ជីបញ្ជី ទៅក្នុងកម្មវិធីសិក្សា ដើម្បីបង្កើនសក្តានុពលនៃកម្មវិធីអប់រំនេះ និងសម្រេចបាននូវ ស្តង់ដារខ្ពស់ដូចបណ្តាប្រទេសអភិវឌ្ឍនានា។ ការរួមបញ្ចូលគ្នានៃគោលវិធី STEM និង GCED នឹងធានាថា បុគ្គលម្នាក់ៗ អាចក្លាយជាពលរដ្ឋសកលដ៏មានប្រយោ ជន ដោយចេះជំនាញទំនើប ដដែលចាំបាច់សម្រាប់ការងារក្នុងបរិយាកាសអន្តរជាតិ បុគ្គលទាំងនេះ ក៏អាចក្លាយជាអ្នកដឹកនាំដ៏មានប្រសិទ្ធភាពក្នុងការដោះស្រាយបញ្ហាពិភពលោកបាន។ លើសពីនេះ តុល្យភាពនៃជំនាញទំនើបនិងជំនាញបច្ចេកទេស ជុំវិញពួកគេអាចដើរតួយ៉ាងសំខាន់ក្នុងការដោះស្រាយបញ្ហាពិភពលោក នាពេលបច្ចុប្បន្ន។

នៅឆ្នាំ២០២២ តាមរយៈការគាំទ្រ និងជំនួយរបស់អង្គការ APCEIU វិទ្យាល័យបាន ជាតិអប់រំរបស់ កម្ពុជា ត្រូវបានជ្រើសរើសជាមូលដ្ឋានដំបូងគេក្នុងការបង្កើ តមជ្ឈមណ្ឌលសហប្រតិបត្តិការនៃការអប់រំភាពជាពលរដ្ឋសកល (ម.ស.អ.ស.)។ ម.ស.អ.ស. ត្រូវបានបង្កើតឡើងក្នុងគោលបំណង ដើម្បីបំពាក់បំប៉នគ្រូបង្រៀនកម្ម វិធីអប់រំភាពជាពលរដ្ឋសកល។ ដូច្នេះ ពួកគេអាចអនុវត្តកម្មវិធីសិក្សាជាតិ ដែលមានសមាសធាតុនៃការអប់រំ ភាពជាពលរដ្ឋសកល។ ពួកគេនឹងដើរតួសំខាន់ក្នុងការបញ្ជ្រាបគុណភាពនៃភាពជា ពលរដ្ឋសកលទៅក្នុងស្ថានភាពយុវជនកម្ពុជាសម័យទំនើប ដដែលមានជំនាញពេល ដល់ការអភិវឌ្ឍន៍ពេលវេលារបស់យុវជនជំនាន់ក្រោយ។ ថ្មីនេះ សកម្មភាពមួយ ក្នុងចំណោមសកម្មភាពនៃការលើកកម្ពស់ការអប់រំភាពជាពលរដ្ឋសកល គឺសិក្ខាសា លាតម្រង់ទិសសម្រាប់គ្រូបង្រៀនថ្នាក់ជាតិ នៅវិទ្យាល័យជាតិអប់រំ។ ចំណុចសំខាន់ និងកំណើនដ៏យូរអង្វែងរបស់ការអនុវត្តកម្មវិធីការអប់រំភាពជាពលរដ្ឋសកលនៅទូទាំង ពិភពលោក ត្រូវបានរំលេចចេញនិងបង្ហាញឡើង។

ម.ស.អ.ស. នឹងកំណត់នូវយុទ្ធសាស្ត្រស្តារតាមបរិវត្តកម្ម ដដែលនឹងជួយ ប្រជាជនកម្ពុជាបំប៉ននូវ ប្រវត្តិសាស្ត្រ និងវប្បធម៌ខ្មែរ។ កម្ពុជា សន្ទុយថានឹងមានអនាគតដ៏ល្អស្រស់ដោយសារអ្នកដឹកនាំក្នុងប្រជាពលរដ្ឋសកល ប្រកបដោយផលិតភាព ជាប់ជាមួយនឹងបុគ្គលិកក្នុងស្ថានភាពសំខាន់ៗ ដូចខាងលើនេះ។

សរុបសេចក្តីមក ទោះបីជាកម្ពុជាចាប់ផ្តើមបញ្ចូលគុណភាពនៃការអប់រំភាពជាពល រដ្ឋសកលទៅក្នុងកម្មវិធីអប់រំប៉ុន្មានឆ្នាំប្រទេសកម្ពុជាត្រូវបានបណ្តាប្រទេសនានាក៏ដោយ ការចាប់ផ្តើមទទួលយកនិងការអប់រំភាពជាពលរដ្ឋសកលនេះវិទ្យាល័យបានជាតិអប់ រំនិងគ្រូបង្រៀន ជឿជាក់យ៉ាងមុតមាំថា នេះគឺជាពេលវេលាដ៏ល្អបំផុត ដើម្បីបោះជំហានដំបូងក្នុងការទទួលយកការអប់រំភាពជាពលរដ្ឋសកល ដើម្បីកម្ពុជា អាចរក្សា បាននូវសន្តិភាពនិងការអភិវឌ្ឍជាចីរភាព។

LOST AND FOUND PEACE IN WAR TIMES

Defining Secret Puzzle of Peace in War-torn Ukraine

By **Valeria Moroz** (Former Grant Management Auditor, PWC Ukraine and Member of GCED Youth Network)



△ Destroyed Russian tanks after the battle in the areas of Bucha and Irpin.

In modern Europe, people strive to have peace and redeem peace when it comes to the situation in Ukraine.

For me, the word “peace” seems to have the blended meaning of a mesmerizing heaven, lost past memories, stability and family. Since the time the war started in my region, eastern Ukraine, I cannot believe that I live in the modern world. I do not believe my own words when I tell people that I have escaped war twice, first in 2014 and then again in 2022. It does not seem to be a reality of a modern, 21st century Europe.

And yet, four months ago, I found myself driving in a hurry on a cold morning of 24 February, passing tanks, military vehicles and checkpoints. I was heading nowhere specifically with nothing prepared or packed except for the fact that I was with my family and had my passport with me. Someone would not call it “peace,” instead, they would find it quite stressful to drive non-stop for 36 hours under the threat of encountering the Russian military. But, for me, I would say it was one way of having a peaceful moment for myself. Decreasing the chances of my family and myself being killed or injured in a war means more peace for myself.

By contrast, I would not say I felt peaceful even though I was safe in Poland when I discovered that my grandmother was in an area occupied by the Russian military in Irpin in March 2022 and I lost contact with her for 10 days. Instead, I lived in a constant state of uncertain agony, praying that her life would be spared.

During such times, I had to get accustomed to learning how to make myself feel at peace. In fact, all my family had to find such ways.

In turbulent moments, we try to bring back some traditions we used to have in our “normal,” pre-war lives. For my whole family, getting together to cook a meal or go for a walk became a form of medicine that makes us feel at peace again. I frequently find myself sewing or doing crafts for many hours at night without sleep so I could catch those peaceful feelings. Similarly, my 9-year-old sister carries Lego bricks around with her and plays with them whenever she loses the feeling

of peace.

I noticed that practicing traditions helped the Ukrainian people, particularly my family, to live through turbulent moments. It can be as simple as going for a walk during the day. We try not to forget to follow our traditions (similar to taking medicine) in order to save a resemblance of peace while trying to survive and getting used to life as new refugees. It carries a sense of normality and feels like we are trying to regain the regular life that we lost.

I am sure that every Ukrainian would have their own definition of peace. Some people, especially children and youth, may not know what peace represents for them. This is like a magic recipe or a secret puzzle. The individual meaning of peace can change over time, or war events make it change; for instance, for my neighbours, being around nature was a definition of peace. Now, after my war experiences, my neighbours do not feel the serenity of peace that is found in nature; instead, they are forced to move to places where there are people and shelters.

Gaining Peace when Fighting, Non-Standard Peace

Many Ukrainian men became soldiers or humanitarian aid workers as they cannot leave the country due to Martial Law. However, if for many people peace means being far from the war, for many Ukrainian men, contributing to the war effort means having a sense of internal peace as they feel it is their duty to protect their homeland.

Peace for me has always been about safety for my family. I fled my hometown in 2014 because of the Russian invasion into the eastern region of Ukraine. During those eight years, I forgot the feeling that is accompanied with the “standard” idea of peace that people have: having a home, a secure job, safety from wars, etc. War erased my memories. Hence, I do not remember any specific moment when I felt at peace. There is a possibility that I felt at peace before I encountered my first war experience.

For me, there is only one prerequisite for peace: safety for myself and my family. The times of war seemed to have

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I hope that together we will be able to oversee and overcome the potential threats brought on by war and help every individual have their own desired meaning of peace.

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△ Underground shelter hospital near Kyiv.

simplified the idea of peace for myself and turned me into a machine that is geared towards the recognition of a peaceful state. I feel less human after living through my war experiences. This time, when the full invasion into Ukraine started, I observed two notions of peace that the Ukrainian people have: peace-as-safety and peace-as-belonging.

Peace-As-Safety vs. Peace-As-Belonging

I have always chosen peace-as-safety: to flee my home, give up my belongings and memories in order to save my life. Oppositely, many people will have to make a choice that encompasses peace-as-belonging: it is coming back to the war region and living in their homes, even under missile attack.

In a modern Ukraine, peace is understood as a calm and safe environment; but in this situation, the definition of peace is not granted, instead, this way of peace is a choice. Many Ukrainian people find

themselves in the situation of having to eventually go back to Ukraine and live under the shelling of rockets. Such decisions are taken mainly because of the lack of resources, such as places to live, food to eat, clothes to wear, job opportunities, medicine and so on.

While the world is striving to help Ukraine and its people, refugee camps cannot accommodate every refugee from Ukraine. Statistically, about 12-15 million people fled Ukraine due to war. Every second, a Ukrainian family will make a choice to either go back home (given it is not destroyed) and relinquish the idea of peace-as-safety, or remain where they are situated. Instead, many of them would equate peace as a sense of belonging and being in their country. The cost of such a return is high because every day, at least one building in Ukraine is destroyed by the Russian army and many of those people who have returned to Ukraine, find themselves in danger of losing their lives.

The notion of peace for Ukrainians returning home is quite different from

mine. For myself, peace-as-safety outweighs the idea of peace-as-belonging. I accept the fact that I must start my life from the very beginning: find new friends, a job, learn new languages, etc.

Sadly, about half of the refugees from Ukraine will have to decide to either go back or find a new direction. People who return to Ukraine face scarcity and limited choices if they need to escape again. The majority of Ukrainians are unemployed now due to the war, scarcity is widespread: there is not enough petrol, food and clothes. Petrol is more expensive in Ukraine than in any other country in the world. People can purchase only 10 litres of fuel per day per car, meaning that they would not be able to go far in case of an emergency as they would have to travel at least 350-450 kilometres from central Ukraine to the safer regions in the western part of the country.

Living in peace-as-belonging comes at a cost, not only in terms of money, but also in terms of education and health. Since municipal buildings have been



△ Destroyed gas station near Kyiv.

attacked the most, this means that schools, universities and kindergartners will not be opened this year as well as the majority of hospitals. For children and the youth in Ukraine, that would mean no education this year and limited access to healthcare. However, while most Ukrainians realize this, they still seek peace-as-belonging and very often have no other choice. Life in

refugee camps outside of Ukraine would not grant them education or healthcare this year as well. However, it grants them peace-as-safety: opportunity to save their lives.

Life in a time of war has its own rules. Children are not permitted to go outside for a walk and taking one wrong step could result in an explosion – this is due

to the hidden Russian mines and bombs peppering the country. Furthermore, people do not go out for a walk later than 10 p.m. Regardless of all those rules of war, some Ukrainians still make this choice to return to their homes.

Although I am far away and safe from military invasion now, safety and peace for the world is still the topic I think about. Since Ukraine produces about 60 per cent of the world's wheat, corn and sunflower seeds, having no access to these vital dietary staples would mean more scarcity and a significant negative influence on economies.

Therefore, peace-as-safety and stability becomes more and more difficult to achieve due to the potential threat of world hunger. The world stands with Ukraine, and I hope that together we will be able to oversee and overcome the potential threats brought on by war and help every individual have their own desired meaning of peace. 🏠



△ Lines of cars waiting to buy petrol in the morning of 24 February.

BRINGING LIVING HERITAGE TO ASIA-PACIFIC CLASSROOMS

Contextualizing School Activities with Living Heritage Supports Teachers, Improves Learning Outcomes, Safeguards Living Heritage

By Duong Bich Hanh and Vanessa Achilles

(Programme Specialist at UNESCO Beijing Office / UNESCO 2003 Convention Accredited Expert)



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△ Students and teachers learning about talaew or traditional charms on cultural event day at Ban Mae Ngon Khi Lek School.

Ms. Dharmakala Neupane is a mathematics teacher in Ganesh Secondary School, which is located in the Budhanilkantha Municipality in Nepal. In 2020, in the midst of the COVID-19 pandemic, she had an opportunity to try something new. Taking part in a UNESCO's pilot project, she learned about an approach that enriches her classroom with living heritage. She worked with her two colleagues to develop lessons about the New Year celebrations (called Lhosar) of the Tamang people, who live around the school area.

The English teacher proposed to his students to read texts related to Sonam Lhosar and do some comprehension exercises. The social studies teacher introduced the Tamang selo, folk songs that follow a particular rhythmic and melodic pattern that are often improvised. Ms. Neupane focused her lesson on khapse, a special sweet made during this period.

Ms. Neupane's lesson, running over four periods, gave students a chance to explore many things that are close to home but are sometimes taken for granted. They discussed about the Lhosar new year and festivals of the Tamang and other communities, which highlighted the diversity of cultures in their country. They researched and shared about the food they prepared and ate during these periods. As this is a math class, they also learned to practice geometry formulas and calculate surfaces, all with the help of khapse ingredients and cooking tools. After the cultural and mathematical practices, the students were rewarded with a cooking class. Several mothers of Tamang students volunteered to help the class and shared their recipes. Both girls and boys actively worked together in the cooking tasks that are traditionally handled by women.

The above experience was only one among many – 101 to be exact – that took place during the pilot projects that were concurrently implemented in six countries in Asia and the Pacific: namely Cambodia, Kazakhstan, Kyrgyzstan, Nepal, Republic of Korea and Thailand. Over 1,900 students from 21 schools had the opportunity to participate in these innovative classes created by 86 teachers. These pilot projects were organized within the scope of a regional initiative titled “Teaching and

Learning with Living Heritage in Schools,” led by UNESCO together with its long trusting partners, two UNESCO category 2 centres ICHCAP and APCEIU, with supplementary funding from Chengdu Tourism and the Culture Group and ran between 2019 and 2022.

What Is Bringing Living Heritage to Schools and Why?

Living heritage is all around us. It is a part of our everyday life – whether we live in cities or rural areas, up in the mountains or down by the sea. Being transmitted from one generation to the next, it is constantly being recreated so it can continue to be meaningful to the communities' present days. In Asia-Pacific, it is extremely rich and diverse, and plays a very prominent role in people's daily lives and in the shaping of their social fabric.

However, as the human living environment is changing quite rapidly, the transmission of living heritage does not always happen at home or in the communities like it has been in the past. The reasons have to do with innovative measures to safeguard living heritage and new channels to transmit it, which are needed if we want to ensure the cultural diversity in the region and beyond. Bringing living heritage to schools has proven to be a successful approach after being tested in many countries in Asia-Pacific, Europe, Africa and other continents.

Bringing living heritage to schools is an approach involving innovative teaching and learning practices. This approach can be applied to both extra-curricular activities and in-class lessons. The former is quite popular in schools around the region. It is common for students to attend afterschool activities where they learn traditional instruments or calligraphy, or weekend clubs where they practice many forms of martial arts – these all are different elements of living heritage. Using living heritage for academic subjects, although not as popular, is certainly not new. Each one of us has probably encountered teachers who used betel nut chewing practice to teach how different chemical elements interact, or who taught shapes and sizes using patterns of a traditional house.

A survey conducted by UNESCO



△ Math teacher Dharmakala Neupane and her students preparing Khapse, a dish made specially in Lhosar.

with 777 educators and teachers from 21 countries in Asia and the Pacific revealed that the majority of the surveyed teachers use ICH in teaching and learning and/or favour the integration of living heritage into schools. To aid teachers with a concrete tool to further implement this approach, UNESCO has consolidated the different experiences, from Europe and Asia-Pacific – particularly in the six pilot countries – to provide interested teachers with a step-by-step guide that they can apply to their individual contexts. Using this approach, living heritage can be used both as a subject matter – often applied to the arts, culture, sports, or literature classes – and as a tool used to teach subjects that seemingly have no connection to culture such as math or physics.

Teaching and learning with living heritage certainly takes time, especially when you first begin, but it is a worthwhile journey. You will first need to learn about the different living heritage practices around you and analyse your curriculum to identify entry points. In the Asia-Pacific context, it is not a difficult task. Most of us practice our own heritage, whether it is a new year festival or cooking a traditional dish. Many of us have experienced living heritage elements that are practiced by our neighbours or friends, some of whom might come from a different ethnic group and enjoy a different tradition. All this knowledge and experiences can become valuable resources to enrich their school programmes.

In most cases, you do not need to work alone. Collaborating with other teachers is a great way to explore your own, but

also learn about the heritage of others. Students can play a big role in this process, be it before, during or after the class. They themselves can share with teachers and other students about their own living heritage, as well as undertake further research as guided by their teachers. And of course, parents, grandparents and other community members can always lend a hand. They can share time and knowledge. They can also bring students' school life and home life more closely together, helping students feel more connected and discover that what they learn is more relevant.

In the example told in the beginning of this article, students engaged in research activities in the beginning to help teachers identify appropriate elements to integrate in their classes. Parents were invited to come to demonstrate their skills through cooking activities. Teachers from different departments collaborated for the students' best learning outcomes. And better yet, the class was also very empowering for women. It demonstrated that women are also the keeper and transmitter of valuable knowledge that is worthwhile beyond their kitchen, which ultimately added value to school education.

In overall, this approach helps teachers engage their students more actively, which could lead to improved learning outcomes and higher quality education. It contributes to raising awareness about the importance of living heritage and the need to safeguard it, as well as heighten students', teachers' and community members' pride and commitment to take actions for long-term safeguarding efforts.

Students and teachers are also exposed to the heritage of others, helping them build their tolerance and intercultural understanding. This rings true in our region, where there is rich ethnic diversity in most countries. There are also many living heritage elements shared, not only by different communities and ethnic groups living within a country, but more so, across countries. For example, we witness the water festivals celebrated in many Southeast Asian countries, batik making in Southeast Asian and South Asian subregions, and felt-making in many Central Asian countries. There are elements that are shared across the subregions as well, such as the Hindu epic poem Ramayana that spread through



△ Setting up a space in a Kyrgyz school to teach and learn about living heritage.



△ Students creating a Mandala during the celebration of Kijapuja, a ritual where sisters celebrate their brothers' long life.

South and Southeast Asia and morphed into a rich diversity of performing arts and oral traditions.

Ms. Neupane sums it up well, "Compared to more conventional teaching and learning, this process definitely helped students to grow and respect individual cultures through sharing with friends. It also increased their interests in subjects."

Outcomes of the Regional Initiative

The regional initiative has produced valuable outcomes. The country pilots have produced many insightful lesson

plans that are being used as inspiration for other teachers. The pilots have also created communities of practice in these countries, who can continue to exchange and motivate one another. Some countries have managed to set platforms that ensure the sustainability of this approach, whether through creating policy that promotes this approach at a municipality level (Nepal), or mainstream this in the curricula of teachers' training colleges, which can ensure the exposure of many future generations of the country's teachers (Cambodia).

An animation series was produced



Episode 1 What is teaching with living heritage in schools?



Episode 2 Why is it important to teach with intangible cultural heritage?



Episode 3 I'm a teacher. How can I integrate living heritage elements in my lessons?



Episode 4 I'm a parent/community member. How can I help our school organize teaching with living heritage?



Episode 5 I'm a school manager. How can I help teachers organize teaching with living heritage?



Episode 6 I'm a student. What can I do to keep my heritage alive?

△ Screenshots from Animation series: Teaching and Learning with Intangible Cultural Heritage in Asia and the Pacific (by UNESCO-ICHCAP-APCEIU partnership, with additional support from Chengdu Culture and Tourism Development Group L.L.C.).

to encourage teachers, school directors, students, parents and heritage practitioners to play a vital role in bringing living heritage to schools. Six short animations provide snippets of information regarding the key themes addressed throughout the initiative. They aim at raising awareness about the approach and encourage the audience to learn more. The animations are available in English, as well as with subtitles in Khmer, Korean, Nepali, Russian and Thai languages.

A Resource Kit was developed to

provide resources for all stakeholders involved. Its nine booklets detail the six-step methodology and introduces key concepts: What is ICH? What is teaching about and teaching with ICH? What are the benefits of teaching and learning with and about ICH? How is this approach connected to Global Citizenship Education (GCED) and other educational priorities? Dozens of examples, sample lesson plans and case studies can be found in this programme. You will learn about how Thai students were mobilized to conduct research with their communities, how Kyrgyz teachers established an ICH museum as part of their pilot programmes, or how Korean teachers documented that learning living heritage indeed improved student's learning outcomes.

Last but not least, the guidance materials were turned into a self-guided online course, available on the APCEIU GCED Online Campus. By the end of the course, the participant are expected to (1) Understand the benefits of using ICH in school programmes and activities; (2) Gain capacity to develop lessons

or activities, with at least one lesson or activity developed as part of the course; (3) Build synergy with other education programmes such as Education for Sustainable Development, Global Citizenship Education or Social and Emotional Learning, etc.; and (4) Identify opportunities to develop more lessons or activities in her/his school context. The course can be used alongside the Resource Kit.

While it has been a rewarding process with many tangible outcomes, UNESCO-ICHCAP-APCEIU's journey to promote the integration of living heritage to education is no longer near the finish line. The regional initiative's outcomes have addressed many of the needs raised by teachers and educators that we spoke to over the years, such as concrete guidance and resource materials.

Nevertheless, there are other needs that have not been systematically touched upon in this regional initiative, such as comprehensive curriculum review or policy development. The steps ahead require more extensive efforts, and we look forward to joining hands with you to further promote quality education and safeguard our living heritage. [🏠](#)



SHAPERS FOR TODAY AND TOMORROW'S EDUCATION

Youth Tackle Educational Topics to Further Develop, Improve, Transform

By Diego Manrique (Core Team Member, GCED Youth Network)



△ Women participants of Tablets on Rotation learning about GCED and MIL through mobile devices in Uganda.

Although many still believe so, the linkages between youth and education go far beyond a learner-education relationship. While it is true that those attending schools and universities across the world are, for the most part, youth; young people play many different roles when it comes to education.

Other than gaining knowledge and skills, many young people are also contributing to shaping education in formal,

nonformal and informal settings through community initiatives and activities; regional programmes and campaigns; as well as international advocacy and global influence for a better and more meaningful education for youth and for all.

Education is much more than what happens within classrooms, it is also about how we shape, transform and adapt our collective values, cultural codes, personal and collective identities, in addition to the ways of seeing and understanding

the world. Given its volatile and complex nature, it requires everyone and particularly young people to realize their role and to support the shaping and transformation of an education that leads to more inclusive, tolerant and peaceful societies.

These are some examples of the diverse and creative initiatives that alumni and members of the GCED Youth Network are leading in their communities, as well as global training platforms for youth such as the annual Global Youth



△ Screenshots of IZ Project publications found on social media platforms.

Leadership Workshop on Global Citizenship Education (GCED) organized by APCEIU and the GCED Youth Network. These examples demonstrate that limited resources and little experience are not a barrier that can stop youth from fostering positive changes in their communities through education. On the contrary, it shows how creativity, innovation and solidarity are being leveraged by youth across the world to share the current and future of education.

'Tablets on Rotation' for GCED, MIL

In Uganda, Rebecca Nanono, alumna of the Global Youth Leadership Workshop on GCED, and her organization Shetech-tive Uganda are leveraging the use of mobile digital devices and social media to provide foundational training on GCED and Media and Information Literacy (MIL) to Ugandan young women and everyone else in the country.

Through this project titled Tablets on Rotation, participants gain access to tablets with pre-installed content about GCED and MIL, which they interact with and learn from before passing it on to someone else. Their learning is complemented with online discussions and interactive spaces on social media, in addition to the dissemination of simple and accessible content on these topics through different social media

platforms in their local languages. With these efforts, they aim to create a culture of peace for women and young girls both offline and online.

Iz Project

In Kazakhstan, Yingkar Bahetnur, an alumna of the 7th Youth Leadership Workshop on GCED, is leading the Iz Project, a social media endeavour focusing on ethnic immigrant youth in Kazakhstan. The Iz Project ("iz" in Kazakh means "path") aims to empower ethnic immigrant youth to better integrate into Kazakh society and build understanding among ethnic Kazakh youths from different geographical and cultural backgrounds.

By leveraging the power of social media, this project is the first to create a digital platform focusing on ethnic immigrant youth in the local language. The Iz Project aims to contribute to key areas of GCED such as peace and conflict resolution, cross cultural understanding and tolerance.

Paz para Mambrú

In Colombia, Violeta Ramirez, alumna of the 7th Youth Leadership Workshop on GCED, and her team launched and will scale up Paz para Mambrú, a youth led project born as a response to the

challenge of building a culture of peace to overcome the legacy of the armed conflict in Colombia.

Paz para Mambrú believes that education for peace is their greatest ally in order to reach a level of transformation where cooperation is internalized, dialogue is used as a tool for conflict resolution, respect for differences is practiced, the recognition of otherness is appreciated, and the construction of agreements is applied.

Rooted in the belief that this education must start from the most important vital stage of human development, where the foundations of learning to coexist and cooperate with others are built, the project focuses on early childhood develop. Paz para Mambrú offers an online platform, as well as recreational and educational content aimed at promoting education for peace in boys and girls, caregivers and educators. Paz para Mambrú has developed training and ludic modules on Education for Peace that are being piloted by children in Colombia.

Check-Check Project:

In Mongolia, Nominmaa Ulziibat, also an alumna of the Global Youth Leadership Workshop on GCED, established the Check-Check Project in Mongolia. This project is training Mongolian youth on

MIL and GCED by using hybrid methodologies and training materials developed by local young leaders in the local language. Through this project, the first manual on GCED and MIL in Mongolian was developed and disseminated, having reached more than 60,000 people. The training efforts are complemented with social media content available in Mongolian and English so as to reach even more young people.

Learn for Better - Innovative Approaches to GCED

Between 18 to 29 April, 50 young leaders from Latin America and the Caribbean, Europe, Africa, Asia-Pacific and Arab states, gathered online in a series of lectures, workshops and learning sessions around the main topic of “Innovative Approaches to GCED” during the 8th Youth Leadership Workshop on GCED.

Considering the effects of a global crisis that introduced many changes and challenges in educational settings, there is no better time to reflect on the role of youth in the current education landscape, as well as to learn from practitioners, experts, and from each other about GCED and its different areas such as innovative approaches and methodologies to education, youth advocacy and youth engagement.

Other than learning and interacting with youth from across the world, the participants of the workshop also worked on the development of group action plans on GCED with the guidance of the GCED Youth Network.

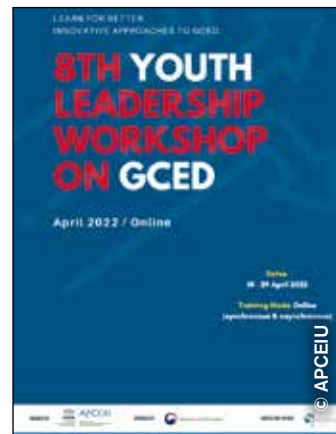
Participants were also invited to design individual projects to be executed after the workshop with seed funding provided by APCEIU as part of the follow-up mentorship programme that is part of the annual global workshop for selected participants. This workshop is organized yearly by APCEIU in collaboration with the GCED Youth Network.

As it can be seen from these examples, youth have rapidly adapted to the educational needs of the present and have developed initiatives that are contributing to shaping better and more meaningful education for the future, not just for youth but for everyone.

These youth-led efforts also allow to



△ Cover page of GCED and MIL manual developed by Check-Check Project.



△ Promotional add of the 8th Youth Leadership Workshop on GCED.



△ Paz para Mambrú digital platform.



△ Children in Colombia utilizing Paz para Mambrú ludic modules.

identify some common trends and topics of interest that need to be addressed within all educational settings, such as digital competencies, media and information literacy, conflict management

and cross-cultural understanding. While youth are taking on their role, education is everyone’s task to further develop, improve and transform. What is your role and how do you plan to carry it on? 🏠

SUPPORTING GLOBAL CITIZENSHIP EDUCATION IN KENYA

By Jane Nyaga

(Assistant Director, Humanities Section, Secondary Education Department, Kenya Institute of Curriculum Development (KICD))

I wish to express my deepest gratitude to APCEIU. For the last three years, I have been spearheading as the focal person, the Global Citizenship Education Curriculum Development and Integration (GCED CDI) Project funded by the Asia Pacific Centre of Education for International Understanding (APCEIU) in Kenya. The implementing agency for the project in Kenya is the Kenya Institute of Curriculum Development (KICD).

I was trained as a trainer in GCED in 2017 during the first GCED Capacity Building Workshop. I am also a trainer of the Learning to Live Together programme and Human Rights Approach to Programming.

When Kenya was selected to pilot the GCED CDI Project, I knew that this would be the perfect opportunity for the transformation of our country because a proper curriculum is the most sustainable way to transform a society. The pilot project was planned in order to try out the feasibility of GCED while using whole-school and cross-curricular approaches through transformative pedagogies. It was envisaged that it would guarantee that the process of mainstreaming GCED in a national curriculum would be meticulously handled and that the subsequent feedback received would be used to further improve the curriculum development process.

In 2019, the first year of the project, a National Global Citizenship Education Technical Committee was setup in the country to facilitate the project on the ground. This was followed by three capacity building workshops targeting key stakeholders in the GCED curriculum development and integration process. In addition, an in-depth GCED Situational Analysis was conducted to identify gaps and opportunities for GCED in the current curriculum that could address Kenya's ongoing curriculum reform process.

In the second year of the GCED project, 2020, the main focus was the development of GCED mainstreaming Matrices and Citizenship Education Guidelines to support GCED integration in the curricula. The overall goal in 2020 is the mainstreaming of GCED into the Kenya National Curriculum, as well as the integration of GCED in Curriculum Designs in all subjects at the junior secondary levels (Grades 7, 8 and 9) and senior schools (Grades 10, 11 and 12). In the third year, KICD developed a Citizenship Education Training Manual, a teacher's handbook, and a Citizenship Education learner's activity book. Teachers were also trained on fundamental concepts in Citizenship Education as well as appropriate pedagogies.

Among the 47 counties in Kenya, Baringo County was sampled for the GCED CDI project pilot test. The project reached



△ Learners FGD at Marigat Integrated Secondary school during the GCED Second Round M&E.

2,803 children aged 14-16, 48 heads of departments in schools, 12 secondary school principals and 10 Ministry of Education officers.

The project enhanced the capacities of learners to promote human rights, human security, environmental justice, gender equality, access to justice, transparency, accountability, social cohesion, living together harmoniously, respect and appreciation of diversity, and rule of law; all areas of society that are in line with the Constitution and in compliance with regional and international commitments. Furthermore, it helped empower learners to understand global and local issues concerning education.

“Citizen Education has helped me to be able to solve conflicts even out there, in the community,” said one of the students.

“It has changed how I see people from different cultures,” said one of the learners.

The programme helped instil in learners the values, attitudes and behaviours that support responsible global citizenship, creativity, innovation and commitment to peace, human rights, and sustainable development.

“We have learned how to guide the global citizenship learning process, from the acquisition of the knowledge to the action that the learner can take, up to the affective or emotional part where the learner can show a desire to go an extra mile from what we have taught them,” affirmed one of the teachers.

This experience is a great example of how the GCED programme can be integrated in the curriculum in order to achieve real transformation. 🏫

MAWONI MA GUKURIA GITHOMO KIA URAIA THI YOTHE

By Jane Nyaga

(Munini wa Ndairekita/Director, Ruhonge rwa maundu ma andu, Ngathi ya Githomo gia Cekondari, Obici ya Kuhariria Mutaratara wa Githomo Kenya (KICD))

Ningwenda gucokia ngatho ciakwa kiumbe kuri APCEIU. Hari miaka itatu (3) mithiru, ningoretwo ndongoretie ta mundu mwamure wa Kenya, mathomo ma utabania wa uraia, uthii wa na mbere na unyitithania wa andu, thi yothe (GCED). Ngarama ya murandi/wira uyu irugamiriirwo ni gikundi kia Asia Pacific Centre of Education for International Understanding (APCEIU) – guku bururiini wa Kenya.

Nii mwene, ndathomithirio ta murutani wa githomo kia GCED mwaka-ini wa 2017 hindi iria yari ya mbere ya gukuria ugi wa mathomo mau. ‘Oho, nii ndi murutani wa mathomo ma umenyo wa guikarania na andu na mataro ma ihoto cia muingi.

Riria bururi wa Kenya wamurirwo ta kionereria gia mathomo ma uraia, uthii wa na mbere, na unyitithania wa andu; thi yothe, nii nindonire mweke werehe wa gukuria bururi witu wa Kenya. Uu ni tondu mutaratara wa mathomo mau nio njira iria ndikiru kuna ya gucunjia bururi uthii na mbere. Kwamurwo gwa Kenya kwari gwa kuroria uiganiru wa GCED – turumiriire njira ya thukuru iri yothe (Whole School) na mukiraniria wa mutaratara wa mathomo (Cross curricular approaches) – hari motari makurehe ugaruruku bururi-ini. Ni gwatanyitwo ati kugia na mutaratara murumu wa GCED thiini wa mutaratara wa mathomo wa bururi (National Curriculum of Kenya) no kurehe ukuria na ugaciru wa mutaratara wa mathomo Kenya.

Mwaka-ini wa mbere (2019) wa kugeria mathomo ma GCED Kenya, kamiti ya andu me na ugi wa guthondeka mutaratara wa mathomo (curriculum Development) ni yamurirwo guku Kenya. Kwamurwo kuu gwa kamiti iyo, ni kwarumiriirwo ni micemanio itatu (3) ya kwongerera ugi na meciria makonainie na wira wa kamiti io. Micemanio iyo yarongoreirio andu aria makonainie na mathomo ma GCED. Iguru wa uguo, njira ndikiru ni yahuthirirwo kumurika maundu mena uritu makonainie na GCED na kumburia mianya na mieke iria ingihuthika kurunga mutaratara wa githomo guku Kenya.

Mwaka-ini wa keru (2020) wa murandi wa GCED Kenya, ni twekiriire guthondeka ngathi na mutamburuko wa mathomo ma uraia niguo tuhote kuingiria mathomo ma GCED thiini wa mutaratara wa mathomo wa Kenya. Itanya riitu inene ria mwaka wa 2020 riari ria kuingiria mathomo ma GCED thiini wa mutaratara wa mathomo wa Kenya na unyitithania wa bururi; hari arutwo a cekondari ya thi (junior secondary Grades 7,8 & 9) ohamwe na arutwo a cekondari ya iguru (senior secondary Grades 10, 11 &12).

Hari mwaka-ini wa gatatu (2021) wa murandi/wira uyu, obici nene ya Kenya ya guthondeka mutaratara wa mathomo (KICD) ni yathondekire ibuku ria kuruta andu githomo kia uraia wa thi yothe; ‘ohamwe na ibuku ria arutani na ria arutwo–meri mamurikite githomo kia uraia wa thi yothe (global citizenship). Arutani amure

ni macokire makirutwo maundu makaru na mioroto mithuranire ya gutugiria githomo kia uraia wa thi yothe.

Gicunji gia kurutana ni kiarumiriirwo ni kingi gia guthii kiharo (fieldwork) gukora arutwo na arutani mathukuru-ini ohamwe na anene a githomo obici-ini ciao. Hari icunji/Counties 47 cia Kenya, Baringo County nio yathurirwo irugamirire icunji/County icio ingi – hari kionereria kia

mathomo ma GCED CDI guku Kenya. Murandi uyu wa GCED Kenya ni wakinyiire arutwo 2,803 a miaka 14 kinya 16, ohamwe na arutani 48; aria marugamiriire icunji nene (Departments) mathukuruini maria macaguritwo. Oho, arutani anene (Principals) 12 a mathukuru ma cekondari na obicaa (officers) 10 kuma ruhonge rwa githomo (Ministry of Education) ni makinyirikire na makiheo utari wa GCED. Onao no maheanire mawoni mwao.

Murandi wa GCED Kenya ni wakindirire umenyo wa arutwo hari maundu ma ihoto cia muingi, ugitiri wa andu, waragania wa maundu maria maturigiciirre, uiganania wa arume na atumia, ukinyiriku wa kihoto, utheri maciraini mothe, urugamiriri wa maundu ma muingi na kinyi, unyitithania wa andu, guikarania na andu gutari na ngui, gutia na gukunguiru utiganu wa andu ohamwe na mawatho kuringana na gatiba ya bururi na mawatho maria mangi metikiriku ma icunju cia Africa na thi yothe. Murandi uyu wa GCED kwoguo ni wahotithirie arutwo gutaukirwo ni maundu manyitithanito na githomo guku Kenya ona thi yothe.

Hari kuonania wega wa githomo kia uraia wa thi yothe (GCED) guku Kenya, murutwo umwe ni oigire ta uu: “Githomo kia uraia wa thi yothe nii mwene ni kindeithitie kumenya guteithurana mbara/ngui andu-ini aria tuikaraga nao. Githomo giki ni kindeithitie gucunjia uria riu ndoraga/nyitaga andu aria matahana ta nii – ta a nduriri ingi.”

Murandi uyu wa GCED ni uteithitie arutwo kugia na mitugo na thamiri iria itugagiria/ikuragia ukinyaniru wa uraia thi yothe, ugi wa meciria, gutaukirwo kwa maundu, na gwikirira hinya maundu ma thayu, kihoto kia andu na uthii wa na mbere mugaciru (sustainable development).

Nake mwarimu umwe agikindira wega wa mathomo ma GCED akiuga ta uu: “Riu ni tumenyete gutarana hari githomo kia uraia wa thi yothe; kuma hari kunyita ugi ucio kinya hari ciiko iria murutwo angika – ona aigwe akienda kumenya makiria yaharia tumurutite...”

Maundu maya moigitwo haha kuma Kenya maronania uria mathomo ma GCED manginyitithanio na mutaratara wa mathomo wa bururi (national curriculum) no kugie na ugaruruku munene wa gukuria andu hamwe na bururi. 🏠



△ Kapluk Secondary carrying out a GCED activity during the pilot period.

GCED Training Workshop for Cambodia Educators



APCEIU held a Global Citizenship Education (GCED) training workshop for key teacher trainers of the National Institute of Education (NIE), one of Cambodia’s leading teacher education institutions.

Participating in the three-day workshop where 15 key teacher educators, including Deputy Director General of Education at the Ministry of Education Youth and Sport (MoEYS) Mok Sarom, NIE Deputy Director Neau Vira, as well as department heads and key professors.

Demonstrating their strong interest in GCED, the workshop involved other key members such as Mr. Puth Samith, secretary of state of MoEYS; professor Jho Dae Hoon, Social Studies Education at Sungshin Women’s University, Republic of Korea; Mr. Soth Nimol, team leader of the United Nations Resident Coordinator in Cambodia; and Dr. Chhinh Sitha, GCED specialist in Cambodia. Participants to the 28-30 June event, took advantage of this meaningful time to share ideas and discussions on the current status of GCED implementation in Cambodia.

igced@unescoapceiu.org

First GCED Cooperation Centre Directors’ Meeting



APCEIU held its first online GCED Cooperation Centre Directors’ Meeting on 24 June for participants to share their centre’s outcomes for last year’s programmes and key activity plans for this year.

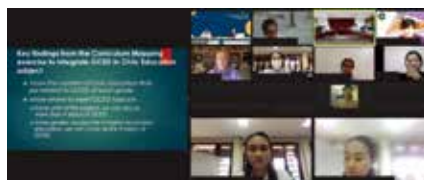
The meeting was attended by five teacher education institutions (TEIs) in four countries; including Thailand (Chulalongkorn University and Chiang Mai University), Malaysia (Universiti Sains Malaysia, USM), Cambodia (National Institute of Education) and the Philippines (Philippine Normal University).

Chulalongkorn University Director Athapol Anunthavorasakul, Chiang Mai University Director Pakdeukul Ratana, and Universiti Sains Malaysia Director Rohizani Yaakub have been implementing programmes in their respective institutions since GCC was launched last year.

Philippine Normal University Director Serafin Arviola Jr. and Cambodia’s National Institute of Education Chair of the Organizing Committee Mok Sarom, who is the deputy director general of education for the Ministry of Education, Youth and Sport, presented their operating systems and pilot operation plans.

igced@unescoapceiu.org

Laos Workshop for GCED Integrated Curriculum Framework Development



APCEIU conducted an online Capacity-Building Workshop from 10 to 12 May for Laos, one of the third Round (2021-2023) countries participating in the Global Citizenship Education Curriculum Development and Integration project.

As part of its second phase activities, Laos launched the development of the GCED Integrated Curriculum Framework for Secondary School Civic Education, based on the results of their curriculum mapping.

The workshop aimed to assist in developing the framework and was attended by the Curriculum Development Committee of Laos, APCEIU and external experts.

Following the Laotian Committee’s sharing of their project’s progress, participants imparted their experiences and lessons learned, as well as provided practical advice and feedback.

The Curriculum Development Committee of Laos will complete a draft for the GCED Integrated Curriculum Framework for Civic Education (Secondary Level) by July. Once the framework is completed, it is expected to launch the development of a Teachers’ Manual on the GCED Integrated Curriculum in August.

rnd@unescoapceiu.org

GCED Forum Shared Stories of Citizens Tackling Challenges



APCEIU hosted a Global Citizenship Education Forum themed “Sharing Stories of Empowering Citizens to Tackle Global-local Challenges.”

The forum took place on 13 May in collaboration with the Permanent Delegation of the Republic of Korea to UNESCO and the Group of Friends for Solidarity and Inclusion with Global Citizenship Education (Group of Friends).

As part of APCEIU’s serial UNESCO Roundtable programme, the event offered a platform for GCED practitioners in the Group of Friends member states to share their experiences and inspire further GCED action across UNESCO member states.

The event was conducted virtually and has gathered more than 90 participants from 29 countries.

APCEIU Director Dr. Lim Hyun Mook underlined the importance of having a critical point of view when analysing and understanding the root causes that hinders peace, solidarity and cooperation, while at the same time having a positive mindset and acting in accordance with respective contexts.

eri@unescoapceiu.org

Youth Leaders Build Capacity Through Leadership Workshop



APCEIU held its 8th Youth Leadership Workshop on Global Citizenship Education online from 18 to 29 April.

During the two weeks, 54 youth leaders from Africa, Asia-Pacific, Europe, Arab states, Latin America and the Caribbean participated in the workshop under

the theme “Learn for better: Innovative Approaches to GCED.”

The Workshop consisted of various case studies, lectures, and presentations from educational experts, youth practitioners, and facilitators from different parts of the world.

During the workshop, participants took part in an exclusively designed e-learning course on GCED and Youth Advocacy titled “Voices of Youth at GCED Online Campus” for the first week, and gathered in small groups for discussions and sharing.

Through the sessions, participants learned about what kind of changes are needed in their own communities, how they can actively engage in GCED while responding to the needs of their local communities, and how they can become effective GCED educators and leaders during challenging situations.

ent@unescoapceiu.org

Training 70 Teachers of Partner Countries



Pre-programme training for teachers from partner countries (Cambodia, Malaysia, and Thailand) participated in APCEIU’s 2022 Asia-Pacific Teacher Exchange (APTE) in order to cover initiatives and practices for the first half of this year.

More than 70 people (including participating teachers) from 12 study groups selected from three countries, as well as officials from the Ministries of Education of each country and school administrators, gathered online from 9 to 16 April.

This training started with an introduction about APTE aimed at enhancing the participants’ understanding, explication of the process prior to the exchange, and questions and answers. It also included sessions to promote the exchange between study groups at each school.

As this is the second online exchange following last year, best practice presentations from the APTE participants in 2021 were also held.

Hosted by the Ministry of Education and

organized by APCEIU, the 2022 APTE started in late April for the first half of the year and lasted for three months.

ite@unescoapceiu.org

Bringing Living Heritage to Classrooms



APCEIU, in collaboration with UNESCO and ICHCAP, launched the online course “Bringing Living Heritage to the Classroom in Asia-Pacific.”

The 22 April course, serviced through APCEIU’s Global Citizenship Education Online Campus, provided key resources and guidance for teachers and people interested in education and culture, as well as the reasons why and explanations as to how to integrate living heritage in their lessons and extracurricular activities in the school.

Such lessons and activities aim to make learning more contextualized, relevant and engaging for students while helping to raise awareness about the importance of safeguarding living heritage.

During the course, participants took a step-by-step approach to develop a lesson plan or school activities connected to a living heritage element of their choice.

Participants were also invited to join the first instructor-led cohort, which included an orientation and five weekly live tutorial sessions (22 April-3 June).

igced@unescoapceiu.org

Regional Consultations for Asia, Pacific Revision of 1974 Recommendation



APCEIU collaborated with UNESCO Bangkok to organize the Regional Technical Consultations for Asia and the Pacific for the Revision of the 1974 Recommendation concerning Education for International

Understanding, Cooperation and Peace, and education relating to Human Rights and Fundamental Freedoms.

In 2021, UNESCO began the preparatory process for the revision of the 1974 Recommendation. The revision took into account changes in the global and educational domains in consideration of new threats and challenges that new generations can address through learning and education. The consultations on 6-7 April, aimed to capture insights and perspectives from various stakeholders based on their priority issues for the 1974 Recommendation in the context of the Asia and the Pacific region.

There were two sessions involving regional consultations with experts from Southeast Asia, Northeast Asia, the Pacific, as well as experts from South, West and Central Asia. Both sessions offered Plenary Sessions and Working Group Sessions.

eri@unescoapceiu.org

2nd GCED Curriculum Development, Integration Project Launched



APCEIU held the official kick-off meeting on 29 March for the implementation of the second year of the Global Citizenship Education (GCED) Curriculum Development and Integration Project (2021-2023) for Laos via online conferencing.

The project aimed to mainstream GCED into the Laotian public educational system by creating GCED-integrated curriculum and materials.

The ongoing progress of the project was presented by Dr. Thongpaseuth (RIES) who explained that the Laos Project is set for its second year of implementation with the establishment of the GCED Curriculum Development Committee, situational analysis, and several workshops.

In addition, a situational analysis was executed to assess the needs and identify the strategies of the project.

Participated by representatives from APCEIU, RIES, the Lao National Commission for UNESCO on behalf of the Laos Ministry of Education and Sports, and members

of the GCED Curriculum Development Committee, reconfirmed their mutual commitment on mainstreaming GCED in the national education curriculum.

rnd@unescoapceiu.org

Pre-programme Training for 2022 APTE Korean Participants



APCEIU held a pre-programme training for participants taking part in the first half of the 2022 Asia-Pacific Teacher Exchange (APTE) Programme on 12 March.

Selected from 17 MPoEs, more than 50 teachers including 12 Study group members, school administrators, and officials from MPoEs gathered online.

In the sessions, participants could learn and understand the objective of the Programme and their expected roles.

Afterwards, lead teachers of each study group introduced their group’s goals and plans for the online APTE. Also, participants of 2021 APTE presented their experiences from last year.

The first half of the year’s 2022 APTE, hosted by the Ministry of Education of the Republic of Korea and organized by APCEIU, started in late April and ran for three months, including a one-on-one partnership between 12 Korean schools and 12 schools in three partner countries (Cambodia, Malaysia, and Thailand).

ite@unescoapceiu.org

Grantees of 2021 APCEIU Youth Leadership Programme Hold Changemakers’ Forum



Eleven youth leaders, the grantees of APCEIU’s 2021 youth leadership

programme, shared their project outcomes as well as their own experiences and lessons through projects at the Young Changemakers Forum held on 22 February. Co-organized by the mentor group Me.reka and the grantees, the event welcomed over 100 audience members that joined to learn about the youth leaders’ presentation and to share their reflections.

The projects included youth-led advocacy and campaigns on GCED, critical media literacy, youth wellbeing, peace in their own communities, resource package development on peace education, dialogue and advocacy for interfaith dialogue through films, storytelling projects of ethnic minorities, and research on the prevention of hate speech.

They also launched a website introducing themselves and their projects. The young leaders will continue their endeavours as global citizens and are willing to be connected with other youth leaders from around the world through their new website.

ent@unescoapceiu.org

GCED Lead Teachers Appointed to Spread Spirit Nationwide



The Republic of Korea Ministry of Education and APCEIU held a series of capacity-building workshops on GCED for the eighth batch of GCED lead teachers during the first two months of the year.

After completing two workshops, the Ministry officially appointed 65 participating teachers into the 8th GCED Lead Teachers programme for 2022.

In the first workshop held from 19-21 January, participating teachers actively interacted with other peer participants to discuss the newly emphasized meaning of global citizenship in the pandemic era

and how we could promote critical global citizenship in educational sites.

In the second workshop on 19 February, teachers shared their plans on this year’s GCED programmes, which shall be implemented in 17 provinces, and exchanged further ideas on strategies and expected challenges.

The newly appointed eighth batch of GCED central lead teachers are expected to share their activities in the first half of the year at the third workshop in August 2022.

ent@unescoapceiu.org

Promoting GCED through Partnerships in Southeast Asia



APCEIU has strengthened its partnerships for GCED by signing Memoranda of Understanding (MOU) with the following organizations:

- Incheon Metropolitan City Office of Education, Republic of Korea (11 January): APCEIU and the Incheon Metropolitan City Office of Education agreed to mutually cooperate for the promotion of GCED through activities such as teacher training workshops, international exchanges, and the organization of an international forum.
- National Institute of Education (NIE) of Cambodia (7 March), Philippine Normal University (PNU) (15 March): APCEIU signed MOU with PNU Philippines and NIE Cambodia, respectively, to strengthen cooperation to promote GCED by designating them as GCED Cooperation Centres. APCEIU and both centres agreed to cooperate on various GCED activities such as pre- and in-service teacher training, development of materials, policy research, and sharing of information.

eri@unescoapceiu.org

