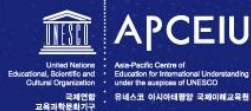


2016
UNESCO/KOICA Joint
Fellowship
Programme

1 September ~ 31 October, 2016
Republic of Korea

Organized by



Sponsored by



2016 UNESCO/KOICA Joint Fellowship Programme

Capacity Development for Basic Education of
Africa and Asia-Pacific

1 September - 31 October 2016
Republic of Korea



Table of Contents

- **Asia-Pacific Centre of Education for International Understanding (APCEIU)**
- **APCEIU Office of Education and Training (ENT)**
- **Overview**
 - Executive Summary
 - Programme Overview
 - Participant List
- **Sessions**
 - Main Sections
 - Lectures & Workshops
 - Special Sessions
 - Study & Field Visits
 - Cultural Activities
- **Group Project: Video Learning Material Development**
 - Group 1
 - Group 2
 - Group 3
 - Group 4
 - Group 5
- **Individual Action Plan Summary**
- **Annex**
 - Programme Schedule

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

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a UNESCO Category 2 centre to promote education for a Culture of Peace. APCEIU is working in close collaboration with UNESCO Offices, National Commissions of Member States, related educational institutes, and civil society to promote global citizenship education (GCED) under the framework of education for international understanding (EIU) towards a Culture of Peace.

APCEIU has devoted itself to strengthening GCED/EIU capacities by pursuing its philosophy and policies through training teachers and teacher trainers; research and policy development; developing educational materials and programs; organizing different levels of workshops and conferences; and strengthening the network of teachers, educators, experts, civil society leaders and other stakeholders.

APCEIU also works in line with the UN Global Education First Initiative (GEFI) launched in 2012 in fostering global citizenship.



APCEIU

Office of Education and Training (ENT)



Yangsook Lee (Ms.)
Head of Office of Education and Training



Soohyun (Kathy) Lim (Ms.)
Assistant Programme Specialist



Yeonwoo Lee (Ms.)
Assistant Programme Specialist



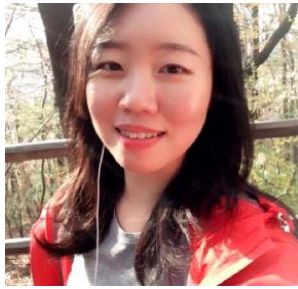
Yong-Wook Kim (Mr.)
Assistant Programme Specialist



Jungyeon Kim (Ms.)
Assistant Programme Specialist



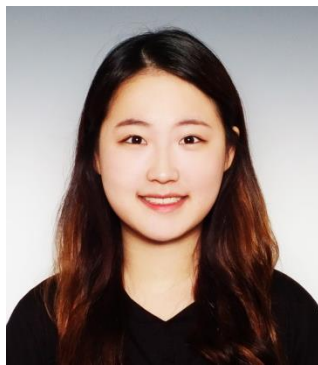
Yuin Jeong (Ms.)
Assistant Programme Specialist



Ji Soo Danica Ohe (Ms.)
Programme Assistant



Dongil Yoon (Mr.)
Programme Assistant



Jimin Yoo (Ms.)
Programme Assistant



Sung Hoon Ahn (Mr.)
Intern

Office of Education and Training

E-mail: ent@unescoapceiu.org

Tel: +82-2-774-3933

Fax: +82-2-774-3958

Address: 120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289

Website: www.unescoapceiu.org

OVERVIEW

Executive Summary

Since the signing of the Memorandum of Understanding between the UNESCO Headquarters and the Korean Government represented by the Korea International Cooperation Agency (KOICA) in 2006, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has run the UNESCO/KOICA Joint Fellowship Programme on a yearly basis. Over the past years, the Programme has continued to evolve in terms of curriculum design, regional scope, and focus areas to more solidly respond to the needs of the participants as well as to reflect the participants' local and individual contexts.

In its 10th year of implementation, UNESCO/KOICA Joint Fellowship Programme 2016 invited 25 educators from 17 countries in Africa and the Asia-Pacific region for two months; from September 1st to October 31st. The overarching goal of the Programme was to enhance the capacities of participating educators under the themes of "Teacher Training for Basic Education", "Use of ICT for Education (or e-Learning)", "Leadership in Global Education" and "Girls' Education." Composed of various segments such as lectures, workshops, hands-on activities, and seminars, which were closely interlinked with each module, the modules were designed to enable the participants to reorient their perspectives on educational development, to gain essential knowledge and skills, and furthermore to produce meaningful and relevant outputs that could be widely applied in their local contexts.

Throughout the two months, the participants learned from scholars of various areas, participated in workshops, joined hands-on activities, collaborated on projects, visited educational institutions and schools, and engaged in formal and informal dialogues with Korean educators. Drawing upon the wide range of experiences throughout the Programme, participants have developed individual action plan and project outcomes. Another integral part of the Programme was the GCED and Girls' Education Project. Through this Project, two story books for children were produced. The produced books are to be used as learning resources in the participants' home countries.

Furthermore, the Programme has provided enriching experiences for participants through a number of cultural exchange sessions including culture day and cultural excursions. Through these experiences, the participants have shared the diverse cultures of different countries and communities and have learned from one another, which have led to the expansion of the network and partnership of educators in Korea and from Africa and the Asia-Pacific region.

Programme Overview

1. Background

Following its mandate to link the Asia-Pacific region with other regions in the promotion of education towards a Culture of Peace, APCEIU has been organizing the ‘UNESCO/KOICA Joint Fellowship Programme’ for capacity-building of educators from Africa and the Asia-Pacific region since 2007. The programme brings key educators in the regions to the Republic of Korea for two months to enhance their capacities and reorient perspectives on education development through training.

Based on the 2006 Memorandum of Understanding jointly signed by UNESCO and KOICA, the programme was first launched in 2007 and accommodated ten educators from Africa each year. With the success of programme in the first three years (2007-2009), the programme was expanded in the number of participants as well as the beneficiary regions by adding Asia-Pacific countries. Until 2015, total 196 educators in 22 countries in Africa and 12 countries in the Asia-Pacific have successfully completed the programme. The rigorous efforts of the programme alumni that contribute to the enhancement of the quality education in their communities and countries have been continuously reported and shared.

In 2016, the programme invited 25 educators from 12 African and 5 Asian countries to provide the capacity-building training workshop under the themes of “Teacher Training for Basic Education”, “Use of ICT for Education (or e-Learning)”, “Leadership in Global Education” and “Girls’ Education.”

2. Objectives

1. To facilitate development of basic education of Africa and the Asia-Pacific region by building capacity of participants
2. To provide the participants with reflective perspectives on educational development by sharing the experiences of Korean education
3. To enhance the knowledge and capacity of participants in global education towards a Culture of Peace (*under the UNESCO framework of Global Citizenship Education (GCED) and Education for International Understanding (EIU)*)
4. To understand landscape, issues and policy of Girls Education
5. To develop, nurture, and strengthen networks of educators between the Republic of Korea and Africa/Asia-Pacific

3. Workshop Language

English

4. Participants

25 educators from 17 UNESCO Member States of Africa and the Asia-Pacific region

5. Co-Sponsors

- UNESCO
- Government of the Republic of Korea (through the Korea International Cooperation Agency, KOICA)

6. Training Institute

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

7. Date and Venue

- **Dates:** 1st September – 31st October (61 days)
- **Venue:** Republic of Korea

8. Programme Module and Structure

To best meet the various needs and interests of the fellows and to achieve the goal of the programme, the programme was arranged in four modules as below. The modules are composed of different segments, including training workshop sessions that include lectures, seminars, discussions, study visits, project-based workshops, ICT training sessions, small group works, and trips to various sites. The segments of each module were closely interlinked and designed to aid the participants in producing meaningful outcomes that can be applied to their countries after the completion of the programme.

9. Expected Outputs

Participants were mandated to fully participate throughout the programme and produce project results both at individual and team levels, including 1) GCED and Girls Education Learning Materials (books), 2) individual action plans, and 3) ICT session outputs.

10. Programme Modules

| Module | Lecture, Workshop & Discussion | Segments |
|--|---|---|
| <p>Teacher Training for Basic Education</p> | <p>National Framework of Korean Education - Primary and Secondary Education - Education Policy at National and Provincial Levels</p> <p>Major Policies and Practices - Teacher Education - ICT in Education - Special Education - Vocational Education - Lifelong Education - Higher Education</p> <p>Exchange Experiences with Korean Educators - Joint Workshop with Korean Teachers - Seminar with English Teachers</p> | <p>Lectures, Workshops, Seminars and Visits to relevant sites</p> |
| <p>Use of ICT for Education (or e-Learning)</p> | <p>Basic ICT Training Sessions - Microsoft Word/Excel - Microsoft PowerPoint, YouTube Download/Upload - Window Movie Maker - PhotoScape Capture Programme - Quizlet, Puzzle, Wordle, Tagxedo, Storybird - Google Drive, Final Project Presentation</p> <p>Advanced Training -Video-making Sessions</p> <p>Photo Classes</p> | <p>Practical Training Sessions</p> |

| | | |
|---|--|--|
| <p>Leadership in Global Education</p> | <p>Introduction to GCED</p> <ul style="list-style-type: none"> - Background and Conceptual Framework of GCED <p>Key Issue Areas of GCED</p> <ul style="list-style-type: none"> - Peace - Human Rights - Education for Sustainable Development (ESD) - Education to Respect Diversity <p>Pedagogical Approaches to GCED</p> <ul style="list-style-type: none"> - Transformative Pedagogies of GCED <p>Hands-on Experiences and Sharing Practices</p> <ul style="list-style-type: none"> - Study Visits - Workshop - International Conference on GCED | <p>Lectures, Workshops , International Conference and Visits to relevant sites</p> |
| <p>Girls' Education</p> | <p>Introduction to Girls' Education</p> <ul style="list-style-type: none"> - Background and Concept of Girls' Education <p>Key Areas of Girls' Education</p> <ul style="list-style-type: none"> - Education for Better Life for Girls - Health Education - Vocational Training <p>Hands-on Experiences & Practices</p> <ul style="list-style-type: none"> - Study Visits - Learning Material Development Project for Girls' Education | <p>Lectures, Learning Material Development and Visits to relevant sites</p> |
| <p>Projects and Special Sessions</p> | | |
| <ul style="list-style-type: none"> • Joint Workshop with Korean Educators • ICT Training using experiential learning approaches (Video-making) • Learning Materials Development Workshops • International Conference on GCED • Photo Classes | | |

11. Training Sessions by Module

1. Teacher Training for Basic Education

Sessions by three themes, including national framework of Korean education, major policies and practices, and exchange experience with Korean educators, were provided to enable participants to learn about basic education in Korean context.

| Theme | Topic | Session |
|---|--|--|
| National Framework of Korean Education | Primary and Secondary Education | [Lecture] Understanding Education in Korea: Primary & Secondary Education (HUR Ju) |
| | Education Policy at National and Provincial Levels | [Lecture] Education Policy in Korea (KIM Chunhong) |
| | | [Lecture] Curriculum and Educational Evaluation in Korea (LEE Seungmi) |
| Major Policies and practices | Teacher Education | [Lecture] Teacher Policy in Korea (KIM Ee-Gyeong) |
| | ICT in Education | [Lecture] ICT Education in Korea and its Development (SEO Jeonghee) |
| | Lifelong Education | [Lecture] Life Long Education in Korea (BAEK Eunsoon) |
| | Higher Education | [Lecture] Introduction to Higher Education Policy in Korea (IHM Cheon Soon) |
| | | [Visit & Seminar] Yonsei University Department of Education (PAK Soon Yong) |
| Exchange Experiences with Korean Educators | Joint Workshop with Korean Teachers | [Workshop] Joint Workshop with Teachers in Incheon |
| | Seminar with English Teachers | [Seminar] Joint Seminar with English Teachers in Seoul |

2. Use of ICT for Education

1) Basic Course

Participants were trained in 6 basic ICT training sessions throughout the Programme with an aim of enabling participants to be equipped with practical computer skills to be applied in their contexts as educators. The timetable of training sessions is as follows:

Training Sessions

| No. | Session | Facilitator | Date | Time |
|-----|---|--------------|--------------|-------------|
| 1 | Orientation, Microsoft Word/ Excel | Hea-Suk Kim | 9 Sep (Fri) | 10:00-13:00 |
| 2 | Microsoft PowerPoint, YouTube Download/Upload | Hea-Suk Kim | 23 Sep (Fri) | 09:00-12:00 |
| 3 | Window Movie Maker | Hea-Suk Kim | 30 Sep (Fri) | 10:00-13:00 |
| 4 | Photoscape, Capture Programme | Yoonjung Cha | 7 Oct (Fri) | 10:00-13:00 |
| 5 | Quizlet, Puzzle, Wordle, Tagxedo, Storybird | Yoonjung Cha | 21 Oct (Fri) | 10:00-13:00 |
| 6 | Google Drive, Final Project Presentation | Yoonjung Cha | 21 Oct (Fri) | 14:00-17:00 |

2) Advanced Course

Participants took the advanced course on the 'Video-making'. The course of 3 training sessions mainly focused on learning basic videography and editing skills by practice. The participants gained practical skills and knowledge in developing audiovisual learning materials.

Lesson Plans

| No. | Title | Facilitator | Date | Time |
|-----|--|--------------|--------------|-------------|
| 1 | ABC's of Video | Tiffany Yoon | 10 Oct (Mon) | 09:00-12:00 |
| 2 | The Basics of Editing Videos | Tiffany Yoon | 11 Oct (Tue) | 13:30-16:30 |
| 3 | Critiques and Development, Documentary | Tiffany Yoon | 13 Oct (Thu) | 09:00-12:00 |

3) Photo Classes

Participants had a series of photo classes where they learned about the elements of photography. Going through several shooting practices and critic sessions, participants were able to sharpen their photography skills which may help them create interesting learning materials for students.

Lesson Plans

| No. | Title | Facilitator | Date | Time |
|-----|---------------------------------------|----------------------------|--------------|-------------|
| 1 | Photo Learning Material Development 1 | Lee Sungman, Song Gwangbin | 29 Sep (Thu) | 13:00-16:00 |
| 2 | Photo Learning Material Development 2 | Lee Sungman, Song Gwangbin | 30 Sep (Fri) | 14:00-17:00 |
| 3 | [Workshop] Photo Critics | Lee Sungman, Song Gwangbin | 3 Oct (Mon) | 19:00-21:00 |
| 4 | [Workshop] Photo Critics | Lee Sungman, Song Gwangbin | 4 Oct (Tue) | 18:00-20:00 |

3. Leadership in Global Education (GCED: Global Citizenship Education)

In module 3, participants learned the backgrounds and concepts of GCED with sessions in various forms including lectures, workshops, field visits and hands-on experiences. Participants were encouraged to gain deep understanding and insights of GCED, particularly its educational implications, and further develop capacities to materialize the visions of GCED in their own contexts.







| Theme | Topic | Session |
|---|---|---|
| Introduction to GCED | Background and Conceptual Framework of GCED | [Lecture] Introduction to GCED (CHUNG Utak) |
| | | [Lecture] GCED: Topics and Learning Objectives (YANG Hyeran) |
| Key Issue Areas of GCED | Peace | [Lecture] GCED and Peace (Francis Daehoon LEE) |
| | Human Rights | [Lecture] GCED and Human Rights (CHO Hyoje) |
| | Education for Sustainable Development (ESD) | [Lecture] Education on Sustainable Development (BYUN Won Jung) |
| | Education to Respect Diversity | [Workshop] Understanding Cultural Diversity (Lea ESPALLARDO) |
| Pedagogical Approaches to GCED | Transformative Pedagogies of GCED | [Workshop] Democratic Dialogism and Communication Skills for GCED (Francis Daehoon LEE) |
| | | [Workshop] Transformative Pedagogies for GCED (Lea ESPALLARDO) |
| Hands-on Experiences & Practices | Study Visits | [Study Visit] GCED Campus |
| | | [Study Visit] RCE Tongyeong Sejahtera Forest |
| | | [Study Visit] Paju Dora Observatory and the 3 rd Tunnel |
| | Workshop | [Workshop] Appropriate Technology |
| International Conferences on GCED | International Conferences on GCED | |

4. Girls' Education







Module 4 introduced girls' education in different contexts – education for better life for girls, health education, and vocational training.




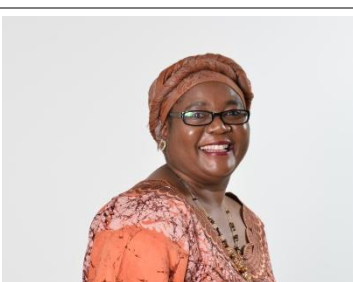
| Theme | Topic | Session |
|---|--|---|
| Introduction to Girls' Education | Background and Concept of Girls' Education | [Lecture] Research Topics and Current Landscape of Girls' Education (KIM Eun Mee) |
| | | [Lecture] Now and Future of Girls' Education (LEE Jihyang) |
| Key Areas of Girls' Education | Education for Better Life for Girls | [Lecture] Education for Better Life for Girls (YOO Sungsang) |
| | Health Education | [Lecture] Health Education for Girls (OH Ju-Hwan) |
| | Vocational Training | [Lecture] Strategies and Challenges of Vocational Training and Girls' Education in Korea (LEE Nam Chul) |
| Hands-on Experiences & Practices | Study Visits | [Study Visit] Seoul Girls' Commercial High School |
| | | [Study Visit] Korean Women's Development Institute |
| | Learning Material Development Project for Girls' Education | Learning Material Development Project for Girls' Education: Better Life for Girls through GCED |

Participant List

| | | |
|--------------|---|---|
| Bangladesh |  | <p>Mr. Md. Akhteruzzaman <i>Civil Servant</i> Ministry of Education</p> |
| Bhutan |  | <p>Ms. Kencho Lhamo <i>Teacher</i> Ministry of Education</p> |
| |  | <p>Mr. Yesel Zangpo <i>Teacher</i> Ministry of Education</p> |
| Burkina Faso |  | <p>Mr. Bélibi René Tienin <i>Primary education Inspector</i> Ministry of Education</p> |
| Burundi |  | <p>Mr. Aristarque Nijimbere <i>Pedagogical Advisor</i> Bureau of Studies and Programme</p> |
| |  | <p>Ms. Marie-Ange Kanyange <i>Teacher</i> MFPTSS</p> |

| | | |
|----------|---|---|
| Chad |  | Mr. Houkabe Gakne <i>Instructor</i> Ministry of Public Service |
| |  | Ms. Fatimé Koutou <i>Teacher</i> Ministry of Public Service |
| Comoros |  | Mr. Miftah Mlinde Ahmed <i>Teacher</i> Comorian Ministry of Education |
| Ethiopia |  | Mr. Fekade Desalegn Fetene <i>Teacher development expert and sport desk director</i> Ministry of Education |
| Kiribati |  | Ms. Rakentai Momoe Teumauma <i>Education officer</i> Ministry of Education |
| Laos |  | Ms. Vongsone Heuangphida <i>Teacher</i> Phanlar Secondary School |
| Lesotho |  | Ms. Malehlohonold Rosalia Mashapha <i>Assistant Inspector</i> Ministry of Education |

| | | |
|---------|---|--|
| Malawi |  | Mr. Christopher Julio Magomelo <i>Programme Officer</i> Malawi National Commission for UNESCO |
| |  | Mr. Albert John Saka <i>Teacher</i> Ministry of Education |
| Mali |  | Mr. Souleymane Gniné Diarra <i>English Teacher</i> CFP/SK |
| Nepal |  | Mr. Govinda Prasad Sharma <i>Civil Servant</i> Ministry of Education |
| Nepal |  | Mr. Sushil Babu Khanal <i>Civil Servant</i> Ministry of Education |
| Senegal |  | Mr. Ndaraw Gueye <i>Professor</i> Ministere Enseignement Technique |

| | | |
|---------|---|--|
| Senegal |  | <p>Mr. Mouhamath Ndiaye <i>Trainer</i> Gouvernement du Senegal, Cite Keur Gorgui Dakar</p> |
| Togo |  | <p>Mr. Dosseh Akassi <i>English Language Teacher</i> Ministry of Primary and Secondary Education Lome-Togo</p> |
| Uganda |  | <p>Ms. Lilian Kabahweza <i>Tutor/Director of Studies</i> Ministry of Education and Sports</p> |
| Uganda |  | <p>Mr. Gilbert Niwamanya <i>Instructor</i> Kampala Capital City Authority-Nakawa Vocational Training Institute</p> |
| Zambia |  | <p>Mr. Raphael Banda <i>Curriculum Specialist</i> Ministry of General Education</p> |
| Zambia |  | <p>Ms. Pascalina Chiliboyi <i>Senior Education Officer-Teacher Education</i> Ministry of General Education</p> |

SESSIONS

Main Sections

1. GCED & Girls Education Project: Collaborative Work on Storytelling Book-Making

One of the main segments of the Programme was ‘Learning Material Development Project’ where participants collaborated with their colleague participants to produce series of storytelling books. The Project was launched in 2013 as part of the Fellowship Programme and has produced 4 books under the title of ‘Understanding through Dialogue’ in 2013, 2 books of ‘Journeys to School’ in 2014, and 2 books of ‘Learning to Live Together: Unheard Stories of Our Neighbors’ in 2015. This year, as a learning material development project for Girls’ Education, they worked under the theme of ‘Better Life for Girls through GCED: Unheard Stories of Girls.’



Better Life for Girls through GCED: Unheard Stories of Girls

Participants collaborated with their colleagues on developing storytelling books (learning material) under the theme of ‘Better Life for Girls through GCED: Unheard Stories of Girls’. The project was meant to create storytelling books that would deliver the message of each participant through the stories of girls in his/her neighbors whose voices are less heard in their societies.

Before their arrival to Korea, participants were asked to conduct an interview with one of girls in their neighbors to hear about their ‘life stories.’ Participants summarized the stories and shared them with their colleague participants at the workshop. Participants were encouraged to share not only the interviewed stories of girls in their neighbors, but also their own experiences and feelings they had in the process of meeting and having dialogue with the girls. After sharing the stories collected, participants worked together as a group to plot the storyline of the group’s book and draw illustrations under the guidance of professional writers/illustrators and APCEIU.

Participants’ own drawings became the main motifs of the finalized books, which were printed and published as series of story books. The books are to be used as learning materials for children (elementary and lower secondary) in Africa, the Asia-Pacific, and beyond. They are intended to raise awareness of the readers about diversity within their own societies in terms of culture, religion, ethnicity, and socio-economic backgrounds and bring their attention to the voices of the people who are often invisible. This is expected to encourage the readers to broaden their perspectives on their societies and people they live with as well as help them to have more embracing and caring minds, which may help them to get the true meaning of ‘Better Life for Girls through GCED’.

Procedures

[Prior to arrival]

- Participants were requested to conduct 1-2 interviews with the girls in neighbors and summarized the interviews into 2-3 pages. The interviewees were asked to share their life stories, including life history, challenges they have, dreams and wishes, and others. As the stories gained through the interviews were to be used as motifs for the stories the participants create, the interviewees were required to be properly informed of the Project and give the permission though any personal information would be disclosed unless they wish to do so.

[During the two-day workshop]

- A two day workshop was conducted with APCEIU and professional writers/illustrators to develop the story book. After a short reflection time on the photos brought by them, participants were divided into two groups and each participant filled two pages with their own stories and drawings. Participants illustrated their pages with the help of the professional writers/illustrators.
- APCEIU and professional writers/illustrators incorporated some additional illustrations afterwards. Each group produced their own story book, resulting in two books in total produced by the participants.

[After the two-day workshop]

- After the two-day workshop, APCEIU continued to work on making final touches to the book, and the two books were published in time for the participants to take back with them upon completion of the programme.



Outcome

- Two books under the theme of 'Better Life for Girls through GCED':
 - *Striving for Better Life through Education*
 - *Girls' Education: Brighter Future for All*



2. Individual Project

All participants were required to carry out their own projects reflecting their needs and contexts. Projects drew implications from participants' learning experiences during the Programme. Everyone was required to produce the final Project Outcome before the end of the Programme. The Project was individual base.

The Project was developed along with the action plans, which are expected to be implemented in their own context. The types of Project Outcome were as below.

Types of the Project Outcome

Lesson Plan Development

Some teachers/lecturers developed lesson plans of **at least 5 sessions** under chosen topics (Topics vary depending on the participants' own areas of teaching or his/her capacity to initiate new teaching subjects such as GCED). The lesson plans included overall structure of the session, objectives, target students, full description of the session (step by step), guiding questions for students, materials needed, etc. The lesson plan reflected the lessons they gained through the Programme in terms of contents, pedagogical approaches, and specific tools and methods.

Training Modules

Some teacher trainers/lecturers developed **(teacher) training modules of at least 15 hours** on chosen themes (recommended themes from GCED, teacher empowerment, using ICT for teaching effectiveness, to girls' education). The training modules included objectives, target trainees, expected outcomes, types of trainings, full description of the session (step by step), guiding questions for trainees, timeline, etc. Those who worked on training modules were guided to use the pedagogies and teaching methods that they experienced in the Programme. The training modules were required to be **practical** and **implemented after the completion of the Programme.**

Advocacy Kits

Those who wished to develop advocacy kits chose specific topics for practical use after the workshop in his/her context. The advocacy kits were required to include **at least 4 sections** - the issues or topics that need changes, a target group, a concrete plan on how the advocacy would be carried out, and key messages for advocacy. These kits contained the follow-up activities after using the advocacy kits, such as risk management and monitoring. The advocacy kits were strongly recommended to show the concrete and practical guidelines on what kind of actions are expected and what are the possible actions to be taken by using the kits. For a good example of advocacy kits, participants referred to an Advocacy Toolkit from the following website:

UN Global Education First Initiative

<https://plan-international.org/publications/advocacy-toolkit#download-options>

Action Research

For those who wished to conduct an action research, it was recommended to choose the topic of research before the second week of the Programme. The topics ranged from development for quality education, inclusive education for all, effective use of technologies in education, to collaboration

between school and community. For the Research, visits for observation and participation to relevant fields (government, schools, institutions, and relevant organizations) and meetings with Korean educators and students were made.

Participants chose their area of interest for the Project. Small groups were formed according to the participants' interest, and in each group or individually, participants specified the research topic and identified key research questions. Inferring from the lessons learned from the Programme, participants drew meaningful implications to make constructive suggestions to their research questions identified.

Throughout the Programme, participants conducted research, through observation, visits to the relevant institutions, or meetings and in-depth interviews with relevant people such as civil servants in the ministry of education, teachers, and school nutritionists. After conducting the research, participants worked on producing the final report on the Research. Finally, each of the participants created meaningful outcomes of their project, which were enabled through some constructive feedbacks and pieces of advice from other participants, facilitators, and APCEIU.



3. Weekly Report & Weekly Review

Throughout the Programme, participants were required to submit weekly reports. The weekly report was intended to review the learning experiences of the participants by summarizing the sessions they had taken and sharing the reflections on the activities. Participants were asked to follow the instructions given as below.

- 1) **Choose 2 sessions** that you learned most or you think most relevant to you
- 2) Summarize each session and write the main take-away (your own reflections, lessons learned, or questions remained) in **1 page** (each session, **total 2 pages**)
- 3) **List 2~3 guiding questions or discussion topics** for the Weekly Review session
- 4) Attach **2 photos** along with reflective notes that best express your own experiences of the week

Based on the report, weekly review sessions (total 6 times) were held, led by a group of participants, reviewing activities, sharing reflection on the activities and lessons learnt, and exchanging suggestions for upcoming sessions. The leading group for each session prepared a presentation to effectively share the reflections on the past activities with fellow participants and to monitor the progress of the programme.

4. Country Report Presentation

Participants made a 15-minute presentation based on their country report on 6th Sep. Through their presentation and Q&A sessions, they were able to learn in detail about each country and the education system. Time table of the presentation was as follows:

| Time | Schedule | |
|-------------|-------------------|--------------------------------|
| 10:00-10:15 | Bangladesh | Md. Akhteruzzaman |
| 10:15-10:30 | Bhutan | Kencho Lhamo |
| | | Yesel Zangpo |
| 10:30-10:45 | Burkina Faso | Bélibi René Tienin |
| 10:45-11:00 | Discussion | |
| 11:00-11:15 | Burundi | Aristarque Nijimbere |
| | | Marie-Ange Kanyange |
| 11:15-11:30 | Chad | Fatimé Koutou |
| | | Houkabe Gakne |
| 11:30-11:45 | Comoros | Miftah Mlinda Ahmed |
| 11:45-12:00 | Discussion | |
| 12:00-12:15 | Ethiopia | Fekade Desalegn Fetene |
| 12:15-12:30 | Kiribati | Rakentai Momoe Teumauma |
| 12:30-12:45 | Lao | Vongsone Heuangphida |
| 12:45-13:00 | Discussion | |
| 13:00-14:00 | Lunch | |
| 14:00-14:15 | Lesotho | Malehlohonold Rosalia Mashapha |
| 14:15-14:30 | Malawi | Albert John Saka |
| | | Christopher Julio Magomelo |
| 14:30-14:45 | Mali | Souleymane Gniné Diarra |
| 14:45-15:00 | Discussion | |
| 15:00-15:15 | Nepal | Govinda Prasad Sharma |
| | | Sushil Babu Khanal |
| 15:15-15:30 | Senegal | Mouhamath Ndiaye |
| | | Ndaraw Gueye |
| 15:30-15:45 | Togo | Dosseh Akassi |
| 15:45-16:00 | Discussion | |
| 16:00-16:15 | Uganda | Gilbert Niwamanya |
| | | Lilian Kabahweza |
| 16:15-16:30 | Zambia | Pascalina Chiliboyi |
| | | Raphael Banda |
| 16:30-16:45 | Discussion | |
| 16:45-17:00 | Wrap-up | |

Lectures & Workshops

1. Teacher Training for Basic Education

[National Framework of Korean Education]

| Topic | Session | Resource Person |
|--|---|-----------------|
| Primary and Secondary Education | [Lecture] Understanding Education in Korea: Primary & Secondary Education | HUR Ju |
| Education Policy at National and Provincial Levels | [Lecture] Education Policy in Korea | KIM Chunhong |
| | [Lecture] Curriculum and Educational Evaluation in Korea | LEE Seungmi |

[Major Policies and Practices]

| Topic | Session | Resource Person |
|--------------------|--|-----------------|
| Teacher Education | [Lecture] Teacher Policy in Korea | KIM Ee-Gyeong |
| ICT in Education | [Lecture] ICT Education in Korea and its Development | SEO Jeonghee |
| Lifelong Education | [Lecture] Life Long Education in Korea | BAEK Eunsoon |
| Higher Education | [Lecture] Introduction to Higher Education Policy in Korea | IHM Cheon Soon |

[Exchange Experiences with Korean Educators]

| Topic | Session |
|-------------------------------------|--|
| Joint Workshop with Korean Teachers | [Workshop] Joint Workshop with Teachers in Incheon |
| Seminar with English Teachers | [Seminar] Joint Seminar with English Teachers in Seoul |

2. Use of ICT for Education

[Basic Course]

Participants were trained in 6 ICT training sessions (basic) throughout the Programme with an aim of enabling participants to be equipped with practical computer skills to be applied in their contexts as educators. In order to maximize the training effects, relevant assignments highly linked with the Programme contents (lectures, workshops, etc.) were given and all participants were strongly encouraged to complete the assignments by the due dates. Participants were able to gain ICT tools and skills that may be utilized in teaching in classrooms as well as applied in creating educational resources using various types of software.

[Basic Course Training Sessions]

| No. | Session | Facilitator | Date | Time |
|-----|---|--------------|--------|-------------|
| 1 | Orientation, Microsoft Word/ Excel | Hea-Suk Kim | 9 Sep | 10:00-13:00 |
| 2 | Microsoft PowerPoint, YouTube Download/Upload | Hea-Suk Kim | 23 Sep | 09:00-12:00 |
| 3 | Window Movie Maker | Hea-Suk Kim | 30 Sep | 10:00-13:00 |
| 4 | Photoscape, Capture Programme | Yoonjung Cha | 7 Oct | 10:00-13:00 |
| 5 | Quizlet, Puzzle, Wordle, Tagxedo, Storybird | Yoonjung Cha | 21 Oct | 10:00-13:00 |
| 6 | Google Drive, Final Project Presentation | Yoonjung Cha | 21 Oct | 14:00-17:00 |

**[Advanced Course]**

Participants took the advanced course on the 'Video-making.' The course of 3 training sessions mainly focused on learning basic videography and editing skills by practice with an aim of providing practical skills and knowledge in developing audiovisual learning materials. Participants were guided to produce short videos in small groups every week by applying the knowledge and skills they have gained through the Programme.

**[Photo Classes]**

Participants had a series of photo classes where they could learn about the elements of photography, including how to use a camera and shooting practices, application of techniques, selecting good photos and sharing critics, and photo editing.

First of all, they learned basic skills like how to zoom in/out and taking pictures in a right posture. The lecturer guided them to take appropriate body postures according to what kind of pictures they want to take.

1 September – 31 October 2016

After the basic camera skills, participants had chances to try photo shootings. They worked in collaboration with the lecturer and colleagues while practicing various photography techniques, for example, full shot, waist shot, and bust shot, etc.

The sessions were also designed to help participants equipped with photo-shooting and editing skills as well as to let them experience a creative method of learning and teaching. Several shooting practices and critic sessions helped participants gain understanding the elements of photography and editing sessions enabled them to sharpen their skills in using technologies, such as computer programmes. Further, the classes intended to introduce photography as a creative and participatory teaching and learning tool that can be applied in any classes for students.

The photo critique session especially was very helpful for the participants to improve their photography techniques. Participants shared some opinions and thought on their own and someone else's photos and the lecturer provided useful comments and tips.



3. Leadership in Global Education (GCED: Global Citizenship Education)

Module 3 introduced the backgrounds and concept of GCED and provides sessions in various forms including lectures, workshops, field visits and hands-on experiences. GCED is the main focus area of APCEIU's activities as the institution is mandated to foster a Culture of Peace through education. Participants were expected to gain deep understanding and insights of GCED, particularly its educational implications, and further develop capacities to materialize the visions of GCED in their own contexts.

| Theme | Topic | Session | Resource Person |
|---------------------------------------|---|---|--|
| Introduction to GCED | Background and Conceptual Framework of GCED | [Lecture] Introduction to GCED | CHUNG Utak |
| | | [Lecture] GCED: Topics and Learning Objectives | YANG Hyeran |
| Key Issue Areas of GCED | Peace | [Lecture] GCED and Peace | Francis Daehoon LEE |
| | Human Rights | [Lecture] GCED and Human Rights | CHO Hyoje |
| | Education for Sustainable Development (ESD) | [Lecture] Education on Sustainable Development | BYUN Won Jung |
| | Education to Respect Diversity | [Workshop] Understanding Cultural Diversity | Lea ESPALLARDO |
| Pedagogical Approaches to GCED | Transformative Pedagogies of GCED | [Workshop] Democratic Dialogism and Communication Skills for GCED | Francis Daehoon LEE |
| | | [Workshop] Transformative Pedagogies for GCED | Lea ESPALLARDO |
| | Workshop | [Workshop] Appropriate Technology | Tongyeong RCE |
| | International Conferences on GCED | International Conferences on GCED | Office of Research and Development, APCEIU |

4. Girls' Education

Module 4 introduced girls' education in different contexts – education for better life for girls, health education and vocational training. Including the backgrounds and concept of Korea's 'Better Life for Girls Initiative,' sessions were held in various forms, including lectures, study visits and learning material development project for girls' education. In the learning material development project, participants were expected to share the stories from girls in their neighbors and to make story books as collection particularly for an educational use in their own countries.

| Theme | Topic | Session | Resource Person |
|---|--|--|--|
| Introduction to Girls' Education | Background and Concept of Girls' Education | [Lecture] Research Topics and Current Landscape of Girls' Education | KIM Eun Mee |
| | | [Lecture] Now and Future of Girls' Education | LEE Jihyang |
| Key Areas of Girls' Education | Education for Better Life for Girls | [Lecture] Education for Better Life for Girls | YOO Sungsang |
| | Health Education | [Lecture] Health Education for Girls | OH Ju-Hwan |
| | Vocational Training | [Lecture] Strategies and Challenges of Vocational Training and Girls' Education in Korea | LEE Nam Chul |
| | Learning Material Development Project for Girls' Education | Learning Material Development Project for Girls' Education: Better Life for Girls through GCED | HAN Taehee LEE Yooknam Jeong Hyeyoon |

Special Sessions

1. EIU Class (Garim High School)

The EIU Class provided the 25 participants with an opportunity to become teachers at Garim high School during their school visit. Their class contents included a general introduction of their countries, ranging from basic demographics, geography, staple foods, national items, famous tourist destinations, indigenous cultural heritages and practices, community initiatives and school activities, traditional stories, arts, to sports, and beyond. Participants made the 50-minute class more interesting and enjoyable by utilizing various tools and getting students engaged in traditional games and dances.



2. Joint Workshops with Korean Educators

Participants had joint workshops with Korean educators to enhance their understandings on Korean education and the society. Through activities and discussions, participants and Korean educators have shared their ideas and experiences as 'educators.' Furthermore, divided in small groups, they made a field visit to a traditional tourist attraction in Seoul, 'Bukchon Hanok Village,' to conduct missions given to each group. Participants collaborated with Korean teachers on meeting the people, interviewing customers and merchants, finding the places for the missions, and sharing ideas and discussing on the guiding questions.



3. International Conference on GCED

This annual Conference aims to serve as a catalyst to activate conversations on GCED, share current issues and good practices, as well as explore future steps. The Conference was a platform where various actors of GCED came together and shared their practices and pedagogical approaches. Participants from the private sector, academia, government, civil society organizations, GCED related institutes, youth and also general public that are interested in GCED gathered and contributed to vitalizing GCED. The 1st International Conference on GCED, being held in the first year of the SDGs, focused especially on what we can do together to achieve the SDGs through GCED.

This year's Conference took place at Sheraton Hotel, D-Cube City in Seoul. During the two days of the Conference, around 40 speakers presented their practices in GCED and facilitated dialogue among 300 participants. Through this Conference, participants were able to share their thoughts on GCED and hear from speakers from various backgrounds. The Conference provided a stage for participants to interact, create partnerships, and unite in solidarity to implement GCED.



4. Culture Day

The Culture Day was a stage for participants to become further acquainted with one another through sharing cultural performances. Wearing their traditional costumes, participants sang and danced to their traditional music, introduced cultural objects and artworks, and demonstrated local games.



Study & Field Visits

1. Governmental Organizations and Institute/University

| Visits |
|--|
| National Institute for International Education |
| Gyeongsangnamdo Institute of Science Education |
| Seoul Metropolitan Office of Education |
| Yonsei University |

Participants visited a number of governmental organizations and institutes during the two months of the programme. At the **National Institute for International Education**, participants understood the functions and goals of the Institute, how the Institute is contributing to international educational exchange, as well as providing educational contents on international understanding. During the visit to **Gyeongsangnamdo Institute of Science Education**, participants learned about the relationship between Korea's high-quality science education and the way of delivering contents to the students. In addition, they learned how it contributes to enhancing public education and reducing private education expenses, which encourage equal education and a fun learning environment, and also motivate students to self-direct learning. At the **Seoul Metropolitan Office of Education**, participants learned about the office's efforts to encourage a 'Happiness Education' by promoting a balanced academic development, through enhancing empathy skills, nurturing creativity for the future, cultivating ethical leadership, and implementing a balanced welfare, as well as creating a safe and peaceful ecosystem/environment. At **Yonsei University**, participants learned how Korea reached its current level of education and of the teachers and educators in Korea, including the importance of their roles. They were also able to learn in person about Korea's university education system through the joint seminar with students from the Department of Education at Yonsei University.



2. Primary and Secondary Schools

| Visits |
|--|
| Gongyeon Elementary School |
| Hankuk Kyung Jin School (Special School) |
| Seoul Girls' Commercial High School |
| Garim High School |
| Seoul Robotics High School |

In addition to the school visit and EIU class conducted at **Garim High School**, participants had an opportunity to visit a number of other primary and secondary schools during their stay in Korea. Participants were much interested in the curriculum (both formal and extracurricular) that informed them of the different types of schools, assessment methods, daily routines of students, selection criteria of teachers and students, budgetary funding sources of schools, utilization of ICT, and establishment of libraries and high-tech facilities.



At **Gongyeon Elementary School**, participants enjoyed watching EIU classes provided by Korean teachers. They also asked various questions to the school principal, vice-principal and teachers. Performance by the students from **Hankuk Kyung Jin School**, one of the schools for the special education in Korea, was touching enough to make some of the participants cry. Participants learned about Korea's special education system and the school also took the participants on a tour of the numerous vocational training programmes it offered to its students to aid employment after graduation. The programme ranged from pottery, gardening, bakery, technical skills, to cosmetic production.



At **Seoul Girls' Commercial High School**, participants had chances to learn about Korea's vocational education system especially for girls. They were surprised to learn how Korean students could freely choose their future career in vocational training. At **Seoul Robotics High School**, participants could see students independently working on robot-making projects with the guidance of teachers with expertise.

3. Field Visits to the 3rd Tunnel & Paju Dora Observatory and Imjingak Park

| Visits |
|------------------------------|
| Paju Dora Observatory |
| The Third Underground Tunnel |
| Imjingak Park |

Situated in Paju-si, Gyeonggi-do and at the northernmost point of the Military Demarcation Line, **Dora Observatory** replaced the previous Songaksan Observation Post. From the observatory, participants could overlook North Korea and various locations including Gaeseong city, Kim Il-Sung Statue, and Cooperation Farm.

Near the observatory was the **Third Underground Tunnel**, built by North Korea and found in 1978. It stretches over 1.6km with a height and width of 2m, capable of mobilizing 30,000 troops in one hour. In front of the tunnel were a variety of attractions such as the DMZ Media Hall (offering the history of divided country and flourishing ecosystem in the Demilitarized Zone), DMZ Exhibition Hall (displaying relics and documents related to the Demilitarized Zone), sculptures and souvenir shops. Visitors can see inside the tunnel by either walking or riding the monorail.

The 3rd Tunnel was discovered in 1978 by South Korean forces. It spans over 1,635m in length, 2m in width, and 2m in height and is located 52km from Seoul. It is estimated that approximately 30,000 soldiers could move through the tunnel per hour. The scale is similar to the 2nd Tunnel, but it was thought to be more threatening as an invasion tool than the 1st and 2nd Tunnels. Located only 4km away from **Injingak** toward the southwest and 3.5km from the Tongilchon area, it can be reached by car within 45 minutes.



The Tunnel and Observatory were the best places for the participants to deeply think about what peace is and what role they can play in order to promote peace in all parts of the world. They wrapped up their priceless journey to peace to the DMZ with a short reflection session. Each participants were given chances to think about their wishes and hopes for the divided Korean Peninsula, for their country, and for the whole world.

Cultural Activities

1. Seoul City

| Visits & Activities |
|---------------------------------------|
| Samsung D'light |
| Comic Martial Arts Performance 'JUMP' |
| Tongin Market |
| Myeong-dong Nanta Performance |

During their stay in Seoul, participants were immersed in a number of cultural activities. At **Samsung D'light**, participants learned about the smart and information technology developed by the Korean leading technology corporation, Samsung. Also, they had the opportunity to experience the new era of high state-of-the-art technology in the digital playground.



As an extension of the Asian Games, participants watched the **Comic Martial Arts Performance JUMP**, a nonverbal performance conveying its story only through advanced martial arts movements from Taekwondo, acrobatics, and Taekkyeon (Korean traditional martial arts). Participants also visited the **Tongin Market**, one of the biggest Korean traditional markets that attracts thousands of tourists with its 'Dosirak (Lunchbox) café'. Participants experienced using tokens that look like traditional coins, 'yeopjeon', to buy rice, soup, and side dishes for their lunchbox. Participants also had the opportunity to watch **Nanta Performance** in which the artists performed Nanta, a fusion drumming performance of Korea. The artists' collaboration with teammates to complete a masterpiece harmony was impressive enough to inspire the participants.



2. Jeollado and Gyeongsangnamdo Province (Jeonju city, Tongyeong city)

| Visits & Activities |
|--|
| Jeonju Hanok Village |
| RCE (Regional Center of Expertise) Tongyeong |
| RCE Tongyeong Sejahtera Forest |
| Dongpirang Village |
| Traditional Market |

During the programme, participants visited two of the biggest cities in the province: Jeonju and Tongyeong. In Jeonju, they made a visit to **Jeonju Hanok Village**, where they were amazed to be surrounded by a serious of traditional Korean housing, “Hanok.” Participants also experienced a unique and diverse food culture of the village. They especially enjoyed “Bibimbap” for lunch.



After Jeonju, participants stayed for a few nights at **RCE (Regional Center of Expertise) Tongyeong**. At RCE, they were very much inspired from a lecture given by Won Jung Byun. The lecture was on the sustainable development and ESD(education for sustainable development). Participants were asked to practice nature-friendly lifestyles, such as minimizing the food waste, washing their own dishes, and minimizing their use of water. Participants also witnessed the reality of sustainable development at **RCE Tongyeong Sejahtera Forest**. The place was a great example to explain how RCE Tongyeong is making efforts to realize the values such as building connections in various levels and raising awareness of the importance of environment-friendly lifestyle.

As part of a photo session, participants made their way to **Dongpirang Village** and **Traditional Market** in Tongyeong. They worked on practicing photography skills and had photo critique sessions at night. Those photo taking and critique session were really helpful for participants by providing them with some in-person experiences and useful pieces of advice on photography.



Group Project: Video Learning Material Development

Group 1

Topic: Using Subway in Seoul

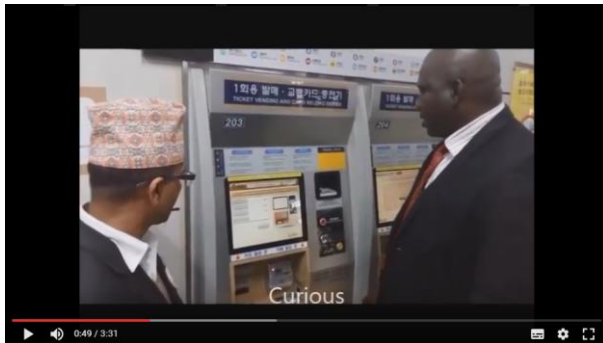
Group Members: Kencho Lhamo (Bhutan)

Bélibi René Tienin (Burkina Faso)

Miftah Mlinde Ahmed (Comoros)

Govinda Prasad Sharma (Nepal)

Ndaraw Gueye (Senegal)



| | |
|----------------|---|
| Title | Using Subway in Seoul |
| Summary | <p>The group made their way to Yeouido using the subway in Seoul. This trip brought them a whole new experience- It is busy, crowded, and hectic. Sometimes they looked overwhelmed being surrounded by so many people.</p> <p>The participants were very curious at using the machines in the station and finding right directions for their destination. Also, Korean people were very helpful for them, so that they didn't get into too much trouble during their journey. They managed to make it to Yeouido thanks to some people who helped them on their way.</p> <p>Overall, it was not easy but a good experience that was worth trying once.</p> |

Group 2

Title: Fellowship Life

Group Members: Marie-Ange Kanyange (Burundi)
 Rakentai momoe Teumauma (Kiribati)
 Souleymane Gnine Diarra (Mali)
 Dosseh Akassi (Togo)
 Md. Akhteruzzaman (Bangladesh)



| | |
|----------------|---|
| Title | Meeting Fellowship Participants for the First Time in Korea |
| Summary | <p>The video depicted the day when fellows met each other for the first time in Korea. They introduced themselves, shook hands, and had a conversation.</p> <p>Some of the main topics of their conversations were introductions of themselves and their countries. Through this experience, they noticed how many different cultural background each participants were from. It showed us that they had a long way ahead to go through despite those differences and worked in collaboration with others. This was also meaningful because that was one of the most essential parts of the Fellowship Programme.</p> |

Group 3

Topic: Learning in GLAD Hotel- A Funny Documentary

Group Members: Albert John Saka (Malawi)

Fatime Koutou (Chad)

Aristarque Nijimbere (Burundi)

Sushil Babu Khanal (Nepal)

Mouhamath Ndiaye (Senegal)



| | |
|----------------|--|
| Title | Learning in GLAD Hotel- A Funny Documentary |
| Summary | <p>This video described some of the funny moments that the participants stumbled upon during their stay at GLAD Hotel. GLAD Hotel provided them with comfortable stay and great meals, however, there were some things that fellows were not familiar with-and this was where concept of this video came from.</p> <p>For example, since they had not used the automatic flush system before, they found it hard to use them in the beginning. Moreover, the TV and the washing machine in the room were not easy to use either.</p> <p>However, the fellows ultimately managed to figure out ways to overcome difficulties, sometimes by themselves and sometimes with other fellows' help.</p> |

Group 4

Title: The Life of Fellows in Seoul, 2016

Group Members: Houkabe Gakne (Chad)

Vongsone Heuangphida (Lao)

Raphael Banda (Zambia)

Lilian Kabahweza (Uganda)

Christopher Julio Magomelo (Malawi)



| | |
|----------------|--|
| Title | The Life of Fellows in Seoul, 2016 |
| Summary | <p>This video showed us various scenes that fellows had experienced while living in Seoul. It starts by showing the fellows studying and reaching an agreement (A), and then they moved on to purchasing something (C for change). After that was finding directions (D), entering the elevator (E) and building friendship between the members (F). It concluded with the subtitle “good time with good friends.”</p> <p>Each scene had a key word, and they were organized in an alphabetical order. The whole procedure was not always easy and fun, but they managed to make it wisely through collaborative work.</p> |

Group 5

Topic: Our Day in the Republic of Korea

Group Members: Yesel Zangpo (Bhutan)

Pascalina Chiliboyi (Zambia)

Gilbert Niwamanya (Uganda)

Malehlohonold Rosalia Mashapha (Lesotho)

Fekade Desalegn Fetene (Ethiopia)



| | |
|----------------|--|
| Title | Our Day in the Republic of Korea |
| Summary | <p>In the beginning, Rosalia- one of the group members- woke up and started her day. After a while, they moved on to the hotel’s restaurant and had breakfast. Then they moved to APCEIU, where they listened to lectures and had lunch. They spent a whole day there and came back from APCEIU.</p> <p>Even after coming back to GLAD Hotel, their day was not over yet. They worked out at the gym in the hotel and encouraged each other to work out harder. Their whole day was full of busy schedule. This video showed us how fruitful their days were with full of new experiences and improvement.</p> |

Individual Action Plan Summary

| 1.Name: Md. Akhteruzzaman | |
|------------------------------------|---|
| Focus Area | How to create the opportunity to re-enroll into education with keeping their jobs alive? → Academic Credit Savings Bank System (ACSBS) |
| Goals & Objectives | <ul style="list-style-type: none"> Examine how the 'ACSBS' can be integrated in Technical and Vocational Education system of Bangladesh Identify challenges in integrating ACSBS in Technical and Vocational Education system |
| Main Actions | <ul style="list-style-type: none"> Integrate ACSBS in technical and vocational education system of Bangladesh |
| Stake Holders | <ul style="list-style-type: none"> Directors of technical education; workers of some RMG industries at Dhaka, Bangladesh; Ministry of Education (MOE) |
| Resource Needed | <ul style="list-style-type: none"> BDT 50,000 (700 USD) → funding from MOE |
| 2. Name: Kencho Lhamo | |
| Focus Area | Conducting training workshops for teachers and students' leaders in Gasa District. |
| Goals & Objectives | <ul style="list-style-type: none"> To provide the concepts and principles of GCED to the educators so as to impart the knowledge to the students through transformative pedagogies To develop ICT skills and use ICT in teaching and learning to prepare teachers and students for global competencies To transform the participants to act effectively and responsibly towards the development that meets the needs of present without compromising the ability for future generation through Education for Sustainable Development |
| Main Actions | <ul style="list-style-type: none"> Lectures Power Point Presentations. Group Discussions. Short Field Trips. Hands on Experiences. Individual Assignments. |
| Stake Holders | <ul style="list-style-type: none"> Principals, teachers and students of Gasa district |
| Resource Needed | <ul style="list-style-type: none"> 7,290 USD |
| 3. Name: Yesel Zangpo | |
| Focus Area | Making Storytelling Book |
| Goals & Objectives | Outline a story in preparation for storytelling book Develop the skill for basic drawing Develop the skill of reading a story |
| Main Actions | Illustration, basic skills on drawing Making a good story Reciting the story Hand skills Usage of available resources Summary Good grammatical structure (reading and writing) |
| Stake Holders | Students of Pemagatshel middle secondary school |
| Resource Needed | <ul style="list-style-type: none"> Stationeries – 41 \$ Meals – 1155 \$ Allowances – 3325 \$ Computer Chalkboard Projector Card board |
| 4. Name: Bélibi René Tienin | |
| Focus Area | Making Storybook: a pedagogical tool for teaching diversity and unity to schoolmasters and teacher trainers |
| Goals & Objectives | <ul style="list-style-type: none"> to find out the unity which exists in diversity through words, sentences, texts and drawings to produce a short story on unity and diversity |

| | |
|--------------------------------------|---|
| | <ul style="list-style-type: none"> To explain the importance of making a book with pupils |
| Main Actions | <ul style="list-style-type: none"> to inform the other participants about their creative stories and their deep meaning to make a book using some sheets of paper and glue to present their stories and drawing to their fellows to express their feelings after each achievement (diversity and unity; bookmaking) |
| Stake Holders | Students and teachers |
| Resource Needed | 4,280 USD including: sheets of paper; pencils; rubbers; glues; participants' meals; participants' displacement; participants' pocket money; lecture allowance; facilitators; material production expenses |
| 5. Name: Aristarque Nijimbere | |
| Focus Area | Developing Capacity of Teachers to Teach Microsoft Word, Microsoft Excel and Internet in Secondary School (in BURUNDI) |
| Goals & Objectives | <ul style="list-style-type: none"> Understanding how to teach Microsoft office word Understanding how to teach Microsoft office excel Understanding how to teach a research with the internet |
| Main Actions | gather the teachers giving the course in four centers across the country to finally take this training |
| Stake Holders | Participating teachers |
| Resource Needed | Computers with their accessories (provided to each participant) Training room plus the necessary logistics and physical setting(25 participants in each classroom) Four training centers in total → 100 teachers in total |
| 6. Name: Marie-Ange Kanyange | |
| Focus Area | Girls' Education in Burundi |
| Goals & Objectives | The objective of this research is to figure out the reasons behind those dropouts through a collection of stories (10-15) from teenagers who stopped their schooling early. The aim is to know, through their experiences, what can be done and who can prevent other girls from making the same mistakes, so that they can graduate, develop skills of critical thinking and be responsible global citizens for a better future for all. |
| Main Actions | Sometimes, it is very difficult to deal with those teenagers whose life changed drastically from being children in the need of education and care into responsible young mothers. Because of their shame, they do not easily talk about their situation. In order to encourage them to share their stories and overcome shyness and shame, a two-day workshop will be organized and they will be invited to tell their stories in a storytelling book. In case these stories are not clear enough, I will consider the possibility of elaborating a questionnaire for the selected girls. |
| Stake Holders | Young mothers |
| Resource Needed | Paper, colored pencils, glue |
| 7. Name: Houkabe Gakne | |
| Focus Area | Developing Lesson Plan on Photo Taking Class |
| Goals & Objectives | <ul style="list-style-type: none"> To help students acquire photography skills To know how to handle the camera properly and take good photos To take photos in practical setting in order to practice the learnt skills in photography |
| Main Actions | <ul style="list-style-type: none"> Question and Answer session with the students. Demonstration on handling cameras. Taking photographs using the skills learnt. |
| Stake Holders | Teachers and students from vocational schools |
| Resource Needed | Cameras; Computers; Mobile phones; Papers |
| 8. Name: Fatimé Koutou | |
| Focus Area | Girls' Education |
| Goals & Objectives | <ul style="list-style-type: none"> Help girls to have much interest for school Promote girls' participation in the World |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Help girls understand their future life |
| Main Actions | <ul style="list-style-type: none"> • Help girls to have much interest for school Explanation and notes on the importance of girls' education • Video presentation: Educated Girls and Uneducated Girls |
| Stake Holders | Students |
| Resource Needed | Textbooks and cameras |
| 9. Name: Miftah Mlinde Ahmed | |
| Focus Area | Integrating Global Citizenship Education (GCED) themes in English classes in Comoros: This study aims at promoting non-violence, healthy communication skills, peaceful conflict resolutions, human rights, tolerance and global citizenship through classroom-focused tools |
| Goals & Objectives | <p>This study aims at offering thematic approaches through which concepts related to Global Citizenship Education can be introduced to secondary and high school students in Comoros so that students can:</p> <ul style="list-style-type: none"> • Acquire knowledge and understanding of local, national and global issues and the interconnection and interdependency of different countries and populations • Experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights • Develop attitudes of empathy, solidarity, and respect for differences and diversity • Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Face and resolve global challenges • Care passionately about others and the world they live in |
| Main Actions | <ul style="list-style-type: none"> • Evaluating students consists on testing them in order to make sure that the lesson is understood or not and exactly at which level of understanding. Exercises, tests or exams are generally used to reach such goal. However, nowadays, with such a new approach of education, other means are available in order to evaluate students: • Group works • Practical cultural activities shared with other students • Ask students to lead some responsible actions inside school and out of school |
| Stake Holders | • Students and teachers |
| Resource Needed | • Lesson Material on GCED |
| 10. Fekade Desalegn Fetene | |
| Focus Area | Common Sexual Transmitted Diseases (STDs) in Ethiopian High School Students |
| Goals & Objectives | Understand the mode of Transmission, Symptoms, Prevention, Treatment and Responsibility of STDs. |
| Main Actions | <ul style="list-style-type: none"> - Define what STD is - Describe STDs as communicable diseases - List the common STDs in adolescence girls and boys - List the mode of transmission of STDs - Identify Symptoms of the most common STDs - Identify reasons why learning about STDs is important - Understand the importance of seeking treatment for STDs - Gain awareness of how to protect him/her self from STDs - Take action if he or she is infected by STDs - Method of Teaching: Questioning, Explanation, Brainstorming and Demonstration - Method of Assessment: Oral (group) Discussion, Question&Answer, Paper pencil tests |
| Stake Holders | • MOE officials, Ministry of Public Health officials, students, and teachers |
| Resource Needed | • Laptop, LCD Pamphlets, markers, and chart papers |
| 11. Name: Rakentai Momoe Teumauma | |
| Focus Area | Training Needs Analysis for Teacher Competitiveness and Professional Development: Enhance |

| | |
|---|--|
| | Teachers' Competitiveness and to Provide Efficient Professional Trainings to Uplift the Quality of Classroom Practices. |
| Goals & Objectives | <ul style="list-style-type: none"> • Identify the teachers' learning needs and effective strategies for teacher competitiveness • Analyze the collected data and categorize the training needs and teacher competitiveness • Develop a strategic plan based on concrete information collected • Recommendations to the Ministry of Education on the outcome of the study |
| Main Actions | <ul style="list-style-type: none"> • Interview and questionnaires to teachers • Observation of classroom practices • Data collection -STAKI and JSC results, (Exam Unit), KTC – upgrading list and contents |
| Stake Holders | • Students, KTC, MOE and the government of Kiribati |
| Resource Needed | \$8,000 |
| 12. Name: Vongsone Heuangphida | |
| Focus Area | Understanding School-based Conflicts in Samneua District for Integrating Peace Education in Classroom Teaching |
| Goals & Objectives | <ul style="list-style-type: none"> • To conduct a research/needs analysis to understand school based conflict and how to integrate peace education in classroom teaching • Identify kinds of conflict that exist in classroom • To find out what are the causes of conflict and its effects on school environment • To find out what are the challenges and impacts of schools, local authority and police in dealing with students' conflicts/fights • To find out how to integrate peace education in the classroom |
| Main Actions | As this study will use qualitative research, audio recorder will be used during the interview to record the conversation between researcher and participants. Semi-structured interview might be used. |
| Stake Holders | Teachers, parents and students. |
| Resource Needed | 6,000 USD including: transportation; food expense; allowance for study team; material for conducting research; audio recorder, ink for printing, paper, pens, notebooks; study area facilities; secretary support, educational leaders and governor supervising. |
| 13. Name: Malehlohonold Rosalia Mashapha | |
| Focus Area | Advocacy Campaign for Quality Early Children Education |
| Goals & Objectives | <ul style="list-style-type: none"> • The main objective of my campaign is to equip parents and guardians with informative ways of upbringing the children to become better citizens through high quality early childhood development • Give a training to 30 caregivers on quality ECE & children-friendly environment • Strengthen the IECCD Policy • Raise the awareness of the importance of ECE • Encourage women to visit health care center before conception and after delivery |
| Main Actions | <ul style="list-style-type: none"> • Teachers' training • Conducting presentations • Holding advocacy campaigns • Recruiting new champion, partners • Creating social networks |
| Stake Holders | Early childhood caregivers and parents |
| Resource Needed | USD 6,000 for teachers' training; USD 2,000 for conducting presentations and holding awareness campaigns and new champion actions; USD 90 |
| 14. Name: Christopher Julio Magomelo | |
| Focus Area | Language Barriers in Malawian Education |
| Goals & Objectives | <ul style="list-style-type: none"> • Teachers' training • To influence legislation towards a long-term mother tongue-based multilingual education policy in Malawi • To promote mother tongue-based multilingual education • To lobby parliamentarians to introduce MMLE law • To contribute to inclusive and equitable quality education (SDG 4) through MMLE |

| | |
|--|--|
| | <ul style="list-style-type: none"> • To contribute to gender equality and empower girls (SDG 5) through MMLE |
| Main Actions | <ul style="list-style-type: none"> • Internal monitoring through bimonthly reporting on activities carried out • A predesigned questionnaire will be used to prepare the reports |
| Stake Holders | MOE, students, educators |
| Resource Needed | Not specified yet |
| 15. Name: Albert John Saka | |
| Focus Area | Girls Education: Promoting Girls Education through Improved Health and Nutrition Services for the Senior Primary School Girls |
| Goals & Objectives | <p>To encourage girls to complete the primary school cycle of education in Malawi through provision of Nutrition and health services to girls in senior primary school level</p> <ul style="list-style-type: none"> • To reduce dropout rates of girls in senior primary school level • To increase enrolment of girls in senior primary school level • To improve water and sanitation services for girls in primary schools • To improve the nutritional status of girls in senior primary school level |
| Main Actions | Stakeholder meeting (National); Education and Health officials meeting at district level; Conduct 3 open day campaigns; Disseminate school health and Nutrition policy in 28 districts; Produce 2 different leaflets; Conduct 5 radio programs; Conduct 3 career guidance sessions for girls in 3 different schools |
| Stake Holders | Girls, education and health officials |
| Resource Needed | USD 31, 333 |
| 16. Name: Souleymane Gniné Diarra | |
| Focus Area | Developing through Training: Upper Secondary School Teachers' (grades 10, 11 & 12) Understanding and Motivation towards GCED and ICT Usefulness in Teaching |
| Goals & Objectives | <ul style="list-style-type: none"> • Advocate zealously for global issues including peace, human rights, girls' education and climate change which are the terrible challenges in Mali now • General goals <ul style="list-style-type: none"> - Show the necessity of GCED and ICT in senior high school teaching (grades 10, 11 & 12) - prepare their students mainly in a behavioral way about global citizenship • Specific Objectives <ul style="list-style-type: none"> - To know & teach GCED; - To integrate human rights, diversity, peace, interconnectedness in lessons; - To use ICT as productivity tools during teaching. |
| Main Actions | <ul style="list-style-type: none"> • Introducing GCED • Introducing ICT as productivity tool of understand GCED teaching |
| Stake Holders | Educators, facilitators, participants, organizers |
| Resource Needed | Three days of Module Training Budget Summary in USD |
| 17. Name: Govinda Prasad Sharma | |
| Focus Area | The Role of Scholarship Program in Basic Education of Nepal |
| Goals & Objectives | <ul style="list-style-type: none"> • To study the role of scholarship program in increasing the enrolment and retention rate; and minimize the educational wastage • To identify strength, weakness, opportunity, and threat (SWOT) of the existing scholarship program • To suggest effective mechanism of scholarship distribution at the primary level |
| Main Actions | <ul style="list-style-type: none"> • This study will be based on both quantitative and qualitative methods • The study will be carried out in three districts, from one of the three eco-zones. From each district, five schools will be taken as a sample • Research tools will be developed and finalized in consultation with the MOE/NATCOM-Nepal/KOICA/programme specialists • Qualitative data will be collected using in-depth interviews and FGD with the DEO personnel, head teachers, parents and students • New first primary, quantitative data will be collected through survey forms. |

| | |
|-------------------------------------|---|
| | <ul style="list-style-type: none"> Different aspects and variables will be used in making analysis to draw findings. |
| Stake Holders | Teachers, MOE officials of Nepal, KOICA, APCEIU Programme Specialists |
| Resource Needed | Total cost = \$13585 USD KOICA Contribution: \$12551 USD MoE Contribution = \$1034 USD |
| 18. Name: Sushil Babu Khanal | |
| Focus Area | A Study On Barriers Of Migrant Girls From Endangered Community In Kathmandu Valley |
| Goals & Objectives | Main objectives are to find answers for questions below: <ul style="list-style-type: none"> What are the main barriers of migrant girls of endangered community for quality education? How the current provisions made by the government are being (un)supportive for their quality education? What are some enabling factors for a good learning environment to them? |
| Main Actions | Method: Qualitative Approach: Interactionist Paradigm: Interpretive Study Area: Kathmandu Sampling: Purposive Quality Standards & Ethical Consideration |
| Stake Holders | Residents, students, parents and educators of Kathmandu area |
| Resource Needed | Total Budget: NRs. 853,000 (US\$ 7973) |
| 19. Name: Ndaraw Gueye | |
| Focus Area | Introductory Classes on Excel and Word to the Terminal Pupils of High School of Thies / Senegal. |
| Goals & Objectives | During this module, participants will have to: <ul style="list-style-type: none"> Acquire all the knowledge on data collection; processing and text input via the Word software Understand how and why we use the Excel software with the study of its functions; plotting graphs and curves and calculations of average in the statistical manner. The pupils participate effectively and responsibly for the successful implementation of this module. |
| Main Actions | Providing ICT education |
| Stake Holders | Educators, students and the Senegalese government |
| Resource Needed | <ul style="list-style-type: none"> Books, notebooks, pens or shirts are distributed to motivate them. The Ministry of vocational learning and crafts and also the donors of goodwill will support and sustain us for fundraising. |
| 20. Name: Mouhamath Ndiaye | |
| Focus Area | Trainers in Vocational High School in Senegal |
| Goals & Objectives | At the end of the training, participants will be able to design teaching materials and teaching tools using the basic software program in order to make their training sequences more operational. They will also improve the ability of students to use computers. |
| Main Actions | <ul style="list-style-type: none"> The evaluations will be in three types: <ul style="list-style-type: none"> Formative: Practical exercises par lessons Summative: individual assessment exam Impact: Monitoring on how they apply skills learned |
| Stake Holders | Educators, students and the Senegalese government |
| Resource Needed | USD 12,358 (training cost, workbook and meals of participants, additional equipment) |
| 21. Name: Dosseh Akassi | |
| Focus Area | Promotion of GCED and Girls' Education in Junior and Senior Secondary Schools in Togo |
| Goals & Objectives | <ul style="list-style-type: none"> Sensitize girls on their Rights Promote girls' education Develop self-confidence and self-valorization in girls in the global sphere of influence |
| Main Actions | <ul style="list-style-type: none"> Didactic Materials: Lesson plan, Text Books, Paste cards, Felt-tipped pen, crayon, and video |

| | |
|------------------------------------|--|
| | <p>projection equipment</p> <ul style="list-style-type: none"> • Strategies: Reading text -based, Debates, Class presentations, Picture descriptions, Q& A, Writing, Role playing, Pictures-based, Video projection • Choose useful tools for evaluation |
| Stake Holders | Girls in Togo, the government of Togo |
| Resource Needed | 8492,8178 |
| 22. Name: Lilian Kabahweza | |
| Focus Area | Capacity Building on GCED for Administrators, Tutors, Teachers Trainers and Primary Teachers in Nakaseke CPTC Catchment Districts in Uganda. |
| Goals & Objectives | <ul style="list-style-type: none"> • To equip the participants with knowledge, skills, values, attitudes and behavior that will enable them to take informed decisions and assume active roles at college, primary schools, at home, nationally and globally • To enhance transformative pedagogical approaches in promoting a peaceful and learner-friendly environment • Participants develop ICT knowledge and skills that will enable them to prepare for Global Citizenship competences and values. |
| Main Actions | <ul style="list-style-type: none"> • Introduction to GCED concepts. • GCED and Human Rights, SDGs/ESDs, EIU,EFA • Transformative Pedagogical Approaches for GCED. • GCED and Peace Education. • Understanding Cultural Diversity. • Topics and Learning objectives of GCED • Integration of GCED in the teaching and learning process. • Use of ICT to promote GCED in our Education Practices |
| Stake Holders | APCEIU, UNSCO/KOICA(Uganda), MoE, DEO, Nakaseke Core PTC |
| Resource Needed | Not specified yet |
| 23. Name: Gilbert Niwamanya | |
| Focus Area | Integrating Global Citizenship Education (GCED) Training In Teacher and Instructor Education and Training (TIET) In Uganda |
| Goals & Objectives | Develop Cognitive, socio-emotional, and behavioral knowledge, skills and attitude to empathy, solidarity, respect for diversity, overall sense of belonging to society and civic literacy for peace building |
| Main Actions | <p>The module will be delivered through</p> <ul style="list-style-type: none"> • Game-based learning • Problem based approach to instruction • Inquiry-oriented lesson formats like web quests • Collaborative learning through sharing using online social tools including Facebook, YouTube and practicing content curation using class blog • Carry out visits, excursions to sites, schools and other institutions for demonstration of their experiences and carrying out their researches |
| Stake Holders | Teachers, teacher trainers, and students in Uganda, |
| Resource Needed | Not specified yet |
| 24. Name: Raphael Banda | |
| Focus Area | Developing Computer Studies Modules |
| Goals & Objectives | To develop visually engaging modules that will maintain learners' interest. Pedagogy will use step-by-step tasks with supporting figures and illustrations. The modules are intended to be used by learners pursuing a two year Junior Secondary courses who are taking into consideration the practical aspects of the two year course (Grades 8 and 9). |
| Main Actions | <ul style="list-style-type: none"> • To teach fundamentals of productivity tools like MS Word, Spreadsheet and PowerPoint • To promote curiosity and independent exploration of productivity tools • To develop an evaluation-oriented pedagogy that attracts learners to learn by example and |

| | |
|-------------------------------------|--|
| | subjective approach <ul style="list-style-type: none"> • To acquaint learners with productivity tools guidelines • To show the benefits of productivity tools like MS Word, Spreadsheet, and PowerPoint. • To encourage independent study and help those learners who are learning productivity tools in distant areas like the rural areas where qualified ICT teachers may not be available. • To expose learners to common formats and functions of productivity tools (MS Word, Spreadsheet, and PowerPoint) |
| Stake Holders | MOE |
| Resource Needed | 91,548 USD |
| 25. Name: Pascalina Chilboyi | |
| Focus Area | Impact Study of Teachers' In-Service Credit Cards System in Zambia |
| Goals & Objectives | General Objective <ul style="list-style-type: none"> • To find out the impact of Teacher's In-service Credit Cards System in Zambia so as to know the changes it has brought Specific Objective <ul style="list-style-type: none"> • To explore the awareness of teachers about TICC • To investigate the usage of TICC by schools • To identify the successes or challenges faced by schools in using TICC • To find out what happens to the teachers when they attain the recommended number of credit points • To determine the effectiveness of TICC in Zambia |
| Main Actions | <ul style="list-style-type: none"> • Sharing of Lessons Learnt in Korea • Preparation of Research Instruments & Conduct Pilot Study • Data Collection • Data Analysis and Interpretation • Research Compilation and Submission |
| Stake Holders | MOE |
| Resource Needed | Not specified yet |

ANNEX

Programme Schedule

| Date/Time | Programme Description | Remarks |
|---------------------|--|---------|
| Sep.5 (Mon) | Opening Ceremony & APCEIU Orientation | APCEIU |
| 10:00~10:20 | Opening Ceremony | |
| 10:20~11:20 | Programme Orientation ~ Programme Schedule ~ Introduction to Workshops, Lectures & Study Visits ~ Introduction to Project Outcome ~ Introduction to GCED and EIU Projects ~ Rules and Regulations | |
| 11:20~12:00 | Community Building | |
| 12:00~13:30 | <i>Welcoming Luncheon</i> | |
| 13:30~14:30 | [Lecture] Understanding Culture through Observation (BAE Kidong) | |
| 15:00~16:00 | [Lecture] Introduction to GCED (CHUNG Utak) | |
| 16:00~17:00 | Introduction to APCEIU and APCEIU's Programmes (CHUNG Utak) | |
| Sep.6 (Tue) | Country Report Presentation | APCEIU |
| 10:00~13:00 | Country Report Presentation 1 (CHUNG Utak) | |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~17:00 | Country Report Presentation 2 (LEE Yangsook) | |
| Sep.7 (Wed) | Lecture & Study Visit | APCEIU |
| 10:00~13:00 | [Lecture] Understanding Education in Korea: Primary & Secondary Education Policy (HUR Ju, KEDI Research Fellow) | |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~15:00 | [Study Visit] GCED Campus | |
| 15:00~16:00 | [Lecture] Education Policy in Korea (KIM Chunhong) | |
| 16:00~17:00 | Move to GLAD Hotel | |
| Sep.8 (Thu) | Lecture & Cultural Activity | APCEIU |
| 10:00~12:00 | [Lecture] Research Topics and Current Landscape of Girls' Education (KIM Eun Mee, Dean of Ewha Womans University Graduate School of International Studies) | |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~16:00 | [Lecture] GCED : Teaching and Learning Objective (YANG Hyeran) | |
| 16:00~17:00 | [Cultural Activity] Visit to Technomart | |
| Sep.9 (Fri) | Lecture, Workshop & Discussion | APCEIU |
| 10:00~13:00 | [ICT Training 1] Introduction to Using Computer & Word/Excel for Teaching and Learning (KIM Hae-Suk/CHA Yoonjeong) | |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~16:00 | [Lecture] Curriculum and Educational Evaluation in Korea (LEE Seungmi, KICE) | |
| 16:00~18:00 | [Workshop] Action Plan Development and ICT Practicum (EOM Jeongmin) | |
| Sep.10 (Sat) | Practicum | APCEIU |
| 10:00~17:00 | [Practicum] Individual ICT Practicum & Assignment | |
| Sep.11 (Sun) | No Official Schedule | APCEIU |
| Sep.12 (Mon) | Lecture & Workshop | APCEIU |

| | | |
|---------------------|---|------------|
| 10:00~12:00 | Weekly Seminar 1 (KIM Jaehong) | |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~15:00 | [Lecture] Introduction to Higher Education Policy in Korea (IHM Cheon Soon, Sejong University) | |
| 15:00~18:00 | [Workshop] GCED and Peace (Francis Daehoon LEE, Sungkonghoe University) | |
| Sep.13 (Tue) | Lecture & Study Visit | |
| 10:00~13:00 | [Lecture] Teacher Policy and Competency in Korea (KIM Ee-Gyeong, Chung-Ang University) | APCEIU |
| 13:00~14:00 | <i>Lunch and Move to Samsung D'light</i> | |
| 14:00~17:00 | [Study Visit] Samsung D'light | |
| Sep.14 (Wed) | Korean National Thanksgiving Day 1 | KOICA |
| Sep.15 (Thu) | Korean National Thanksgiving Day 2 | KOICA |
| Sep.16 (Fri) | Korean National Thanksgiving Day 3 | |
| Sep.17 (Sat) | Workshop | |
| 10:00~12:00 | [Workshop] Orientation for Action Plan & Learning Material Development (KIM Jaehong, LIM Soohyun) | GLAD Hotel |
| Sep.18 (Sun) | No Official Schedule | APCEIU |
| Sep.19 (Mon) | Lecture & Study Visit | |
| 10:00~13:00 | [Lecture] GCED and Human Rights (Hyoje CHO, Sungkonghoe University) | APCEIU |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~17:00 | [Study Visit] National Institute for International Education | |
| Sep.20 (Tue) | Lecture & Workshop | |
| 10:00~12:00 | [Lecture] Health Education for Girls (OH Ju-Hwan, JW LEE Center for Global Medicine) | APCEIU |
| 12:00~13:30 | <i>Lunch</i> | |
| 13:30~15:30 | [Lecture] Education for Better Life for Girls (YOO Sungsang, Seoul National University) | |
| 16:00~19:00 | [Workshop] Democratic Dialogism and Communication Skills for GCED (Francis Daehoon LEE) | |
| Sep.21 (Wed) | Learning Material Development Project for Girls' Education | |
| 10:00~13:00 | Learning Material Development Project for Girls' Education 1: Better Life for Girls through GCED (HAN Taehee/LEE Yooknam/Jeong Hyeyoon) | APCEIU |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~17:00 | Learning Material Development Project for Girls' Education 2: Better Life for Girls through GCED (HAN Taehee/LEE Yooknam/Jeong Hyeyoon) | |
| Sep.22 (Thu) | Learning Material Development Project for Girls' Education | |
| 10:00~13:00 | Learning Material Development Project for Girls' Education 3: Better Life for Girls through GCED (HAN Taehee/LEE Yooknam/Jeong Hyeyoon) | APCEIU |
| 13:00~14:00 | <i>Lunch</i> | |
| 14:00~17:00 | Learning Material Development Project for Girls' Education 4: Better Life for Girls through GCED (HAN Taehee/LEE Yooknam/Jeong Hyeyoon) | |
| Sep.23 (Fri) | Lecture, Workshop and Discussion & Cultural Activity | |
| 09:00~12:00 | [ICT Training 2] Using PPT / Youtube (KIM Hae-Suk/CHA Yoonjeong) | APCEIU |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~16:00 | [Workshop] Understanding Cultural Diversity (Lea Espallardo) | |

| | | |
|---|---|-------------------------------|
| 15:00~17:00 19:00~21:00 | Weekly Seminar 2 (LEE Yangsook) [Cultural Activity] Musical 'JUMP' | |
| Sep.24 (Sat) | Lecture & Discussion / Action Plan Development | |
| 09:00~12:00 12:00~13:00 13:00~17:00 | [Lecture] Transformative Pedagogy for GCED (Lea Espallardo) <i>Lunch</i> [Workshop] Action plan Development (Lea Espallardo) | APCEIU |
| Sep.26 (Mon) | Study Visit & Lecture | |
| 09:00~13:00 13:00~15:00 15:00~18:00 | [Study Visit] Gongyeon Elementary School <i>Lunch and Move to APCEIU</i> [Lecture] Life Long Education in Korea (BAEK Eunsoon, Baekseok University) | APCEIU |
| Sep.27 (Tue) | Study Visit and Lecture & Workshop | |
| 10:00~13:00 13:00~15:00 15:00~17:00 17:00~18:00 | [Study Visit & Lecture] Special Education in Korea (KIM Eunjoo, Hankuk Kyung Jin School) <i>Lunch and Move to APCEIU</i> [Lecture] Strategies and Challenges of Vocational Training and Girls' Education in Korea (LEE Nam Chul, Director of KRIVET Center for Global Cooperation) [Workshop] Orientation to DMZ (KIM Jaehong) | APCEIU |
| Sep.28 (Wed) | Study Visit | |
| 09:30~10:30 10:30~13:00 13:00~14:00 14:00~16:30 16:30~17:30 | <i>Move to Paju, Gyeonggi Province</i> [Study Visit] The 3rd Tunnel <i>Lunch</i> [Study Visit] Paju Dora Observatory and Imjingak Park <i>Move to Seoul</i> | Paju, Gyeonggi Province |
| Sep.29 (Thu) | Study Visit, Lecture & Cultural Activity | |
| 12:00~13:00 13:00~16:00 16:00~17:00 17:00~19:00 19:00~21:00 | <i>Lunch</i> [Lecture] Photo Learning Material Development 1 (LE Sungman/SONG Gwangbin) [Workshop] Orientation to Tongyeong RCE (LIM Soohyun) <i>Dinner and Move to Yeoksam, Seoul</i> [Cultural Activity] Great Taekwondo | APCEIU |
| Sep.30 (Fri) | Lecture and Workshop & Discussion | |
| 10:00~13:00 13:00~14:00 14:00~17:00 17:00~18:00 | [Workshop] Action Plan Development (LEE Taehee/KIM Boram) <i>Lunch</i> [Workshop] Photo Learning Material Development 2 (LEE Sung-Man/SONG Gwangbin) Weekly Seminar 3 (LIM Soohyun) | APCEIU |
| Oct.1 (Sat) | Practicum | |
| 10:00~17:00 | [Practicum] Individual ICT Practicum & Assignment | APCEIU |
| Oct.2 (Sun) | No Official Schedule | APCEIU |
| Oct.3 (Mon) | Study Visit | |
| 09:00~12:30 12:30~15:00 15:00~17:30 17:30~18:30 | <i>Move to Jeonju</i> [Study Visit] Jeonju Hanok Village (<i>Lunch as well</i>) <i>Move to RCE (Regional Centre of Expertise) Tongyeong</i> <i>Dinner</i> | Jeonju, Tongyeong |

| | | |
|---------------------|--|----------------------|
| 19:00~21:00 | [Workshop] Photo Critics (LEE Sung-Man/SONG Gwangbin) | |
| Oct.4 (Tue) | Lecture, Workshop & Study Visit | |
| 09:00~12:00 | [Lecture] Education for Sustainable Development (BYUN Won Jung) | Jeonju, Tongyeong |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~15:00 | [Workshop] Appropriate Technology | |
| 15:00~17:00 | [Study Visit] RCE Tongyeong Sejahtera Forest | |
| 17:00~18:00 | <i>Dinner</i> | |
| 18:00~20:00 | [Workshop] Photo Critics (LEE Sung-Man/SONG Gwangbin) | |
| Oct.5 (Wed) | Study Visit & Workshop | |
| 09:00~12:00 | [Study Visit] Middle School in Tongyeong | Tongyeong |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~17:00 | [Study Visit] Dongpirang Village / Traditional Market / Dara Park | |
| 17:00~18:00 | <i>Dinner</i> | |
| Oct.6 (Thu) | Study Visit | |
| 09:00~10:00 | Move to Jeonju | Tongyeong |
| 10:00~12:00 | [Study Visit] Gyeongsangnamdo Institute of Science Education | |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~17:00 | Move to Seoul | |
| Oct.7 (Fri) | Discussion, Lecture and Seminar & Cultural Activity | |
| 10:00~14:00 | [ICT Training 4] Photoscape / Capture Programme (KIM Hae-Suk/CHA Yoonjeong) | Tongyeong |
| 14:00~15:00 | Lunch and Move to Yeouido | |
| 15:00~16:00 | [Cultural Activity] Han River Cruise & Yeouido | |
| 16:00~16:30 | Move to Hotel | |
| 16:30~18:00 | [Workshop] Weekly Seminar | |
| Oct.8 (Sat) | Practicum | |
| 10:00~17:00 | [Practicum] Individual ICT Practicum & Assignment | APCEIU |
| Oct.9 (Sun) | No Official Schedule | APCEIU |
| Oct.10 (Mon) | Lecture & Study Visit | |
| 09:00~12:00 | [ICT Advanced Training] Video Learning Material Development 1 (Tiffany YOON) | APCEIU |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~14:00 | Move to Korean Women's Development Institute | |
| 14:00~17:00 | [Study Visit] Korean Women's Development Institute | |
| Oct.11 (Tue) | Lecture | |
| 09:00~12:00 | [Lecture] Now and Future of Girls' Education (LEE Jihyang, Sookmyung Women's University) | APCEIU |
| 12:00~13:00 | <i>Lunch</i> | |
| 13:00~13:30 | Orientation to Video Learning Material Development | |
| 13:30~16:30 | [ICT Advanced Training] Video Learning Material Development 2 (Tiffany YOON) | |
| 17:30~19:30 | [Seminar] Joint Seminar with English Teachers in Seoul (CHO Jihyung) (Dinner Included) | |
| Oct.12 (Wed) | Study Visit, Workshop, Cultural Activity | APCEIU |

| | | |
|---------------------|--|------------|
| 09:00~11:00 | [Study Visit] Seoul Metropolitan Office of Education | |
| 11:30~13:00 | [Cultural Activity] Visit to Tongin Market (Lunch) | |
| 13:00~14:00 | Move to APCEIU | |
| 14:00~17:00 | [Workshop] Action Plan Development & ICT Practicum | |
| Oct.13 (Thu) | Lecture & Study Visit | |
| 09:00~12:00 | [ICT Advanced Training] Video Learning Material Development 3 (Tiffany YOON) | APCEIU |
| 12:00~13:00 | Lunch | |
| 13:00~14:00 | Move to Seoul Girls' Commercial High School | |
| 14:00~17:00 | [Study Visit] Seoul Girls' Commercial High School | |
| Oct.14 (Fri) | Study Visit | |
| 09:00~12:00 | [Study Visit] Garim High school | APCEIU |
| 12:00~13:00 | Lunch | |
| 13:00~15:30 | [Study Visit] Wolmi Traditional Park | |
| 15:30~18:00 | Move to APCEIU | |
| 18:00~20:00 | [Workshop] Joint Seminar with Korean Teachers in Incheon (LEE Yangsook) | |
| Oct.15 (Sat) | Joint Seminar & Discussion | |
| 09:00~15:00 | [Workshop] Joint Seminar with Korean Teachers in Incheon (LEE Yangsook/KIM Jaehong) | APCEIU |
| 15:00~16:00 | Move to Hotel | |
| Oct.16 (Sun) | No Official Schedule | APCEIU |
| Oct.17 (Mon) | Study Visit | |
| 10:00~13:00 | [Study Visit] Seoul Robotics High School | APCEIU |
| 13:00~13:30 | Move to Yeouido | |
| 13:30~15:00 | Lunch (Ginga, Indian) | |
| 15:00~17:00 | [Study Visit] LG Science Hall | |
| Oct.18 (Tue) | Lecture & Workshop | |
| 10:00~12:00 | [Lecture] ICT Education in Korea: Current Landscape and Development (SEO Jeong-Hee, KERIS) | APCEIU |
| 12:00~13:00 | Lunch | |
| 13:00~18:00 | [Workshop] Action Plan Development (Lea Espallardo) | |
| Oct.19 (Wed) | Workshop / Action Plan Development | |
| 10:00~12:00 | [Workshop] Action Plan Development (Lea Espallardo) | APCEIU |
| 12:00~13:00 | Lunch | |
| 13:00~18:00 | [Workshop] Action Plan Development (Lea Espallardo) | |
| Oct.20 (Thu) | Practicum | |
| 12:00~13:00 | Lunch | GLAD Hotel |
| 13:00~16:00 | [Practicum] Individual ICT Practicum & Assignment | |
| 16:00~17:00 | Move to Myeongdong | |
| 17:00~19:00 | [Cultural Activity] Myeong-dong Nanta Performance | |
| Oct.21 (Fri) | Lecture & Discussion | |
| 09:00~10:00 | [ICT Training 5] Puzzle, Wordle, Tagxedo, Storybird (KIM Hae-Suk) | APCEIU |
| 10:00~14:00 | [ICT Training 5] Puzzle, Wordle, Tagxedo, Storybird (KIM Hae-Suk/CHA Yoonjeong) (Lunch included) | |
| 14:00~18:00 | [ICT Training 6] Google Drive / Final Presentation (KIM Hae-Suk/CHA | |

| | | |
|----------------------------|--|--------|
| | Yoonjeong) | |
| Oct.22 (Sat) | No Official Schedule | APCEIU |
| Oct.23 (Sun) | No Official Schedule | APCEIU |
| Oct.24 (Mon) | GCED Congress | APCEIU |
| 09:00~12:00 | International Conference on Global Citizenship Education : Platform on Pedagogy and Practice | |
| 12:00~13:30 13:30~17:00 | Lunch at APCEIU (Korean) International Conference on Global Citizenship Education : Platform on Pedagogy and Practice | |
| Oct.25 (Tue) | GCED Congress | APCEIU |
| 09:00~12:30 | International Conference on Global Citizenship Education : Platform on Pedagogy and Practice | APCEIU |
| 12:30~14:00 | Lunch at Pan China, D-cube City (Chinese) | |
| 14:00~17:00 | International Conference on Global Citizenship Education : Platform on Pedagogy and Practice | |
| Oct.26 (Wed) | Workshop / Action Plan Development | APCEIU |
| 10:00~13:00 | [Workshop] Action Plan Development (LEE Taehee/KIM Boram) | |
| 13:00~14:00 | Lunch | |
| 14:00~15:00 | Weekly Seminar 6 (LIM Soohyun) | |
| 15:00~17:00 | [Seminar] Joint Seminar with Students from Yonsei University (PARK Soon Yong) | |
| Oct.27 (Thu) | Workshop / Action Plan Development | APCEIU |
| 10:00~13:00 | [Workshop] Action Plan Development (LEE Taehee/KIM Boram) | |
| 13:00~14:00 14:00~17:00 | Lunch [Workshop] Action Plan Development (LEE Taehee/KIM Boram) | |
| Oct.28 (Fri) | Final Presentation & Closing Ceremony / Evaluation | APCEIU |
| 09:00~12:00 | Final Presentation (CHUNG Utak) | |
| 13:00~15:00 | Final Discussion & Closing Ceremony | |
| 15:00~16:00 | Move to KOICA | |
| 16:00~17:30 | KOICA Evaluation Session | |
| 17:30~18:00 | Departure Orientation (INEPA) | |