



EIU Best Practices Series **No. 40**

Global Citizenship Education Capacity Building Initiative

Ministry of Education, **Kiribati**

EIU Best Practices 2015



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APCEIU

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under the auspices of UNESCO

국제연합
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Foreword

Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has widened its reach beyond the Asia-Pacific region by promoting and supporting Education for International Understanding (EIU), also interchangeably referred to as Global Citizenship Education (GCED). Now that GCED is featured in the United Nations Sustainable Development Goals (SDGs), the international community is further emboldened to do its utmost to ensure that “fostering global citizenship” is placed high on the national agenda at least over the next 15 years.

A part of APCEIU’s efforts to advance EIU through GCED, and vice versa, has been poured into publishing the EIU Best Practices. While identifying and disseminating exemplary local initiatives and practices in the 47 UNESCO Member States in the Asia-Pacific region, the EIU Best Practices aims to encourage others to emulate the cases introduced and further act on their own initiative. Thanks to a strong network of alumni and partner organizations, APCEIU this year put together two monographs with the series numbers 39 and 40, both of which specifically refer to Training of Trainers (TOT).

The following case, Global Citizenship Education Capacity Building Initiative in Kiribati, conducted by Ms. Eretia Monite from the Ministry of Education, takes note of her introductory workshop on GCED. Considered the first of its kind in Ms. Eretia Monite’s home country, the workshop brought together education officers-cum-teachers for a thorough overview of GCED and a related field trip to get across the emerging concept in Kiribati. With another workshop already set to take place early next year, Ms. Eretia Monite has created a wave of learning

opportunities for key stakeholders at all levels, paving the way for putting GCED into practice.

I hope that the EIU Best Practices continues to serve as a reference for policymakers, educators, practitioners, etc. in the Asia-Pacific region and beyond who share a strong commitment to EIU and GCED. It is these locally-driven but globally resonant initiatives such as Ms. Eretia Monite's that will be connected in the future to build peaceful and sustainable societies in which we all live together and help each other.

I would like to extend my heartfelt thanks to the Kiribati Ministry of Education for lending their support, and most importantly, Ms. Eretia Monite for sharing her outstanding case.

December 2015



Utak Chung
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization, social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a Culture of Peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, disseminating them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

and guidelines to a network of APCEIU alumni; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favourable and enthusiastic responses from the region and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years. APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.



Eretia MONITE
Senior Education Officer
Ministry of Education, Kiribati

Working as a Senior Education Officer at the Kiribati Ministry of Education, Ms. Eretia Monite supervises and coordinates all Senior Secondary Schools and scholarships in Kiribati. She graduated with a Master's Degree in Education (Leadership) in 2008 at Queensland University, Australia, and earned a Graduate Diploma in Teaching Senior Secondary in 2001 at Auckland College of Education, New Zealand, as well as a Bachelor's Degree in History in 1996 in New Zealand.

Since 1992, Ms. Eretia Monite has been teaching Social Studies, Sociology and History in a Government-run Senior Secondary School (KGVESB). She also worked as a Curriculum Development and Assessment Officer from 2010 to 2014 while being involved in a research project on gender-based violence and child abuse in 2007.

Ms. Eretia Monite participated in APCEIU's 15th Asia-Pacific Training Workshop on EIU in July 2015.

Acknowledgement

The Kiribati Ministry of Education would like to recognize Ms. Eretia Monite's participation in APCEIU's Asia-Pacific Training Workshop on EIU in July 2015, and her inspiration for organizing a GCED workshop in October 2015 in Kiribati.

The Ministry of Education also extends its appreciation to Mr. Teweiariki Teaero, Mr. Amberoti Nikora, Mr. Tabotabo Auatabu, Ms. Tekimwau Osawa and Ms. Ratita Bebe for their invaluable contribution to the workshop regarding presentations on global diversity and interconnectedness.

The following participants of this Kiribati Training Workshop on GCED are also acknowledged, and the Ministry of Education is looking forward to working with them in the near future.

Eritiam Iotam	Education Officer (Senior Secondary School)
Marabu Etuati Tianeti	Education Officer (Primary School)
Maio Buratio	KTC Lecturer
Maria Tominiko	Exam & Assessment Unit
Lisa Tibou	Education Officer (Junior Secondary School)
Berekeman Arue	KTC Lecturer
Kataraiti Tion	Principal (KGVES)
Tikuanana Tekeaa	KTC Lecturer
Laitale Peletele	Public Relations Officer
Beniana Atantaake	Education Officer (Scholarship)

Table of Contents

- **Foreword** / i
 - **EIU Best Practices is...** / iii
 - **Author** / v
 - **Acknowledgement** / vii
-
1. Introduction / 2
 2. Background / 2
 3. Rationale / 3
 4. Objectives / 4
 5. Target Group / 4
 6. Detail Activities / 5
 7. Effects, Results and Impacts / 5
 8. Reflection and Evaluation / 9
 9. Success and Constraints / 10
 10. Annex / 12

Global Citizenship Education Capacity Building Initiative

Global Citizenship Education Capacity Building Initiative in Kiribati

*13-15 October 2015
KTC, Bikenibeu, Tarawa*

Workshop Outline

- Introducing GCED
- Global diversity and interconnectedness: Understanding and respecting diversity and interconnectedness
- Presentations on diversity, human rights and climate change
- Delivery of GCED: Three key learning outcomes
- Field trips
- Transformative pedagogy and designing of GCED programme/project tools (lecture, discussion, guest speakers, group activities, field trips and hands-on activities)



▲ *Guest speakers and participants*

1. Introduction

This Global Citizenship Education (GCED) Training Workshop is the first ever one held in Kiribati. Ms. Eretia Monite’s participation in the 15th Asia-Pacific Training Workshop on EIU, organized and provided by APCEIU, has broadened her knowledge and understanding of how education is viewed and understood today, and thus prompted her to make a proposal to the Ministry of Education to launch this GCED workshop.

“Education is about more than literacy and numeracy. It is also about citizenry...”

(UN Secretary General Ban Ki-moon, 2012)

“It is this citizenry concept that inspired my enthusiasm to move forward, so that every Kiribati citizen realises their full potential in becoming wise and responsible human beings to make a better world for everyone regardless of cultural differences, colour of skin, age, sex and wealth.”

(Eretia Monite, 2015)

In September 2015, the Ministry of Education issued a green light for this GCED Training of Trainers (TOT) Workshop to proceed, and a workshop was conducted with ten participants attending on 13-15 October 2015.

2. Background



▲ Kiribati Island

Kiribati, an island republic in the Central Pacific, comprises 33 coral atolls with a population of over 100,000, for half of whom live on Tarawa, capital city. Kiribati became a full member of the United Nations in 1999.

Kiribati has an education system whereby primary and junior secondary education is compulsory and free. Senior secondary schools are mostly run by mission schools and the Government of Kiribati subsidizes school fees, teachers' salary and training grants.

The Ministry of Education acknowledged the participation of Ms. Eretia Monite in APCEIU's 15th Asia-Pacific Training Workshop on EIU in July 2015, and fully support the implementation of GCED in all schools.

The workshop will provide a platform where participants learn, experience, share and reflect upon some issues Kiribati is now facing, and how they can be dealt with locally at first to foster GCED and a culture of peace.

3. Rationale

As a member of UNESCO, Kiribati is also keen to promote a culture of peace to foster a sustainable future. In line with Kiribati Development Plan No.1 "Human Resources Development", the Ministry of Education has developed a strategic plan with a vision of "nurturing our young people in Kiribati to become wise and responsible citizens with the ability to adapt to and participate in their changing world."

This TOT workshop will enable trainers to train teachers at the school level, so that they are able to teach and integrate GCED into their teaching methodologies, learning activities, internal assessments through fieldwork and research. Integrating GCED into teaching methodologies and school initiatives in Kiribati's existing curriculum will develop a new mindset in young children to become responsible, reliable and sensible nationals as well as global citizens. Children will be nurtured, so that they can appreciate the value of global diversity

and respect cultural differences and foster a sense of tolerance. This would also promote a culture of peace as children learn to live harmoniously with other people regardless of status, race, age and sex.

Children should also learn to tackle global issues including climate change which is a particular issue of interest to Kiribati, and to be dealt with in the proposed workshop. Children would be made to understand that climate change is not only a national issue, but also a global one requiring a global response and global cooperation. GCED through a culture of peace can change the minds of the new generation to realize the consequences of global actions and to be more caring, thoughtful and considerate.

4. Objectives

At the end of this training workshop, participants should be able to enhance knowledge and understanding of GCED, and to articulate a shared empathy of GCED principles and concepts. It will also develop participants' capacity to carry out GCED training workshops with teachers to enable them to increase and improve the delivery of global citizenship learning at the school level. Participants will also be committed, competent and effective in promoting more inclusive, just and peaceful approaches. The workshop will transform participants' perspectives towards a culture of peace and reflective analysis of the current global issues such as climate change. Participants will also have the opportunity to design a GCED programme/project with the application of its three domains of cognitive, socio-emotional and behavioural.

5. Target Group

The main target group is trainers; ten officers from the Ministry of Education; three from the School Improvement Unit comprising of Primary, Junior and Senior Secondary education officers; two curriculum development officers; two assessment officers and three Kiribati Teachers' College lecturers.

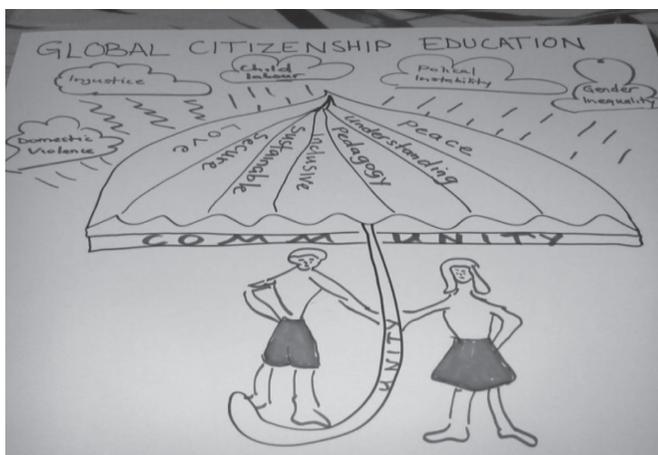
6. Detail Activities

The workshop programme is detailed out in Annex.

7. Effects, Results and Impacts

Day 1: Introducing Global Citizenship Education

Ms. Eretia Monite introduced how GCED came to be. The presentation focused on EIU as a founder of GCED and its core concepts and values. Participants brainstormed what to make from the literal wording of the concept. Music was played and some quotations from people were projected to enhance participant understanding to enable them to define GCED in their own words. Below are some of the definitions participants came up with from a leading statement of “what would you say...”



“I would say that GCED is like an umbrella to the world as a whole. It stands there sheltering the world from showers of obstacles that hinder achievement of a goal. As a citizen of a nation, I must proudly hold my umbrella to shelter the whole world”

(Mr. Berekeman Arue, KTC Lecturer)

I would say that I as an I-Kiribati citizen with all my capabilities, knowledge and strengths, I do have an important role to play for the country and for a nation as a whole.

- *It is a right to play good parts to the full potential in making a better world.*
- *With a strong sense of ownership as an I-Kiribati citizen, commitment to all challenges and responsibilities should be accomplished.”*

(Ms. Marabu Etuati Tianeti, District Education Officer)

“... be a man or woman in your nation to go hand in hand with everyone in this world to make a better world through, education, environment, culture and religion”.

(Mr. Maio Buratio, KTC lecturer)

The next presenter was Mr. Teweiariki Teaero, education, culture and art consultant, and former lecturer at the University of the South Pacific. He talked about global diversity and interconnectedness. He inspired participants with a winning art that embraced diversity and interdependence. He implanted in the mind-set of participants to think globally and act locally, meaning to contextualise GCED.

Another presenter was Mr. Tabotabo Auatabu, school counsellor, legal advisor and deputy coordinator of ESGBV (Elimination of Sexual and Gender-based Violence). He presented Education Act of 2013 and children’s right to education. All children of Kiribati from age 6 to 15 must attend school, and parents are obligated to ensure that their children enrol at primary and junior secondary schools. It is also the GCED participants’ obligation to ensure that the act reach the parents and the community.

Mr. Amberoti Nikora, Country Focal Officer for Regional Rights Resource Team at the Ministry of Women, Youth and Social Affairs presented the UN Human Rights and the Family Peace Act. Participants learnt about the new acts and human rights and their relationships to GCED’s universal values to respect differences and humanity.

Day 2: Delivery of GCED programme through three key leaning domains.

Ms. Eretia Monite presented the three key learning domains of GCED and pointed out three things participants need to bear in mind i.e. to THINK, SHARE and ACT when delivering GCED programmes/projects.

Climate change as a global issue affecting Kiribati enormously became a topic for

discussion. Ms. Tekimwau, a climate change advocate, shared with participants the impacts of climate change, mitigation and adaptation measures Kiribati people can achieve in their own local setting. This took participants on a field trip around the island of Tarawa to observe the impacts of climate change, shared their views and planned necessary actions and measures to act upon.

Field Trip 1



▲ A trip around the coastal area of Tarawa is a beginning of a Journey of Peace



▲ A man building a sea wall to save land and home from strong waves and sea level rise



▲ Adaptation measures to plant climate change resilient crops

After the trip, participants were to reflect back on their life situations and place themselves along the road to peace. What practices they have played are in line with GCED concepts as an individual, as a family member, community or

church member? Some examples include things such as how often they have sorted glass, tin, bottles and plastic (recycling).



Each participant shared their life situations against GCED concepts, beliefs and values and placed themselves in a spot where it was most appropriate to explain where they were in their Journey to Peace along the table. After each had shared, the whole group had to agree where her placement (spot) was a correct one and had to move him/her either up or down the ladder (arrow). One commented that in all her life she had never thought about sorting glass, plastic and tin, and had not been using the green bag properly. Another participant said that in her small community she had initiated first cleaning up and sorting plastic in her family, then her neighbours joined in. With this, she placed herself at the very beginning of the Journey to Peace but the group disagreed, and moved her up further to the centre of the road.

Day 3: Designing GCED programme using transformative pedagogical approaches.

Participants were to select an issue to work on and design a project/programme ensuring three key learning domains included.

Field Trip 2

Another day out, two days after the workshop, participants were asked to invite friends in their workplace to join in the planting of mangroves along the shorelines of Bonriki as an adaptation measure to avoid the impact of climate change.



8. Reflection and Evaluation

A ‘Talking Object’ is a game whereby all participants sat in a circle close to each other with their eyes shut. The object was moved from one to another and each got a chance to talk or share once the object reached them. There was a sense of belonging and a sense of onus felt amongst participants. A piece of paper was then passed to all participants and each had to write about what they liked about the workshop and what areas that needed improvement. The following statements were guides to develop their thinking and evaluation; “What I like about the workshopAnd it could have been better if.....”

Expectations for further workshop ahead

The ten participants accomplished a three-day TOT workshop on GCED, taking away with them a GCED Certificate of Participation. There was great expectation that these participants would have the opportunity to facilitate the second workshop which is to take place in January 2016 with fifty or more participants from Primary, Junior and Senior Secondary Schools. It was also expected that these participants will start practicing what they have learnt in the workshop in various settings: in the classroom, at work and home and in their community. With ten GCED alumni in Kiribati, there is high expectation that the number would mount up by the end of 2015, and by the end of 2016 all schools in Kiribati will have implemented GCED values and principles. It may look too ambitious, but since the workshop, Ms. Eretia Monite has been invited to make a presentation on GCED during the induction of Island Education Coordinators on 2 November 2015 and a visit from 3-13 November 2015 to

one mission school in North Tarawa to conduct a workshop on Teacher Service Standards and School Leader Service Standards. These visits will also feature GCED in the workshop programme.

9. Success and Constraints

Success

Since there was no set budget for this workshop, the Kiribati Teachers College's (KTC) willingness to finance the workshop added to the success and accomplishment of it. Attendance and contributions during the workshop were noted and ten participants received a certificate of participation at the end of the three-day training.

The objectives of the workshop were achieved. Participants' knowledge and understanding of GCED principles and concepts enhanced. Participants' capacity and skills were developed and are now able to carry out GCED training workshops with teachers to enable them to increase and improve the delivery of global citizenship learning. Participants are now competent and committed to promoting more inclusive, just and peaceful approaches not just in the classroom but in all other aspects of society. The workshop has transformed participants' perspectives towards a culture of peace and has enhanced their reflective analysis of the current global issues such as climate change and human rights. Participants are now able to design a GCED programme/project with the application of the three domains of GCED, cognitive, socio-emotional and behavioural. The second workshop is now ready to be implemented with eleven facilitators, Ms. Eretia Monite together with ten others.

Another success was an invitation of Ms. Eretia Monite to deliver a presentation during the induction of Island Education Coordinators (IECs) that would be working closely with schools, government and church schools on the outer islands. Although it lasted for only a day, IECs had gained some understanding and knowledge about GCED.

Another success to add is that Kiribati has now 11 GCED alumni and this number will mount up by the end of 2015, and GCED will be widely spread out not just in schools but in all modes.

Constraints

Acquiring the Ministry's support was slow at first which took Ms. Eretia Monite about three months to implement the workshop in October. A budget constraint was another problem faced in delivering the workshop; the source of funding had to come from within the Ministry of Education's set budget, and seeking other departments' savings and availability of funds was a challenge as each has a tight and strict budget.

GCED is still an emerging activity and was not in the Ministry's Operational Plan nor in the Divisional Operational Plan. Fitting it into schedules is problematic as set schedules have been in place. Finalizing the Education Sector Strategic Plan for 2016 to 2019, proposed divisional budgets and Operational Plan for 2016, consultation visits and overseas trips are the challenges faced to keep up with GCED programmes and calls for submissions and implementations. Thirteen participants had been invited to attend the workshop and three of these participants were unable to join due to their tight schedule and other work commitments.

High expectations to deliver and implement the programme within the set period without financial support are a real challenge particularly to Kiribati where budgets are strictly detailed out. During the workshop, participants realized a need for financial support especially with activities that would promote GCED such as students projects, competitions, field trips, sports and other activities that require all school participation e.g. GCED poster/calendar competition.

The country's geographical nature is another constraint. Thirty three islands are all scattered around the Kiribati archipelago and conducting workshops would require participants to be flown from these different atolls or by boat for nearby islands to headquarter hence quite a substantial amount of fund to support. In other cases, education officers have to visit individual schools and conduct workshops thus involve quite an amount of money, as well.

10. Annex

Programme Outline

GCED TRAINING WORKSHOP FOR EDUCATION FOR INTERNATIONAL UNDERSTANDING				
Content	Key Component	Session/Activity	Tools	Timeline
Day 1 (13 October 2015)				
Part 1: Introduction to Global Citizenship Education				
Opening ceremony	Opening remarks	All participants and facilitators in their seats	Speech OIC	09:00-10:00
Morning Tea (10:00-10:20)				
Introducing GCED	EIU as a founder of GCED GCED background	Lecture (by Ms. Eretia Monite) Brainstorming & invite participants to visualize their understanding Applications to context	Overhead projector White board Marker Chart colours	10:20-11:30
Part 2: Global Diversity and Interconnectedness				
Global diversity & interconnectedness	Understanding and appreciating diversity	By Mr. Teweiariki Teaero (former USP lecturer, education consultant)	Overhead projector	11:30-12:00
		Group activity (by Ms. Eretia Monite): Surfacing, deepening and applying understanding		12:00-12:30
Lunch (12:30-13:30)				
Global diversity & interconnectedness	Understanding one globe and nations interconnected	Group discussion and presentation	Chart markers	13:45-14:15
Education Act: Children's rights as stipulated in the act	Understanding every citizen has every right to live peacefully and harmoniously regardless of age, sex, race, wealth, colour and cultural differences	By Mr. Tabotabo Auatabu (human rights guest speaker & legal advisor)	Overhead projector	14:15-14:45
		Group discussion & activity		14:45-15:15
Afternoon Tea (15:15-15:30)				
Wrap-up & Reflection (15:30-16:00)				

GCED TRAINING WORKSHOP FOR EDUCATION FOR INTERNATIONAL UNDERSTANDING

Content	Key Component	Session/Activity	Tools	Timeline
Day 2 (14 October 2015)				
Part 3: Delivery of GCED Programme/Project through Key Learning Domains				
Theme: Global diversity and interconnectedness Topic: Climate change as a global issue	Impact, mitigation and adaptation to climate change (Cognitive) Participants learn about global diversity and interconnectedness and interdependency of the world. Actions of one country may affect the other. Understanding climate change as a global issue which requires global action	By Ms. Tekimwau (climate change advocate & Ministry of Environment) Group activity (by Ms. Eretia Monite): Hand in hand	Overhead projector	09:00-10:00 10:00-10:30
Morning Tea (10:30-10:50)				
Sub-topic: 1. Sense of belonging to one world, one people, one nation	(Socio-emotional) Democratic dialogism: Learning to discuss and negotiate best actions/practices. Learning to respect diversity and appreciate climate change as a global issue. Developing a sense of belonging, caring and responsibility. Learning what human actions are necessary to avoid or reduce consequences	Group discussion/sharing Role play (by Ms. Eretia Monite)	Globe map	11:00-11:30

Sub-topic: 2. Necessary actions from a local perspective	(Behavioural) Participants learn to join hands together and effectively action at the local, national and international level	Develop an action plan: A day out to plant mangroves	Overhead projector	11:30-12:30
Lunch (12:30-13:30)				
Journey to Peace	Field trips to sites affected by climate change	Activity: Afternoon trip around coastal areas	Transport (minibus)	14:00-16:15

GCED TRAINING WORKSHOP FOR EDUCATION FOR INTERNATIONAL UNDERSTANDING

Content	Key Component	Session/Activity	Tools	Timeline
Day 3 (15 October 2015)				
Part 4: Transformative Pedagogy & Designing GCED Training				
Human rights	Te Rau Te Mwenga Anything to showcase	Guest speaker: Mr. Ameroti Nikora Activity: Linking to GCED	Overhead projector	08:30-09:30
Teaching GCED: Transformative pedagogies	How to teach GCED using transformative approaches/ pedagogies Develop a GCED action plan	Group work: Climate change as a topic Critical analysis of situations and actions to take (facilitated by Ms. Eretia)	Overhead projector	9:30-10:00 10:00-10:30
Morning Tea (10:30-10:50)				
GCED actions at the local level (films)	Implementation of action plan: Mangrove replanting ESGBV actions taken from local to global level	Showcasing school and community actions	Overhead projector	10:50-11:30
Designing GCED training	How to design GCED training Guidelines and tools are made ready for participants	Select a school context to work with/ implement the project	Overhead projector Laptops USB flash drives	11:30-12:30

Tea Break (12:30-13:00)

Designing GCED training	Samples of GCED designs	Individual presentations	Overhead projector Laptops USB flash drives	13:00-14:30
Evaluation	What I have learned as a global citizen for education is... What I like about the workshop is... It could have been better if...	An evaluation template is made ready for every session Individual standpoint	Templates Plain paper	14:30-15:00
Closing ceremony	OIC speech Issuing of certificates	Participation all seated	Certificates ready	15:00-16:30