Human Rights Peace Sustainability Education for International Understanding Education for Sustainable Development
Gender Equity Cultural Diversity Global Citizenship Education Transformation Global Citizenship Education
SDG Target 17 Learning to Live Together Culture of Peace Human Rights Gender Equity Cultural Diversity

2nd GLOBAL Capacity-Building WORKSHOP on GCED

4-15 September 2017 / Seoul, Republic of Korea

2nd GLOBAL
Capacity-Building
WORKSHOP on
GCED

Final Report

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I. OVERVIEW

Global Citizenship Education (GCED)

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

Introduction

"We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."

- Ban Ki-moon, UN Secretary-General

1. Background

The former United Nations Secretary-General Mr. Ban Ki-Moon's 's Global Education First Initiative (**GEFI**) recognizes Global Citizenship Education (**GCED**) as one of its three priorities. UNSG GEFI has generated momentum for GCED which has since been included in the target of the education goal in the Muscat Agreement, Incheon Declaration and in the Sustainable Development Goals (SDGs).

The SDGs is a global agenda comprised of 17 goals aiming to end poverty, protect the planet and ensure prosperity for all, was adopted. In particular, Goal 4 reflects a new global vision for education for sustainable development to "ensure inclusive and equitable quality education and promote lifelong opportunities for all," and includes ***fostering global citizenship through education in the accompanying Target 4.7.*** Following this, the Education 2030 Framework for Action in regard to SDGs' Goal 4, highlights the importance of Global Citizenship Education (**GCED**) and specifying its implementation strategies for the next fifteen years.

In fact, the SDG 4 does not stand alone. It is closely linked to the achievement of each and every SDG: hunger eradication, improved health, gender equality and women's empowerment, sustainable production and consumption, resilient cities, and more equal and inclusive societies. Therefore, education must respond to the changes and challenges of today and foster the skills and attitudes of all learners that will lead to building a more peaceful and sustainable future. In order to achieve this goal, teaching and learning activities through GCED in all education settings should be further facilitated and strengthened. The role of teacher educators and trainers is indispensable in this endeavour, being the key agents to create multiplying effects in various learning environments.

In this context, the Asia-Pacific Centre of Education for International Understanding (**APCEIU**) is organizing the Second Global Capacity-Building Workshop on GCED in collaboration with UNESCO in order to contribute to achieving the Target 4.7 by enhancing the capacity of teacher educators and trainers in implementing GCED. This 2-week workshop will provide participants opportunities to better understand the concept and internalize the pedagogical principles of GCED, while engaging in meaningful dialogues and sharing experiences with educators from different countries, cultures, and contexts, and developing their own action plans. During the workshop, participants will also enjoy a unique opportunity to participate in the **International Conference on GCED: Platform on Pedagogy and Practice** scheduled for 13-14 September 2017 in Seoul, Korea.

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

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

4. Organizers and Partners
• Organizer: APCEIU
• Sponsor: Ministry of Education of Republic of Korea
• Partner organizations: UNESCO HQ, Regional offices of UNESCO, National Commissions for UNESCO and related international organizations in Africa, Arab States, Asia-Pacific, Europe and Central and South America

5. Date and Venues
• Date: 4 - 15 September 2017 (2 weeks)
• Venue: APCEIU, Republic of Korea
• Seoul
• Gyeonggi Province (Paju)

6. Number of Participants
• 32 participants from the UNESCO Member States in Africa, Arab States, Asia and the Pacific, Europe, and Latin America
1) 22 educators from national teacher education institutions
2) 10 educators from civil society organizations, NGOs, and APCEIU's partner organizations

Programme Schedule

Day 1, 3 September (Sun) : Arrival

Morning	**Arrival**
Afternoon	**Dinner**

Day 2, 4 September (Mon)

Session 1. Opening and Setting the Stage

09:00-09:40	**Move to APCIEU**	
09:40-10:00	**Registration / Meet and Greet**	
10:00-10:30	**1.1. Opening Ceremony**	
	MC: Ms. Soohyun Lim, Assistant Programme Specialist, APCEIU	EIU Hall, APCEIU
	- Opening Remarks by Mr. Utak Chung, Director of APCEIU	
	- Welcoming Remarks by Mr. Yeonghan Choi, Director-General of International Cooperation Bureau, Ministry of Education, Republic of Korea	
	- Congratulatory Remarks by the representatives of the diplomatic missions in Korea	
	- Introduction of Guests, Participants and Facilitators	
10:30-10:50	**Group Photo and Break**	
10:50-12:10	**1.2. Keynote Speeches] Fostering Global Citizenship Education (GCED) for Shaping a Peaceful and Sustainable Future**	EIU Hall, APCEIU
	Moderated by Ms. Yangsook Lee, Head, Office of Education and Training, APCEIU	
	1) Fostering Global Citizenship in the Context of SDG 4.7 and Global/Regional Efforts for GCED	
	Mr. Utak Chung, Director of APCEIU	
	2) A Story of a Brizilian School for Educational Innovation and Fostering Global Citizenship	
	Mr. Wemerson da Silva Nogueira, Teacher, EEEFM Antonio dos Santos Neves, Brazil / Top 10 Finalist, Global Teacher Prize 2017, Varkey Foundation	
12:10-13:30	**Welcoming Luncheon**	
13:30-13:50	**Workshop Orientation**	
	Yangsook Lee and Soohyun Lim, Office of Education and Training, APCEIU	EIU Hall, APCEIU
13:50-15:10	**1.3. Community-Building**	
	Facilitated by Ms. Lea Espallardo, Senior Resident Artist Teacher, Philippine Educational Theater Association (PETA)	
15:10-15:30	**Break**	

Session 2. Understanding the Global/Regional/National Contexts of Promoting GCED

15:30-17:20	**2.1. Promoting GCED as a Key Target of SDG 4 and Education 2030**	EIU Hall, APCEIU
	Moderated by Yangsook Lee, APCEIU	
	1) An overview of the SDGs with the focus on SDG 4.7, Dr. Manana Ratiani, Deputy Director, National Center for Teacher Professional Development (NCTPD), Georgia	
	2) Core Competences of GCED and Its Topics and Learning Objectives, Ms. Lydia Luprecht, Team Leader and Programme Specialist, Section on Education for Sustainable Development and Global Citizenship, UNESCO (Video presentation)	
	3) Teachers' Competences for Education 2030, Dr. Manana Ratiani, Deputy Director, NCTPD, Georgia	
	4) Talk on GCED and Educational Development, APCEIU ENT	
	- Initial exploration of some key questions on GCED	
17:20-17:30	**Wrap-up**	

Day 3, 5 September (Tue)

09:00-11:00	**2.2.Understanding the Conceptual Framework of GCED**	
	Facilitated by Prof. Toh Swee-Hin, Professor Emeritus, Alberta University	EIU Hall, APCEIU
	- Understanding conceptual underpinnings of GCED: lineage, complementarities and synergies with diverse transformative education fields, including EIU	
11:00-11:20	**Break**	
11:20-12:20	**2.3. Understanding the Regional and National Contexts of Promoting GCED**	EIU Hall, APCEIU
	Moderated by Lea Espallardo, Manana Ratiani, Ana Maria Rodino, Toh Swee-Hin	
	- Identifying the priority issues, challenges and opportunities in promoting GCED	
	- Sharing participants' related experiences and ideas for action plan	
	- In 4 groups by region: 1) Africa, 2) Arab States and Europe, 3) Asia-Pacific, 4) Latin America and the Caribbean	

12:20-13:20	**Lunch**	
13:20-14:10	**2.3. Continued.**	EIU Hall,
	Faclitated by Dr. Ana Maria Rodino, Education Consultant, Inter-American Institute of Human Rights, Costa Rica	APCEIU
	- Reporting back in plenary	
14:10-15:00	**Reflection and Synthesis (1)**	
	Facilitated by Dr. Manana Ratiani, Deputy Director, NCTPD, Georgia	EIU Hall, APCEIU
15:00-15:20	**Break**	

Session 3. Deepening the Understanding of GCED:
Key Thematic Areas and Effective Pedagogical Approaches

15:20-17:30	**3.1. Respect for Cultural Diversity**	
	Facilitated by Ms. Lea Espallardo, PETA	EIU Hall,
	- Exploring commonalities and differences in "self" and "others" through creative and participatory activities	APCEIU
	- Exploring the effective pedagogical approaches to education to respect diversity in the context of GCED	

Day 4, 6 September (Wed)

09:00-12:00	**3.2. Dismantling a Culture of War and Building a Culture of Peace**	EIU Hall,
	Facilitated by Prof. Toh Swee-Hin	APCEIU
	- Understanding the root causes of conflicts that underpin a culture of war and other manifestations of direct or physical violence	
	- Exploring the role of GCED in promoting a culture of peace through integrating the issues of militarization, nonviolence and conflict resolution and transformation.	
12:00-12:30	**Sharing the Efforts for GCED (by participants) 1**	
12:30-13:30	**Lunch**	
13:30-16:30	**3.3. Education for Building a Sustainable Future**	
	Facilitated by Dr. Manana Ratiani, Deputy Director, NCTPD, Georgia	EIU Hall, APCEIU
	- Understanding the environmental, social, and economic dimensions of sustainable development, exploring the key	

issues related to education for sustainable development

- Exploring the effective pedagogical approaches to ESD in the context of GCED

16:30-16:40	**Break**
16:40-17:30	**Visit to the Global Citizen Campus**
17:30-19:10	**Dinner and Move to Han River Cruise**
19:30-21:00	**Han River Cruise**

Day 5, 7 September (Thu)

09:00-10:30	**3.4. Promoting Respect for Human Rights**	EIU Hall, APCEIU
	1) Understanding the key concepts and principles of human rights	
	Facilitated by Prof. Hyoje Cho, Professor, SongKongHoe Univesity, Seoul, Korea	
10:30-10:50	**Break**	
10:50-12:20	2) Effective Pedagogical Approaches to Promoting Human Rights Education in the Context of GCED	EIU Hall, APCEIU
	Facilitated by Dr. Ana Maria Rodino, Education Consultant, Inter-American Institute of Human rights	
12:20-13:20	**Lunch**	
13:20-13:40	**Sharing the Efforts for GCED (by participants) 2**	
13:40-16:10	**3.5. Building Global/Local Justice**	EIU Hall, APCEIU
	Facilitated by Prof. Toh Swee-Hin	
	- Clarifying the role of structural violence (economic and social inequalities and marginalization) in promoting conflicts globally and locally;	
	- Education for building global/local justice as one pillar of GCED	
	- Mapping interconnectedness of all themes and issues in a holistic GCED framework	
16:10-16:30	**Break**	
16:30-17:20	**Reflection and Synthesis (2)**	
	Facilitated by Prof. Toh Swee-Hin and Dr. Ana Maria Rodino	

Day 6, 8 September (Fri)

09:00-13:00	**[School Visit] Innovative Practices of GCED at the School**	
	- Seoul Kongyeon Elementary School / Shinsu Middle School	
	(In two groups)	
13:00-14:00	**Move to APCEIU**	
14:00-14:30	**Sharing the Efforts for GCED (by participants) 3**	EIU Hall,
14:30-16:30	**3.6 Transformative Pedagogies for GCED**	APCEIU
	Facilitated by Ms. Lea Espallardo, Senior Resident Artist	
	Teacher, PETA	
	- Understanding the pedagogical principles, approaches, tools,	
	and practices for teaching GCED	
	- Exploring participatory and creative pedagogical methods and	
	skills consistent with the values and principles of GCED	
16:30-17:20	**Reflection and Synthesis (3)**	
	Facilitated by Ms. Lea Espallardo, Senior Resident Artist	
	Teacher, PETA	
18:00-21:00	Dinner and Cultural Night	

Day 7, 9 September (Sat)

08:00-15:00	**[Field Visit] Visit to Demilitarized Zone**
	- Visit to Panmunjom
(14:00-15:00)	- Debriefing of the Field Visit (Facilitated by Toh Swee-Hin)
15:00-	Free TIme

Day 8, 10 September(Sun): No Official Schedule and Free Time

Day 9, 11 September (Mon)

Session 4. Focus Study: Prevention of Violent Extremism through Education (PVE-E)

09:00-10:10	**4.1. Understanding Violent Extremism and the Role of Education in Prevention Efforts**	GCE Hall, APCEIU
	Facilitated by Mr. Dylan Wray, Executive Director, Shikaya, South Africa	
	1) Why PVE-E now & the role of education	
	2) Creating a safe space to talk about VE	
	3) "What we know, think we know and want to know " - understanding the Key Related Concepts, Causes	
10:10-10:30	**Break**	
10:30-12:00	**4.1. Continued**	GCE Hall, APCEIU
	4) The Power of the Classroom - Discussing Contentious Issues and Promoting Socio-Emotional Learning	
	- Identity	
	- Our Universe of Obligation	
	- The Present is ours – a Silent Conversation	
12:00-13:00	**Lunch**	
13:00-14:30	**4.2. Regional Contexts of Violent Extremism – The Push and Pull**	GCE Hall, APCEIU
	Facilitated by Mr. Dylan Wray, Executive Director, Shikaya, South Africa	
	- The push and Pull in Sub-Saharan Africa as an example	
	- Sharing the Push and Pull factors and education actions/ possibilities in regional contexts	
	- Finding what's different and what's unique	
14:30-14:50	**Break**	
14:50-15:50	**4.3. Key Resources and Effective Pedagogical Approaches to PVE-E**	GCE Hall, APCEIU
	1) Introduction to UNESCO Tools on PVE-E: Policy Guide and Teacher's Guide	
	Facilitated by Dylan Wray	
15:50-16:10	**Break**	
16:10-17:40	2) Reflective discussion on the effective pedagogical approaches to PVE-E in the context of GCED	
	Facilitated by Dylan Wray	

Day 10, 12 September (Tue)

Session 5: Innovative Practices of GCED and Reflection of Pedagogical Approaches for Transformative Education

09:00-09:30	Sharing the Efforts for GCED (by participants) 4	
09:30-10:10	**5.1. Sharing Tools and Innovative Initiatives of GCED**	GCE Hall,
	- UNESCO GCED Clearinghouse	APCEIU
	- UNESCO Associated Schools Project Network	
	- World's Largest Lesson	
	- Youth Initiative on GCED	
10:10-10:30	**Break**	
10:30-12:30	**5.2. Reflection on Various Pedagogical Approaches for Transformative Education**	GCE Hall,
	Faciliatated by Ms. Lea Espallardo, Senior Resident Artist Teacher, PETA	APCEIU
	- Reflection on the pedagogical principles, approaches, tools, and practices for teaching GCED	
	- Discussion on the key questions on GCED and effective use of various pedagogical approaches for transformative teaching and learning	
12:30-13:30	**Lunch**	

Session 6. Action Plan Development

13:30-14:20	**6.1. Guide on Action Plan Development**	
	Facilitated by Ms. Lea Espallardo	GCE Hall,
14:20-17:30	**6.2. Action Plan Development**	APCEIU

Day 11, 13 September (Wed)

Session 7: Deepening the Understanding GCED:
Participation in the International Conference on GCED

Morning **7.1. International Conference on GCED - Platform on Pedagogy and Practice**

Sheraton

- Opening

D-Cube City

- Plenary Session 1 (Panel talk): How can we pursue GCED in a challenging environment?

Hotel

- Plenary Session 2 (Town hall discussion): What challenges are we facing in practising GCED?

Afternoon **7.2. International Conference on GCED - Platform on Pedagogy and Practice (Continued)**

- EIU Best Practices Award 2017

- Concurrent Session 1 (Panel presentation): Exploring practices of GCED and their impact

1A: Primary & secondary education / 1B: Higher education / 1C: Civil society organizations

Day 12, 14 September (Thu)

Morning **7.3. International Conference on GCED - Platform on Pedagogy and Practice (Continued)**

Sheraton

Plenary Session 3: 'Live GCED

D-Cube City

- Concurrent Session 2 (Workshop): Experiencing teaching strategies & pedagogical approaches to GCED

Hotel

2A: Democratic dialogism / 2B: Transformative pedagogies / 2C: Teaching controversial issues

- Concurrent Session 3: Ensuring supportive conditions for scale-up of GCED

3A: Education policies / 3B: Curricula / 3C: Teacher education / Special Session: Youth debate chamber)

Afternoon **7.4. International Conference on GCED - Platform on Pedagogy and Practice (Continued)**

- Plenary Session 4 (Panel talk): A way forward

- Closing

Day 13, 15 September (Fri): Final Presentation & Closing

Session 8: Taking Action and Way Forward

09:00-10:00	**8.1. Reflective Discussion on the Key Questions of GCED**
	Faciliated by Ms. Yangsook Lee, APCEIU Glad
10:00-10:20	**Break** Hotel
10:20-12:20	**8.2. Final Presentation: Sharing of Action Plans**
	Facilitated by Ms. Lea Espallardo
13:20-15:00	**8.2. Final Reflection**
	Facilitated by Ms. Lea Espallardo
15:00-15:30	**8.3. Closing**
	- Closing Remarks by Dr. Utak Chung, Director of APCEIU
	- Certificate Awarding

Day 14, 16 September (Sat): Departure

Executive Summary

DAY 1

The 2nd Global Capacity-Building Workshop on GCED commenced on September 4th, 2017, with participants and facilitators from diverse regions still arriving late into the night. After the hotel check in procedures, the participants and facilitators gathered for a Korean dinner where they had time to introduce themselves and get to know one another.

DAY 2

The next day began with the opening ceremony at APCEIU's EIU hall. Dr. Utak Chung, Director of APCEIU, delivered the opening remarks, welcoming the participants. Subsequently, Mr. Yeonghan Choi, Director-General of the International Cooperation Bureau for the Ministry of Education as well as representatives of diplomatic missions to Korea gave words of congratulations and encouragement to the participants. After participants and facilitators delivered brief formal introductions, the plenary began its sessions.

First, Dr. Chung provided an informative overview of strategies for fostering global citizenship in the context of SDG 4.7. Next, Mr. Wemerson Nogueira, a Teacher at EEEFM Antonio dos Santos Neves who was voted in the Top 10 for the Global Teacher Prize, shared a story about the powerful changes that education has brought in his drug-crime afflicted community in Brazil. While discussing his methodological approach, he emphasized his belief that teachers hold the key to open doors for children to become the next global leaders. In the afternoon, Ms. Yangsook Lee, Head of Office of Education and Training at APCEIU guided participants through the workshop orientation. A Community-Building activity facilitated by Ms. Lea Espallardo, Senior Resident Artist Teacher, Philippine Educational Theater Association (PETA), followed that session. Utilizing participative activities, Ms. Lea Espallardo brightened the atmosphere and helped participants engage in the workshop. As the last session of the day, Dr. Manana Ratiani, Deputy Director of National Center for Teacher Professional Development (NCTPD) of Georgia, touched on teachers' competences for education in 2030.

DAY 3

Toh Swee-Hin, Professor Emeritus at Alberta University, began the morning session by introducing GCED's conceptual framework. This session gave participants an opportunity to share their thoughts and ideas about the different areas of education that make up GCED: disarmament education, education for international understanding, values education, peace education, education for sustainable development, intercultural education, education for 21st century skills and competencies, education for gender equality, citizenship education, civic education, and future education. These active discussions allowed participants to develop in-depth knowledge of one another's educational systems, philosophies, and cultures. The discussions also allowed participants to learn how GCED is implemented in participating countries.

Following the discussion session, Ms. Ana Maria Rodnio, Education Consultant from the Inter-American Institute of Human Rights in Costa Rica, led a session designed to help participants to identify priority issues, challenges, and opportunities in promoting GCED in their various contexts. For this session, participants were divided into groups based on the regions they came from; in these groups they shared relevant experiences and ideas and worked to develop action plans. Moving onto session 3, Ms. Lea Espallardo, PETA, brought the participants together for various interactive activities that explored commonalities and differences. Through role-play activities—acting out controversial social issues and experiencing being divided into groups based on skin color, religion, gender etc.—participants became more conscious of the importance of acceptance, tolerance, and understanding.

DAY 4

To deepen participants' understanding of GCED, Professor Toh Swee-Hin delivered a three-hour lecture titled 'Dismantling a Culture of War and Building a Culture of Peace.' He began by shedding light on the root causes of conflict in contemporary societies. In groups, participants discussed potential the root causes of violence and presented their analyses. Dr. Toh continued by demonstrating how key principles and strategies of conflict resolution can be integrated into GCED in formal and non-formal education.

After lunch, Dr. Manana Ratiani led a session focused on the environmental, social, and economic dimensions of sustainable development, in which participants could explore the key issues related to Education for Sustainable Development (ESD). After these sessions and lectures, participants headed to APCEIU's Global Citizen Campus to observe the tools and methods used to teach Korean middle school students about GCED and the 17 Sustainable Development Goals. In the evening, as a part of a cultural activity, participants enjoyed a cruise on the Han River.

DAY 5

Professor Hyoje Cho from SongKongHoe University visited APCEIU as a guest speaker to discuss the topic of human rights. Participants learned the definition of human rights as inherent to all

human beings, despite nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. Professor Cho's conversational lecture enabled participants to discuss and better understand the relevance of human rights to GCED.

After a short break, Ms. Ana Maria shared effective pedagogical approaches to promoting human rights education in the context of GCED. The interactive activity using stones aimed to enhance participants' communication and negotiation capacities. This session allowed participants to recognize the violations of human rights that occur in contemporary societies.

In the afternoon, Professor Toh Swee-Hin led a roleplay activity in which participants, divided into small groups, could imagine themselves poor farmers, fisher folk, TNCs, indigenous people, IFI, NGO, garment factory workers, and national ministers of economic development. The activity asked each group to propose key solutions for given conflicts. The discussions revolved around conditions such as poverty, government policies, and other problematic issues that hinder the current financial, environmental, and political status of each group. After coming to terms with the realities of marginalization through role-play, the participants began brainstorming solutions. Lastly, participants had time to reflect on the day's lessons, to share thoughts and inspirations with Professor Toh Swee-Hin and Dr. Ana Maria Rodino.

DAY 6

The school visit was full of enthusiasm and inspiration as participants became acquainted with GCED learning methods in practice. The techniques developed by the principal engaged students in music classes as well as farming and teacher exchanges. The participants joined a class with students and were welcomed by marching bands with traditional Korean instruments and performances. Participants also had the chance to try Korean school lunch meal. The experience was meaningful for all participants as they were introduced to the Korean curriculum and saw how GCED is integrated into Korean education system.

After returning to APCEIU, Ms. Lea Espallardo presented on the Transformative Pedagogies of GCED. Participants learned that young students learn not only from teachers and textbooks but through peers and social circles. The session emphasized the theme of interconnectedness and inclusion.

In the evening, participants gathered to celebrate cultural diversity, sharing traditional clothes, dances and food from their own countries.

DAY 7

Participants visited the Demilitarized Zone and witnessed how the pain of separated families remains unresolved. After a seven-hour trip, participants arrived at the hotel and enjoyed free time.
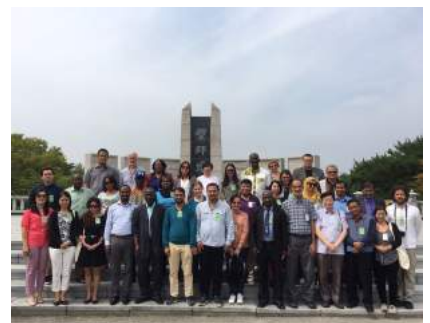
DAY 8
There was no official schedule and participants spent their time touring Seoul.

DAY 9

The entire day was dedicated to the prevention of violent extremism through education. Mr. Dylan Wray, Executive Director of Shikaya in South Africa, presented a short video clip about violent extremism and participants reflected on their thoughts, feelings, and emotions after watching the video. Underlining the importance of 'What we know, think we know, and want to know,' Mr. Dylan Wray defined violent extremism in several different ways: when you do not allow for a different point of view; when you hold your own views as being exclusively right; when you don't allow for the possibility of difference; and when you want to impose these views on others using violence if necessary. The activity aimed to remind educators that violence cannot be ended immediately, but that by providing instruction in what is right and wrong education can ultimately lead to progress. Mr. Dylan Wray also introduced UNESCO tools on PVE-E: Policy Guide and Teacher's Guide; participants learned about key resources and effective pedagogical approaches to PVE-E.

DAY 10

Before the session, participants had a chance to share GCED exercises from their local contexts. Through presentations given by the participants from Rwanda, Japan, Georgia, Myanmar, Nigeria, Georgia, Gambia, Argentina, and Ukraine, the plenary learned about the methods and processes of practicing GCED in various contexts. A common theme that emerged was the indispensability of education to make a change in society. Participants were introduced to the UNESCO GCED Clearinghouse, which provides informative resources that participants can use to create innovative tools and initiatives to implement GCED. Ms. Lea Espallardo then led a reflection on various pedagogical approaches for transformative education. After being equipped with both the informational resources and pedagogies, participants began one of the most important objectives of the workshop: developing action plans.

DAY 11

As part of the programme, participants joined the 2nd International Conference on GCED. The opening ceremony began with congratulatory remarks by Kim Sang-kon, Deputy Prime Minister and Minister of Education in the Republic of Korea's Ministry of Education, and Dr. Utak Chung, Director of APCEIU, and Norbu Wangchuk, Minister of Eudcation in Bhutan. The first plenary session brought together a panel of experts and practitioners from around the world who shared their progress, achievements, and milestones in moving GCED forward despite challenges, doubts, and fears. The facilitator who led the second plenary session encouraged participant involvement, and participants from our workshop eagerly expressed their thoughts on the challenges of implementing GCED. After lunch, participants chose to attend one of three

concurrent sessions according to the interests or the relevance of the session to their work. The sessions focused, respectively, on primary & secondary education, higher education, and civil society organizations.

DAY 12

Continuing from the previous day, the 2nd International Conference on GCED provided an opportunity for attendees to reflect on the Day 1 programme. In the third plenary session, members of the Philippine Education Theater Association (PETA) presented a theatrical performance that embodied the ethos of global citizenship, and provided an opportunity for open discussion and reflective learning. After this warm up, participants entered the second set of concurrent sessions, all of which were activity-based. According to their interests or the session's relevance to their work, participants selected from Democratic Dialogism, Theater as a Transformative Pedagogical Tool for GCED, and Teaching Controversial Issues. After the sessions ended, Mr. Cho Heeyeon, the Superintendent of Seoul Metropolitan Office of Education, gave a special lecture on GCED, highlighting the elements of empathy and coexistence. By the time for Dr. Utak Chung delivered his closing remarks, participants had attained deep knowledge of the challenges they will face in the practices of GCED and also had been equipped with methods and pedagogies to implement GCED in the face of these challenges.

DAY 13

On the last official day of the 2nd Global Capacity-Building Workshop on GCED, participants presented the individual action plans for practicing GCED that they will execute upon returning to their workplaces. Participants received feedback from fellow participants after their presentations and also developed new ideas after hearing the actions plans developed by others. In the final reflection led by Ms. Lea Espallardo, participants shared their overall thoughts about how the workshop aided their efforts to practice GCED personally and professionally as well as in what ways the workshop could be improved. Participants also had the opportunity to fill out an evaluation form regarding the workshop's effectiveness. Participants then watched a video taken throughout the workshop that commemorated the experience. Finally, in the closing certificate award ceremony, Dr. Utak Chung congratulated the participants for successfully completing the 2nd Global Capacity-Building Workshop on GCED.

Participants

Africa

Lamin Jarjou (Gambia)
ASPNET National Coordinator
Gambia National Commission for UNESCO

Joash Manyi (Kenya)
Chief Curriculum Development Officer
Kenya Institute of Curriculum Development
(KICD)

Soarinaivo Fanjamboahangy Ratsimisetra Ep Razafindrampanana (Madagascar)
Secretary General
Ministry of Education/ National Commission for
UNESCO

Samuel Ladan Kayit (Nigeria)
Senior Lecturer
Nigerian National Commission for UNESCO

Theogene Kayiranga (Rwanda)
Senior Program Manager in Charge of Quality
Education / Wellspring Foudation for Education

Bamba Dethialaw Dieng (Senegal)
Faculty Member / Researcher
Cheikh Anta Diop University of Dakar - Senegal

**Ntombenhle Nkosinomsa Lucia Dlamini
(Swaziland)**
Director
National Curriculum Centre (NCC)

Menard Johnson Sikana (Tanzania)
Teacher Educator
Monduli Teachers' College

Beatrice Chama (Zambia)
Ministry of Education
Senior Lecturer

Arab States

Mai Mohamed (Egypt)
Teacher
Hayah International Academy

Hussein Sadeq Kadhim Allaki (Iraq)
Head of Math Committee / Teacher
Ministry of Edcuation

Khalaf Marhoun Al'Abri (Oman)
Assistant Professor of Education Policy /
Head of Academic Accreditation and Quality
Administration Unit
Sultan Qaboos University

Sulaiman Mohammed Al-Balushi (Oman)
Dean of College of Education
Sultan Qaboos University

Asia-Pacific

MD Khorshed Alam (Bangladesh)
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Facilitators and Speakers

Ana Maria RODINO Facilitator
Education Consultant, Interamerican Institute on Human Rights

Prof. Ana Maria Rodino was born in Argentina and in 1978, during the Military Dictatorship, established herself in Costa Rica. Currently she commutes between both her countries. She is Licentiate in Literature and Linguistics by the University of Rosario (Argentina), Master in Linguistics by the University of Costa Rica, and Doctor of Education by Harvard University.

She has been associated to the Inter-American Institute of Human Rights, IIHR (Costa Rica) since 1992, and from 2000 to 2009 has directed its Educational Unit; she was a long-standing Pedagogical Coordinator of the Interdisciplinary Course on Human Rights and has conducted the research of the series Inter-American Report on Human Rights Education.

Currently she teaches the graduate course Education and Human Rights at the universities of La Plata and Buenos Aires (Argentina), and works as a Senior Consultant for the IIHR as well as other regional and international organizations conducting applied research, curriculum and didactic materials development, and training of trainers for both formal and non-formal settings. She has authored various academic and didactic publications in the field, among them the books Human Rights Education for Democratic Citizenship (2015) and Findings about Democracy and Human Rights in Secondary Schools of Costa Rica and Panama (2000.)

Hyo-Je CHO Facilitator
Professor, SungKongHoe University

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

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

Swee-Hin TOH Facilitator
Professor, Emeritus University of Alberta
Laureate UNESCO Prize for Peace Education (2000)

Mr. TOH Swee-Hin is Professor Emeritus in Education of the University of Alberta (Canada) and a visiting Fellow, Center for Peace Education, Miriam College (Philippines) and has served as Distinguished Professor of the U.N. mandated University for Peace in Costa Rica. He was also the founding Director of the Multi-Faith Center, Griffith University, Australia, promoting inter-faith dialogue towards a Culture of Peace. Born in Malaysia and a citizen of Canada and Australia, he has been a high school teacher, teacher educator and social studies textbook author in the interrelated fields of Education for a Culture of Peace, human rights, justice, intercultural understanding, environmental sustainability and interfaith dialogue. He has contributed to several international networks and organizations including UNESCO, IPRA, Parliament of the World's Religions, Religions for Peace, and APCEIU. His involvement with APCEIU include co-author of the Feasibility Report for establishing APCEIU, membership since 2000 of APCEIU's Advisory Committee and the Governing Board, and facilitator of several Asia-Pacific training workshops, curriculum, and research projects. In 2000, he was awarded the UNESCO Prize for Peace Education.

Lea ESPALLARDO Facilitator
Resident Senior Artist-Teacher,
Philippine Educational Theater Association (PETA)

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

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

Manana RATIANI Facilitator , Speaker
Deputy Director,
National Center for Teacher Professional Development

Manana Ratiani is a Deputy Director at the National Center for Teacher Professional Development. In 2004 she got PhD for analyzing Educational System in Georgia. From the very beginning of reforms in Georgian education system she started a work at National Curriculum and Development Center and contributed to develop main documents - National Curriculum and Teachers' Professional Standard.

Dr. Ratiani is a FP on ESD and as a member of the Expert Group on ESD Competences of UNECE she contributed to develop ESD competences document. She authored more than 50 books and articles. For 10 years she was a professor at Tbilisi State University at the Geography Department, now she is an invited professor at School of Education, Ilia State University. She has an 8 year experience of teaching geography in public school as well as at International Baccalaureate Diploma Programme. She is designing training modules. Participating as a trainer and facilitator in different national and international events.

Dylan WRAY Facilitator
Executive Director,
Shikaya

Mr. Dylan Wray is the co-founder and Executive Director of Shikaya (Shikaya.org), a South African non-profit that supports
teachers and school leaders so that young people leave their schools numerate and literate, thinking critically, and acting compassionately as engaged, democratic citizens.

Dylan has created numerous teaching resources and trains teachers and school leaders across the world to transform their classrooms and schools into safe, inclusive and engaging learning environments. One of the latest teaching resources he wrote is "The Present Is Ours" – A guide for teachers on prevention of violent extremism.

He also co-founded the first conference for Curriculum Advisors as well as Education Week, the largest education conference in South Africa. He has worked with education departments, teachers and civil society in Uganda, Kenya and Colombia and has facilitated a number of international online courses for teachers.

Wemerson NOGUEIRA Speaker
Teacher, EEEFM Antonio dos Santos Neves

Wemerson studied Biological Sciences at university and became a teacher shortly after graduating. His first school was located in a suburb with a very high crime rate, often involving the parents of students, and on many occasions the students themselves. He found his teaching colleagues demotivated; the school drop-out rate was high at 50% and children were not interested in learning.

He invited teachers and administrators to improve the vision of the school, along with the local community, with which they worked on a social project titled: "Young Scientists: Designing a New Future". This focused on improving the behaviour of students inside the school.

Through a dynamic method for teaching science classes the school was able to rescue 90% of students from the world of drugs and crime over a four-year period. Today it is considered the best school in the city, and has contributed to reducing drug trafficking and violence by 70% in a community once marginalised and feared by all residents.

In 2014, Wemerson's work was recognised with the SEDU Best Practice award for innovation in the classroom, his environmental projects earned him the Nota 10 Educator Award, given to the 10 best teachers of Brazil and he has ambitions to help students who are financially stretched, train teachers, further his own studies and build a science and technology lab in his hometown.

UNESCO APCEIU

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

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

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

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

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2nd Global Capacity-Buildin

4-15 September 2017 / Seou

II. WORKSHOP SESSIONS AND FIELD VISITS

Session 1. Opening and Setting the Stage

- In Part 1, participants met Mr. Wemerson, a Teacher at EEEFM Antonio dos Santos Neves, Brazil, who shared a story about the changes in education in his country. He emphasized that teachers hold the key to open doors for children who will become the next generation of global leaders. He also highlighted the acts of planning, of forming partnerships, of achievement, and lastly of evaluation.

Heavily influenced by natural disasters, students in Brazil did not initially believe in the power of education. However, Mr. Wemerson thought it was the right moment to bring the students together. Opening social debates, Mr. Wemerson welcomed the involvement of all students, and, to his surprise, they presented incredible ideas about the current situation. After securing support from the communities, Mr. Wemerson and his students began work on the first project. They started by examining why and how Rio Dose was contaminated and discovered that certain chemicals were exacerbating the situation. In the second part of the project, they created a sustainable filter with a low financial cost, allowing each family to reuse contaminated water from Rio Dose. This was a remarkable development because it enabled students to see what education can actually do. In the past, children believed that education had real importance or relevance to their lives. However, the more they learned, the more they saw in the world: they realized that education could bring about remarkable developments.

- This session was followed by Ms. Lea Espallardo's discussion of Community-Building. She introduced the meaning of "open space"—freedom, interaction, and sincerity. She then began the activity of Rhythm Clapping, allowing the participants to acknowledge their own rhythms and be reminded of harmony. Adding that one's willingness to tolerate differences is indispensable in global society, Ms. Lea Espallardo emphasized that we should continue to seek the commonalities that connect us. After that, the participants proceeded to an activity in which they were asked to greet one another and meet as many other people as possible. The point of this action was to learn various ways of greeting. Working in groups organized according to continents, countries, workplaces, and gender, participants discussed the concepts of GCED and the issues they face in education field.

After a break, Ms. Lea Espallardo resumed the session with a third activity. In "Wear the Cap", participants began by walking around freely; on Ms. Lea Espallardo's cue, they stood still, and then began playing the parts of the curious child, the rational adult, or the caring parent. This activity reminded participants of the importance of playing their roles as leaders and educators in society.

In the next activity, participants were grouped into couples. During the first round of the activity, one partner pointed to an object and the other named; in the second round, the partner had to give the object an alternate name. This cognitive activity raised awareness and imagination by encouraging participants to look at things differently; it also underlined the challenges of defining GCED from different perspectives, since we all use other senses and ways of communication (gestures, grimaces etc.). Subsequently, the participants partnered up with new people and had an opportunity to experience the activity "Blind Contour/Draw Me to Know Me," where they tried to draw portraits of their partners with their eyes closed. This work helped to develop creativity and imagination. As Ms. Lea closed session, she explained the importance of "AHA" moments, asking participants to create their own sounds and presentations of "AHA"—which could mean hope, encouragement, surprise, and hospitality. Saying the word all at once, the participants embraced the complexity of interpreting cross-cultural messages.

Session 2. Understanding the Global/ Regional/ National Contexts of Promoting GCED

- The session aimed to enable participants to develop a clearer understanding of the conceptual framework of GCED and GCED integration in both regional and national contexts.

- The first facilitator provided an overview of teachers' competences for Education 2030, and briefly explained how GCED must be promoted as a key target of SDG 4. Dr. Manana Ratiani discussed the coming crisis in the labor market and highlighted the demand for new professions. After a short presentation, the participants shared their reflections about how future education will mainly focus on problem-solving skills, emphasizing the critical importance of thinking-oriented education. In addition, participants discussed the current lack of teacher competences in various countries. Participants pointed out three core competences for educators: envisioning change, achieving transformation, and adopting holistic approaches.

- In Part 2, all the participants were asked to pick up three or four paper pigeons, each indicating different kinds of education (e.g. disarmament education, education for international understanding, values education, peace education, education for sustainable development, intercultural education, and education for 21st century skills and competencies, education for gender equality, citizenship education, civic education, and futures education, etc.). This activity aimed to encourage participants to share and express their thoughts about the specific areas of education they selected. They engaged in active discussions and learned in-depth about one another's education systems, philosophies, and cultures. Some of them were surprised to see the contradictory nature of education policies in each other's country. Though all education aims to achieve similar objectives—the betterment of children and community—implementations of GCED vary significantly.

Through thoughts and reflections, the participants slowly narrowed down the broad concept of GCED: Global Citizenship not only encompasses global communities but also local and national communities. They all agreed that GCED should be integrated more fully across all areas of learning.

- The last part of session 2 involved participatory exercise and participants were put into teams based on regions. They then shared experiences and ideas related to GCED. After short discussions, each group chose a spokesperson who discussed issues, challenges, and opportunities with which they struggled in their respective countries and regions. An overview of participants' responses indicated that the majority of them realized that their work and institutional plans were directly connected to GCED.

1) Team Africa: By examining the role and responsibility of global citizens, the speakers pointed to the conceptual importance of GCED, highlighting GCED's themes, and the incorporation GCED into educational policy. The group's speaker also discussed using ongoing curricular reforms to integrate a whole-school approach on GCED. This group lauded the influence of the UNESCO Associated School Project Network (ASPnet) and UNESCO clubs. They also pointed to several challenges including lack of political willingness and insufficient emphasis on cognitive as opposed to socio-emotional and behavioral development.

2) Team Europe and Arab States: This group's speaker pointed out that the main issues, challenges, and opportunities for all countries in this region are teacher training, financial support, cooperation with local international organizations (including non-government ones), curriculum development, and Education for Sustainable Development (ESD).

3) Team Latin America: This group saw teacher trainings, Learning to Live Together, and innovative technology as its priorities. The group thought of ways to access all these ideas and utilize them in classrooms. They explained that learning must be put into action and that is when practical movements prove of its effectiveness.

4) Team ASEAN: This group highlighted improving teacher efficiency and overall education quality, including school infrastructure and financial and cultural support for rural areas, as its priorities. Regarding opportunities, the group addressed the integration of GCED into local and national curriculum, and the provision of teacher training programmes. The participants were able to identify common problems even though they were from different regions.

5) Team Asia-Pacific: This group emphasized the need for sufficient resources for GCED. The speaker explained how gender equality, ecology and climate, government policies, and access to quality education were very controversial issues during their discussion. They engaged in in-depth discussions about current situations and listed the challenges facing their various communities, such as non-acceptance and recognition. The speaker added that, in addition to in-service teacher training programmes, outside activities for teachers are essential.

- Dr. Manana Ratiani led an evaluation of the previous activity, which embraced the participants' common idea—that every country should have its unique approach to promote GCED. In addition, through further discussions, participants analyzed ways of implementing GCED into current education systems. They also had a chance to contemplate new study plans for students and to questions what resources and approaches are needed in order to improve teachers' competences.

Session 3. Deepening the Understanding of GCED: Key Thematic Areas and Effective Pedagogical Approaches

- This session explored commonalities and differences between "self" and "others" through creative and participatory activities. Ms. Lea Espallardo aimed to promote understanding and respect for cultural diversity. She encouraged participants to cultivate common values by unpacking the "I" (they identified and shared meanings of their names). Names establish a sense of belonging and of completion; through a name, one can identity oneself and get to know others, and thus become more understanding of differences.

Role Playing/Conflict Study had a profound effect on participants' communication and peace-building development skills. The participants were randomly teamed up in groups of two, and performed controversial prompt scenes. Division of people based on skin color, nationality, gender and religion caused the participants to be more conscious about accepting others.

- Professor Toh Swee-Hin led the subsequent session drawing close attention to the root causes of conflicts. In our contemporary society, violence still afflicts humanity, leading to death, destruction, and social and economic marginalization. This session featured participatory teaching-learning exercises aimed at (i) analyzing the root causes of conflicts from micro to macro levels of life, and to (ii) demonstrating how key principles and strategies of conflict resolution can be integrated into GCED in formal and non-formal education.

First, in small groups, participants came up with some ultimate reasons for conflicts that lead to violence. They then shared these 'roots' with a few examples of conflicts from the participants' respective context. The first group was in charge of studying inter-personal conflicts and pointed out that lack of trust, miscommunication, discrimination, work-related pressure, abuse of power, selfishness, financial differences, competition over resources, and disobedience are the root causes of violence. The second group, responsible for conflicts within communities and nations, identified inequality, marginalization, lack of natural resources, poverty, hate, news derived from unreliable sources, militarization, religious intolerance, power struggles, and lack of democracy as the root causes. The audience concurred with the opinion that social media has a big impact on people today and that it should therefore seek to broadcast the fair and accurate information. The last group, whose conflict-category was international and global, identified the root causes of conflict as imperialism, clashes of ideas, over-population, competition over natural resources, and poverty.

Professor Toh suggested several approaches: lobby governments and all armed groups to disarm and engage in peace talks; disarmament education; promote international mechanisms to control and abolish militarization; campaign to end arms trades; convert military services to civil services. Such steps will fundamentally reduce the possibility of conflicts and wars.

Certain issues, such as scarce natural resources, result in excessive competition and make conflict inevitable. However, the participants recognized that efforts to deal with the problems would make a big difference. Concluding the second part of the session about building a culture

of peace, Professor Toh Swee-Hin encouraged members of the audience to contemplate ways to begin implementing GCED in their local communities first.

- Part 3 of this session was designed for the participants to grasp basic concepts of sustainable development. Organizations and teachers should understand the environmental, social, and economic dimensions of sustainable development; Dr. Manana Ratiani explained that well-equipped learning environments facilitate students' understanding of GCED. In particular, she strongly recommended working to improve the management and operations within schools and local communities; to sustain healthy educational systems, educators should adjust the GCED framework to fit their own educational settings.

By examining key issues related to ESD, the participants shifted their focus from their countries to the world. Educators should utilize advanced pedagogical tools to exercise GCED not only at school, but also in society. The activity of self-evaluation can boost sustainability by encouraging constant questioning of adjustment of practices and approach.

Dr. Manana Ratiani encouraged participants to further discuss the SDGs in groups, and the practice supplemented the participants' knowledge regarding the mapping of issues related to achieving SDGs. The majority of the groups chose to consider Goal 6 (water and sanitation), 3 (good health), 4 (quality education), and 5 (gender equality). After a short break, participants visited the Global Citizen Campus and were able to develop a clearer understanding of the process of sorting the multiple dimensions of sustainability.

- In Part 4, Professor Hyoje Cho gave a short lecture about human rights. He then listed several characteristics of human rights, some of them related to government and politics and familiar to public, some moral and/or legal, and some specific and historical. Professor Cho put a huge emphasis on human rights, and stated that substantial actions to defend human rights are imperative in contemporary society.

- Dr. Ana Maria Rodino led a reflection session intended to deepen participants' comprehension of stereotypes and stereotypical images. The activity of describing stones and "making friends" with stones improved communication and negotiation capacities. The participants presented the progress they made with this activity enthusiastically, describing the stories of stones. When the activity ended, they acknowledged that looking at particular, individual features of stones allowed them develop emotional connections—even empathy—for the stones. The second part of the reflection session involved a discussion of discrimination and the classification of human groups. Human discrimination is a typical way of violating human rights. Biological differences do not signal value. Dr. Ana's discussion of Human Rights Education (HRE) focused on the idea that in a world of various deep-root communities, many differences exist. In such a context, human rights are a required set of principles and norms agreed upon by human kind to guide the organization of inclusive, just, and solidary societies. Dr. Ana presented this view to enable participants to develop the idea of living everyday life guided by the recognition of human rights. Advocates of human rights ultimately aim to build societies, prevent violations, and facilitate individual transformations. The HRE Methodology is not concrete, but it includes many criteria—for example: educators' monitoring of their own actions with an awareness of personal inconsistencies, promoting processes that lead to learning and active participation, encouraging

conscious reflection and action, understanding the value of conflicts as learning opportunities to negotiate constructively, and developing group work as a space for cooperation and learning.

- During Part 5 of the session, the participants were divided into 8 groups: poor farmers, fisher folk, TNCs, indigenous people, IFI, NGO, garment factory workers, national ministers of economic development. Each group was asked to propose key solutions for conflicts listed on the paper they were given. The contents included conditions such as poverty, root causes, and government policies that hinder the current state of each group financially, environmentally, and politically. The participants began developing their ideas and thoughts to provide some solutions to resolve the marginalization. This part culminated with the skype call and Q&A with an additional sharing of GCED Topics and Learning Objectives and Prevention of Violent Extremism through Education (PVE-E) between the participants and UNESCO Headquarters.

- In the last part of the session, Ms. Lea Espallardo, conducted an overview of participants' presentations on GCED, plans, approaches, and desired outcomes. For the exercise, participants took part in a discussion to compare classrooms to playgrounds. In a short while, they realized that students not only learn from teachers, but also from each other. The objective of this activity was to point out the importance of interconnectedness among social circles, as opposed to overly heavy reliance on textbooks.

Session 4. Focus Study: Prevention of Violent Extremism through Education (PVE-E)

- This session aimed to provide the most adequate guidance on the Prevention of Violent Extremism. Mr. Dylan Wray presented a short video clip about violent extremism, and after that, the participants described their moods, feelings, and emotions in writing. During the session, participants shared their own definitions of violence, and were able to learn about how other people construed violence.

Mr. Dylan Wray defined violent extremism as 'when you do not allow for a different point of view'; 'when you hold your own views as being exclusively right'; 'when you do not allow for the possibility of difference' and 'when you want to impose this view on others using violence if necessary.' Agreeing with what Mr. Dylan Wray said, participants saw the crucial role of education in resolving ongoing conflicts related to violent extremism. They also expressed the belief that education can lead to the elimination of violence as an option.

During the next part of the session, participants initially drew identity charts, and were asked to include both how they see themselves and how others see them. In this way, they could understand the multiplicity of identity and could reflect deeply on their own values, beliefs, and ideas. In the second activity, participants were only allowed to communicate in whispers and through this, they learned 'how to allow different voices.' Silence led to a more profound reflection and to a more focused reading, which ensured non-judgement of everyone involved.

- At the afternoon plenary session, each group was asked to identify PUSH and PULL factors. They defined PUSH factors as marginalization, inequality, discrimination, perceived or actual persecution, limited access to education, and denial of rights and civil liberties. As participants tried to identify PULL factors in their respective countries, the existence of organized violent extremist groups that offer membership, a sense of belonging, and material rewards drew everyone's attention.

The keys to prevent violent extremism are solidarity, respect for diversity, human rights, Learning to Live Together, and the facilitation of engagement.

Session 5. Innovative Practices of GCED and Reflection of Pedagogical Approaches for Transformative Education

In this session, participants shared the pedagogical methodologies they use to develop projects and curricula in their respective countries and organizations. They prepared creative collages to demonstrate the principles, tools and practices for teaching GCED that they use. The activity was followed by a discussion of the key questions related to GCED and effective use of various pedagogical approaches for transformative teaching and learning.

A global citizen is a responsive and responsible citizen who tackles what is obtainable to promote GCED, and it is important to "go ahead," with an open heart and to embrace one another and accept everyone. Participants agreed that global challenges are worth facing for the beauty of peace and mutual growth. One of the teams connected GCED to hospitality, friendliness, and resistance in South Korea. During the reflection, Ms. Lea Espallardo and participants pointed out that creativity and connection/networking are important for future work and development.

Shifting from context-based to activity-based and culture-based approaches is one way to improve education, and participants had an opportunity to develop action plans for global education.

Session 6. Action Plan Development

The session aimed to expand participants' knowledge regarding methods for implementing GCED in their local contexts. It enabled participants to more deeply reflect about how to initiate and sustain practical action.

During the session, Ms. Lea Espallardo provided guidelines for participants in the development of their action plans: aim to be transformative, incorporate opportunities for reflection and analysis, and utilize a planned intervention/action to empower learners. Participants were given a general outline for action plans; they should be drawn from workshop learning experiences, based on the needs and contexts of specific target group/learners. With an understanding of the potential effects of their action plans, participants began mind-mapping a thematic-based, and topic-specific curriculum development/lesson plan/project/research. This session gave participants invaluable time to gain insight and broaden the spectrum of their GCED values.

Session 7. Deepening the Understanding GCED: Participation in the International Conference on GCED

The 2nd International Conference on GCED brought together those who have been at the forefront of GCED from all corners of the world. Under the overarching theme of "in pursuit of GCED in a challenging environment', the Conference touched upon the difficulties we face globally, nationally, and locally that call for renewed attention to GCED. Participants actively engaged in discussions and group activities to try to tackle all the challenges of enacting GCED. The conference encompassed diverse programmes including plenary sessions, GCED exhibition, concurrent sessions, and special lectures.

Session 8. Taking Action and Way Forward

This session aimed to provide participants practical tips and feedback about how to apply workshop inputs and skills as they design their own GCED training programmes. Explaining how to integrate creative methodologies and transformative approaches to teaching GCED, participants individually shared their actions plans. After presentations, questions and comments led them to develop more profound understandings of GCED. Participants enjoyed their last meal at APCEIU, and Ms. Lea Espallardo facilitated the final reflection. One by one, as they tossed a ball of string to one another, participants talked about the most meaningful experiences they had at APCEIU; when they had all finished sharing, they saw a web of string connecting each one of them to the rest. A visual representation of the core message of GCED, the huge web of string reflected how participants from all regions of the world were able to work in harmony to improve education around the world.

Special Sessions

School Visit:
Innovative Practices of GCED at the School Level (8 September)
Seoul Kongyeon Elemetary School and Shinsu Middle School

Designed as a platform to facilitate sharing GCED practices in Korea, school visits in Seoul are prepared. With observing GCED classes at either Elementary School or Middle School by groups, participants will be enabled to learn how GCED is being implemented in Korean primary and secondary classrooms. In addition, there will be a chance to have conversation with 'GCED Lead Teachers*' who are appointed by the Ministry of Education in Korea.

Who are GCED Lead Teachers?
GCED Lead Teachers are a group of teachers from 17 cities and provinces in Korea who were appointed by the MOE of the ROK to play a leading role in promoting and implementing GCED in Korean Schools. In 2017, 64 Korean primary and secondary teachers were appointed as the 3rd batch of National GCED Lead Teachers and 646 teachers as Regional GCED Lead Teachers. In their respective cities and provinces, the Lead Teachers actively engage in delivering teacher trainings on GCED and forming teachers' lerning communities to develop model lessons and best practices on GCED.

The 2nd International Conference on GCED: Platform on Pedagogy and Practice
(13- 14 September)

With the Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development coming into force in 2016, Global Citizenship Education (GCED) made its first appearance in the global education agenda. APCEIU, cognizant of challenges, tensions and opportunities revolving around GCED, felt an urgent need to reach out to education stakeholders around the world for the promotion of GCED. Against this backdrop, the International Conference on GCED: Platform on Pedagogy and Practice was initiated as a place of exchange, interaction and dialogue.

The Conference, which is held annually in September, provided an excellent opportunity for participants to deeply immerse themselves in GCED for two full days. A multiplicity of views and perspectives were shared, and a variety of practical, hands-on experiences were offered in an atmosphere of mutual support and respect. Including many different formats to cater to a diverse audience, the Conference aimed to inspire each and every participant to learn from fellow participants and act on their own initiative to make GCED root down firmly at the local level.

The 2nd Conference, just as the 1st one that took place last year, brought together those who had been at the forefront of GCED from all corners of the world. Under the overarching theme of 'in pursuit of GCED in a challenging environment', the Conference intended to touch upon the difficulties we face globally, nationally and locally that call for renewed attention to GCED. At the same time, voices of practitioners and leaders in their respective fields of work who have defied the odds and all the doubters to put GCED into action were shared and noted.

Field Visits

Han River Cruise
(6 Sept, Wednesday)

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

The Demilitarized Zone (DMZ)
(9 Sept, Wednesday)

The Military Demarcation Line runs 250 km and separates the Koreas. The DMZ is the 2km wide area between the Northern and Southern boundaries which serves as a buffer zone to prevent means of provocation. The Panmunjom (Joint Security Area) is where the 1953 Korean Armistice that pasued the Korean War was signed. The buildings are still used today for holding discussions between North and South Korea.

III. ACTION PLANS

1. Teacher Training
2. Curriculum
3. Project Based Learning
4. Training

1. Teacher Training
Colombia - Julio Mauricio Torres Angel and Yordiley Torres

Slide 1

Training Teachers module
The GCED Route

❖ A module of training teachers in GCEG.
❖ 150 teachers whom participate in the Peace Camp
❖ Peace Camp "GENeración PAZcífica" from 19 to 23 september 2017.

1

Slide 3

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
1. Identity and no discrimination	Grouping, Station learning, Active Observation, Self-reflection about sterotipes	Pictures and relevant stories about pictures, notebook, pen, markers, paper,	5 hours
2. Human Rights	Colaborative action Identify roots of social conflicts.	social problems (human rights, enviromental, livin together....) Markers and paper.	5 hours
3. Global citizenship	Music meditation Recognize stories about people wich are transforming realities around the word and	Stories wich represent social transformation.	5 hours
4. Conflict Resolution	Study of cases	Different Conflicts.	5 hours T : 20 hours

3

Slide 2

An opportunity...

❖ To training teachers in the principles of GCED
❖ To attend the needs of teachers – GCED reflections, innovation pedagogies
❖ To listen and share with different people, specially with rural teachers.
❖ To share ideas about gender, Human Rights, conflict resolution and citizen participation.
❖ To improve the knwolodge, social skills, values and attitudes of teachers.

2

Slide 4

Evaluation Tools

Si empiezo ahora, ¿será que si puedo? Si espero a saber más, ¿será que es muy tarde?

1. Plenary for each session
2. Self evaluation
3. Survey questionnaire pre and post

4

Slide 1

TRAING FOR SECONDARY AND HIGHER SECONDARY TEACGERS ON THE TEACHING OF GCED IN NATIONAL ACADEMY FOR EDUCATIONAL MANAGEMENT (NAEM), BANGLADESH
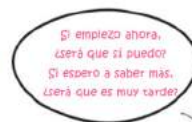
Presented by
Md. Khorshed Alam
Training Specialist (NAEM) .SHD .Ministry of Education, Bangladesh

Slide 2

Background/Rationale

(a) In view of the fact that we cannot address modern global challenges with our traditionally gained experiences, to tackle them locally and globally learners need to be equipped with the relevant skills , knowledge, attitudes and values .

(b) Therefore, the need for well trained teachers at country level who can empower learners to become global citizen and sustainable development actors who will secure a more just , peaceful, tolerance, inclusive and sustainable world .

Slide 3

Objectives

(a) The teachers given overview of what it means for learners to become global citizens and how learners can contribute to sustainable development

(b) Will be taught ideas for classroom activities that can help secondary and higher secondary students to develop knowledge ,skills, values , attitudes and behaviors that promote GCED and ESD .

(c) Teacher will transformed and be able to relate as global citizens in and outside school / college environment .

Slide 4

Components

Learning contents /units	Methodology	Resources /Materials	Timeline
Introduction and Approaches to GCED 5 Lessons	Brainstorming Role playing	Flip charts Marker, color pencil, marker pen, sticky,	2 Oct – 20 Oct 2017
Transformative Pedagogy for-GCED 5 Lessons	Gallery walk TV talk show		23 Oct – 3 Nov 2017
Environment, Ecology & Sustainability 5	Guest speaker Field visit		6 Nov – 17 Nov 2017

Slide 5

Evaluation tools

- Survey
- Check Lists
- Group presentations
- School visits
- Teachers write reports
- Co-evaluation
- Group evaluation

Slide 6

Thank you

1. Teacher Training
Malaysia- Naza Idris Saadon

Slide 1

Integrating GCED in the Curriculum - Workshops on GCED

Target Group : Curriculum Developers/
Subject Matter Experts (SME)

Location : Curriculum Development
Division, MOE Malaysia

Date : Nov/Dec 2017

1

Slide 2

Rational

Why
GCED not explicitly written or clearly stated in the Curriculum document
Teacher not exposed or trained in applying GCED

Gaps & Needs Being Addressed,
Integration in the existing curriculum is more focus on sustainable production and consumption, unity, addressing issues in the community, ethical values which are entirely based on the local context. In addition, it is integrated in certain subjects and its limited and sometimes not all student taking the subject

What is the change you want to happen
GCED is explicitly written in the curriculum for all the subjects (esp. Core subjects) and thought in the classroom
Teachers are given the teaching guidelines/teaching modules
Trained teacher (pre and In service) in applying GCED (Teacher Training Division)

2

Slide 3

Objectives

Desired Outcomes:
- Understand the concept and perspective of GCED
- Acquire knowledge, skills and values related to GCED
- Awareness on the important of GCED
- Identify subject/topics which can be relate to GCED
- Develop content standard, learning standard and Learning activities which can relates to GCED
- Develop material (teaching guides/modules) focus on the transformational approaches

Output:
- Curriculum Policy and Strategy established
- Curriculum developed which integrate GCED
- Teaching guide/materials developed

Key Result Areas
Produce students to be competitive and and responsive as a global citizenship by applying knowledge, skills and values related to GCED based on the curriculum developed and suppoting materials provided

3

Slide 4

Content & Methodology/Project Components/Timeline/Resources

Content/Project Components	Methodology/ Activities	Resources/Materials Needed	Timeline
Overview GCED Important of GCED(create awareness) Propose curriculum policy and strategy Identifying/matching relevant topics/subjects with GCED Integrating GCED Teaching material development	- Lectures - Reflections and Synthesis through activities - Brainstorming (setting up curriculum policy and strategies) - Exercises on Integrating GCED and develop teaching material	References: - Existing curriculum documents (Mapping of topic/contents) - Resources from GCED workshop - Selected Resources from UNESCO Clearing House	Oct /Nov 2017 Planning and Preparing Materials for the Workshop Nov/Dis 2017 Organizing Workshop and Evaluation Jan – Mac 2018 Formulation of Policy and Strategies for Integrating GCED 2018 onwards Integration of GCED in Curriculum and Developing Teaching Materials

4

Slide 5

Evaluation Tools

- Questionnaire
- Course evaluation form

5

Title

- What
Workshop on GCED

- For Whom
Local goverment representatives and headteachers

- Where
Region/local goverment

1

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
* describing the importance of GCED *Identify the global issued based on local area priorities * insrrting the glo al issues that have been selected based on local area priorities to local curriculum based on subject material	* andragogik learning and brain storming * group discussion and responding *simulation on how to gain the purposes including how to insert the global issues to local curriculum	*understanding of GCED rifers to GCED material that provided by unesco * local curriculum *other book material that related...	The work shop will be held for 3 days (24 hours). 1 hour for opening ceremony, 20 hours for transfering material, 1 hour for reflection, 1 hour for evaluation, and 1 hour for closing ceremony

4

Rationale

- Why the activity/project?
Global issues need to be inserted in local curriculum based on local area priorities.

- What gaps & needs are being addressed
The GCED understanding needs to be educated in school level based on region area priorities

- What is the change you want to happen? (Justification)
Every single people realize that global issues are our responsibility

2

Evaluation Tools

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire

Survey and instrumen of questionare needs to be taken based on the items of the result, out put, and outcome

5

Objectives

Desired Outcomes,
Every people has responsibity for global issues

Output,
To insert the global issues in local curriculum based on local area priorities

Key Result Areas
* understanding of global issues in various
* to identify global issues that priorities in local area

3

1

Slide 1:

ACTION PLAN:

CAPACITY-BUILDING TRAINING WORKSHOP FOR ASPNET SCHOOL TEACHERS ON THE TEACHING OF GCED IN NIGERIAN SCHOOLS

Presented by:
Mr. Samuel Ladan KAYIT,
ASPnet National Coordinator,
Nigerian National Commission for UNESCO
Nigeria
@
APCEIU: 2nd GLOBAL Capacity-Building WORKSHOP on GCED
15th September 2017
Seoul, Republic of Korea

2

Slide 2:

BACKGROUND:

In view of the fact that we cannot address modern global challenges with our traditionally gained experience, to tackle them locally and globally, learners need to be equipped with the relevant skills, knowledge, attitudes and values. Therefore, the need for well-trained teachers at country level who can empower learners to become global citizens and sustainable development actors who will help secure a more just, peaceful, tolerant, inclusive and sustainable world.

3

Slide 3:

OBJECTIVES:

i. The Teachers given overview of what it means for learners to become global citizens and of how learners can contribute to sustainable development;

ii. Will be taught ideas for classroom activities that can help secondary school students to develop knowledge, skills, values, attitudes and behaviours that promote GCED and ESD;

iii. Teachers will be transformed and be able to relate as global citizens in and outside school environment.

4

Slide 4:

COMPONENTS

Content/Learning Units/Project Strategies	Methodology/Activities	Resource Materials Needed	Timeline
1 Global citizenship Education	Brainstorm, Role-Playing(Stand by me), Debate	Websites, APCEIU Clearing house, Teacher Training for Learning to Live Together	7th March 2018
2 Peace and Human Rights	Moving Circles (Agree/disagree), Cooperative learning	Schools in Action GCED Teachers Guide	7th March 2018
3 Intercultural Understanding	Identity-Outline, Critical Thinking	Schools in Action GCED Teachers Guide	7th March 2018
4 Respect for Diversity and Tolerance	Reflection. Finding Out About Each Other	ASPnet Good Practices, Videos	8th March 2018
5 Rethinking Learning Environments	Opinion Scale, Picture Carousel, Problem solving	Schools in Action GCED Teachers Guide	8th March 2018

5

Slide 5:

EVALUATION

- Group Presentations
- Reflection Session
- Survey Questionnaire/Evaluation sheet
- School visits
- Written Report from Teachers

Teachers training workshop

What? Global citizenship education has been included as one of the topic areas of Target 4.7 of the Sustainable Development Goal on Education.

For Whom? For all community secondary schools teachers and for students. How we can change behavioral and attitude of teachers and students. The world community is now asking if students are in school, what they are learning, and if what they are learning will contribute to making the world a better place for humanity.

Where? In this project will be participate about 40 schools teachers one of the provinces in Mongolia.

What they will learn?

Know- Feel- Do- To learn – To live together. Because of GCED making Global Citizens through education. We are Global Citizens. It is necessary to be, to live together, to live Peace.

1

Objectives

Desired Outcomes, Output, Key Result Areas

GCE has three conceptual dimensions. The cognitive dimension concerns the learners acquisition of knowledge, understanding and critical thinking. However , political declarations have little impact on actual practices unless children, youth and adults learn about the importance of Sustainable Development and change their attitudes and behavior towards the environment and the society. ESD can contribute to the enhance quality agenda in education.

I want to change the behavioral attitude through the training courses about GCED. The GCE is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges. To become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. We can change the world through education . We can change the Life skills and life styles of people around the World.

4

Rationale

-Why the activity/project?

How can teachers best implement GCED? What will students learn and what will teachers teach? How do we solve obstacles to global citizenship education on the local/global level? The fundamental spirit of GCE is learning to live together. It promotes diversity and solidarity for humanity.

-What gaps & needs are being addressed?

All community school teachers should work to encourage global citizenship and also students' attitude about ESD. This is about disasters. They should have deeper knowledge on GCED and Human Rights.

With Human Rights, everybody has right to live, to learn, to love and to be together in a peaceful world. How can we become attracted or interested about GCED? We can do it by formal and non-formal education; Behavioral and encourage attitude to change, evaluate your students, community, society problems for policy.

What is the change you want to happen? (Justification)

2

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Whole staff workshop sharing ideas. o develop teachers kills to teach and ransformative. he project will be hanging teachers ision and behavior is etter understanding bout SDE and GCED, '' ave the Earth and earn Live together''	Activities and training course will be summit in conference sharing ideas project best practices. ESD for all community schools teachers and students. For teachers direct teaching and for students indirect teaching .	Some manuels based on GCED guidebook, and statistic information about disasters. Sharing activities and discuss About Disasters risk reduction. Website visitation	Some examples, reflection session. This project will be about 15-20 hours training seminar for teachers. I will plan to organize training course 1st ,2nd, 3rd October .

5

What I want to change?

Develop and change their attitudes and behavior towards the environment and society.

Teachers should have deeper understanding of the Goals of GCE to empower learners to engage . They must assume active roles both locally and globally to face and resolve global challenges and to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and Sustainable World.

3

Evaluation Tools

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire)

Information and knowledge have to be combined with practice. learners should be provided with actual experiences and opportunities to develop, to test and build own views, values and attitudes and learn how to take actions responsibly. Education can be integrated into teaching of other related topics, related issues, as much as it can be set up independently. So, through an independent or an integrated training programme , teachers and education managers should be provided with opportunities to learn about this specific pedagogical orientation.

6

Slide 1

Learning to live together

A Training Program
for Teachers of immigrant Students

Developed: by the TPDC

Primary, secondary and upper secondary levels

Slide 2

Rationale

- Immigrant students from different cultural and language platforms
- Problems of integration into school community
- Teachers facing different problems
- Need for specific approaches and strategies

Slide 3

Objectives

- Needs analysis
- Data collecting (cooperation of MES, MIA, MRA)
- Development of a training program
- Implementation

Slide 4

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
• Training program (module of 20 contact and 5 non-contact hours) – 1 credit according the professional development scheme	• Methods and activities related to the Transformative Pedagogy	• Publications on Children/Human Rights (Conventions Declarations, etc.) • Materials on Oriental studies and anthropology	• Training program development - December 2017 • Training Program Pilot: February - April 2017

Slide 5

Evaluation Tools

- Pre- and post-tests of the training program
- Pilot monitoring materials
- Pilot report

Slide 6

Thank you ☺

Have a safe trip!

1. Teacher Training

Myanmar - Kalayar Than and Thu Zar Shein

Slide 1

Capacity Building of Teacher Educators on Promotion of Peace Education in Myanmar

September 14, 2017

Slide 4

Component

	Peace education modules
Contents	
Training process & activities	Training activities Cascade training Lecture discussion Group discussion Drafting and reviewing curriculum Finalisation of curriculum
Resources	http://en.unesco.org/gced/resources; http://www.unesco.org/education/tlsf/mods/theme_b/mod07.html
Time Frame	Starting October 2017, 4 training within 4 months

Slide 2

Rationale

1. Review of existing policy and curriculum completed in (a) Teacher Policy, (b) Curriculum and Pedagogy, (c) EC management and ICT investment, and (d) Gender equality in teacher education.

2. Needs identified to design new teacher education curriculum creating awareness and practical skills for promotion of peace education.

3. Nine modules developed on peace education (under the peace education project), which were pilot tested, declared successful and will be used in designing the new teacher education curriculum.

Improvement in teachers' approach and attitudes towards the concept of peace education and practicing it while interacting with students and community members.

Slide 5

Evaluation Tools

- Reflection session
- Pre and post training survey
- Focus group discussion
- Observation using checklist

Slide 3

Objectives

To develop competencies in communication, cultural sensitivity, tolerance, and conflict resolution preparing teacher educators to promote a Culture of Peace.

Outcomes:

An enabling environment created to practice and disseminate the concepts of peace, tolerance, and human rights into their teaching practices.

Output:

The essence of peace, tolerance and human rights integrate to teacher education curriculum to promote culture of peace and social harmony.

Slide 6

thank you!

Slide 1

Cross-subject implementation of global citizen competencies

In-service teacher training module

Slide 2

Rationale

- Education for Sustainable Development and Global Citizenship Education's approaches has been reflexed in National Curriculum of Azerbaijan. But in a fragmental way. There is a need to redesign curriculum according to new waves in this area. Nevertheless the urgent problem is pre-service and in-service teacher education curriculum development. Because they are not in line with new curriculum.
- Educators' Professional Development Institute is in charge of developing teachers' professional standards, in-service teacher training programs, researches on teacher quality, teaching resources and etc.

Slide 3

Rationale

- That's why there is a need in various in-service teacher training programs which will contribute to the quality education.
- There are 3 target groups for training program "Cross-subject implementation of global citizen competencies":
- Curriculum developers;
- Pre-service teacher training institutions' (universities) faculty members;
- School teachers.

Each target group will have program with specific content and structure.

Slide 4

Phases of implementation:

1. Setting standards for teacher training (what are the main things that should be leant by teachers in frame of this training course);
2. Developing training program and training manual according to these standards;

The initial ideas about the program:

- 24 hours;
- Should consist out of 3 sections:
a) knowledge about GCED,
b) socio-emocional approach with using drama and didactic games,
c) analising lesson plans of UNESCO resources "World Largest Lesson".

5

- Presenting program to pre-service teacher training university's faculty members (in a deeper academic variation) and promoting the idea of including this program into curriculum of teacher training universities.
- Conducting program to curriculum developers in order to refresh them with new approach of cross-curriculum standards in accordance with ESD and GCED.
- Translation of international resources into Azerbaijani language.

7

3. Piloting with teacher staff of 2 ASPnet schools.
4. Developing evaluation tools for program.
5. Evaluation of program itself and student outcomes.
6. Renewing the program in accordance with evaluation outcomes.
7. Presenting program as a part of in-service teacher training catalogue to be implemented nationwide.

6

Title

What?
- Training on GCED

For Whom?
- Staff of Service information and methodological support and star teachers

Where?
- Head office off Service information and methodological support /regional autority

1

Rationale

What is the goal of the activity/project?
- Implementation GCED in the educational process need trained teachers and methodologists

What gaps & needs are being addressed?
- preparing of highly qualified specialists to conduct trainings on GCED across the country. Teacher competencies should be streghtening.

What is the change you want to happen? (Justification)
- Each listener will feel and realize how important GCED, which is a shared responsibility and effort

2

Objectives

Desired Outcomesn:
- teachers who understand what GCED and can quality teach others
- students who want to become a global citizen
- uniform society despite religious, ethnic, cultural, linguistic diversity

Key Result Area
- understanding of the importance of GCED (teacher, students, companies)
- development and implementation of the learning process methodology of teaching GCED

3

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/ Materials Needed	Timeline
describing the importance of GCED	lecture, presentation, role-playing	books, Internet resources,presentations	3 days
effective methods and tools of teaching GCED	group work, discussion, testing methodology	books, Internet resources, presentations, experience from APCEIU	
development of methodical manuals for teachers for effective teaching GCED	the establishment of a working group, discussion, testing methodology	books, Internet resources, presentations, experience from APCEIU	60 days
the scheduling of the trainings star teachers and methodologists all over the country at the GCED	to develop a plan of training and approve it	——	3 days (after preparing the moderators and manuals)

4

Evaluation Tools

Comparison of results before and after training (tests, questionnaires, written work, discussion)

5

Slide 1

Tonga GCED Action Plan for 2017

- **Training Workshop** for Primary School Principals and T&L Officers in Tongatapu to **Strengthen the GCED integration into the curriculum** for greater inclusion, peaceful co-existence and cultural tolerance in Tonga's sustainable development

1

Slide 4

Components

	Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
1	Education & ESD	1.1 MDG: EFA, EIU & ESD; Education's importance, role & Quality Education	Tuaikaepau epic Voyage & Survival	30/10 (2 hrs)
2	SDG4 (target 4.7) & GCED	1.2 ESD pillars, HOPE criteria and RTE & HR 2.1 SDGs, 5Ps & SDG4	Printed copies of SDGs, 5Ps grouping SDG4	30/10 (2 hrs)
3	Identity: uniqueness and diversity	2.2 SDG 4.7 2.3 GCED Domains & Thematic areas 2.4 Indicators 3.1 Name game 3.2 "Parents" Game 3.3 Continuity/ genealogy	(Children respects your parents and your days on earth will be long.) Human creation & its uniqueness	31/10 4 hrs

4

Slide 2

Rationale

• Why the activity/project?. – What gaps & needs are being addressed? What is the change you want to happen? (Justification)

The training is set-up to bring greater awareness, understanding and competency of school leaders on educational goal (SDG4) and targets, specifically GCED in target 4.7, to confidently manage and lead their institution in transformative children's knowledge, skills and attitudes and behaviour to become a good global citizen. Training of Teachers :pre-service and in-service, will follow when training for leaders is completed.

It is identified that the lack of competency and passion in GCED transformative approach of school leaders, despite GCED indirectly specified in the curriculum document, reflects the unsatisfactory deliver of GCED principles and competency in the school and its community, hence quality of education is compromised.

The Ministry wants to deliver quality education it is mandated to offer through schools that robustly engage in GCED pedagogy and practice, nurturing a culture of peace and tolerance among students despite their diversity, so to reduce school bullying, school fight and drop out. To this end the school principals' leadership role is important in transforming the school and the community as good GCED learning ground.

2

Slide 5

Components Cont'd

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
4. Family roles and responsibility: connectedness & interdependence	Extended and Nuclear Family structure positions, roles and responsibilities	Charts, Family Tree	1/11/17 (2 hrs)
5. Local (& global) Challenges **Tonga's SWOT analysis and SOAR Actions**	**Self evaluation-Tonga's Status & SWOT Vulnerabilities & resilience**	Charts, texta	1/11 (2 hrs)
6. Peace & co-existence 7. Team building & Leadership	Inner & Outward peace; Causes of conflict; Tolerance;	Bible Verse	2/11/17 (2 hr)
		Human/ National security cutting	2/11/17 (1 hhr)

5

Slide 3

Objectives

Desired Outcome
- Enhancing Principals & Teaching and Learning Officers knowledge and understanding of the SDGs, SDG4 and SDG4 Targets specifically GCED (4.7)
- Principals with greater competency in managing and leading GCED revival programmes in school and community
- Established network among principals of each district

Output
- Greater knowledge and understanding of key concepts and principles of GCED
- Cooperative partnership between district school principals and L&T officers established;
- Reviewed curriculum to specifically feature GCED

Key Result Area
- SD Goals, Education Goal and Targets
- Familiarity with GCED pedagogical approaches
- Practices of GCED principles

3

Slide 6

Evaluation Tools

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire)

- **Daily/ session evaluation sheet**
- **Participants presentation (District Action Plan)**
- **Survey Questionnaire**

6

Slide 1

EMBRACING DIVERSITY IN RWANDAN SCHOOLS-GASABO DISTRICT

School Leaders' empowerment to Enhance the Quality of Learning for Global Citizenship Education.

3-Day Workshop from 11-13 October 2017

Slide 4

Contents of workshop	Methodology/Activities	Resources/ Materials needed	Timeline
The Marks of GCED in the new Rwandan Curriculum	Analysis of the Rwandan Subject Syllabi through group discussion	Syllabi Manilla paper Projector Markers	7hours
Fostering the culture of peace and safety in our school communities	Unpacking different group identities and individual identities though experiential games and group reflections Evaluating the existing practices that inhibit the adoption of the culture of peace and safety in the school communities though panel discussion and TV show interview	Balls Tables Papers Scissors	5hours
Creating individual school plans to address the issues related to GCED in Rwandan School	Group discussions/Consultations	Paper Pens	4 hours

Slide 2

THE RATIONALE

1. Rwanda as a country has embarked on a new Competence-based curriculum which has to be implemented in all the Rwandan schools and there is a strong need of capacity building for school leaders to have a thorough understanding of how they can lead and manage the CBC implementation holistically by paying enough attention to CBC crosscutting issues which include:

- Values and Peace education
- Comprehensive Sexuality Education
- Environment and sustainability
- Financial Education
- Gender
- Genocide Studies
- Peace and Values Education
- Standardization Culture
- Inclusive Education

Slide 5

M&E

I. Impact stories from schools
II. Most significant changes(MSC)
III. Focus group interviews
IV. School field visits
NB: Work with schools to develop a tool to measure GCED practices in their schools

Slide 3

OBJECTIVES

1) To empower school leaders with the required knowledge, skills and attitudes to lead a transformative and engaging process for teachers in the implementation of GCED in the new Rwandan CBC.

2) To foster a culture of interdependence and mutual respect while embracing the beauty of diversity in their school communities.

3) To devise school plans that clearly address the issues related to safety, environmental sustainability and peace.

Slide 1:

Preventing Violent Extremism (PVE) through Madrassas in Pakistan

Zafar Hayat Malik
Sept. 14, 2017

United Nations Educational, Scientific and Cultural Organization

THE GLOBAL GOALS For Sustainable Development

1

Slide 2:

Rationale

1. Large number of student enrolment
2. Out-dated curriculum and teaching learning material
3. Weak capacity of religious teachers and pedagogical issues
4. Techers attitudes, biases and perceptions
5. Lack of regulations and performance monitoring
6. Tendency towards extreme behaviors and attitudes

Improvement in teaching learning environment in madrassas through the introduction of key concepts of GCED leading towards PVE

2

Slide 3:

Objective

To promote an enabling environment in madrassas for promotion of peace education, tolerance, interfaith dialogue and harmony in society.

Outcome:
To create an enabling environment in madrassas for promotion of peace education, tolerance, interfaith dialogue and harmony in the society.

Outputs:
- Madrassas teachers enabled to articulate traditional Islamic values/ references and spiritual teachings to promote a culture of peace, tolerance, interfaith harmony and mutual respect
- Learning environment improved in madrassas through the introduction of innovative teaching learning practices

3

Slide 4:

Components

Contents	Capacity building of religious teachers
Activities	1. Consultation and needs assessment
	2. Advocacy campaigns
	3. Curriculum development
	4. Training of Trainers
	5. Training programmes and exposure visits
	6. Sports and games for madrassa students
	7. Pre and post training assessment
Resources	US$ 1.000 million
Time Frame	24 months, starting January 2018

4

Slide 5:

Evaluation Tools

1. Pre and post intervention survey
2. Community perception surveys
3. Focus group discussion
4. Field monitoring visits
5. Periodic reports, databases and pictures etc.

5

Slide 6:

Thank You

6

1

WAYNA

GCED teacher training program for a Culture of Peace
24 Teachers of Peñalolen
Santiago de Chile

Semilla fundación

4

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Emotions I	Gaming	Dos Ciudades	2 Hours week 1
Emotions II	Gaming	Actuemos	2 hours week 2
Empathy I	Gaming	Hashtag	2 hours week 3
Empathy II	Gaming	Clones	2 hours week 4
Diversity I	Gaming	El Experimento	2 hours week 5
Diversity II	Gaming	La Cancha	2 hours week 6
REINFORCEMENT	Gaming	Callejeros	!/2 hour per week during six weeks
Graduation	Ceremony	Diplomas	2 hour week 7

2

Rationale

- Why the activity/project?
- Teachers are in desperate need to acquire competences to deal with violence with and among students.
- When violence is reduced in the classroom and within the school, learners show better results in cognitive subjects.

- What gaps & needs are being addressed?
- Teachers lack competences and do not have tools to deal with violence in the school system.
- Teachers realize that better coexistence with learners and among them, make their job easier.

- What is the change you want to happen? (Justification)
- That teachers realize that there exist other tools to deal with violence instead of punishment and/or authoritarian behavior.
- That teachers realize that the antonym of violence is not absence of violence but Cultural Peace or Coexistance or Living Together.

5

Evaluation Tools

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire)
1.- Questionnaire to be answered by teachers before starting the workshop.
- Beliefs (educational)
- Emotional Literacy
- Empathy level
- Prejudices

2.- Guideline to be filled by the referee/facilitator to evaluate attitude of participant teachers

3.- Self evaluation

4.- Questionnaire (same as in the beginning)

5.- Reflexion and testimony on occasion of graduation ceremony.

3

Objectives

Objective:
- That teachers acquire competences and introduce non cognitive, sensorial and behavioral areas into their teaching activities and be able to develop the same competences in learners.

Key Result:
- That teachers be able to recognize the six primary emotions, abide by empathy concept and internalize the source of prejudice and value of diversity.
- That teachers be able to play WAYNA with learners and achieve similar results with them.

1

To integrate human rights and sustainable development in curriculum

- GCED Involving education for sustainable development and human rights SO
- Everyone has the right to participate and to contribute to and enjoy the development of economic, social, cultural and political development, The right to development, like all human rights, is a right enjoyed by all, individually and collectively, without any discrimination and with their participation
- Because of the spread of human rights concepts and their expansion into all aspects of life, there is a need to work on organizing these concepts in the school curricula

4

Components

Content/ Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
What is sustainable development? Rework the curriculum to incorporate a sustainable concept Teaching methods of education for sustainable development A lesson plan in the area of education for sustainable development	Continue learning after school, Sustainable livelihoods, To live a sustainable life	Available resources can be used which can be utilized in sustainable development such as agricultural and industrial	During the primary and intermediate school

2

Rationale

- Because of the spread of human rights concepts and their expansion into all aspects of life, there is a need to work on integrate these concepts in the curricula
- Sustainable development represents a new opportunity for the quality of economic growth and the distribution of its benefits to all strata of society, not just an economic expansion
- Therefore, curricula must be at a level that meets the individual and society's need for their right to participate in sustainable development

5

Evaluation Tools

sheet for marks

sounding sessionsession For discussion the Outputs

survey questionnaire to analysis the results

3

Objectives

Students should be able to understand and apply the concept of sustainable development and then be effective in society and able to communicate with sustainable development applications

Title

MATRIX ENRICHMENT WITH EDUCATION FOR INNER PEACE/MINDFULNESS CONTENT TOWARDS CURRICULUM DESIGNS FINALIZATION BY CURRICULUM DEVELOPERS: FORA SERIES AT KICD

1

Components

Content	Activities	Resources	Timeline
•Concept of inner peace •Components of inner peace •Building inner peace •Portraying inner peace •Approaches for building inner peace -Meditation -Yoga -Prayer etc	1) Stakeholder meeting 2) Citizenship panel meeting 3) Subject panels' meeting	i. Meeting rooms ii. Stationery iii. Meals iv. Allowances	Activity 1 – 1 Day Activity 2 – 2 Days Activity 3 – 7 Days

4

Rationale

❑KICD has developed matrices in six broad categories, i.e.(i) Health (ii) Parental engagement (iii) ESD (iv) Citizenship (v) Learner support programs and (vi) Life skills, VbE & Human sexuality

❑Almost all the GCED-related transformative education fields have been considered. Need to include Education for inner peace/mindfulness

❑Enriching Peace education under Citizenship matrix document with Education for inner peace/mindfulness content

2

Evaluation Tools

Some of the evaluation tools would include but not limited to:

❑Meeting records e.g. Attendance sheets, Panel reports, etcetera

❑Sample enriched Citizenship matrix

❑Sample enriched Curriculum designs

❑Sample enriched Curriculum support materials

5

Objectives

By the end of the project, learners should be able to:

a) Demonstrate understanding of the concept of inner peace/mindfulness

b) Identify the components of inner peace

c) Build inner peace for self and others

d) Portray inner peace while working in different situations

e) Promote inner peace building approaches

3

1

Capacity building committee member through the workshop on Revising the integration GCED contents in Social Study and Moral-Civic Syllabus in Cambodia

2

Rationale

- Because of the capacity of the social study and Moral-Civic Committee member did not understand clearly about GCED. So we plan this activity to build their capacities for curriculum development, especially for integration the content on GCED into social study and Moral-Civic syllabus
- The GCED is transformative in to a local context for social study and moral-civic syllabus after revising.

3

Objectives

- All committee members of social study and moral-civic will be participated in the workshop for capacity building through out the workshop on revising the content integration GCED into syllabus.
- The quality syllabus of social study and moral-civic will be issued in 2018, for use all over the country after printing.
- Clear contents qualified a local context which related GCED would be integrated in the social study and Moral-civic syllabus after revising.

4

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
• Revising social study and moral-civic syllabus in Grade 1-12 • Capacity building through the workshop on revising the Content GCED into social study and moral- civic syllabus	• Workshop • Group discussion • Brain storming • Consultative workshop	• Syllabus draft of Social study and Moral-Civic(Grade 1-12) • Financial for supporting this action from APCEIU • Leader, Professional skill expert and committee members participation	• On November-December 2017 • February 2018 • June 2018

5

Evaluation Tools

- Matrix table of content
- Content Check list
- Scale of Content integration on GCED

6

Next Plan Project

1. Standard curriculum
2. Text book writing
3. Teacher Guide

Slide 1

Integrating GCED in the Curriculum and Research Activities of ISE-CUSE / FASTEF / UCAD, Dakar-Senegal

Actions Plan

Bamba Déthialaw DIENG
bamba.dieng@ucad.edu.sn

1

Slide 4

Content & Methodology / Project

Content / Project Strategies	Methodology / Activities	Resources / Materials Needed	Timeline
Preliminary activities	Letters of introduction Presentation and exchange sessions Exchanges of mail Expert opinion Signing of Letters of Intent	Means of communication (Transportation, Telephone, …)	30/04/2018
Project Conception	Production Workshops Expert opinion Working sessions Exchanges of mail	Means of communication Logistic	31/10/2018
Preparation of administrative documents required	Production Workshops Expert opinion	Means of communication Logistic	31/12/2018
Project Approval	Signing MoU	Means of communication	31/03/2019
Implementation and Monitoring	Press campaign Public manifestation Web sites Social Networks	Means of communication Logistic	31/10/2019

4

Slide 2

Rationale

- *Why?*
  - New Curricula Thrust of ISE/CUSE for academic year 2017-2018 and onwards:
    - "*Education for Sustainable Development*" (ESD),
    - "*Disability, Inclusive Education, Enrolment of Children and Adolescents with Special Educational Needs*",
    - "*Early Childhood Integrated Development*".
  - GCED, natural complement.
- *What Needs Being Addressed?*
  - Human resources deficit for training, supporting and advising applicants, conducting studies and research in a continuous innovation perspective.
  - Inadequacy of didactic materials due to a lack of contextualization.
  - Deficit of knowledges and understanding of the complexity of the local context.
- *What is the change you want to happen?*
  - Fostering
  - Better achievement of the mission of ISE/CUSE

2

Slide 5

Evaluation Tools

- *Institutional level:*
  - Monitoring: Follow-up grid, Reflection session
  - Self-evaluation & External-Evaluation: Rules, Process and Tools of:
    - Ministry of Higher Education, Research and Innovation
    - National Quality Assurance Authority for Higher Education (ANAQ-Sup)
    - African and Malagasy Council for the higher education (CAMES)
  - Evaluation by Partners and Beneficiaries: Survey questionnaire, reflection session

- *Academic level:*
  - Self-evaluation & External-Evaluation: Rules, Process and Tools of:
    - Ministry of Higher Education, Research and Innovation
    - National Quality Assurance Authority for Higher Education (ANAQ-Sup)
    - African and Malagasy Council for the higher education (CAMES)
  - Partners and Beneficiaries: Survey questionnaire, Reflection session

5

Slide 3

Objectives

- Implementing new speciality in training of trainers on GCED and Peace within framework of an existing Master Degree programme.

- Developing and integrating modules and didactic material in the current initial training of teachers and inspectors of education and training.

- Developing modules, and actions plan, in relation with the Ministry of National Education for the continuing training of teachers and inspectors of education and training as well as other staff.

- Developing modules and didactic material for non-formal education sector (NGOs, Youth associations, etc.)

- Organizing periodic scientific and/or public events (conferences, colloquies, symposia…).

3

Slide 1

Strengthening the integration of GCED in the school Curriculum

What, for whom and where?

- A series of training workshops conducted for the professional staff at the National Curriculum Centre
- To raise awareness and conceptual understanding of GCED and through sharing among
  - ➢ Curriculum Developers/ Designers,
  - ➢ Curriculum Evaluators
  - ➢ Teacher Educators
  - ➢ Commissioned writers
- This is with a view to build capacity and appreciation of the GCED as a cross- cutting education curriculum agenda in Swaziland.

1

Slide 2

Rationale

-Why the activity/project?
- What gaps & needs are being addressed?
- What is the change you want to to see happen? (Justification)

- Even though GCED concepts, values and attitudes are evident in the Swaziland school curriculum, they are not given prominence as GCED.
- Hence teaching of GCED is left to chance
- Integrating GCED increases the opportunity for Swazi learners and teachers to meaningfully engage in relevant GCED domains, concepts and to develop GCED values.
- Would add value to teachers' pedagogical content knowledge development of relevant skills and values.
- It will create opportunities for GCED assessment during teaching.
- Will advance inclusion of GCED in training programmes for teacher education (Pre-service and In-service) since they should align training programmes to curriculum taught in schools
- The integration will also challenge School Principals to foster the inherent GCED culture and values in schools.

2

Slide 3

Objectives

Desired Outcomes, Output, Key Result Areas

- To develop conceptual understanding of GCED among the NCC Curriculum Developers
- Develop a GCED Curriculum matrix as a tool for integration of GCED in the school curriculum
- To share and adapt transformative pedagogy to advance GCED in school curriculum support materials
- Establish consensus among staff on best integration options in the context of the Swaziland school curriculum

3

Slide 4

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
1. Introductory meeting for sharing with the NCC HODs on GCED	-Presentation for sharing exposition- sounding GCED and APCEIU work to HODs - website visitation	Reading materials website Stationary	20th -21st September 2017
2. Whole staff workshop	Presentation for exposition for conceptual understanding and reflections	Reading materials website, facilitators Stationary	5 days
3. Residential workshop on curriculum Audit	-Hands on activities for subject disciplines to carry out an audit/ -Subjects group presentations for reflections negotiation and consensus	Curriculum tools, materials on SDG 4, APCEIU material as frameworks to guide the audit and facilitators Workshop venue, facilitator	3 days and extends beyond workshop

4

Slide 5

Evaluation Tools

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire)

- ➢ Curriculum audit schedules/ tools
- ➢ focus group discussion schedules
- ➢ Questionnaires

5

1

4

2

5

3

6

Slide 1

ASPnet Qhapaq Nan

Heritage and GCED in ASPnet Argentina
Qhapaq Nan, Andean Road System

Main Andean Road Qhapaq Nan

Slide 4

Components

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
1- School Governance	• Teacher support • Urge the community to take part	• Manual for teachers • Training for school leaders	• December 2017 • April 2018
2- Teaching and Learning	• Identifying • Planning and leading projects of preservation	• Training on design and implementation of projects.	• May 2018 • May – July 2018
3- Facilities and operations	• Carry out assessments to become more sustainable	• Assessment tool on sustainability	• July 2018 (continuous assessment)
4- Community and Partnerships	• Identifying potential partners (National Parks, Local Government, ASPnets in other countries)	• Connecting schools with other partners (national, provincial, local and international)	• December 2017 (Partnership with Colombia March 2018)

Slide 2

Rationale

Why?
• Qhapaq Nan was included in the World Heritage List in 2014 after 14 years of international cooperation activities involving its nomination.
• It presents an innovative nomination since the site is located across six Latin American Countries (Argentina, Chile, Boliva, Colombia, Perú and Ecuador) and seven Argentinean Provinces (Tucumán, La Rioja, San Juan, Mendoza, Catamarca, Jujuy and Salta).
• The site involves many challenges related to its preservation (extension, authorities involved, indigenous communities involvement, impact of tourism, mining, etc.)

Gaps and needs?
• Inclusive education which relates to students interest and way of life.
• Increase public awareness, training and public participation related to the World Heritage Site.
• Generate a global understanding of the universal valued shared

Change:
• Whole Institutional Approach in schools involved in the project schools can identify problems related to the preservation of the Site well as encouraging other ASPnets in the other 5 countries to join the project and generate exchange between students.

Slide 5

Evaluation Tools

- Assessment tool on sustainability for schools (Evaluation based on schools facilities and areas of improvement)
- Continuous assessment and reporting to the National Coordination of ASPnet
- Exchange of best practices among schools and areas of further development

Slide 3

Objectives

• Encourage the value for local Heritage of the Andean Culture
• Develop in young students the possibility to identify and take on their individual and social responsibility to take care of their Heritage.
• Strengthen Whole Institutional Approach in the schools involved in the projects so they can diagnose problems related to preservation and innovative solutions to approach them.

Slide 1

GCED ON SUSTAINABLE SCHOOL PROJECT

Saeko Fujimoto
Asia-Pacific Cultural Centre for UNESCO (ACCU)

ACCU
Asia-Pacific Cultural Centre for UNESCO

Slide 3

RATIONALE

Why the activity/project?
- Japan's education policy requires to implement more participatory and interactive learning approach.
  BUT
- A certain number of schools still don't have relevant knowledge and experiences
- Teachers sometimes are even authoritarian

What gaps & needs are being addressed?
- Sharing knowledge and activities which teachers can use in their classrooms

What is the change I want to happen?
- Make themselves more imaginative and respectful .

Slide 2

OVERVIEW

WHAT:
- Sharing the concept of GCED and methodologies thorough online newsletter, the project-based workshop and publication

FOR WHOM:
- Teachers of Sustainable Schools*, ASPnet schools
  *Model schools to promote ESD including ASPnet schools

WHERE:
- Online, In the workshops in Tokyo, In each school

WHEN:
- From October, 2017 to March, 2018 (to be continued)

Slide 4

OBJECTIVES

Desired Outcomes
- Understanding GCED concepts
- Learning the effective pedagogies for GCED
- Shift from teacher-centered approach to student-centered approach

Key Result Areas
- Respect for diversity (Socio-emotional dimension)

COMPONENTS

Content/ Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Online newsletter (Understanding GCED)	- Sharing my experience of 2nd Global Capacity-Building Workshop on GCED	- Mailing list - Facebook - Materials published by APCEIU/ UNESCO	Oct, 2017
Workshop	- Sharing the methodologies such as Stone activity - Discussing about diversity and human rights	- Stones - Another materials for activities if needed	Dec, 2017

5

EVALUATION TOOLS

- Questionnaire for the workshop
- School visits to observe use of methodologies in classroom
- Annual report of the project (March, 2018)

7

COMPONENTS

Content/ Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Open Class	- Monitoring some of the schools	- With external experts	Dec, 2017 – Feb, 2018
Publication (Sharing good practices)	- Publishing booklet of the project (Vol.2)		Feb, 2018

6

THANK YOU!

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ASPnet in Japan Website:	http://www.unesco-school.mext.go.jp/
ACCU Website :	http://www.accu.or.jp/

ACCU
Asia Pacific Cultural Centre for UNESCO

8

Slide 1

GCED Animation Video Series in Lao Language

- **What:** Making GCED for everyone to access by creating animation video (7 videos)
- **For:** Children, Youth, Students, Teachers (internet users)
- **Where:** LaoNatCom Facebook and Youtube

1

Slide 4

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
1. Understanding about GCED 2. Intercultural understanding respect and solidarity perspective 3. Local-global justice 4. Human right and responsibilities 5. Dismantling Cultural War 6. Harmony with the earth 7. Inner peace	- Writing Scripts and contents - Consulting the content - Finding some pictures - Creating video Editing video - Posting on FB and Youtube	- Powtoon App. For free. https://www.youtube.com/watch?v=BfJBRboGaPM - Video creating app. - Computer	1 month per each video

4

Slide 2

Rationale

Reason: In our increasingly connected and interdependent world, especially the increasing number of internet assessing, it is critically important that everybody have opportunities to engage with diverse cultural perspectives, build geographic knowledge, grow global competency, and develop the skills and knowledge necessary to consider and address our shared global challenges.

Gaps and needs: Many teachers, students as well as youth and community still do not have a clear idea of what is GCED. The video of GCED can be a good tool to promote the idea of GCED in Lao PDR because .

Justification: People have general idea and key concept of GCED, the importance of GCED, understand about global issues, alternative solutions and competencies to become GC.

2

Slide 5

Evaluation Tools

- Monkey survey
- Comments from FB
- Sheet

5

Slide 3

Objectives

Output
- Producing GCED media material in Lao language

Outcomes
- Having a better the understanding about GCED;
- Understanding and preparing people in the community to response with global issues;
- Having tools for teaching and learning, training GCED;

Key Result Areas
- Long-term widespread among different groups in society
  People involve more on the conversation and action to become GC.

3

Slide 1

Vegetable Production Through drip Irrigation

(A project based action plan on implementation of GCED at Monduli Teachers College)

Target Group: Student Teachers

By Menard Sikana
Teacher Educator (Monduli T.C)

Slide 2

Rationale

- Monduli is a college for science
- Shortage of water for irrigation
- No any vegetables gardens for students

Benefits
- Cut cost for buying vegetable
- No chemical agriculture

Slide 3

Objectives

- Familiarize students with GDCE
- Solve problems using locally available resources (improvisation)
- Establish relationship between classroom practices an real life situations
- To strengthen the students unit and team work

Slide 4

Components

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/Materials Needed	Timeline
Training/ Orientation (5 contact Hrs)	Role play Lab experiments TV talk show	Flip charts, Marker pen Computer & Project Colored pencil	18th – 22th Sep 2017
Identification of the Area	Field Visit Lab experiments	Survey tools	25th – 29th Sep 2017
Collection of materials	Discussions Field visits	Disposal bottle of water, Organic manure, Organic pesticides, Seeds	2nd -6th Oct 2017
Implementation	Field work	Hand hoes, Rake, Slashers,	9th Oct – 24th Nov, 2017
Evaluation	Questionnaire	LMS - Moodle	25th -27th Nov 2017

Slide 5

Evaluation Tools

- Survey questionnaire before and after the project

- Focus group discussion/diagnostic evaluation

Slide 1

Engagement of Peace Advocates for Global Citizenship Education, Peace Building and Civic Duties

- What?
- Through advocacy the Peace Advocates shall raise awareness of communities on the need for tolerance, peaceful co-existence and reconciliation starting from within the school community before extending to the larger community
- The advocacy shall target school-going children who find themselves entrapped in the sentiments that they have no idea about where it stems. Advocates will serve as ambassadors that shall set the tone for community healing following the degeneration a cohesive Gambia along tribal lines.

- Where?
- Gambian schools within the UNESCO ASPnet membership shall undertake to serve as the "peace ambassadors" bring the message of GCED and peace education to the target communities.

1

Slide 4

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
• Peace workshops and caravans • Radio/tv. programmes for advocacy • Cultural exhibition	Two regional workshops for ASPnet school coordinators Series of radio/tv sensitizations Peace advocacy through the caravan of peace Exhibition	Resources persons (4) Posters, flyers, projector, radio slots, tv panel discussion, exhibition on culture	6 months

4

Slide 2

Rationale

Considering that the Gambia has just emerged from a 22 years malgovernance/dictatorship that was removed by threat of force after reneging on the concession of losing the election to an independent candidate. During the 22 year span many youth who did not see hope in the horizon left the shores of the Gambia on the perilous journey to Europe through the "back way" resulting to multitudes meeting their death in the deserts or high seas.

Of late there has been an increase on the level of political bickering on social media among Gambians smelling of tribal sentiments. This proliferation if not addressed is going to entrench the menace further beyond imagination.

Forming the largest cohort of the Gambian society the youth cannot afford to embrace the nefarious sentiments of a divisive Gambia. Therefore, using the schools as the launching ground for a peace campaign can only but resonate with the philosophy of "catching them while they are young."

Hence the need for youth to take advocacy roles to heal the many after-ills communities are grappling with this ugly menace.

There is a need to bring back the Gambia to its former glory of beacon of peace in our West Africa sub-region. The Gambia where tolerance in its multiple forms is celebrated.

2

Slide 5

Evaluation Tools

- See that each school conducts a step down training/advocacy sessions within the school
- Evidence of news report on the activities
- Monitoring mission to the regions

5

Slide 3

Objectives

- Awareness on Global Citizenship, and peace building raised in all ASPnet Schools in the Gambia

- Raise the awareness of communities in Foni and Jarra about GCED and Peace building

- Promote the participation of youth in nation building through responsible use of social media

3

Slide 1

Programme for becoming « A GCED's Ambassador »

What ?

A programme for learning about GCED.

For whom ?

• Decision-makers in Education Ministries ;

• Principal (ASPnet) ;

• Teachers (ASPnet) ;

• Students (ASPnet).

Where ?

• National Commission for UNESCO's Building.

1

Slide 4

Components

Content	Activities	Resources/Materials Needed	Timeline
- Understanding the National Context of GCED - Focus study on GCED's topics and ESD (Environmental problems, Peace education, Tolerance, Human rights, local justice ...)	- Workshop training - ASPnet's Project contest	- Resources persons - Materials - Agenda - Kits for GCED (Eco-card, guide ...) - Financial resources	- Session : 3 days per / 6 months - 1 School per year

4

Slide 2

Why the activity ?

2017 : Sectoral Plan for Education = Opportunity to include the GCED's values, skills and competences.

➡ Social tension (inequality, insecurity ...)

➡ Résignation of citizens

➡ Environmental problems (drought, climate changes ...)

What gaps & needs are being addressed ?

Even if Madagascar has adhered to the SDGs, GCED and its topics remain unknown and there is a real need to publicize the subject.

What is the change you want to happen ?

Empowering individuals to set up a new society of living-together as one community and to be more responsible.

2

Slide 5

Evaluation Tools

- Survey questionnaire

- Reflection session

5

Slide 3

Output

- To expand the participants understanding and knowledge about the key concepts of GCED.

Outcome

- To give the participants the necessary tools to be ambassadors of the GCED in their community ;

- To enable individual to act daily for the promotion of GCED's values in their community.

Key Result areas

- To integrate GCED's topics in the National Curriculum.

3

4. Training
Zambia - Beatrice Chama

TITLE : GCED TRAINING PROJECT FOR STUDENT TEACHERS.
WHAT: Human Rights, Conflict Resolution
TARGET GROUP: Restless club students
WHERE: Mansa College of Education Zambia.

OBJECTIVES.

Enable students to:
-Respect human rights
-Co- exist
-Avoid riotous behavior
-Exercise life values and attitudes related to human rights.

1

3

RATIONALE.

There is a problem of marginalization and riotous behavior in the college. The training therefore will help students to embrace one another and avoid riotous behavior.
If students are trained and exposed to the concept of GCED on Human Rights and Conflict Resolution they will change their behavior.

2

CONTENT/PROJECT COMPONENTS	METHODOLOGY/ ACTIVITIES	RESOURCES/ MATERIALS NEEDED	TIME LINE
Human Rights Information and Knowledge about Human Rights. Values that support Human Rights principles and norms and attitudes consistent with these values. Skills and competences for action . Conflict Resolution Forms Ways of resolving conflicts.	Workshops Group Discussions Games	Computer Projector Markers Balls	4th – 8th October, 2017. 14:00 hrs- 17:00hrs. Wednesday to Friday. 08:00hrs to 13:00hrs on Saturday.

4

Rationale

- The program will help the students to:
- Succeed in a fast changing global economy
- Provide solutions to local social problems
- Master interpersonal and social skills
- Have fun

1

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Our curriculum is based on international standards that are adapted to the Egyptian culture. ‣ Our program integrates knowledge, research, social, and community activities in a holistic education model.	Experiments Field Trips	Venue Experiments materials	15 hours

3

Objectives

- Teach kids to become future sustainable development
- stewards through
- ‣ being environmentally, socially, and economically responsible
- ‣ ready for sustainable development career paths
- ‣ comprehending and mastering skills necessary to a further
- sustainable future.

2

Evaluation Tools

Projects produced that actually helped the community

4

Slide 1

APCEIU

A PROPOSED ACTION PLAN FOR INTEGRATING GCED IN THE TEACHER EDUCATION AT SQU

-By:
-**Sulaiman Al-Balushi**
-**Khalaf Al-Abri**

Slide 2

APCEIU

RATIONALE

-Oman possesses a wide range of diversified culture and heritage. GCED principles are emphasized in the Omani national curriculum in differ subject matters. The national philosophy of education reflects different aspects of GCED. However, There has been no collective efforts to reinforce the principles of GCED in the teacher education programs in Oman and in the Omani educational system at large. Omani classrooms are not experiencing a creative exposure to GCED.

-Oman is considered regionally and internationally as a role model for tolerance, peace and acceptance of others. Thus there is a strong potential that the College of Education could play a national and regional role with regard to GCED and become a hub for enhancing GCED in the regional educational systems.

-Furthermore, College of Education is active in research and its faculty are engaged in different research projects at the national and regional level. This enhances the College's ability to conduct GCED related research.

Slide 3

APCEIU

OBJECTIVES

1. To promote and implement GCED in the Omani educational system.
2. To make the College of Education at Sultan Qaboos University in Oman as a national and regional hub for GCED.
3. To build the capacity of Omani teachers to deliver GCED principles.
4. To equip the Omani new teachers with knowledge, skills and dispositions related to GCED. The SQU student teacher will be able to:
   - ✓ Comprehend the principal, domains, issues, topics, etc….. of GCED.
   - ✓ Express understanding of local, national and international issues.
   - ✓ Express more acceptance of people from different backgrounds.
   - ✓ Transfer the understanding of GCED to school students through different classroom and extra-curricular activities.
   - ✓ Enhance school students' positive attitudes of empathy, solidarity and respect for differences and diversity.

Slide 4

COMPONENTS

Content	Activities	Resources	Timeline
1. Diversity 2. ESD 3. Human rights 4. Peace education 5. PVE	• Offering a University **Elective course** on GCED • Integration of the GCED **content** in the teacher education program courses. • **Workshops** for faculty and cooperating school teachers • **Extra-curricular activities** for student teachers related to GCED themes. • **School GCED projects** in certain cooperating schools to serve as a model for student teachers.	• **Experts** of GCED to help training stakeholders. • **Experts** to help integrating GCED themes in the teacher education program courses. • **Training guides** • **Lesson plans** and activitiy guides • Training materials (i.e. Stationaries). • **Funds** to support experts, trainers and workshops. • Administrative staff	• **Prepration & planning:** 1 year • **Pilot implementation:** 1 yr

Slide 5

APCEIU

EVALUATION TOOLS

•**Needs assessment tools:** SWOT analysis, surveys, reflection papers

•**Continious assessment:** observation forms, mini-surveys, performance assessment

•**Summative assessment** (impact on students teachers and school students): performance rubrics, dispositions rubrics, written exams, reflective papers.

Slide 6

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THANK YOU

IV. PARTICIPANT REFLECTIONS

Participant Reflections

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

Synopsis

Of the 30 participants surveyed, six participants (20%) deemed sessions on pedagogical approaches as the most useful because it is implementable to their individual contexts. Participants in enjoy instructiveness of the sessions and believe that it is an important competence for teachers to have.

Another 20% of participants were in agreement that the workshop equipped them with a good overall understanding of the various elements of GCED.

- Pedagogical Approaches
  - All pedagogical strategies that we can implement in our work
  - I like pedagogical approaches and sessions because pedagogical methodology is important for teachers. What, how, when, and where. Teachers should have deep understanding.
  - Teachers' competence and transformative teaching learning methods for GCED
  - Pedagogies, human rights and action plan because they are implementable in my country
  - Interactive sessions were useful because I can integrate into my work, especially, training workshop for teachers.
  - The methodologies from Lea and all presenters as well. They are interactive.
- Understanding GCED
  - GCED Conference
  - About understanding regional and national contexts of promoting GCED.
  - The understanding of global issues in regard of GCED
  - Touched A to Z of GCED that helps get into action (personal experiences, international conference…)
  - Sharing transformative pedagogies to advance GCED in schools, especially integrating GCED through art. Also provision of the GCED Conference was strategic in strengthening the workshop
- The Facilitators
  - Presentations by the international experts. They are people who are very much involved in the fields they work.
  - Lecture by Dylan, Lea, Anna Maria and Swee Hin
  - Facilitators are fine and friendly
  - Lea's sessions, the conference and the DMZ

- Content sharing between participants
  - Knowing facilitators and learning and having had the opportunity of sharing and speaking openly outside the formal workshop.
  - Learning about others' context
  - GCED content sharing, because I can use it in my local context
- A Specific session topic
  - Culture of peace and international understanding
  - Education for peace. Peace is not only important in the local context but also internationally.
  - PVE, as it directly links with my current assignment
  - Promoting respect for human rights
- Networking
  - New friends around the world with GCED
  - Building a network with wonderful participants and experts and teachers. We can collaborate in the future.
- Field Visit
  - School visit was useful. We can see the actual activities on time and effective ways of learning; combining theoretical knowledge from the workshop and implementation in the school
  - DMZ gave clear picture of why GCED is needed
- Organization of the Workshop
  - Organization and logistics were well handled right from the beginning to the end. Sharing session materials in good time

2. What did you like least or find least useful from the workshop? And why?
Synopsis
Some participants found it difficult to relate the interactive activities to their fields of profession. Others also believed that too much time was devoted to theoretical sessions and not enough to practical.
Few participants felt uneasy with the session on Preventing Violent Extremism due to some references of religion and lack of information on the context. Definition should be carefully delivered.

- Practicality of session and activities
  - The physical and artistic activities were difficult to relate to teaching practice of GCED
  - Long time devoted to theoretical presentations
  - Be practical rather than theoretical
  - Country presentations were not about the theme.
- Session on Preventing Violent Extremism
  - Regional context of violent extremism
  - PVE. It didn't talk about a lot of countries or contexts. Just about religious violence.
  - The definition of violent extremism
- Reflection sessions
  - Some formal sharing activities were too superficial
  - Reflections of the fellow participants seemed too long

• Lack of certain information
  - Information on DMZ was scarce. There should have been a session to discuss DMZ context before the field visit.
  - Clearing house. It is an interesting place but I lacked guidance on the activities to understand full importance.

3. Are there any topics that should have been given more time to explore?
* Some participants gave more than one topics. Answers that did not have an explanation were only counted as a number.
Synopsis
Majority of the participants expressed interest in knowing more deeply about the different methods of implementing and practicing GCED. They want to know innovative tools and strategies to engage students and teachers for peaceful practices. Secondly, participants believed the topic of Preventing Violent Extremism needs to be more deeply discussed through specific examples and what is being done to solve them. Participants feel an urgent need to learn about PVE to counter it with pedagogical tools.

• Transformative Pedagogies for GCED (8)
  - Transformative pedagogies because it deepens participation and comprehensions
  - Innovative tools for engaging learners. Pedagogical strategies
  - The methodological aspect of how to build peace and just at local, global level. How to identify main factors to address (push/pull factors..)
  - De-normalization of beliefs, prejudices, innovative pedagogical tools
  - Innovative pedagogical tools
  - Teacher improvement strategies
  - Project-based initiatives by local schools as well as international organizations
• Preventing Violent Extremism (6)
  - Examples on violent episodes around the world and the actions the UN is pushing with a view to create platforms for peace/reconciliations
  - Prevent violent extremism, the type of pedagogical approaches to be used to prevent violence
• Human Rights (3)
  - Human rights that can aid understanding of people we deal/relate with
  - Maybe human rights or gender issues
• Sharing between participants (2)
  - The participants' experiences
  - Reflection and discussion should be longer
• Action plan development (2)
• Environmental Sustainability (1)
• Education for International Understanding (1)
• Dismantling the culture of war to a culture of peace (1)
• Building global/local justice (1)
• GCED implementation assessment (1)
• Everything, I need more time to explore and understand each topic more deeply (1)

4) What would be your main takeaways from the workshop?

* Some participants gave more than one takeaways. Answers that did not have an explanation were only counted as a number.

Synopsis

Participants were in agreement that they gained a good well rounded knowledge on the key concepts of GCED by the closing of the workshop. Participants developed a deeper identification as global citizens. Secondly, participant were able to takeaway various ideas for practicing GCED to use in their contexts once returning to their countries.

- Knowledge of GCED (13)
    - Knowledge and experience on the field of GCED. We became much more tolerant of other people.
    - GCED may be a good opportunity to improve quality of our education activities of our communities at all levels. However we need to change our mind.
    - Peace, understanding, good shedding of prejudices
    - Dismantling the culture of war and human rights
    - The fact that GCED is a way of living for everyone. That is possible in all subjects though countries have the right to priorities.
    - Diversity makes beauty
    - We should not wait for the nation of GCED to be integrated in our policies and plans. Let's start working for it from today.
    - Deeper understanding of GCED
- Ideas for activities (8)
    - Interactive, imaginative, fun, thoughtful and moved activities as effective methodologies for implementing GCED
    - Unique pedagogical ideas
    - Activities from Lea and role play from Swee Hin and hat activity
    - Ideas and tools to do GCED that is attractive to students and teachers
    - The interactive methodologies on approaching GCED
    - Creative activities, action plans, ideas, GCED efforts in other countries
    - Education through acting
    - Knowledge about technical knowhow for action
- Curriculum (3)
    - Lea's presentation on the student voices or school curriculum formulation
    - Integrating GCED in the curriculum
    - Materials given on GCED curriculum is very useful
- Sharing experiences (2)
    - Sharing experiences, learn being a better global citizen and be confident by acting
    - Sharing a common language
- Action plan development (2)
- Networking (1)

## 5) General comments and suggestion for improvement.

Suggestion

- To give more time for showing international experiences
- Having Korean participants would have been helpful
- Increase facilitators from Africa. Include more discussions
- More/better pre-work to simplify sessions
- Visa expenses could be improved
- There should be orientation about Korean culture (history, modern life..)
- Invite MOE senior officials, so the message can be reached to the policy level quickly and effectively. Gov can take actions and make necessary decision making. (eg. Principles, DGs or DDGs)
- I wanted to learn more about how UNESCO's contacts and networks with ASPNet schools.
- Program should be longer in days because every day, the schedule is tight and sometimes I felt very tired.
- Some facilitators speak too fast and I couldn't catch what they said/meant
- To have more time to visit schools. Go to two schools.
- The workshop and conference made me more confident and committed for implementing GCED.
- Would suggest be included advocacy techniques and communication skills as well as social media managing
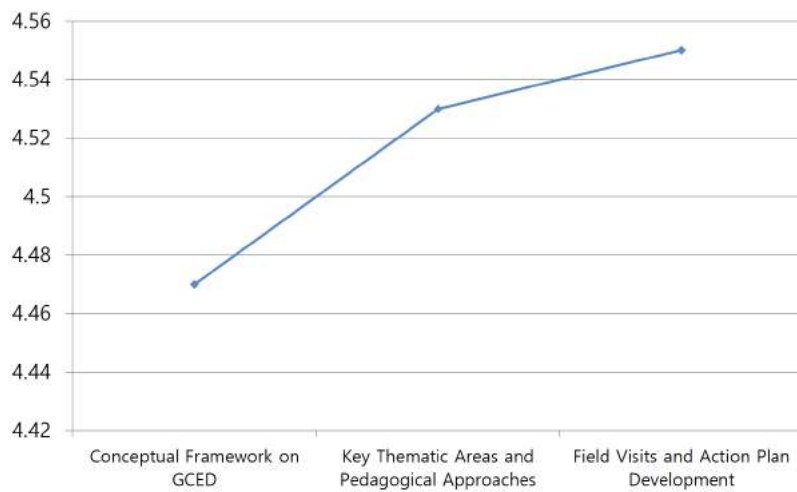
Complimentary

- The workshop and conference made me more confident and committed for implementing GCED.
- Well organized and appreciate the organizer for choosing Malaysia as part of GCED initiatives
- Well organized
- Implementable and useful
- Keep working ahead
- Workshop is well organized and staffs are very helpful and knowledgeable.
- No further recommendations, good job.
- Well organized and appreciate the organizer for choosing Malaysia as part of GCED initiatives
- Well suited for professional fields of the participants
- I am deeply impressed by the contribution and hospitality of APCEIU.

1. Participant Evaluation (out of 5.0)
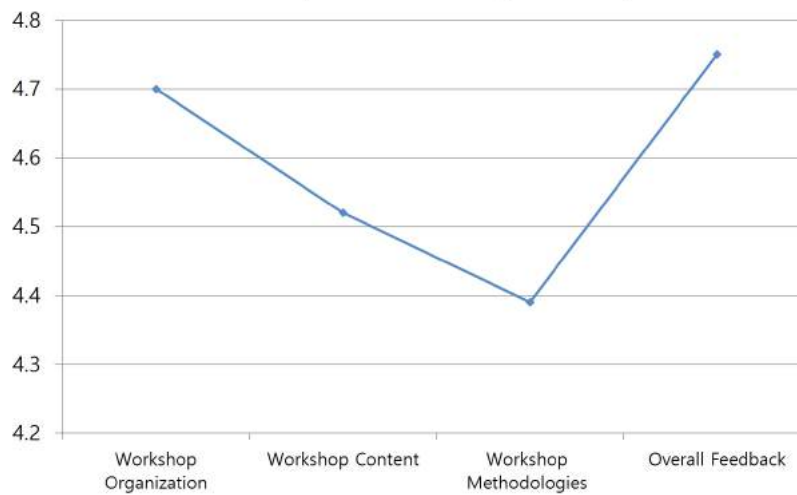
2. Workshop Content (out of 5.0)

2nd Global Capacity-Building Workshop on GCED
Final Report