

1st

Global Capacity-Building Workshop on GCED

19 June-2 July 2016

Seoul & Gwangju, Republic of Korea

Final Report



Organized by



Sponsored by



1st Global Capacity-Building Workshop on GCED

Final Report

19 June – 2 July 2016
Seoul and Gwangju, Republic of Korea



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO



Global Citizenship Education (GCED)

Global Citizenship Education (GCED) aims to be transformative, equipping learners of all ages with the values, knowledge and skills that reflect and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability; and that empower learners to be responsible global citizens. GCED gives learners the competences and opportunities to realize their rights and obligations to promote a more inclusive, just and peaceful world.



Table of Contents

I. Overview	05
• Introduction	
• Programme Schedule	
• Participants	
• Facilitators and Speakers	
• Staff Members	
II. Workshop Sessions and Field Visits	45
• Workshop Sessions	
• Special Sessions	
• Field Visits	
III. Action Plans	85
• Curriculum Group	
• Project Group	
• Research Group	
• Teacher Training Group	
• Training Group	
IV. Participant Evaluation	118
• Survey Outcome Comparison	
• Participant Reflections	



I. OVERVIEW

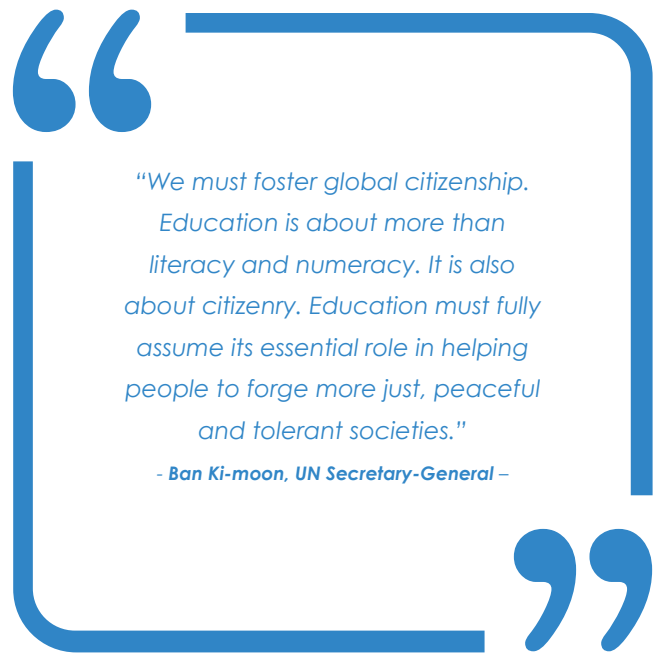
- Introduction
- Programme Schedule
- Participants
- Facilitators and Speakers
- Staff Members

Introduction

1. Background

Globalization has brought rapid changes to our lives. Global populations are exponentially increasing; peace and cultural diversity are challenged; economic and work patterns are diversified; and the impact of climate change is expanding. These shifts increase the role of education all the more to understand and resolve the numerous challenges in social, political, cultural, economic, and environmental dimensions—which we now face in a much broader scale than ever before. Against this background, the goal of education moves beyond mere transmission of knowledge towards development of non-cognitive skills (e.g. tolerance, respect, and empathy), which are necessary to build core values, soft skills and attitudes amongst leaders who can, in turn, facilitate international cooperation and social transformation.

In September 2015, the United Nations (UN) adopted Sustainable Development Goals (SDGs), a global agenda comprised of 17 goals aiming to end poverty, protect the planet and ensure prosperity for all. In particular, Goal 4 reflects a new global vision for education for sustainable development to “ensure inclusive and equitable quality education and promote lifelong opportunities for all,” and includes fostering global citizenship through education in the accompanying target 4.7. Following this, in November 2015, UNESCO adopted Education 2030 Framework for Action in regard to SDGs' Goal 4, highlighting the importance of Global Citizenship Education (GCED) and specifying its implementation strategies for the next fifteen years.



With this great momentum, promoting GCED has become a key education target for all countries around the globe to achieve and thus requires more concerted efforts at all levels. In order to better prepare our future generation to be creative and responsible global citizens and to foster global citizenship, teaching and learning activities in both formal and non-formal education settings must be facilitated. The role of teacher educators and trainers is indispensable in this endeavour, being the key agents to create multiplying effects in various learning environments.

There is, however, an urgent necessity for training educational experts, including teacher educators and trainers, to implement GCED, given that UN identified the lack of teacher capacity as one of the five barriers to global citizenship. Therefore, it is crucial to equip teacher educators and trainers with relevant knowledge and skills to train teachers on GCED.

In this context, APCEIU organized the 1st Global Capacity-Building Workshop on GCED in collaboration with UNESCO in order to contribute to achieving the SDGs target 4.7 by enhancing the capacity of teacher educators and trainers in implementing GCED. This intensive 2-week workshop provided the participating educators with the opportunities to better understand the concept and internalize the pedagogical principles of GCED while sharing their experiences and working on collaborative action plans.

2. Objectives

- To expand the participants' understanding and knowledge of the key concepts and principles of GCED
- To enhance the capacities of teacher educators and teacher trainers in developing countries
- To reorient the participants' perspectives towards a Culture of Peace through critical and reflective analysis of the current educational issues
- To strengthen the participants' practical skills to design and implement GCED training programmes tailored to their respective local context
- To establish the human resources network for promotion of GCED in different regions

3. Expected Outcomes

- GCED advocating networks established
- Groundwork for implementing GCED strengthened and strategies identified for promoting GCED as a part of Education 2030
- Cooperative partnership for educational development through GCED broadened

4. Organizers and Partners

- Organizer: APCEIU
- Sponsor: Ministry of Education and Asia Culture Center, Republic of Korea
- Partner organizations: Regional offices of UNESCO, National Commissions for UNESCO and related international organizations in Africa, Arab States, Asia and Central and South America



5. Date and Venues

- Date: 19 June - 2 July 2016 (2 weeks)
- Venue: APCEIU, Republic of Korea
- Seoul
- Jeolla Province (Gwangju and Suncheon)
- Gyeonggi Province (Paju)

6. Number of Participants

- 26 participants from the UNESCO Member States in Africa, Arab States, Asia and the Pacific, and Latin America and the Caribbean

Programme Schedule

Day 1, 19 June (Sun) : Arrival

<i>All day</i>	Arrival
19:00~20:30	Dinner

Day 2, 20 June (Mon) : Setting the Stage

08:30~09:00	Move to APCEIU	
09:00~09:30	Registration	
09:30~10:10	<p>[Opening Ceremony]</p> <p>Welcoming Remarks</p> <ul style="list-style-type: none"> • Dr. CHUNG Utak, Director, APCEIU • Mr. Kim Young-gon, Director General for International Cooperation, Ministry of Education, Republic of Korea <p>Congratulatory Remarks</p> <ul style="list-style-type: none"> • Dr. CHOI Soo Hyang, Director, Division of Inclusion, Peace and Sustainable Development, UNESCO • Representative of Diplomatic Missions in Korea <p>Introduction of Facilitators and Participants</p> <p>Group Photo</p>	EIU Hall (APCEIU)
10:10~10:30	Break	
10:30~12:00	<p>[Keynote Presentation] “Education 2030 and Fostering Global Citizenship Education”</p> <ul style="list-style-type: none"> • Prof. Carlos Alberto TORRES, Distinguished Professor of Education and UNESCO Chair in Global Citizenship Education 	EIU Hall (APCEIU)
12:00~13:30	Welcoming Luncheon	
13:30~15:15	<p>Workshop Orientation, Community-Building Activity</p> <ul style="list-style-type: none"> • Facilitated by Ms. Lea ESPALLARDO, Senior Artist Teacher, Philippine Educational Theater Association (PETA) <p>Break</p>	GCE Hall (APCEIU)
15:15~15:30	[Special Presentation] “The Role of UNESCO in Achieving	EIU Hall
15:30~16:30	<p>SDG 4.7”</p> <ul style="list-style-type: none"> • Dr. CHOI Soo Hyang, Director, Division of Inclusion, Peace and Sustainable Development, UNESCO <p>[Presentation] Overview of GCED Initiatives: APCEIU</p>	(APCEIU)
16:30~17:00	<ul style="list-style-type: none"> • Ms. LEE Yangsook, Head, Office of Education and Training, APCEIU 	
17:00~17:30	Reflection and Synthesis 1	
17:30~18:00	Role Division among Participants	
18:00~19:00	Dinner	
19:00~19:30	Move to Hotel	

Day 3, 21 June (Tue): Deepening the Understanding of GCED 1

08:30~09:00	Move to APCEIU	
09:00~12:30	[Session 1] Country Profile on GCED Part I: Presentation of Country Profiles by Region Moderated by Ms. Lea ESPALLARDO, Mr. Peter Fredlake, Prof. TOH Swee-Hin, Prof. Carlos Alberto TORRES - Africa / Arab States / Asia-Pacific / Latin America and the Caribbean - Presentations and identifying the priorities and challenges (Break) Part 2: Reporting Back by Group Moderated by Prof. TOH Swee-Hin	EIU Hall (APCEIU)
12:30~13:30	Lunch	
13:30~16:30	[Session 2] Critical Analysis of Local and Global Issues with GCED • Prof. TOH Swee-Hin, Professor, Department of Peace and Conflict Studies, University for Peace, Costa Rica - Key local and global issues for formation of active global citizens - Relevance of GCED to the peaceful nation, region and world - Pedagogical principles and practices in GCED	EIU Hall (APCEIU) GCE Hall (APCEIU)
16:30~16:45	Break	
16:45~17:30	Visit to the GCED Campus	GCED Campus
17:30~18:30	Dinner	(APCEIU)
18:30~19:00	Move to Hotel	

Day 4, 22 June (Wed): Deepening the Understanding of GCED 2

08:30~09:00	Move to APCEIU	
09:30~12:30	Reflection & Synthesis 2 [Session 3] Respect for Human Rights <ul style="list-style-type: none">• Prof. Hyo-Je CHO, Professor, The Social Sciences Program, SungKongHoe University, Korea Part 1: Presentation on the Importance and Key Elements of HRE (Break) Part 2: Q & A and Discussion	EIU Hall (APCEIU)
12:30~13:30	Lunch	
13:30~17:00	[Session 4] Why and How to Teach about the Holocaust and Other Genocides <ul style="list-style-type: none">• Mr. Peter FREDLAKE, Director, Teacher Education and Special Programs, United States Holocaust Memorial Museum - Introductory session (20 minutes) - Interactive session including small and large group discussion, focusing on the connection between GCED and an examination of the Holocaust (60 minutes) (Break) - Interactive session using media to address lessons of the Holocaust and GCED themes (60 minutes) - Implementing & adapting the modules (20 minutes)	
17:00~17:10	Break	
17:10~17:30	Orientation to DMZ	
17:30~18:30	Dinner	
18:30~19:00	Move to the Han River	
19:30~20:40	Evening on a River Cruise	Han River
20:40~21:10	Move to Hotel	

Day 5, 23 June (Thu): Deepening the Understanding of GCED 3

08:30~09:00	Move to APCEIU	
09:00~12:30	[Session 5] Understanding on Prevention of Violent Extremism through Education (PVE-E) <ul style="list-style-type: none">• Ms. Kelly SIMCOCK, Director of Programme, The Tim Parry Jonathan Ball Foundation for Peace Part 1: Understanding the drivers of violent extremism and the role of education in PVE <ul style="list-style-type: none">- Presentation & Brainstorming exercise on :<ul style="list-style-type: none">(a) The drivers of VE(b) The role of education(Break) Part 2: Pedagogical approaches to PVE-E 1 <ul style="list-style-type: none">- Presentation & Brainstorming exercise on Effective pedagogical approaches to PVE and their implementation	EIU Hall (APCEIU)
12:30~13:30	Lunch	
13:30~16:00	[Session 5] Cont'd Part 3: Pedagogical approaches to PVE-E 2 <ul style="list-style-type: none">• Ms. Lydia RUPRECHT, Team Leader and Programme Officer, Section of Education for Sustainable Development and Global Citizenship, Division of Inclusion, Peace and Sustainable Development, UNESCO <ul style="list-style-type: none">- Presentation of the UNESCO Teacher's Guide on PVE- Questions and Answers(Break)- Group discussion on the role of teachers- Report back- Wrap-up	
16:00~16:15	Break	
16:15~17:15	[Session 6] Integrating GCED into Curriculum <ul style="list-style-type: none">• Facilitated by Ms. Lay Cheng TAN, Programme Officer, UNESCO Bangkok <ul style="list-style-type: none">- Introduction to the Topics and Learning Objectives – UNESCO- GCED Curriculum Development Initiatives – APCEIU- Korean Curriculum Development Case - Dr. LEE Seung Mi, Korea Institute of Curriculum and Evaluation (KICE)	

	- Group Discussion and Reporting Back
	- Wrap-up
18:00~19:00	Dinner
19:00~19:30	Move to Hotel

Day 6, 24 June (Fri): Deepening the Understanding of GCED 4 and Field Visit 1

08:00~09:30	Move to Paju	
09:30~12:00	[Field Visit] Dora Observatory / 3th Underground Tunnel	Paju
12:30~14:30	Lunch and move to Seoul	
14:30~17:30	[Session 7] Dismantling a Culture of War & Structural Violence, Building a Culture of Peace	EIU Hall (APCEIU)
	<ul style="list-style-type: none"> • Prof. TOH Swee-Hin, Distinguished Professor, Department of Peace and Conflict Studies, University for Peace, Costa Rica - Introductory group activity - Main activity on the realities, consequences and causes of conflicts - Reflective synthesis of the key issues and perspectives on the session theme of building a culture of peace including Q & A 	
17:30~18:00	Reflection and Synthesis 3	
18:00~19:00	Dinner	
19:00~20:30	Cultural Night	EIU Hall
20:30~21:00	Move to Hotel	(APCEIU)

Day 7, 25 June (Sat): Deepening the Understanding of GCED 5

08:30~09:00	Move to APCEIU	
09:00~09:20	[Presentation] Overview of GCED Initiatives: UNESCO Bangkok <ul style="list-style-type: none">• Ms. Lay Cheng Tan, Programme Officer, UNESCO Bangkok Office	EIU Hall (APCEIU)
09:20~12:20	[Session 8] Democratic Dialogism and Communication Skills <ul style="list-style-type: none">• Prof. LEE Fransis Daehoon, Research Professor, Graduate NGO Studies Program, SungKongHoe University- Workshop with several short exercises of communication, observation, discussion and reflection by participants on the given topics- Reflective synthesis	
12:20~13:20	Lunch	
13:20~16:20	[Session 9] Transformative Pedagogies for GCED <ul style="list-style-type: none">• Ms. Lea ESPALLARDO, Senior Artist Teacher, Philippine Educational Theater Association (PETA)- Presentation on the principles of GCED Pedagogy; types of transformative pedagogies we can use in teaching GCED; pedagogical tools, practices and approaches for transformation- Experiential Learning Activity- Reflective synthesis	EIU Hall (APCEIU)
16:20~16:50	Move to Hotel	

Day 8, 26 June (Sun): Move to Gwangju (10:00~15:00)

Day 9, 27 June (Mon): Sharing Experiences with Local Schools and Deepening the Understanding of GCED 6

08:30~09:00	Move to Gwangju Dongsan Elementary School	
09:00~13:30	[School Visit] GCED in Practice (Lunch included) <ul style="list-style-type: none"> • 1 primary school (Gwangju Dongsan Elementary School) and 1 secondary school (Song Gwang Middle School) - How GCED is promoted in schools? - What can we learn from their experiences? 	Gwangju Dongsan Elementary School, Song Gwang Middle School
13:30~14:00	Move to Asia Culture Center	
14:00~17:00	[Session 10] Education to Respect Diversity <ul style="list-style-type: none"> • Ms. Lea ESPALLARDO, Senior Artist Teacher, Philippine Educational Theater Association (PETA) - Introduction to topic - Experiential learning activity using creative and participatory games 	Asia Culture Center
17:00~17:30	Break	
17:30~18:30	Meeting with Korea GCED Lead Teachers in Gwangju Area	
18:30~20:00	Dinner with Korea GCED Lead Teachers in Gwangju Area	
20:00~20:30	Move to Hotel	

Day 10, 28 June (Tue): Deepening the Understanding of GCED 7 and Field Visit 2

08:30~09:00	Move to Asia Culture Center	
09:00~12:30	Reflection & Synthesis 4 [Session 11] Living in Harmony with the Earth and Education for Sustainable Development <ul style="list-style-type: none"> • Ms. Mirian VILELA, Executive Director, Earth Charter International - Presentation, Sharing and Dialogue on Sustainability, Sustainability Values and Principles, and ESD 	Asia Culture Center
12:30~13:30	Lunch	
13:30~16:30	[Field Visit] Asia Culture Center	
16:30~17:30	Reflection & Synthesis 5	
17:30~19:00	Dinner hosted by Asia Culture Center	
19:00~19:30	Move to Hotel	



Day 11, 29 June (Wed): Field Visit 3

08:00~14:00	Move to Suncheon [Field Visit] Suncheon Bay Wetland Reserve	Suncheon
Afternoon	Move back to Seoul	

Day 12, 30 June (Thu): Action Planning

08:30~09:00	Move to APCEIU	
09:00~12:30	Reflection & Synthesis 6 [Session 12] Action Planning •Ms. Lea ESPALLARDO, Senior Artist Teacher, Philippine Educational Theater Association (PETA) Part 1: Guidance on Action Planning (60 min) Part 2: Action Planning by Region (120 min)	EIU Hall (APCEIU)
12:30~13:30	Lunch	
13:30~17:00	[Session 12] Cont'd	
17:00~18:00	Dinner	
18:00~18:30	Move to Hotel	

Day 13, 1 July (Fri): Action Plan Presentation and Wrap-up

08:30~09:00	Move to APCEIU	
09:00~12:00	Action Plan Presentation	EIU Hall (APCEIU)
12:00~13:00	Lunch	
13:00~15:30	Final Reflection & Closing Ceremony	
15:30~16:00	Move to Hotel	
19:00	Farewell Dinner	

Day 14, 2 July (Sat): Departure

Executive Summary

Day 1

The 1st Global Capacity-building Workshop on GCED commenced on 19 June 2016, with participants and facilitators arriving from various regions till late night. After the hotel check in procedures, the participants and facilitators gathered for dinner where they had time to familiarize with each other.



Day 2

The next day officially started with the opening ceremony at EIU hall of APCEIU. During the opening ceremony, Dr. Utak Chung, Director of APCEIU delivered welcoming remarks followed by welcoming words of Mr. Young-gon Kim, Director-General of International Cooperation of Ministry of Education, Republic of Korea. Consequently, Ms. Choi Soo Hyang, Director, Division of Inclusion, Peace and Sustainable Development, UNESCO celebrated the 1st Global Capacity-building workshop on GCED by delivering a congratulatory remark. After a short break, Mr. Carlos Torres, distinguished professor of Education and UNESCO Chair in Global Citizenship Education delivered a Keynote speech on "Education 2030 and Fostering Global citizenship Education."

After the luncheon, Ms. Lea Espallardo, Resident Senior Artist-Teacher, Philippine Educational Theater Association (PETA) carried out the workshop orientation by facilitating some community-building activities to help participants familiarize with the workshop. In the late afternoon, to provide a basic understanding of the Sustainable Development Goal 4.7, Ms. Choi Soo Hyang delivered a special presentation on "The role of UNESCO in Achieving SDG 4.7." As the last part of the day, Ms. Yangsook Lee, Head of office of Education and Training concisely delivered an overview of GCED initiatives by APCEIU to introduce APCEIU and its main programmes in relation to GCED.

Day 3

Participants presented their country profile on GCED in groups of mixed regions. For three hours, participants had the opportunity to present and identify the priorities and challenges that their country is encountering to fellow participants and reported their discussion to other groups.

After lunch, Mr. Toh Swee-Hin, Distinguished Professor of the U.N. mandated University for Peace in Costa Rica facilitated the session on 'Critical Analysis of Local and Global Issues with GCED'. He addressed the the key local and global issues for formation of active global citizens and the relevance of GCED to the peaceful nation, region and the world. He also mentioned the pedagogical principles and practices in GCED. Before returning to the hotel, participants toured the GCED campus on the 1st floor of APCEIU where they experienced how middle students in Korea learn about GCED and the 17 Sustainable Development Goals.

Day 4

To deepen participants' understanding of GCED, Mr. Hyo-Je Cho, professor of sociology at SungKongHoe University delivered a three hour presentation on 'Respect for Human Rights'. He stressed the the importance and key elements of human rights education in relation to GCED. In the afternoon, Mr. Peter Fredlake, Director of Teacher Education and Special Programs at the United States Holocaust Memorial Museum facilitated a session on the topic 'Why and How to Teach about the Holocaust and Other Genocides'. After an introductory session on Holocaust and other genocides, participants focused on the connection between GCED and an examination of the Holocaust through an interactive session including small and large group discussion and then Mr. Peter Fredlake addressed lessons of the Holocaust and GCED themes through an interactive session using multimedia. In the end of the session, participants practiced implementing and adapting the modules they learned during the session. In the evening, as a part of cultural activity, participants enjoyed a trip on the Han river cruise.

Day 5

Ms. Kelly Simcock, Director of Programme, The Tim Parry Jonathan Ball Foundation for Peace and Ms. Lydia Ruprecht, Team Leader and Programme Officer, Section of Education for Sustainable Development and Global Citizenship, Division of Inclusion, Peace and Sustainable Development, UNESCO introduced Prevention of Violent Extremism in relation to GCED. First Ms. Kelly Simcock explained the drivers of violent extremism and the role of education in PVE through a presentation and a brainstorming exercise and then went over the pedagogical approaches to PVE, specifically on effective pedagogical approaches to PVE and their implementation. Ms. Lydia Ruprecht continued the session by presenting the UNESCO Teachers' guide on PVE. Afterwards she led a group discussion on the role of teachers with the role of teachers.

Participants learned about the Integration of GCED into school curriculum, led by Ms. Lay-Cheng Tan, Programme Officer at the UNESCO Asia and Pacific Regional Bureau for Education based in Bangkok, Thailand. She introduced the topics and learning objectives of UNESCO and GCED

curriculum Development Initiatives of APCEIU. In the following session, Ms. Seung-mi Lee, Associate Research Fellow in the Korea Institute for Curriculum and Evaluation(KICE) briefly introduced the Korean curriculum development case to provide a rough idea of how GCED is integrated in Korean school curriculum.

Day 6

As part of a field visit regarding deepening participants's understanding of GCED, participants visited the Dora observatory and 3rd Underground Tunnel in Paju. Participants had the opportunity to witness the Demilitarized Zone and the continuing tension between South Korea and North Korea. In the afternoon, Mr. Toh Swee-Hin facilitated a session on 'Dismantling a Culture of War & Structural Violence, Building a Culture of Peace' based on the field trip to Paju. After an introductory group activity, he led the session by conducting activities on realities, consequences and causes of conflicts. In the latter part of the session, participants broadened their knowledge on building culture of peace through reflective synthesis of the key issues and perspectives on the theme of building a culture of peace.

In the evening, participants celebrated cultural diversity through the cultural night where participants shared each their country's traditional culture.

Day 7

After Ms. Lay cheng Tan gave a short overview of GCED Initiatives of UNESCO Bangkok, professor Fransis Daehoon Lee, Research Professor, SungKongHoe University led a session on 'Democratic Dialogism and Communication Skills.' He conducted a workshop based on several short exercises of communication, observation, discussion and reflection by participants on the given topics.

In the afternoon, participants were introduced to 'Transformative Pedagogies for GCED' by Ms. Lea Espallardo. She went over the transformative pedagogies by presenting the principles of GCED pedagogy, types of transformative pedagogies we can use in teaching GCED. Ms. Lea Espallardo also explained the pedagogical tools, practices and approaches for transformation followed by an experimental learning activity.

Day 8

Participants moved to Gwangju in the afternoon for school visits, and field visits to Asia Culture Center and Suncheon Bay Wetland Reserve. In the middle of the trip, participants stopped at Jeonju Hanok Village in Jeonju to experience Korean traditional culture and particularly Korean traditional houses. After a five hours trip, participants arrived in Gwangju and prepared for the next day's sessions.

Day 9

On the first day at Gwangju, participants visited Gwangju Dongsan elementary school and Song Gwang middle school in the morning. They observed classes on various subjects such as children's rights and Human where participants had the opportunity to experience how GCED is promoted in

schools in Korea and ultimately think about what they can learn from the school visits. After moving to Asia Culture Center, Ms. Lea Espallardo led a session on 'Education to Respect Diversity. After introducing the topic to the participants, she used experimental learning activities using creative and participatory games to help participants understanding of the topic of 'Education to Respect Diversity.' Participants met with Korean GCED Lead Teachers in Gwangju and had the priceless opportunity to learn how GCED is being implemented in Korean primary and secondary classrooms.

Day 10

Ms. Mirian Vilela, Executive Director of the Earth Charter International Secretariat and the Center for Education for Sustainable Development at UPEACE facilitated the session on ' Living in Harmony with the Earth and Education for Sustainable Development' and briefed the participants on Earth



Charter and Education for Sustainable Development. Participants learned about Education on Sustainable Development and the Earch Charter through a presentation on sustainability values and principles and sharing and dialogue on Sustainability.

In the afternoon, participants toured Asia Culture Center with the help of the tour guide of Asia Culture Center and visited the various facilities and exhibitions of Asia Culture Center.

Participants enjoyed a dinner at Asia Culture Center hosted by Asia Culture Center and expressed their appreciation for all the support during the short stay in Gwangju.

Day 11

Before moving back to Seoul, participants moved to Suncheon and visited Suncheon Bay Wetland Reserve and observed the exceptional ecological development and preservation including the biggest colony of reeds and large number of rare birds, such as different species of cranes and storks. Participants also visited Suncheon Bay National Garden which is famous for housing over 505 species of trees and 113 species of flowers.

Day 12

To prepare for the Action Plan presentation, Ms. Lea Espallardo facilitated the action planning session. In order to provide a more tangible and thorough idea of how to create a well planned action plan, Ms. Lea Espallardo spent approximately three hours on facilitating the session through two parts, 'guidance on action planning' and 'action planning by region.' After the explanation on action planning, participants devised their action plans and prepared for the action plan presentation.

Day 13

As the last official day of the 1st Global Capacity-building Workshop on GCED, participants presented their action plans individually and in their designated groups, and underscored their their main points of their action plan based on their takeaways during the workshop.

After lunch, Ms. Lea Espallardo led the final reflection of the workshop where participants shared their overall thoughts including what they learned and their most meaningful moment during the workshop. As the last part of the workshop, the closing ceremony started with participants watching the video taken during the sessions, field trips and cultural activities, and followed by a short remark of Mr. Utak Chung, Director of APCEIU, congratulating the participants for successful completion on the 1st Global Capacity-building Workshop on GCED.

PRÉFECTURE D'INDRE-ET-LOIRE
Carte d'identité
Nom : HORNITZ
Prénoms : Anny- Yolande
Profession : sans
Né le : Juin 1933
à STRASBOURG
Département du Bas Rhin - BORDEAUX (Gironde)
Domicile : 21, rue Rodé

Amny Hornitz

A TOURS le 4 Décembre
Le Préfet.

Signalement :
Taille :
Cheveux : blond
Moustache :
Yeux : bleus
Signes particuliers :

Naz : rec.
Forme générale du visage : all.
Teint : rosé
Corp. : moy.

Amny

Anny Hornitz, deported to Auschwitz from France at the age of nine on 11 September 1942
© Memoria de la Shoah/CDK

Examining this history can heighten the awareness of the danger of genocide in the
and bring to the fore an appreciation for individual rights and

Participants



Africa



Andrew Tabura
Uganda

Education Officer
Ministry of Education
Science, Technology & Sports (MoESTS)



Dira Khama
Lesotho

Senior Lecturer
National University of Lesotho



Felicien Ngirabakunzi
Rwanda

Quality Assurance Officer
University of Lay Adventists of Kigali (UNILAK)



Jane Wanjiru Nyaga
Kenya

Assistant Director
Kenya Institute of Curriculum Development
(KICD)



Joyce Benedicta Afutu
Ghana

Director of Communications and
Corporate Affairs
National Commission for Civic Education (NCCE)



Mfininiza Agness Masuku
Swaziland

Lecturer
Ngwane College



Moawia Alsir Ali Mohamed
Sudan

General Education Curriculum
Developer & Researcher
National Center for Curriculum



Otim Gama
South Sudan

Lecturer
University of Juba



Phillip Kiti Dikgomo
South Africa, Republic of

Director of Teacher Development
Implementation
Department of Basic Education

Arab States



Nidhal Kumer Abdulwahed
Iraq

Teacher Trainer / Coordinator
Ministry of Education
General Directorate for Educational Rusafa II



Rana Abdallah
Lebanon

Researcher of Science Department
Center for Educational Research and
Development (CERD)



Wael Nehme
Lebanon

Teacher Training Center
Center for Educational Research and
Development (CERD)

Asia and the Pacific



Anvar Bakhrarov
Uzbekistan

Vice Rector
Central In-Service and Retraining Institute of
Public Education Staff



Damira Orusbaeva
Kyrgyzstan

Teacher Trainer
Centre of Social Integration



Fuangarun Preededilok
Thailand

Director of Education Information Resources
Center / Assistant Professor
Faculty of Education
Chulalongkorn University



**Ilangasinghe
Mudiyansele Kamal
Bandara Ilangasinghe**
Sri Lanka

Additional Secretary
Ministry of Education



Tuyaa Ravdan
Mongolia

Head of Customized Training Department
Institute of Teachers' Professional Development
(ITPD)



Ulambayar Adiya
Mongolia

Methodologist of Foreign Language Training
Institute of Teachers' Professional Development
(ITPD)



Vichheka Khuon
Cambodia

Deputy Director-General for Education
Ministry of Education, Youth and Sports



Sisilia Radiniqilai Tuiqilai
Fiji

Senior Education Officer
Ministry of Education



Mara Wape
Papua New Guinea

Inspector of Teachers Colleges
National Center for Curriculum

Latin America and the Caribbean



Jose Fernando Mejia
Colombia

Executive Director
Programa Aulas en Paz
(Classroom in Peace)



**Maria Graciela
Cuervo Franco**
Uruguay

Program Officer
International Council for Adult Education (ICAE)



Martha Gladys Maliza Chasi
Ecuador

English Teacher
Unidad Educativa Ambato



Paola Garcia Castillo
Colombia

Pedagogical Consultant
Ministry of Education



**Sharon Rebeca
Lopez Cespedes**
Costa Rica

Master Program Coordinator
Universidad Nacional

Facilitators and Speakers



Carlos Alberto Torres [Keynote Presenter](#)

Distinguished Professor, UCLA
UNESCO Chair in Global Learnings and Global Citizenship Education

Mr. Carlos Alberto Torres is Distinguished Professor of Education, UCLA, UNESCO chair in Global Learning and Global Citizenship Education and Director of UCLA Paulo Freire Institute. He achieved M.A. and Ph.D. of international development education at Stanford University and Post-doctoral scholarship at the Department of Educational Foundations, University of Alberta in Canada. His teaching and research interests are political sociology of education, impact of globalization on K-12 and higher education, political economy of adult education, social theory and the life & work of Paulo Freire.

Mr. Torres has also played a key role in global collaborations: President of the World Council of Comparative Education Societies(WCCES), Correspondent Member to the Mexican Academy of Sciences, Fellow of the Royal Society of Canada, Founding Director of the Paulo Freire Institute in São Paulo, Buenos Aires and UCLA, and Former Director of the UCLA-Latin American Institute.

Soo Hyang Choi Special Presenter

Director,
Division of Inclusion, Peace and Sustainable Development, UNESCO

Ms Soo-Hyang Choi, a national of Korea, holds a M.Ed and a Ph.D in Educational Psychology from the University of Alberta, Canada (1990). She was seconded to UNESCO Secretariat in 1997 from the Korean Educational Development Institute. Becoming the Chief of the Early Childhood and Family Education Section in 1998, she, afterwards, held various chief positions at Hqs, dealing with inclusive education, field support and coordination, technical, vocational and secondary education. In the field, she worked in Pakistan and also in Zimbabwe, where she was the UNESCO representative to Botswana, Malawi, Zambia, and Zimbabwe as well as to the Southern African Development Community. Returning to Paris in 2010, she worked as the Deputy Director of the Bureau of Field Coordination. Since 2012, she is the incumbent Director of the Division for Inclusion, Peace and Sustainable Development in the Education Sector of UNESCO Hqs. The Division covers, among others, gender and inclusive education, education for sustainable development, global citizenship education including human rights and peace education, health and education and the UNESCO Associate Schools Project. She is also assuming the UNESCO Focal Point responsibility for the Prevention of Violent Extremism through Education.



Toh Swee-Hin Facilitator

Distinguished Professor, University for Peace, Costa Rica
Laureate UNESCO Prize for Peace Education (2000)

Mr. Toh Swee-Hin is Distinguished Professor of the U.N. mandated University for Peace in Costa Rica. Over 2003 to 2009, he was also the founding Director of the Multi-Faith Center, Griffith University, Australia, a center that promotes inter-faith dialogue towards a Culture of Peace. Born in Malaysia and a citizen of Canada and Australia, he has been a high school teacher and taught in Faculties of Education of universities in the interrelated fields of Education for a Culture of Peace, human rights, justice, intercultural understanding, environmental sustainability and interfaith dialogue, as well as sociology of education and education for national development. He has contributed to several international networks and organizations including UNESCO, IPRA, Parliament of the World's Religions, Religions for Peace, and APCEIU. He has also co-authored an elementary social studies textbook series for Philippines schools. His involvement with APCEIU include co-author of the Feasibility Report for establishing APCEIU, membership of APCEIU's Advisory Committee (2000-2009) and the new Governing Board, and facilitator of several Asia-Pacific training workshops, curriculum, and research projects. In 2000, he was awarded the UNESCO Prize for Peace Education.





Peter Fredlake Keynote Presenter

Director, Teacher Education and Special Programs
United States Holocaust Memorial Museum

Mr. Peter Fredlake is the Director of Teacher Education and Special Programs at the United States Holocaust Memorial Museum. In his current position, he coordinates professional development programs in education about the Holocaust for educators in the United States and around the world, including training for pre-service teachers, for new teachers, experienced teachers, and for educators who work with civil society, professional groups, and education policy. He also convenes leaders in the field to discuss the challenges and opportunities in teaching and learning about the Holocaust and other genocides, focusing especially about its relevance in the world today. Most recently he is working with UNESCO on a long-term education project related to the Holocaust, contemporary genocide, and human rights. All of his programs include rigorous evaluation and assessment. In addition, he develops educational resources—both print and digital—grounded in history and primary sources intended to meet the needs of a broad range of audiences. Many of resources of the Museum have been translated into multiple languages and are available on its website (www.ushmm.org).

His work includes extensive travel to work with international audiences, including Korea, Turkey, Rwanda, Costa Rica, and Argentina. A 1976 graduate of Arizona State University, he taught secondary school English language and literature for 30 years before joining the United States Holocaust Memorial Museum in July 2005. In his spare time he enjoys exercise, travel, and photography.



Hyo-Je CHO Facilitator

Professor, SungKongHoe University

Hyo-Je CHO is professor of sociology at SungKongHoe University in Seoul. He teaches human rights theory, civil society and development at both undergraduate and postgraduate levels. Among his works are *Horizons of Human Rights* (2016), *Human Rights Odyssey* (2015), *In Search of Human Rights* (2011), and *A Grammar of Human Rights* (2007). Professor CHO served as commissioner of the Seoul Metropolitan City Human Rights Council, founding member of the Korea Human Rights Commission, specialist consultant for the Justice Ministry Policy Panel, and adviser for Amnesty International Korean Section.

Having studied at London, Oxford and LSE, Dr CHO has held visiting appointments with Universities of Harvard, Berlin and Costa Rica.

Lydia Ruprecht Facilitator

Senior Programme Specialist

Division of Inclusion, Peace and Sustainable Development, UNESCO

Lydia Ruprecht is a gender and development policy specialist who has over 18 years of international experience promoting gender equality and international understanding through and within the international public service sector; working in areas such as education, HIV & AIDS, culture and international public administration.

She first joined UNESCO in 1994 to help prepare UNESCO's contribution to the Fourth World Conference on Women (Beijing, China). Before moving to the Education Research and Foresight team in July 2011, she served in UNESCO's Division for Gender Equality within the Cabinet of the Director-General and undertook several assignments supporting 'organizational change'.

Since 2014, Ms Ruprecht is supporting within UNESCO the promotion of Global Citizenship Education worldwide, ie education that can help learners of all ages, women and men, become proactive contributors to a more just, peaceful and sustainable world.

Ms Ruprecht holds a B.Sc. from the University of Montreal, as well as a Masters in Political Science and International Relations and a (DEA) in Political Sociology from the University Paris I - Sorbonne, France. She has undertaken PhD studies in Political Sociology at the Ecole des Hautes Etudes en Sciences Sociales in Paris. Ms. Ruprecht is a certified 'Participatory Gender Audit' Facilitator.



Lay-Cheng Tan Facilitator

Programme Officer, UNESCO Bangkok Office

Ms. Lay-Cheng Tan is a Programme Officer at the UNESCO Asia and Pacific Regional Bureau for Education based in Bangkok, Thailand. Since joining UNESCO in 2005, she has worked in a variety of areas, Education for Sustainable Development, ICT in Education, Higher Education and Teacher Education. She is currently responsible for projects on teacher education, global citizenship education and entrepreneurship education, collaborating with colleagues and partners within and beyond UNESCO. Ms. Tan has a B.Sc. in Biology and a Masters in Environmental Design (Environmental Science). She has worked in universities, think tanks and international organizations in several countries in the region.





Francis Daehoon Lee Facilitator

Research Professor, Peace Studies,
SungKongHoe University

Mr. Francis Daehoon Lee's work in teaching, writing, and social action focuses especially on human rights, critical security studies, democratization, and civil society development. He has been a visiting professor at Ritsumeikan University and the International University of Japan. Mr. Lee has also been a legal advisor to Ms. Chung, Special Rapporteur of the UN Human Rights Sub-Commission in 2005, and served on the board of directors of the Center for Peace Museum. He was also the former Executive Director of ARENA (Asian Regional Exchange for New Alternatives) and an Executive Member of the Center for Peace and Disarmament, Republic of Korea. He coordinates CENA (Civil Society Education Network in Asia), a collaborative network of universities committed to peace, human rights, and democracy studies in Asia.



Seung-mi Lee Presenter

Associate Research Fellow
Korea Institute for Curriculum and Evaluation (KICE)

Ms. Seung-mi Lee is Associate Research Fellow in the Korea Institute for Curriculum and Evaluation(KICE). Curriculum in Korea consists of the three parts: general guidelines, Subject curriculum, and extra-curriculum. She was a chief of research of the 2015 national curriculum development in the field of extra-curriculum, a co-researcher of the 2015 national curriculum development in the field of the general guidelines, and a manager of the national committee for the 2015 national curriculum development.

Now, She has been developing the GCED guidebook for teachers which Integrates GCED into the 2015 national curriculum with the Unesco Apceiu. She studies curriculum concentrated on the structure and content of school-subject, the curriculum continuity between elementary and secondary school, the quality management of curriculum, and the roles of the teacher as a facilitator in the school learning.

Mirian Vilela Facilitator

Executive Director,
Earth Charter Center for Sustainable Development

Ms. Mirian Vilela is the Executive Director of the Earth Charter International Secretariat and the Center for Education for Sustainable Development at UPEACE. She has been working with the Earth Charter Initiative since early 1996. She is the UNESCO Chair on Education for Sustainable Development with the Earth Charter coordinator. She was a member of the UNESCO Expert Reference Group for the Decade of Education for Sustainable Development (DESD) and has been a professor on Sustainable Development at the University for Peace since 2005.

Over the years she has lead and facilitated numerous international and multicultural workshops, courses, and seminars on values and principles for sustainability. Ms. Mirian holds a Master's Degree in Public Administration from the Harvard Kennedy School of Government, where she was an Edward Mason Fellow and is currently concluding her PhD on Education. She has been living in Costa Rica for the past 20 years and is originally from Brazil.



Lea Espallardo Facilitator

Resident Senior Artist-Teacher
Philippine Educational Theater Association (PETA)

Since 1990, Ms. Lea Espallardo has been an active resident member of the Philippine Educational Theater Association (PETA), an association of artist-teachers and cultural workers committed to the use of theater and performing arts as tools for education and social transformation. Ms. ESPALLARDO has served as the Program Director of PETA's Women's Theater Program and has taken an active role in pursuing cultural work and sharpening PETA's women's theater aesthetics and pedagogy. She was responsible for developing pioneer training curriculums on creative pedagogy as applied to gender and feminist education, reproductive health, multicultural education, human rights, and other development related issues.

Ms. Espallardo has lived in Thailand for nearly eight years (from 2004 to early 2012) to manage PETA's Southeast Asia Regional Program dubbed as the Mekong Partnership Program. Throughout the Program, she led pioneering cross-cultural events such as the 1st Asia-Pacific Festival-Conference of Women in the Arts, the Annual Mekong Performing Arts Laboratory, the Annual Arts for Advocacy Fellowship, and the 1st Mekong Arts & Media Festival. Ms. Espallardo has been actively involved in teachers' training workshops organized by APCEIU and UNESCO-Bangkok since 2008.



UNESCO APCEIU



Utak CHUNG Director

Director,
Asia-Pacific Centre of Education for International Understanding (APCEIU)

Dr Chung Utak is currently the Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO Category 2 Centre based in Seoul, the Republic of Korea. Prior to being inaugurated as APCEIU's Director, Dr. Chung served as Assistant Secretary General and Director of Strategic Programs Divisions at the Korean National Commission for UNESCO, where he started his professional career in 1982. Additionally, he was the Associate Expert for the International Commission on Education for the Twenty First Century of UNESCO Headquarters from 1993 to 1995, and served as a Visiting Scholar at Graduate School of International Relations and Pacific Studies, University of California, San Diego from 2000 to 2002. Dr. Chung's teaching career also includes his work as Adjunct Professor at Graduate Schools of International Studies at Sogang University (2002-2012) and Sookmyung Women's University (2009-2012) in Seoul, the Republic of Korea. His academic focus was on Official Development Assistance (ODA), International Organizations and Education for International Understanding. He holds Ph.D and M.A. in Political Science from Sogang University, the Republic of Korea.

Yangsook LEE Organizer

Head of Office of Education and Training
Asia-Pacific Centre of Education for International Understanding (APCEIU)

Ms. LEE Yangsook is currently Head of Office of Education and Training at APCEIU where she has implemented various initiatives to strengthen the capacity of educational stakeholders in EIU and GCED. Before joining APCEIU, she worked at the Korean National Commission for UNESCO where she contributed to the promotion of EIU and educational cooperation in Korea and in the Asia-Pacific region working with UNESCO Associated Schools and regional educational networks. She was also a principal researcher at the Korean Education and Research Information Service promoting the international sharing of Korea's experiences in ICT in education and enhancing teachers' capacity-building. She has a B.A. in Korean education and a M.A. in international studies.



Staffs Members



Programme Coordinators



Yangsook Lee (Ms.)

Chief
Office of Education and Training, APCEIU

Phone: (+82-70) 4261-7877 (ext.801)
E-mail: yangsook@unescoapceiu.org



Jaehong Kim (Mr.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8538 (ext.822)
E-mail: jaykim@unescoapceiu.org



Yeonwoo Lee (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4266-5290 (ext.803)
E-mail: ywlee@unescoapceiu.org



Soohyun Lim (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8535 (ext.824)
E-mail: kathylim@unescoapceiu.org



Yuin Jeong (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8536 (ext.821)
E-mail: youin@unescoapceiu.org



Jungyeon Kim (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8534 (ext.802)
E-mail: kjyeon@unescoapceiu.org

Programme Assistant & Interns



Jisoo Ohe (Ms.)

Programme Assistant
Office of Education and Training, APCEIU

Phone: (+82-70) 4261-7878 (ext.809)
E-mail: danicaoh@unescoapceiu.org



Dongil Yoon (Mr.)

Programme Assistant
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8532 (ext.820)
E-mail: dongilyoon@unescoapceiu.org



Donghyun Park (Mr.)

Intern
Office of Education and Training, APCEIU

Phone: (+82-10) 6456-9062
E-mail: donghyunp987@gmail.com



NON-VIOLENCE

II. WORKSHOP SESSIONS AND FIELD VISITS

- Workshop Sessions
- Special Sessions
- Field Visits



Workshop Sessions

Opening Ceremony & Presentations

In order to officially commence the 1st Global Capacity-building workshop on GCED, Dr. Chung Utak delivered welcoming remarks. Before starting his comments, he introduced and expressed his warmest welcome to all the participants and offered his gratitude towards the guest speakers, distinguished guests, resource people, facilitators and especially the distinguished representatives from the embassies in Korea. He went on to highlight that the leaders and educators are faced with challenges to empower learners to be responsible citizens of a more peaceful and sustainable global society as we are witnessing the rise of nationalism, violent extremism, threat to humanity and environment degradation due to the increasing inter-connectedness and complexity of today's



world. He insisted that regarding the current educational spectrum, GCED has become one of the most important educational development agenda which its importance was emphasized in the Incheon declaration during the World Education Forum 2015 and included as one of the goals to be achieved by 2030 as one of SDG's. He elaborated that the above meant that the international community agreed on the necessity to train learners to have a critical thinking mindset, attitude to actively engage in globally common goods, solidarity and humanity in order to foster a peaceful and sustainable society. Recognizing the important role of teachers and educators, he stressed that APCEIU has doing its best to nurture culture of peace, sustainability under global citizenship education by initiating various teacher training programmes, developing teacher learning materials

and teacher exchange programmes to enhance the teachers and educators capacity. He ended his speech by expressing his expectations of the workshop by hoping that through this workshop, participants will have the opportunity to learn the relevant values underpinning GCED and the emerging issues such as preventing violent extremism and by the end of the workshop, have a deeper understanding of GCED and gain the necessary tools to promote GCED in one's own country.

Mr. Young-gun Kim, Director-General of International Cooperation delivered words of welcome of his own. He stressed that as we are witnessing increasing global challenges that require collective actions among diverse countries in today's world, education has to transform from cognitive learning to enhancing one's capacity to contribute for peace and development for the global community and in this regard, education should play a key role in peace and sustainable development. He added that in order to lead current movement in education, Korea will continue to promote Global citizen education with the collaboration with UNESCO and in this context the World Education Forum was held in last year where new educational development goals were established which aimed for inclusive, quality education and life long learning education by the year 2030 and which was also a crucial moment where Korea proposed Global Citizenship Education (GCED) as new educational vision. He ended his speech by emphasizing that to enhance the respect of diversity and to ensure the implementation of GCED in every country by 2030, the roles of participants are essential. In this respect, he expressed his expectation that the 1st Global Capacity-Building Workshop on GCED can be a meaningful and successful workshop for the participants and as a result, the participants can fully utilize their takeaways during the workshop for educational policies and strategies back in their own country.



Ms. Choi Soo Hyang celebrated the 1st Global Capacity-Building Workshop on GCED by delivering a congratulatory remark. She expressed how emotional and moved she was to be back at APCEIU after three years had passed since the UNESCO organized its first consultation meeting on GCED at APCEIU, especially witnessing the progress that has been made. She briefly explained the background, current status and objectives of GCED stating that after the first consultation meeting, UNESCO had developed various programmes and curriculum, such as UNESCO forum on GCED and Topics and Learning Objective which was set as the global pedagogical objective. She also emphasized that despite the skepticism that GCED indicators will not be present, indicators of GCED have been developed. She concluded her speech by complimenting APCEIU's efforts in implementing GCED by stressing that APCEIU has developed and implemented different programs on GCED and related to this, the partnership on GCED has expanded such as Holocaust museum. She lauded that APCEIU was at the birth of GCED and had been the strongest partner on GCED.





Afterwards Mr. Carlos Torres, distinguished professor of Education and UNESCO Chair in Global Citizenship Education delivered the Keynote speech. He started by emphasizing that Global Education First Initiative (GEFI) was the first initiative within UNESCO and was promoted based on three pillars; Education for All (EFA), quality education and GCED. He introduced GCED by underscoring the fact that global citizenship has been studied by academia, and has been talked by people who have a good heart and want to live together peacefully in a globally diverse world and that it encompasses multitudes of disciplines that intersects with each other such as comparative education and non comparative education, political sociology and political philosophy. Putting for the fact that it is important to understand the complexity and reality of GCED, it is important to discuss the issues and society in crisis. Mr. Carlos Torres presented the difficulties that prevent us from advancing GCED. Before addressing the challenges he mentioned on Goal 4 of the Sustainable Development Goals, quality education and clarification of GCED is required and in this respect, Academia has an important role as it is keen on creating precisions in terms of concepts of GCED. Before going into the specifics, he stressed that there are prerequisite to citizenship namely, bare essentials. Also he introduced some core principles of GCED, such as respect for human rights, social justice education, planetarian citizenship for sustainability, migration, and diversity, cognitive democracy, enhancing the proliferation of public spheres and the promotion of Global Citizenship Education. He mentioned some agents related to GCED such parties of international systems, NGO's, local or regional governments and non formal education systems. He cited the missing links in the current status and practice of Global Citizen Education such as the human rights tensions between extreme religious radicalism, domestic/local citizenship against human rights as universal citizenship, tensions between globalism and social justice, planetarian citizenship or social justice for the planet, the question of whether the rights of migrants are encapsulated in human rights, terms such as knowledge society and network society and the role of education in preventing violent extremism. Next, he went on to address the priority tasks to undertake at the national and global levels and the tensions, contradictions and conundrums regarding Global Citizen Education. Following on, he asserted the necessity of global citizenship in today's interdependent and diverse world and stressed that global citizenship should rely on a definition of global democratic multicultural citizenship. At the latter part of his speech, he briefly explained two key elements of citizenship namely civic minimums and civic virtues, and clarified the definitions of global commons. At the end, Mr. Carlos Torres underlined that Global Citizen Education can be considered as a global social movement that we are moving from a network society to a movement society. He ended his presentation by declaring that a Youth Global Social Movement is happening due to the bleak future because of less formal jobs owing to the automation of the global economy and as a result, many economists are insisting that we should have a 'social wage.' Many youth are disenchanted and this will influence the presence of middle class which will negatively influence democracy, as a strong middle class is essential for democracy which means the future of democracy depends on the future of youth.

The keynote speech was ensued by a special presentation by Ms. Choi Soo Hyang, Director, Division of Inclusion, Peace and Sustainable Development, UNESCO on "The Role of UNESCO in Achieving SDG 4.7". During the session, She brought the participants' attention to the emergence of GCED and its implications. She covered the historical background of GCED and the issues that changed over the course of the different international framework of GCED from Jomtien to Incheon Declaration. Ms. Choi Soo Hyang emphasized that the educational paradigm of GCED has transformed from access to quality content, cognitive skills including socio-emotional skills and skills for job market to skills for learning to live together and an education that measures to that matters. After her presentation, she clarified some terms and Frequently Asked Questions (FAQ's) regarding GCED.

As the last order of the first day, Ms. Yangsook Lee briefly went over the APCEIU's GCED initiatives. After introducing APCEIU concisely, she explained in detail how APCEIU is promoting culture of peace through GCED through four different means; capacity building for educators, research and policy development, material and information dissemination and networking and partnerships. Through a brief, but informative description of APCEIU's efforts to implement GCED, participants grasped a general idea of APCEIU's mission and mandate, especially regarding GCED.

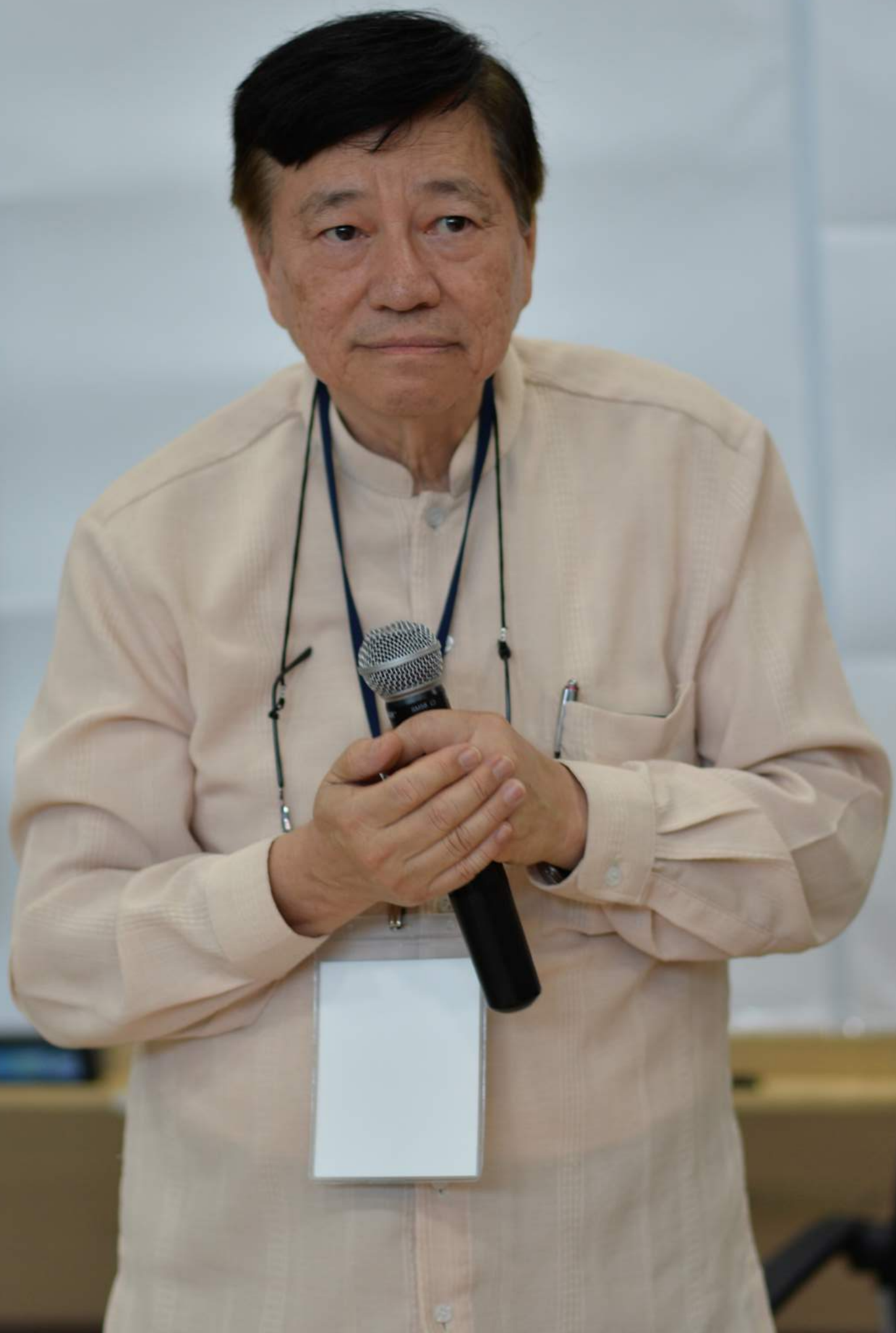


Session 1: Country Profile on GCED

In Part 1, participants were divided in four regional groups each representing Africa, Arab States, Asia-Pacific and Latin America and the Caribbean to share country profile on GCED in each country. The presentations helped the audience to have a better picture of the status of GCED in each country based on the following areas: 1) national policy to promote GCED, 2) GCED integration into the national curriculum, 3) national efforts to promote GCED in teacher-training, 4) priority issues in GCED capacity-building for teachers, and 5) suggestions on possible collaborations to promote GCED among teacher educators in each region.

At the afternoon plenary session, each group had one spokesperson to share the key points from the group session based on the following four main questions/topics: 1) main commonalities among the countries and their national education system/policy represented in each group, 2) current and future implementations of GCED, 3) challenges, and 4) things we should address during the workshop. The session was wrapped up by participant reflections on how to define and qualify global citizenship and how to link global and local aspects in future implementations of GCED.







Session 2:

Critical Analysis of Local and Global Issues with GCED

Facilitator: TOH Swee-Hin (S.H.TOH)

The session was to enable the participants to understand the multiple dimensions and themes that underpin a holistic paradigm of a culture of peace that underpins GCED, to explore how various dimensions of GCED can contribute to promoting peaceful citizens and societies and a peaceful world, and to appreciate the role of alternative creative and transformative pedagogies essential for the formation of active global citizenship.

The session was composed of an opening activity and lecture/open forum. Through an initial web-charting exercise, participants were facilitated in envisioning a "peaceful" world in the future in contrast to prevailing realities of peacelessness at local, national, international and global levels of life. Participants were asked to imagine a "peaceful" world in the future in terms of characteristics, dimensions or features. Participants wrote on 5 colored papers about their own definitions of/ imageries related to the culture of peace. Once finished, everyone stood up to walk and dance around the room following the music until it stopped. When the music stopped, participants teamed up in 2 to compare and find commonalities among what they have wrote on their papers. They then dialogued and shared their visions in a participatory activity that leads to clusters of dimensions of a "peaceful" future for humanity and planet Earth. The clusters were then displayed to represent a map reflecting the individual and collective vision of workshop participants, who also shared exemplars of conflicts and peacelessness in diverse regions and strategies for building a culture of peace.

After a break, a holistic framework of a metaphor of education for the building of a culture of peace as a "river flowing from the mountains" was presented to show how the original concept has been enriched over the decades by numerous fields and innovative developments and movements in transformative education worldwide. In this way, the philosophical underpinnings and assumptions of GCED as presently understood and integrated are seen to have parallel or overlapping expressions with other educational fields for transformation such as educational for disarmament and nonviolence; human rights education; education for local and global justice; intercultural and multicultural education; education for sustainable development; and education for cultivating a spirituality of peace. GCED in sum needs to be linked to the multiple dimensions of a holistic framework education for a 'Culture of Peace'. The session concluded with a brief introduction to the essential role of key pedagogical principles in transformative education for a culture of peace, such as holism, dialogue, values formation and critical empowerment. The "banking" mode of teaching and learning was also challenged in order to catalyze the formation of active citizens through GCED.

Session 3: Respect for Human Rights

Facilitator: Hyo-Je CHO

The session was to help the participants to grasp the basic understanding of human rights and explore the dimensions of human rights education. This session aimed to provide the audience with the basic tools for understanding human rights and to investigate the meaning and methods of human rights education while approaching the topic from social-scientific channel. The session was composed of three parts. In the first part, the following topics were covered: concept & definition of human rights, principles of human rights, characteristics of human rights, right to education, and human rights education. The complexity to define the term 'rights' was conveyed and discussed along with the introduction to the different kinds of justification theories for human rights. Then, it was followed by the second part covering the characteristics of human rights, and the third part on relationship between human rights and education wrapped up the session.



Session 4:

Why and How to Teach about the Holocaust and Other Genocides

Facilitator: Peter FREDLAKE

The session was to help the participants to recognize the value of historical inquiry to GCED, to discuss pedagogical strategies for examining an historical case study, to discuss and reflect on the relevance of the Holocaust to a variety of national, social, and cultural contexts, to practice pedagogical approaches to examining history as an element of GCED, and to adapt the session materials for a variety of contexts.

By examining the role and responsibility of ordinary people who participated in the Holocaust, participants were able to have better understanding on how ethics can shift and bend in challenging contexts. This well-documented case study illustrated how susceptible human beings are to rationalization, to pressures to conform, to a desire to please those in positions of authority, and to favor the in-group we belong to over a group being targeted. Participants examined two educational modules to help explore how such challenges to ethical behavior and citizenship played out in the context of the Holocaust and to pose larger questions about how these challenges confront us today. Then, they discussed the adaptability of this approach to many situations.

The Part 1 was composed of participatory exercise and watching a video clip on World War II and the Holocaust. For the exercise, Participants took their passport out and went through what types of personal information there were in it. Then, paired up in two, participants opened the page 6 of the introductory booklet of the Holocaust Museum and discussed what types of information there were on the copy of the passport which once belonged to a girl who was sent to Auschwitz during the Nazi regime.

The following part was to discuss over the importance and methodology of teaching Holocaust and genocide in classroom setting along with another video clip of a German boy and a Polish girl as lovers being humiliated within their community during the wartime. By examining the role and responsibility of ordinary people who participated in the Holocaust, participants were able to have better understanding on how ethics can shift and bend in challenging contexts. Participants understood that Holocaust is a very complex subject. They also had a chance to think about Holocaust from different angle and to question what some specific reasons are for them to learn and teach about Holocaust. It will be another challenging but crucial conversation they would have once back in their countries of origin and talk to the fellow teachers and the students about the need to teach/learn about Holocaust.

UNITED STATES
HOLOCAUST
MEMORIAL
MUSEUM ushmm.org



Session 5: Understanding on Prevention of Violent Extremism through Education

Facilitator: Kelly SIMCOCK & Lydia RUPRECHT

The session provided the opportunity to present the Teacher's Guide on the Prevention of Violent Extremism, the first pedagogical guidance tool on PVE developed by UNESCO. UNESCO presented the background to the Teacher's Guide, its main objectives, and the practical advice and tips provided by the Guide for preparing and managing a classroom discussion on PVE. Following the presentation, 30 minute was devoted to questions and answers. The presentation was followed by group discussion on PVE, and then reporting back and wrap-up.

During the session, the role of education in prevention of violent extremism was ventured through along with pitfalls to avoid while pedagogical approaches to PVE were also discussed. After watched a short film about four ex-leaders and/or members of extremist groups, participants had a group reflection to identify 22 factors of vulnerability and shared thoughts, comments, and insights on which factors had affected whose life at what point, which led to the conclusion that inclusion in education matters more now than ever before in an increasingly polarized world.



Session 6: Integrating GCED into Curriculum

Facilitator: Lay Cheng TAN, Lydia RUPRECHT, Hyeran YANG & Seungmi LEE

The session was to enable the participants to have a clearer understanding about GCED conceptual dimensions and be familiar with the TLOs and know how this tool can be used. Facilitators demonstrated adequate capacity in contextualizing and localizing GCED learning objectives, and along with participants reflected on and discussed how to use the TLOs and identify appropriate pedagogical practices and use of creative tools and strategies for teaching GCED. The objective of this short session was to introduce participants to general principles of curriculum development with respect to GCED. More specifically, the session aimed to enhance the understanding about GCED concepts and provide opportunities for participants to explore how they can integrate GCED concepts and elements into the curriculum. Of particular relevance was the publication, *Global Citizenship Education: Topics and Learning Objectives*, which formed the basis for discussions and group work. Participants also examined the curriculum development processes in general, and were encouraged to identify the most appropriate entry points for GCED integration into their respective curriculum. Appropriate and innovative pedagogy and assessment processes of learning outcomes were also discussed.



Session 7:

Dismantling a Culture of War & Structural Violence, Building a Culture of Peace

Facilitator: TOH Swee-Hin (S.H.TOH)

A culture of violence in all its various forms, including militarization and armed conflicts/wars as well as structural violence, still afflicts humanity leading to death, destruction and social and economic marginalization. This session sought to develop critical understanding of the root causes of conflicts and violence from micro to macro levels of life, and explored strategies for resolving and transforming such conflicts and peacelessness.

Inspired by the vision and practices of peacebuilders such as Mahatma Gandhi, Martin Luther King, Archbishop Desmond Tutu, Rigoberto Menchu and Wangari Matthai, movements for nonviolent resolution and transformation of conflicts have grown in many regions and countries. The core belief in these movements is that conflicts are more effectively and sustainably resolved by citizens practicing active nonviolence rather than the use of force or coercion, which invariably leads to further escalation and even violent and counter-violent outcomes.

In this session, participatory teaching-learning exercises took place to (i) analyze root causes of conflicts from micro to macro levels of life and (ii) demonstrate how key principles and strategies of conflict resolution can be integrated in GCED in formal and non-formal educational contexts. Participants also explored the role that the value and practices of reconciliation can play in building a culture of peace.

First, in small groups, participants were facilitated in understanding and analyzing the root causes of conflicts in the world from micro to macro levels of life. These 'roots' were then reported to discern common as well as distinct causes of a broad range of conflicts. Participants were encouraged to share a few exemplars of conflicts from their societies and international contexts, especially with respect to wars and social/economic marginalization.

In the next activity, participants were initially gathered in small groups to "represent" various groups of "actors" (states, international agencies, NGOs/CSOs) to discuss their views and perspectives on the crises of armed conflicts/militarization and social and economic marginalization in the world. A "talk show" was then simulated to raise awareness of alternative perspectives on the issues related to the emergence and perpetuation of wars and armed conflicts and the interrelated continuing crises of social and economic marginalization in diverse regions.

Lastly, a concluding lecture oriented participants to some key principles and tools or strategies for nonviolent conflict resolution and transformation for overcoming conflicts rooted in a culture of violence and toward the building of a culture of peace. An open forum encouraged participants to share their experiences, ideas and questions on the theme of dismantling a culture of war and structural violence.



Session 8: Democratic Dialogism and Communication Skills

Facilitator: Fransis Daehoon LEE

The session was designed for the participants to grasp basic concepts, values, and principles of communication with democratic values and to develop sensitivity of good verbal/non-verbal communication as well as empathy talk. The session was a workshop of doing a number of short exercises of communication, observation, discussion and reflection by participants on the given topics, followed by a short synthesis by the facilitator. The exercises included 2 different pair communication, moving frames, identifying barriers of communication, empathy talk, pyramid discussion, and a few others.





Session 9: Transformative Pedagogies for GCED

Facilitator: Lea ESPALLARDO

Classroom teaching should allow for the practice of personal freedom, by which learners deal critically and creatively with reality and discover how to participate in the transformation of the world. As we now live in a digitalized, globalized, and interdependent world, the need for a transformative approach to education that focuses on the holistic development of the human person becomes more relevant. We are faced with the challenge of transforming classrooms into empowering and playful spaces that will allow both the learners and educators to become free and responsible, critical and creative, peace-loving and compassionate citizens of multi-diverse, multi-ethnic, multicultural world.

This session was to provide an opportunity for participants to look into the core elements of GCED pedagogy as a transformative philosophy for teaching and learning. It presented creative techniques and methodological tools to teaching and looked at shifts that need to be made in order to achieve the transformative goals of GCED.



Session 10: Education for Respect Diversity

Facilitator: Lea ESPALLARDO

Based on the following thematic areas of EIU/GCED 'Building Cultural Respect, Reconciliation and Solidarity', Ms. Lea Espallardo aimed to promote awareness of understanding and respecting cultural diversity.

The session tackled cultural diversity/cultural differences as key concern in promoting GCED by looking at participants' personal circumstances.

Using creative and participatory games, the session probed deeper in one's concept of "self" and "others" (how we see our "self" through "others" and vice versa). This led to surfacing our



commonalities and differences as individuals/groups and how these play pivotal role in defining who we are and/or our identity as people belonging to a specific culture.

The session zeroed in on how cultural commonalities and differences have given rise to identity-based tensions, claims, and denials that could be possible sources of conflict.

To stimulate the participants' understanding of cultural diversity by developing respect for cultural diversity, Ms. Lea Espallardo started the session by asking the participants to sing a traditional African song in groups on the cue of Ms. Lea Espallardo. Each group stopped singing and started singing their parts on Ms. Lea Espallardo's sign repeatedly until all the groups sang together.

Ms. Lea Espallardo continued the session by asking the participants to think about what their names mean and how the meanings are related to their names in order to think about our identity. She explained that our own identity is defined by cultural factors such as religion, tradition, values and beliefs and socially structured factors such as gender, race and class. Adding that our identities may change over the course of time, she emphasized that we should take pride in who we are.

Subsequently, participants learned about how each of us is similar to others but at the same time, how we are different from each other. Ms. Lea Espallardo gave some questions to participants to mull over on how each of us perceives the differences and the attitudes or feelings that we have towards the differences we may feel. The participants took part in two activities to further grasp the differences we can possess or different responses that we can show based on the differences. During the first one, participants gathered in a circle holding hands and were told to divide themselves according to each participant's preference. Through this activity, participants had an opportunity to recognize the diverse ways people can be grouped and the different emotions people hold based on the various groups they belonged to. The second activity involved participants walking in a circle and on the cue of Ms. Lea Espallardo, two participants coming into the middle of the circle and coming up with a scenario and playing different roles based on a conflict scenario. Participants observed what happened when differences between people problematic.

After the activities, Ms. Lea Espallardo emphasized that we should grasp the idea and sensitize that we can be similar, but at the same time different. She added that although there are various factors such as fear of others, ignorance or lack of information that influences behaviors to the extent where one finds it challenging to being different from others. In conclusion, she summed up by stressing that since 'multiple' identities can lead to cultural biases, there should be efforts to transform cultural differences as tools for inter cultural dialogue, respect and understanding through celebrating differences with common standards and developing sensitivity to stereotypes.



Think

Saturday-Sunday, March 3-4, 2012

Giant pandas from China

China's giant pandas are making headlines in 2012 because of their status as the world's most endangered species. The pandas are being moved to a new habitat in Sichuan province, China, to help protect them from poaching and habitat loss. The pandas are being moved to a new habitat in Sichuan province, China, to help protect them from poaching and habitat loss. The pandas are being moved to a new habitat in Sichuan province, China, to help protect them from poaching and habitat loss.

Mimi
Earth Charter International
Executive Director



Session 11: Living in Harmony with the Earth and Education for Sustainable Development

Facilitator: Mirian VILELA

The session was to expand participant's knowledge on sustainable development and education for sustainable development. It provided an opportunity to dialogue and reflect about the concept of sustainability, its implications to education and its relationship to GCED. It also offered a space to be familiar with UNESCO policies on ESD and with the values and principles of sustainability that are articulated in the Earth Charter. Some practical examples related to education for sustainability were also shared.

For 3 hours, participants learned about the meaning, concepts, the conceptual challenges of sustainability development and how sustainable development brings together different dimensions through small group dialogues and individual art project. Also participants had the opportunity to acquire knowledge about the mission, mandate of Earth Charter and what it does to contribute to sustainable development and in the latter part of the session deepened their understanding of the diverse international frameworks and educational system in process of social transformation regarding sustainable development. Through this session, participants had a an invaluable time to gain insight and broaden their spectrum on sustainability values and principles through the lenses of the Earth Charter. They also had an opportunity to discuss on how ESD could be related to GCED and how it also could be implemented in a teaching environment and work practice of an educational institution.

Session 12: Action Planning & Presentation

Facilitator: Lea ESPALLARDO

The session was to provide an input and practical tips on how to design GCED training programs, giving emphasis on creative, transformative processes that are fundamental to teaching GCED. It also introduced the technology of training, navigating participants into the different stages of the training cycle—from identifying training needs, writing of training objectives, designing, implementing and evaluating the training. As culmination of all the experiential and theoretical learning acquired from the previous sessions, this session also provided the opportunity for learners to apply the workshop inputs and skills by designing their own GCED training program integrating the creative methodologies and transformative approach to teaching GCED.





Closing Ceremony

The participants gathered together at EIU hall for the last time. To conclude the two-week-long workshop, the closing ceremony began with watching the video of the previous workshops and activities, which reminded good memories of the past week. Afterwards, Dr. Utak Chung, Director of the APCEIU, thanked and congratulated the participants for their passionate participation throughout the workshops and activities, and successful completion of the entire programme despite the intense workshop schedule. Finally, the workshop concluded with the presentation of certificate for completion to each participants, followed by taking a group photo





Special Sessions

School Visit and Joint Seminar with Korean GCED Lead Teachers

(27 June)

Designed as a platform to facilitate sharing GCED practices in Korea, school visits and joint seminar with Korean GCED Lead Teachers* took place in Gwangju.

Participants visited Dongsan elementary school where they had the opportunity to witness 4th grade class concerning global citizenship education and children's rights. Students conducted presentations on children's right on different topics relevant to children's rights. The participants were impressed how the classes in Korea were student participatory. Participants also had a discussion with the school principal and had the opportunity to broaden their understanding of elementary schools and the general education system in Korea.

Afterwards, participants moved to Songgwang middle school and observed a middle school class focusing on human rights issue. The students deepened their understanding of the different human rights situations through audio-visual materials and deliberated about what to do to improve human rights related matters. Participants reacted positively when the students requested the participants to write a message of peace on Korean traditional fans which the students made themselves. Overall the participants were also impressed how the middle school class was student participatory. As the last part of the school visit, participants watched a Korean traditional music performance performed by the students ongs for the participants helping participants learn about the different school activities Korean middle school participate in.

With observing Korean GCED lead teachers' classes at Gwangju Dongsan Elementary School and Song Gwang Middle School, participants had the priceless opportunity to learn how GCED is being implemented in Korean primary and secondary classroom.



Consequently, a consultation meeting with the 44 Korean GCED lead teachers in Gwangju was held to expand understanding about GCED practices in Korea and to share experiences of Korea with participants. During the meeting, two GCED Lead teachers from Dongsan elementary school and Songgwang middle school respectively delivered a 10-minute presentation each to show how GCED has been promoted in their classrooms and local communities, followed by a Question and Answer session with the participants. Through the meeting with Korean GCED lead teachers, participants were encouraged to search for the possible ways to apply the lessons learned to their own contexts.

Who are GCED Lead Teachers?

GCED Lead Teachers are a group of teachers from 17 cities and provinces in Korea who were appointed by the Ministry of Education of the ROK to play a leading role in promoting and implementing GCED in Korean Schools. In 2016, 64 Korean primary and secondary teachers were appointed as the 2nd batch of National GCED Lead Teachers and 664 teachers as Regional GCED Lead Teachers. In their respective cities and provinces, the Lead Teachers actively engage in delivering teacher trainings on GCED and forming teachers' learning communities to develop model lessons and best practices on GCED.





1st Global Capacity-Building Workshop on GCED

UN World Education 2030 Framework for Action
Ministry of Education, Youth and Sports of the Republic of Korea

APCEU
UN Women
Ministry of Education, Youth and Sports of the Republic of Korea

Field Visits



Han River Cruise (22 June)

The Han River Cruise is one of the best ways to enjoy the Han River. There are 8 different docks from which to board, including Yeouido, Jamsil, Yangwha, Ttukseom, Sangam, Seoul Forest, Jamdubong and Seonyudo. The cruises have different themes, including a pirate theme for children and a K-Culture cruise for Hallyu fans, allowing passengers to enjoy live performances and fine dining as they admire the scenery.

Dora Observatory (24 June)

Situated in Paju-si, Gyeonggi-do and at the northernmost point of the Military Demarcation Line, Dora Observatory serves as a great “learning ground” for the visitors to think about war and peace, division and understanding, and antagonism and cooperation. The site teaches us that the past, present and future are rigorously connected with each other and all lives are interrelated.





The 3rd Underground Tunnel (24 June)

Near the observatory is the 3rd Underground Tunnel, built by North Korea in the 1970s and discovered in 1978 by South Korean forces. It stretches over 1.6km with a height and width of 2m, and is located 52km from Seoul. It is estimated that approximately 30,000 troops could move through the tunnel per hour. Upon its discovery, North Korea claimed that the 3rd Tunnel was a coal mine, but the South took control of it soon after and blocked off the demarcation line with concrete barriers.

Asia Culture Center (28 June)

The Asia Culture Center serves as the foundation where Asian cultural exchange and collaboration takes place. The Center not only promotes the creation, exhibition, performance, and distribution of cultural production as Asia's greatest culture complex, but also plays a significant role in fostering cultural enrichment and diversity.

Asia Culture Center consists of 5 divisions (ACC Culture Exchange, ACC Archive & Research, ACC Creation, ACC Theater, and ACC Children) creating an interrelated ring. The associated functions of each facility of the Asia Culture Center serve as part of a fluid integrative system, which generate a dynamic energy of Asian culture and distribute this energy of arts and culture content to the international community.



Suncheon Bay Wetland Reserve (29 June)

Wetlands, including "swamps," "marshes" and "bogs", is an area of transition connecting sea and land. It is sometimes referred to as the "swirl of life" or the "lungs of the earth" because of the rich abundance of life filling it.

The Suncheon Bay wetland expands over the area where the Dong-cheon and Isa-cheon rivers meet. These two rivers contribute all the components needed to form the wetland. A recent increase in their flowing-slope has added a current that is increasing the development of the wetland.

As a saltwater wetland, Suncheon Bay is extremely unique to the Korean Peninsula and is therefore named as a preservation area in light of ecological development and protection. A bed of reeds and *Suaeda japonica* provides a habitat for migratory birds. This results in a beautiful sight that charms tourists and lures them to experience the wetland.

Suncheon Bay National Garden (29 June)

The Suncheon Bay Garden was established in order to turn 1.12 square kilometers of natural habitat into a conservation area, where it houses over 505 species of trees and 113 species of flowers. Especially, the numerous groups of tulips and royal azaleas are truly a sight to see. In addition, the nearby 30,000-square-meter field of canola flowers is in full bloom in May, which creates a beautiful yellow "wave" of color and trees make a great shades of canopy for the area.









III. ACTION PLANS

- Curriculum Group
- Project Group
- Research Group
- Teacher Training Group
- Training Group

Curriculum Group



Jane Wanjiru Nyaga
Kenya

Assistant Director
Kenya Institute of Curriculum Development
(KICD)



Vichheka Khuon
Cambodia

Deputy Director-General for Education
Ministry of Education, Youth and Sports



Moawia Alsir Ali Mohamed
Sudan

General Education Curriculum
Developer & Researcher
National Center for Curriculum



Rana Abdallah
Lebanon

Researcher of Science Department
Center for Educational Research and
Development (CERD)

Integration of GCED in the Curriculum

- Curriculum Development:

- Content, Skills, Attitudes
- Pedagogic Approach
- Assessment
- Teachers Training

SLIDE1: Action Plans to be implemented by whom and where.

Action Plan	E. Duration	By Whom?	Where?
Integration of GCED in the Curriculum.	2-3 years	Jane Nyaga	Kenya
Integrating GCED knowledge and values in the curriculum of History and Civic Education for the basic education (3-6)levels in Sudan	1-2 years	Dr Moawia Alsir Ali Mohamed	Sudan
Teaching GCED through History	1-2 years	Khuon Vichheka	Cambodia
Integration of GCED in the Curriculum.	2-3years	Rana Abdallah	Lebanon

SLIDE 2:Background/Context/Rationale

- The development of citizens reflecting the features/ profile aspired by GCED is an official and social concern at the national and global level. So, in order to achieve this concern, the outcomes, the attributes, and the topics of GCED should find their way into the curriculum to be later translated in the produced resources, teaching aids, and training workshops.
- **However,** In Sudan and Cambodia, there is a plan to develop the basic education curriculum by integrating GCED in all subjects and mainly in history and civic education and languages.
- For Kenya which is undergoing curriculum reform, Citizenship competency is considered as a transversal competency (Cross curricular).
- Curriculum development in Lebanon is initiated by a set of sensitizing workshops that are held at the general level and at the subject matter level. The citizenship competency was discussed as part of the formal and informal education and the means of coordinating with NGO and other GO to reinforce it further. At the level of the formal education, an interdisciplinary approach will be followed to integrate GCED in all subjects. It is a need in Lebanon, being characterized by highly diversified citizens (different religions), but all have the profile of Lebanese citizens who live peacefully and productively at the national level and aim at living in harmony with friend countries.

Goal and Objectives (Cognitive, Social Emotional and Behavioral)

Cognitive	Socio-Affective	Behavioral
<ul style="list-style-type: none"> - Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. -Learners develop skills for critical thinking and analysis. 	<ul style="list-style-type: none"> - Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. - Learners develop attitudes of empathy, solidarity and respect for differences and diversity. 	<ul style="list-style-type: none"> - Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. - Learners develop motivation and willingness to take necessary actions.

Slide 4: Content GCED Topics (9 topics), Themes , and Values:p29-p40

Topics	Themes	Values
1. Local, national and global systems and structures.(Cognitive level)	-Local (Self, family, community country, rules and responsibilities), Global (Global governance structure rights and obligations),.....	Informed person (Local, national, and global issues)
2. Issues affecting interaction and connectedness of communities at local, national and global levels ,	Genocide.(Cognitive Level)- Witchika	
3. Underlying assumptions and power dynamics. (cognitive level)		
4. Different levels of identity(Socioemotional level)	Self identity, belonging	Cultivate and manage identities
5. Different communities' people belong to and how these are connected. (Socioemotional Level)		Share values and responsibilities based on Human Rights
6. Difference and respect for Diversity (socioemotional level)		
7. Actions that can be taken individually and collectively.(behavioral level)		
8. Ethically responsible behavior (behavioral level)		
9. Getting engaged and taking action (behavioral level)		Enact appropriate skills, values, beliefs an attitude

Topics	Themes	Values
1. Local, national and global systems and structures.(Cognitive level)	-Local (Self, family, community country, rules and responsibilities) -Global (Global governance structure and processes, rights and obligations),.....	Informed person (Local, national, and global issues)
4. Different levels of identity(Socioemotional level)	Self identity, belonging, and relation ships, Communication, cooperation, concern and care for others Cultivation positive relation ships with people from different back grounds	Cultivate and manage identities, relationships and feeling of, belongingness
5.Ethically responsible behavior (behavioral level)	sustainable consumption habits Personal perspectives on fairness and issues, of global concern (climate change, fair trade, fighting terrorism, access to resources), global injustice (human rights violations, hunger, poverty, gender-based, discrimination, recruitment of child soldiers)	Demonstrate personal and social responsibility for a peaceful and sustainable world

Methods Tools Strategies Activities

- Approach: Inquiry Based Learning can be one , Socio-constructivism curriculum.
- Strategy (assessment=Formative and summative): Problem solving
- Tools: Curriculum Resources (books, Field visits, Researches, Manuals, international social media like journals, google sharing site, forums,...)

Resources Needed and Challenges

- Human Resources (Experts in GCED at the level of cognitive, socio-emotional, and behavioral outcomes)

Challenge: Scarcity of Experts who are really knowledgeable in this domain)

- Materials: Teaching Aids +workshops (Training place + Training material,...): Problem solving

Challenge: The Budget (the financial issue) is not affordable always, the equipment are not affordable.

Challenge: Ideologies related to extremism and radicalism in a country.

Challenges: Assessment of emotional social outcomes and behavioral outcomes.

Evaluation Tools

- Pre assessment tool (Table for collecting data concerning the familiarity with the concepts, strategies,..... related to GCSED)
- Tool for Intervention 1, Preparation of a table which shows the site of integrating GCED (Cognitive, behavioral, socio-emotional level) across the curriculum.
- Follow up tools (4 threads) that are determine by phase and Time (time line for the phases of curriculum construction, resources production, and training).
- Quality control committee: interfere at predetermined times to ensure:
 - the integration of GCED in the right time and check the appropriateness and feasibility of contexts.(guide lines/ checklist concerning quality pictures in the book, check for gender, check for sensitive controversial issues, training material and training programs)
 - Update the information and skills proposed by GCED committee.

Thanks Slide

Project Group



Dira Khama
Lesotho

Senior Lecturer
National University of Lesotho



Joyce Benedicta Afutu
Ghana

Director of Communications and
Corporate Affairs
National Commission for Civic Education (NCCE)

Project Group Presentation On Project

Action Plans

	Whom	Where
5 days of advocacy (meetings, and workshops)	Ministry of Education and Training	Lesotho
3 days of advocacy (meetings and workshops)	National Commission for Civic Education	Ghana

Background/Context/Rationale

Background Context/ Rationale	Lesotho	Ghana
Convergence	Advocacy of GCED in the national education system – teacher institution and education officers	Integration of GCED in civic education
Divergence	Focus and scope - National education system	National Civic Education

Goals and Objectives

	Cognitive	Socio-affective	Behavioural
Lesotho Goal – Integration GCED in the national education system	i) scan for GCED content or topics in the national curriculum ii) Assess the scope and depth of GCED content in the national curriculum (iii) Integrate GCED into national curriculum		
Ghana - Integration GCED in Civic Education	Development of GCED skills in respect of global trends of belonging to common humanity. Value education		

Content

Lesotho	GCED (Themes, Topics & Values)
Ghana	GCED (Themes, Topics & Values)

Methods/Tools/Strategies/Activities

Lesotho	Meetings, presentations, advocacy
Ghana	Meetings, presentations, advocacy

Resources

Lesotho	Human resource – GCED facilitators and logistics personnel (available) Funding (solicited from MoET) – materials
Ghana	Human resource – GCED Facilitators, logistics personnel Funding Materials

Evaluation

Lesotho	Workshops for teacher educator –
Ghana	Exit poll, follow up visits



Research Group



Fuangarun Preededilok
Thailand

Director of Education Information Resources
Center / Assistant Professor
Faculty of Education
Chulalongkorn University



Anvar Bakhramov
Uzbekistan

Vice Rector
Central In-Service and Retraining Institute of
Public Education Staff



Felicien Ngirabakunzi
Rwanda

Quality Assurance Officer
University of Lay Adventists of Kigali (UNILAK)



Mara Wape
Papua New Guinea

Inspector of Teachers Colleges
National Center for Curriculum

ACTION PLANS RESEARCH GROUP

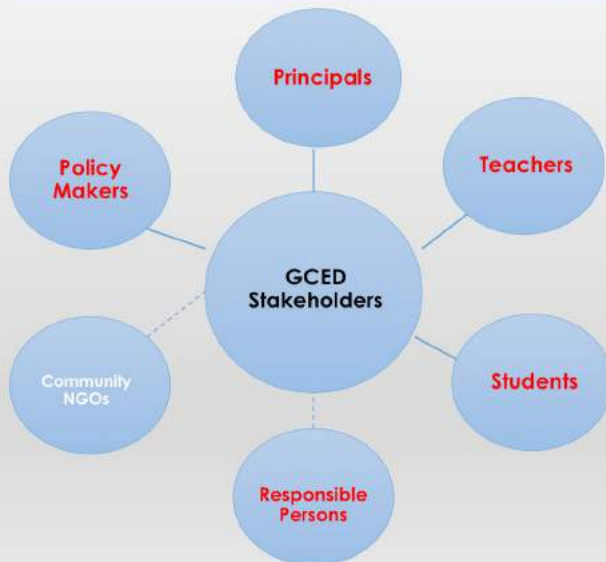
Rwanda: Felicien Ngirabakunzi
Thailand: Fuangarun Preededilok

Papua New Guinea: Mara Wape
Uzbekistan: Anvar Bakhramov

1. ACTION PLANS TO BE IMPLEMENTED BY WHOM & WHERE

Action Plans	By Whom	Where
Determination of the Needs to Introduce Lessons on GCED for Principals and to Develop Recommendations for Their Introduction (4 months)	Anvar Bakhramov	Uzbekistan
Developing Guidelines to Promote GCED through Transformative Pedagogy in Secondary School in Thailand (6 months)	Fuangarun Preededilok	Thailand
Evaluating the Level of Integration of GCED Concepts in the Teacher Training Colleges: A Papua New Guinea Experience (6 months)	Mara Wape	Papua New Guinea
Analysis of GCED's Integration in Higher Learning Institutions' Curricula in Rwanda: A Case of UR-CoED (6 months)	Felicien Ngirabakunzi	Rwanda

2. BACKGROUND/CONTEXT/RATIONALE



- GCED already integrated in the curriculum
- GCED is in the process of integrating in the curriculum

- **Policy makers** initiate policy to promote GCED.
- **Principals / teachers** don't understand GCED concepts well and don't know how to implement.
- **Teachers** need skills along with knowledge of subject matter and experience in order to be an GCED effective teacher.
- **Students** have anti-social behaviours.
- **Responsible persons** would like to improve GCED after implementation.

3. GOALS & OBJECTIVES (COGNITIVE, SOCIO-AFFECTIVE, BEHAVIORAL)

Stakeholders	Cognitive	Socio-emotional	Behavioral
Policy makers	✓	✓	✓
Principals	✓	✓	✓
Teachers	✓	✓	✓
Students	✓	✓	✓

Rationale

- **Policy makers** initiate policy to promote GCED.
- **Principals / teachers** don't understand GCED concepts well and don't know how to implement.
- **Teachers** need skills along with knowledge of subject matter and experience in order to be an GCED effective teacher.
- **Students** have anti-social behaviours.
- **Responsible persons** would like to improve GCED after implementation.

Objectives

- To analyze knowledge gap about GCED of **principals** and **teachers** (what they know & what they must/should know)
- To develop understanding of GCED concepts of **principals / teachers** and how to implement.
- To develop transformative pedagogy of GCED **teachers**.
- To evaluate the results of integrating GCED into the current curriculum.

4. CONTENT (GCED THEMES, TOPICS, VALUES)

- GCED concepts
- Curriculum Design
- GCED curriculum integration
- Teachers/principals preparation
- Transformative Pedagogy

5. METHODS/TOOLS/STRATEGIES/ACTIVITIES

Methodology	Tools	Data Analysis
Mixed Methods Design (MMD)		
Quantitative		
- Survey Research	- Questionnaires	%, M, S.D.
Qualitative		
- Documentary Research	- Data Forms	Content Analysis
- Interview	- Interview Guidelines	Content Analysis
- Focus Group Discussion	- FGC Guidelines	Content Analysis
- Case Study	- Data Forms - Interview Guidelines	Content Analysis

6. RESOURCES NEEDED/CHALLENGES (NEED FOR SUPPORT & ASSISTANCE)

Resources Needed

- Supporting Policy
- Funding
- Research Techniques

Challenges

- Cooperation
- Human Resources
- Budget Constraint
- Geography

7. TOOLS FOR MONITORING&/OR EVALUATION

- **Peer Review** from
 - Responsible Officials
 - Research Experts
- **Feedback** from
 - Principals
 - Teachers
 - Students
 - etc.

THANK YOU

Teacher Training Group



**Maria Graciela
Cuervo Franco**
Uruguay

Program Officer
International Council for Adult Education (ICAE)



**Sharon Rebeca
Lopez Cespedes**
Costa Rica

Master Program Coordinator
Universidad Nacional



**Ilangasinghe
Mudiyanse Lage Kamal
Bandara Ilangasinghe**
Sri Lanka

Additional Secretary
Ministry of Education



Andrew Tabura
Uganda

Education Officer
Ministry of Education
Science, Technology & Sports (MoESTS)



Damira Orusbaeva
Kyrgyzstan

Teacher Trainer
Centre of Social Integration



Phillip Kiti Dikgomo
South Africa, Republic of

Director of Teacher Development
Implementation
Department of Basic Education

Teachers and Teacher Educators Capacity-Building on GCED (Project approach)

	Action Plan	By Whom	Where
1	Virtual Forum to enhance a GCED/Human Rights approach for Adult Educators and Facilitators	International Council for Adult Education – based in Uruguay	Regionally: Africa, Asia-Pacific, Caribbean, Latin America, Arab States
2	GCED Teacher’s certificate program	Universidad Nacional – Costa Rica	National scope
3	Pilot study on Education for Sustainable Development for teachers	Department of Basic Education – South Africa	1 District, 100 teachers
4	Development of curriculum guidelines on teaching GCED for teachers and teacher educators	Ministry of Education & Sports, Uganda	National scope
5	Academic skills development workshops	Center for Social Integration Policy – Kyrgyzstan	National scope, 56 pilot schools across the country
6	Training workshops for Pre-service teacher educators on Human Rights	Ministry of Education – Sri Lanka	National scope

Background/Context/Rationale

Convergence

- Teachers and teacher educators need skills on transformative pedagogies, critical thinking, building values for promoting human rights, sustainable development and GCED overall

Divergence

- Training topics relate to specific local needs, curriculum and resources.
- Programs are design at different levels: student teachers, teachers, and teacher educators.
- Programs are develop for formal and non-formal education.

Goals & Objectives

◆ Goal:

- ◆ To enhance teachers' and teacher educators' understanding of GCED notions and analyze global issues (human rights, sustainable development, gender, etc.)

◆ Objectives:

To enable teachers and teacher educators:

- ◆ Express feelings, emotions and demonstrate empathy
- ◆ Cultivate and value identities, shared values and responsibilities based on human rights
- ◆ Enact appropriate skills, values, beliefs and attitudes

Content



Methodologies

- ◆ In situ (face-to-face)
- ◆ Virtual Platforms
- ◆ Blended model
- ◆ ToT/Cascade model programs
- ◆ Reflect-Act-Reflect
- ◆ Participatory, dialogical, reflexive (case studies, role-play, debate, games, etc.)

Resources

Program	Available	Needed	Additional challenges and opportunities
Virtual Forum to deepen a GCED/Human Rights approach	Human resources for coordination and logistic.	Funds Facilitators/speakers Webmaster or IT technician Online platform	Participants must have access to the Internet. Linking opportunity with Universidad Nacional
GCED Teacher's certificate program	University infrastructure Human resources Virtual classroom	Funding for materials, meals, transportation, etc	Request support from UNESCO San José & Cooperation from the Ministry of Education
ESD for Teachers	Some human resources	Funding Additional human resources	
Developing GCED Guidelines for Teacher's training	Human resources Support from Ministry	Funding for material, meals, transportation, etc	Request support from education development partners
Academic skills development workshop	Human resources Support from Ministry		
Pre-service education on Human Rights	Human resources from HRC in Sri Lanka	Consolidated fund (from Government)	

Monitoring and evaluation

- ◆ Monitoring of implementation of learning by trainers and organizations
- ◆ Demo lessons/lesson observation
- ◆ Experience journals/portfolios
- ◆ Systematization of experiences
- ◆ Self-assessment of the learning objectives

1st Global Capaciti

19 June - 2 July 2016 Seoul & Gwangju



해교육원



Training Group



Martha Gladys Maliza Chasi
Equador

English Teacher
Unidad Educativa Ambato



Tuya Ravdan
Mongolia

Head of Customized Training Department
Institute of Teachers' Professional Development
(ITPD)



Ulambayar Adiya
Mongolia

Methodologist of Foreign Language Training
Institute of Teachers' Professional Development
(ITPD)



Wael Nehme
Lebanon

Teacher Training Center
Center for Educational Research and
Development (CERD)



Otim Gama
South Sudan

Lecturer
University of Juba



Mfininiza Agness Masuku
Swaziland

Lecturer
Ngwane College

Convergence and differences



Goup 3
Training

Action plans	By whom	Where
15 hours on human right	Nidhal	Irak
15 hours on general GCED	Ulamaa Tuya Wael Otim Martha Agness	Mongolia Lebanon South Sudan Ecuador Swazyland
15 hours on LTLT	Sisilia Paola and Jose	Fiji Colombia

For whom: TEACHERS. Some included principal and vice-principals, administrators, officers from the ministers of education

Background/ context and rationale



- ☞ From local to global.
- ☞ Specific issues in some countries. (violence, war, diversity)
- ☞ Transformative pedagogy.

Goals/ objectives



- ☞ Cognitive:
 - ☞ Understanding of GCED, wider knowledge
 - ☞ (Culture of peace)
- ☞ Socio-affective
 - ☞ SEL development (empathy, self management)
- ☞ Behavioral
 - ☞ Empowering participant on pedagogical principles and techniques
 - ☞ Innovative solutions

Content



- ❧ How to articulate GCED with curriculum
- ❧ Human rights
- ❧ Communication skills
- ❧ Pedagogical use of games (Ecuador)
- ❧ Connections between local and global
- ❧ Peace education
- ❧ Prevention of violence only as a main issue in Colombia

Methods, tools, strategies and activities



- ❧ Brain storming
- ❧ Discussion and sharing
- ❧ Synthesizing
- ❧ Transformative approach
- ❧ Role playing
- ❧ Ice breakers
- ❧ **Not common:**
 - ❧ Videos, ICT, stories, field trips, etc.

Resources



- ❧ Almost all need some kind of funding
- ❧ Some could do it with the resources they already have
- ❧ Technical assistance could be needed (pedagogical materials and activities)
- ❧ Challenges:
 - ❧ Getting the right people, not only to facilitate, but to facilitate.
 - ❧ Permission from superiors

M&E tools



- ❧ NOT COMMON:
- ❧ Questionnaires
- ❧ Check lists
- ❧ Graphic organizers
- ❧ Group presentations
- ❧ School visits
- ❧ Teachers write reports
- ❧ Rubric
- ❧ Co-evaluation
- ❧ Group evaluation



Training
Manuals
Teachers
TRAINING
Program
Development

Participants will
• Create a mosaic and peaceful
environments that promote human
rights, peace and GCED

...to ensure
that the... and...
that... the...
the... the...
the... the...



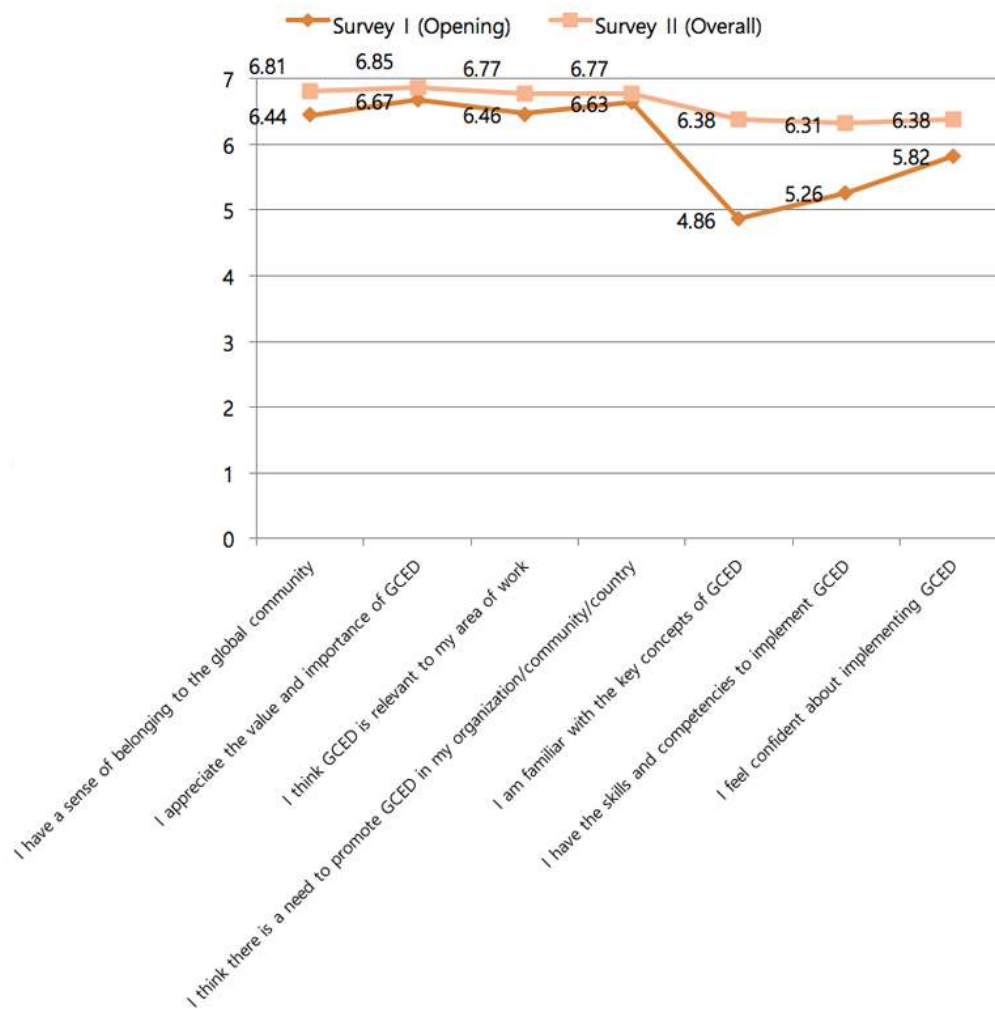


IV. PARTICIPANT EVALUATION

- Survey Outcome Comparison
- Participant Reflections

Survey Outcome Comparison

Survey I & II Comparison



Participant Reflections

1. What did you like the best or find most useful from the workshop? And why?

- In fact, all of them, even some of the examples were not very satisfactory to me, however it raised effective conversation that led me to look at things from different perspective
- All topics of the workshop were useful and effective. The best was integrating GCED into curriculum and transformative pedagogies for GCED
- Everything was useful
 - 1) Contents of presentations – relevant to my work and easy to understand
 - 2) Collaboration with others – sharing experiences
 - 3) Interactive sessions – facilitators, speakers interacted with participants which creates a 'relaxed' yet innovative atmosphere
 - 4) Hospitality of APCEIU staff – always ready and willing to help us when in need
- The lesson content and approaches used to implement GCED were the most useful. They empowered me to go and evangelize about GCED

- I like all activities in the workshop because all types were new
- Study management method from Lea's sessions
- PVE, Respecting diversity, Culture of Peace (provided me more information and method)
 - 1) Communication was excellent between APCEIU staff and workshop organizers
 - 2) The kindness and care from APCEIU staff
- Including GCED concepts in the curriculum, transformative way through pedagogical activities
- Transformative pedagogy & DMZ visit & school visit & some sessions implementation techniques (interactive, media, etc) (because they were active and interactive)
- The activities used in the communication workshop. We needed more time to learn more strategies with him
- Cooperation among facilitators and participants helped me to learn many new idea from the workshop
- The general organization of the workshop and quality of the presentation (interactive and participatory), well thought-out process of work. Schedule was well observed and maintained (time management)
 - 1) Workshop presentations were of good quality
 - 2) Transformative pedagogies
 - 3) Dialogue & communication skills were highlights
- Pedagogical approaches and sustainable development is more useful for my area
- Energizer, media and rapporteur group work was new and innovative
 - 1) Field trips
 - 2) Discussion and sharing of experiences regional and locally, facilitators mostly those who use hands-on activities
- Some of the activities were amazing and I will use them for my work. Also, I have now a better understanding of GCED ad some approaches to make it happen
- The content on GCED itself was very helpful to understand the concept. Besides, the use of alternative pedagogical methodologies and approaches was the most useful and transformative to me
- The content was useful
- Human rights field because I am engaged in that field
 - 1) Some of the sessions provided new or updated content
 - 2) Collaboration with other country representatives
- Concepts and activities of GCED
- The way of transforming information and knowledge to the participants (material, methodology); some topics are familiar to me but the methodology and effects of transforming is new to me
- Integration of GCED in the curriculum and transformative pedagogies were most useful because it falls within my workand passion

2. What would be your main takeaways from the workshop?

- Plenty. I will first try to give a problem situation of comparative aspect (Lebanon vs Korea) to my students and conduct research about it. The suggested framework of GCED was helpful a lot as well as all the skills presented by Lea of using psychomotor based training
- Learning transformative pedagogies, knowledge of how to conduct a big workshop like this. Field trips to enhance learning
- The main provision of GCED and methods of their implementation in education
 - 1) Enhanced knowledge of GCED and relevant pedagogies
 - 2) Networking with other participants
- GCED concepts, approaches, curriculum, capacity building and VE
- Training
- Teachers, method, and organization
- Good knowledge about GCED concepts, topics, activities and skills to apply in my country
- We all belong to the global world; global citizens
- All the presentations and GCED handbook containing critical information of GCED
 - 1) Values of GCED
 - 2) Some strategies of techniques followed in session
- Motivation to work upon GCED
- Global Citizenship is a concern to everybody in the world. We must therefore emphasize and live by its requirements
 - 1) Activities conducted among the sessions
 - 2) All material on various GCED themes and topics; but Peter's presentation on Holocaust was emotional; need to be shared globally
 - 1) Transformative pedagogies: integrate into teaching programmes
 - 2) ESD



- Everything is important and valuable
- First, we should teach trainers how to conduct sessions and that is the first thing I'm going to organize when I am back home
- Networking
 - 1) Understanding GCED
 - 2) Intellectual experience
 - 3) Deep conceptual understanding
 - 4) Concrete idea for implementation
 - 5) I feel now as a global citizen
- 1) New knowledge on Education for Peace and PVE-E
- 2) Transformative pedagogies for democratic dialogism
- The need to integrate GCED in civic education content and national curriculum
- Citizenship education, human rights education, and sustainable development to implement
 - 1) Awareness of GCED (better understanding)
 - 2) Connections with different colleagues
- Content (knowledge), skill, attitudes of GCED
 - 1) Knowledge and understanding about GCED
 - 2) Network and friends who are interested in the same area
- Integration of GCED in the curriculum and transformative pedagogies



©Asia-Pacific Centre of Education for International Understanding, 2016

Asia-Pacific Centre of Education for International Understanding

- Address: 120 Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289
- Phone: (+82-2) 774-3933
- Fax: (+82-2) 774-3958
- E-mail: ent@unescoapceiu.org
- Website: www.unescoapceiu.org



TOLERANCE

TOLERANCE