

Sangsaeng

Living Together Helping Each Other

International Conference on GCED

Platform on
Pedagogy and
Practice

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DIRECTOR'S MESSAGE

Ever since Global Citizenship Education (GCED) emerged as an important education priority, APCEIU started the journey of promoting GCED. We have shown commendable progress in developing diverse programmes and projects to spread GCED values not only in the Asia-Pacific region but in every corner of the world. For instance, we have hosted various teacher training programmes, published GCED materials, and talked with leaders to explain the growing necessity of teaching the concept of global citizenship in schools. Thanks to these efforts, our work was recognized and praised by world leaders at the World Education Forum 2015 in Incheon, Korea. Our journey took another big step forward when the UN Sustainable Development Summit adopted the 17 Sustainable Development Goals (SDGs) in September 2015. Target 4.7., which specifically stated the importance of global citizenship and cultural diversity, allowed APCEIU and educators to actively participate in advocating GCED.

Co-organizing the 1st International Conference on GCED, which took place on 24 – 25 October 2016, APCEIU saw the peak of its journey. The goal of the Conference was to create a platform on pedagogy and practice for experts and enthusiastic GCED actors from various fields. Through this platform, participants would be able to learn new approaches and methods, ultimately leading them to bring these ideas back to their respective institutes and societies. The Conference turned out to be an excellent example of micro-level platform for reviewing and sharing GCED policies. In the plenary sessions, renowned policy makers and influential leaders presented their vision, guiding educators and various actors in further promoting GCED. In the concurrent sessions, experienced practitioners and teachers introduced their own cases that complement the points made in the plenary sessions. The speakers effectively delivered novel approaches by using their own experiences in field practice cases. These real-life stories inspired the audience and gave them new perspectives on GCED-related pedagogy. The carefully coordinated plenary and concurrent sessions provided not only knowledge, but also wisdom and insight.

At the closing ceremony, a great deal of participants expressed their gratitude and satisfaction on the Conference. There is no doubt that their fulfillment and passion will continue to aid them in further advancing GCED in their own fields. With their experiences as change makers, we firmly believe that they will be able to make even greater changes after the Conference. It was a truly accomplishing moment for APCEIU, to see that our journey in promoting GCED has come this far. Our journey may not have been a long one, but it was a rewarding one. We hope that this journey will continue next year at the 2nd International Conference on GCED with familiar and new faces coming together to celebrate the education for peace and prosperity.



Utak Chung

Utak Chung
Director



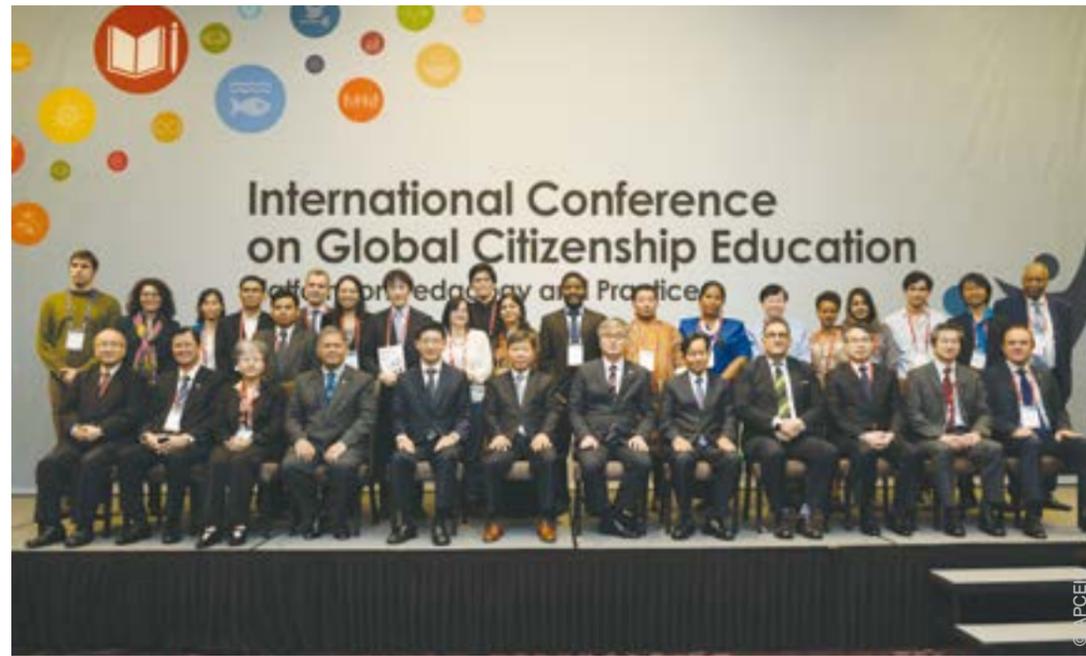
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INTRODUCTION TO THE CONFERENCE



With Global Citizenship Education (GCED) emerging as one of the major global goals to be achieved by 2030, the demand for a platform for sharing GCED ideas has grown significantly. Due to this demand, the 1st International Conference on GCED: Platform on Pedagogy and Practice was co-organized by APCEIU, the Ministry of Education of the Republic of Korea, and the JoongAng Ilbo, in partnership with the UNESCO Headquarters. The Conference took place on 24-25 October 2016 at the Sheraton Seoul D Cube City Hotel in Seoul, Republic of Korea, with 40 speakers and 300 participants from around the world having attended.

Comprised of three plenary and three concurrent sessions, key stakeholders and participants from the general public came together at the Conference to explore the world of GCED. In the plenary sessions, experienced speakers ranging from youth activists to government policy makers shared their views on the core values of

GCED. The Keynote Session and Panel Discussion was conducted during the first day of the Conference, inviting major policy makers to discuss about their current achievements in GCED policies and the measurements needed to further develop such policies. At the Panel Discussions, panellists from diverse fields talked about being a Global Citizen according to their own experiences. On the second day, TED-style speeches were given by socially influential figures to demonstrate the importance of education, especially the education that emphasises the values of Global Citizenship.

Each of the three concurrent sessions included three to four parallel sessions, in which educators and practitioners introduced and delivered their own field experiences. The first concurrent session was held on the first day, examining the role of the actors of GCED by learning some of the best practice cases. The rest of the concurrent sessions were organized on the second day; in the second concurrent session, participants discussed the

thematic approaches to GCED. In the last concurrent session, participants analysed the process of planning, teaching and most importantly, assessing GCED. In these sessions, participants learned how to properly understand and implement GCED into our societies through interactive discussions and teaching-learning activities. Also, outside of the sessions, the GCED Youth Network Launching Ceremony and EIU Best Practices Awards Ceremony were held during the second day of the Conference.

The annual Conference proved to be a fruitful, productive platform not only for experts and educators, but also for those who are interested in GCED and Sustainable Development Goals in general. The sessions also provided a platform for forming strong regional, global partnerships and networks among GCED actors. Through these networks, the topics and dialogues discussed at the Conference are expected to further develop in various parts of the world. [📄](#)

OUTSIDE THE SESSIONS



Speakers Luncheon

The speakers were invited to a special luncheon hosted by the Ministry of Education of Republic of Korea on the first day of the Conference. Mr. Young-gon Kim, Director-General of the International Cooperation Bureau of the Ministry of Education gave his remarks and welcomed the participants from all over the world.



GCED Exhibition

Various GCED related materials and EIU outcome reports were exhibited throughout the entire Conference, in the hallway outside the conference room. Participants showed great interest in the materials from APCEIU as they have provided exemplary resources for implementing GCED. Educators were also impressed by the EIU best practice results from diverse schools and sought ways to carry them out in their own institutes.



Launching & Awarding Ceremonies

On the second day of the Conference after the GCED Talks plenary session, two special ceremonies took place outside the conference room: The GCED Youth Network Launching Ceremony and EIU Best Practices Awards Ceremony. At the GCED Youth Network Launching Ceremony, members of the GCED Youth Network gave a demonstration about their project. The EIU Best Practices Awards went to Ms. Himanshu Sharma, Principal of Him Academy Public School in India for her project Student Empowerment through Values in Action (SEVA), and Mr. I Wayan Alit Sudarsana, President of Little Circle Foundation from Indonesia, for his Teaching and Inspiring Class project. [📄](#)

THE RISE OF GCED AND APCEIU'S ROLE IN PROMOTING GCED WORLDWIDE



Mr. Utak Chung, the Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU), began his opening speech by giving a brief background of how Global Citizenship Education (GCED) came about in recent years. While being aware of how the world today continues to become more and more interconnected and complex, he also pointed out the increasing violence happening in many parts of the world. To address these negative effects of globalization, he called on educators around the world and encouraged them to “take on the challenge of empowering the youth to become responsible citizens of a peaceful and sustainable global community.” Thanks to the Global Education First Initiative launched in September 2012, GCED started to gain international attention especially from the global education community. Its rising importance gained further momentum after the UNESCO World Education Forum adopted the Incheon Declaration in May 2015, then followed by the United Nations Sustainable Development Summit adopted the 2030 Sustainable Development Goals (SDGs) in September 2015. Among the 2030 SDGs, Goal 4.7 underlined the key role of GCED to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development.”

Mr. Chung also introduced how APCEIU is promoting education for a culture of peace and sustainability

under the frameworks of Education for International Understanding (EIU) and GCED through various programmes and activities including this international conference. He said that ongoing efforts of APCEIU in this field can be roughly divided into two main areas: organizing capacity-building workshops for educators and teachers, and supporting UNESCO Member States to develop or integrate GCED in their national curriculums. He also outlined the main objectives of the international conference: first is to provide a platform for sharing practices, pedagogy, ideas, and insights on GCED; second is to strengthen partnerships and network among key stakeholders such as policymakers, educators, academics, youth leaders, and NGOs; and third is to assess “what we have done, to exchange what

we are doing, and to plan what we can do together” for SDG 4.7 in light of GCED. He ended his welcoming speech by expressing hope that the participants will carry out GCED in their own professional and personal contexts after gaining new understanding about the matter during the conference.

Republic of Korea's Contributions to GCED and UNESCO

In Vice Minister of Education of the Republic of Korea Mr. Young Lee's welcoming speech, he talked about the pivotal role of the Republic of Korea government in promoting GCED in the UN sustainable development agenda. In May 2015, the government hosted

the World Education Forum in Incheon wherein the international community established a set of brand-new educational development agenda called Education 2030 to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Education 2030 laid the groundwork in forming educational targets of the 2030 Agenda for Sustainable Development which was adopted at the United Nations Sustainable Development Summit held in New York, USA in September 2015. To realize SDGs, he said that education should play a key role in achieving peace, tolerance, human fulfillment and sustainable development around the world rather than just teaching basic skills and knowledge.

He also gave examples of how the Republic of Korea government is working





with UNESCO in promoting GCED. At the national level, it is supporting GCED lead teacher training workshops in the country for educators in Korea and from other countries; at the regional level, it hosted the GCED Youth Forum for Korean, Japanese and Chinese university students; at the global level, it is sponsoring the development and distribution of GCED materials around the world.

In concluding his speech, he emphasized the need for the international community to follow through the SDGs established a year ago by building strong partnerships among governments, private organizations and civil society groups. To achieve this, he hopes that the conference will become a place where practical ideas to effectively carry out GCED are exchanged, active policy discussions take place, and steps to develop GCED are broadly shared. He believes that the passionate endeavors of all the participants will bear fruit during and even after the conference, laying the foundation for better education for the benefit of humanity.

The Definition of Global Citizenship and the Quest of Fostering Global Citizens

Ms. Soo-Hyang Choi, Director of Division for Inclusion, Peace and Sustainable Development of UNESCO, talked about GCED by asking the following questions: “What is global citizenship education?”, “What is global citizenship?” and “Who would a global citizen be?” After citing several possible answers in question form, she answered them by saying that global citizenship has little to do with one’s travel records, one’s passport, and one’s job. She argued that even if one has broad knowledge and experience of the world, they do nothing to make the person a global citizen if they do not foster sympathy and empathy for humanity. To emphasize her point, she cited a story she read in a Korean newspaper which she said is a perfect example of global citizenship. It was about a female American English teacher and her two daughters of 11 and 5 years old who were spotted cleaning up a beach in Busan, Republic of Korea by themselves. Moved by the sight of

foreigners cleaning up the local beach, a Korean joined them and later followed by the whole local community. When a news reporter asked the mother and her two daughters why they did it, their answers suggested that they felt the responsibility to do what was necessary as members of the local community. They also implied that the foreigners had a sense of belonging that went beyond their own nationality. Ms. Choi argued that this story is a perfect example of global citizenship because it has all the elements of the concept, namely: solidarity with people that one does not know, care for the local community with an awareness that the Earth belongs to everyone, and taking action locally out of a sense of responsibility as citizens of the world.

Based on her example of an ideal global citizen, she asked a series of questions on whether modern education systems can teach students to become such global citizens. While they can teach attitudes and values, she asked whether they are effective enough to instill such attitudes and values in students and to motivate them to undertake responsible

actions. She left the conference participants with a series of thought-provoking questions: “How could we generate this kind of caring mindset that eventually leads one to undertake necessary action? Is our education system effective to generate this socio-emotional dimension of learning? If not, what needs to be done?”

Cambodia Welcomes GCED Implementation by APCEIU

Mr. Koch Im, Secretary of the State for the the Cambodian Ministry of Education, Youth and Sport, started his keynote address by sincerely thanking APCEIU for organizing two capacity-building workshops for GCED curriculum development and integration in Cambodia, both of which had laid the groundwork for carrying out GCED in the country in the long term. He mentioned that “GCED is strongly relevant and directly address the past and current challenges of post-conflict Cambodia.” Due to the Khmer Rouge genocide which

killed almost two million people through execution, forced labor, starvation and diseases between 1975 to 1979, modern Cambodia is now facing serious social issues such as racism, discrimination, xenophobia, gender inequality, environmental degradation, trauma of genocide, civil war and many more. Against this background, he believes that Cambodia is uniquely positioned to take the lead in promoting GCED values in the Southeast Asia.

He also said that Cambodia is ready to integrate GCED into its national curriculum as the country’s educational system has been undergoing widespread and serious reforms in various areas since 2013. He cited Dr. Hang Chuon Naron, the Cambodian Minister of Education, saying that GCED can be integrated in History and Moral Civics subjects as a start. This served as a momentum for their working group to come up with strategies and look for ways on how to incorporate GCED in these subjects.

Mr. Im concluded his speech by stressing the importance of GCED not only in Cambodia but also around the

world. Not only does GCED help students gain the necessary knowledge, skills, and attitudes to live with others peacefully and respect diversity, it also fosters 21st century capabilities so that they can contribute to the future well-being of their countries, region and the world. It is for this reason that he declared the full support of the Cambodian Ministry of Education in carrying out GCED in the country in close cooperation with APCEIU. [📄](#)

GCED FOR SUSTAINABLE AND PEACEFUL SOCIETIES: WHAT PRACTICES AND PEDAGOGIES?



In the Keynote Session, Dr. Seung-II Na, Professor of Seoul National University, moderated the keynote session and asked four panelists from different occupational backgrounds for their thoughts and suggestions on the matter. The four panelists are as follows: Mr. Armin A. Luistro, Former Secretary of the Department of Education of the Philippines; Mr. Se Yeon Kim, Member of National Assembly of the Republic of Korea; Mr. Bonian Golmohammadi, Secretary-General of the World Federation of United Nations Association (WFUNA); and Mr. Utak Chung, Director of APCEIU.

The Direction and Challenges of GCED Implementation

Mr. Armin Luistro talked about the direction and challenges of implementing GCED in the Philippine context. He first described the present situation of the country in broad strokes by briefly speaking about three main features: (1) roughly a tenth of the total Philippine population lives abroad, (2) the country encounters many tropical storms every year, and (3) the country suffered colonial rule for many years under Spain, the United States, and Japan. It is against this backdrop that Mr. Luistro discussed the K-12 curriculum, the most recent reform in the Philippine educational system. The K-12 was designed to make Philippine schools become more globally competitive by adding two more years to the traditional 10-year basic education required before entering a university.

However, he saw two challenges facing the recent K-12 educational reform. One was convincing people not to see the curriculum and education as means of competition. He noticed that there was so much competition among students but very few opportunities for synergy and cooperation. Another challenge was to make the new curriculum fit with the rest of the world. He thinks this question is important if the Philippines want their students to become global citizens.

Mr. Se Yeon Kim described the direction and challenges of implementing GCED in South Korea. He argued that GCED is important to address the negative



effects of rapid technological changes and globalization in the country. One negative effect is the widening gap between high and low income students in their quest to climb up the education ladder. Another negative effect he mentioned was the deepening divide between developing and developed countries. He added that Korea was once poor but since it received a lot of help from other countries, he thinks that now is the time for Korea to pay them back and not remain as free riders in the international community.

As for South Korea's challenges in implementing GCED, he mentioned the country's strong nationalism as an obstacle to teach GCED values to Korean students. After having suffered foreign invasions in the past 100 years, Koreans are very proud to have the idea of one Korean race. While this pride has contributed to national energy and achievements, this can hinder the teaching of GCED value of seeing oneself as a citizen of the world.

Mr. Bonian Golmohammadi, Secretary-General of the World



Federation of United Nations Associations (WFUNA), talked about the direction and challenges of GCED facing UN organizations. WFUNA is staffed with people from 100 different countries who can connect with other cultures and countries. One of the concepts of GCED being put into practice by UN staff is loyalty extension, a notion in which one's loyalty goes beyond from one's local community and country made possible by globalization and technological advancement. However, he noted that the challenge facing UN staff in relation to GCED is that the vast majority of them have no experience in the field of education. Nevertheless, he sees this as an opportunity to connect formal and non-formal learning by giving opportunities for experiential learning to his staff.

He also talked about a program for students being run by WFUNA called "Mission Possible." Mission Possible is

a program where students learn about project management: how to run complete projects with local communities, and how to implement them locally. He said that the program is a good way to teach students how to connect the global with the local through experiential learning, not to mention that feedback about the program has been very good.

Mr. Utak Chung, Director of APCEIU, discussed the issue from the point of view of a UNESCO-affiliated organization. Established based on an agreement between the Korean government and UNESCO and funded by the government, APCEIU is described by Mr. Chung as neither an international organization nor a government organization but as a 21st century type of organization dedicated to education. Although the scope of APCEIU is mainly the Asia-Pacific region, he explained because of the rising importance of GCED, APCEIU is also working with countries outside the Asia-Pacific.

As APCEIU tries to promote GCED in many countries around the world, Mr. Chung realized challenges facing its implementation. One challenge he mentioned was how GCED is understood differently in other parts of the world. For example, in Chile, human rights was treated as the same as GCED. In Arab countries, religious understanding is emphasized instead of human rights. Another challenge he noted was the difficulty in measuring the impact of GCED when APCEIU organizes workshops for teachers and distributes educational materials around the world. This is why some people do not see the importance of GCED. South Korea, for example, has many issues with China, Japan and North Korea, and many people think that promoting GCED is not as important and urgent as these issues. Overall, he argues that integrating GCED in national curriculums depends on domestic policy.

Ways to Promote the Cognitive, Socio-Emotional and Behavioral Learning Dimensions with GCED

Mr. Chung mentioned that it can be challenging to promote GCED in South Korea since about 70% of education in the country focuses on passing on knowledge while GCED focuses on fostering attitudes, values and behavior. However, as more Koreans go abroad and foreigners come to South Korea, GCED is needed to address the challenges that accompany this phenomenon. To promote GCED in all three dimensions of learning, APCEIU is carrying out online exchanges among students. For example, Cambodian students exchanged photos with Korean students online, increasing understanding between youth in Cambodia and South Korea. He also said that APCEIU is carrying out teacher exchange programs between South Korea and other countries like the Philippines and Mongolia. Giving

opportunities to Korean teachers to teach abroad and teachers from other countries to teach in Korea can be beneficial in promoting knowledge, values, and behaviors related to GCED.

On the question of what ways can GCED be used to promote all three learning dimensions, Mr. Luistro answered by giving an example of Korean students who showed solidarity to Filipinos who suffered from a disaster through concrete action. Typhoon Haiyan struck the Philippines in late 2013, leaving the province of Leyte in destruction with thousands dead. During Mr. Luistro's first visit to the province to check the state of schools, he saw the local people still burying the dead and there was little time for them to rebuild even their own homes and lives. However, Korean university students who came to help the local people to rebuild classrooms impressed him deeply. When he expressed his sincere thanks to the students, they responded by

saying that they were just paying forward to the Philippines for helping South Korea during the Korean War.

Drawing from this moving experience, he said that although we can put lessons in curriculums, we should not avoid sad and grieving stories because it is when the best of people come out. He also mentioned that GCED can be taught as intergenerational values in which the sense of solidarity among the new generations can be fostered based on the experience of how the old generations helped one another throughout history. This way, the new generations can show solidarity toward each other in times of crises.

Mr. Golmohammadi emphasized the behavioral dimension of GCED by talking about how to make students become agents of change. As he mentioned earlier, the Mission Possible program of the WFUNA gives students the opportunity to run their own projects that meet the needs of their local context. While it



is good to have students who have the knowledge and the attitudes, he said that it is better for them to become agents of change. He said that while it is good for students to clean the environment and help other people, we should teach them to look at the main causes of a problem and look for creative ways to solve them, not just let them address the symptoms. He also argued that young people should also be included in decision-making processes. Citing the Security Council's recent resolution which emphasized the role of global youth in peace processes, he considered this move to be revolutionary since it meant a shift from viewing the youth as part of the problem to viewing the youth as part of the solution. He ended his answer by saying, "If we allow them to participate and allow them to make changes, they will become agents of change themselves."

Mr. Kim gave four suggestions on how to promote the three dimensions learning

of GCED. The first was to develop a common curriculum that considers local contexts. The common curriculum should reflect a common understanding of GCED but at the same be flexible enough to be adopted in other countries. Second, he suggested that world history and geography should be reinforced in national curriculums, emphasizing the importance of the cognitive dimension. Third, he also favors the promotion of learning multiple languages in schools. Since Koreans tend to use only one language, he said that Koreans should learn multiple languages to go abroad and to learn more about global issues. Lastly, he talked about the Free Learning Semester System recently adopted in some Korean schools since the Korean National Assembly passed the Career Development Act into law. The Free Learning Semester System meant a shift from traditional rote learning. Korean schools choose a semester when middle school students

are not given exams but the chance to experience various careers. Though some people have criticized the system, saying that the middle school students are still too young to think about their careers, he said that at least it gives students the chance to have diverse experiences and perspectives, an aspect of GCED.

Achieving the 2030 Sustainable Development Goals through GCED

Mr. Luistro suggested three ways to achieve the 2030 SDGs through GCED. The first is to encourage students to enter into dialogue with cultural minority groups. Cultural minority groups are already practicing GCED since the key concepts of sustainable development are embedded in their cultural values and religion. Students can learn a lot from cultural minorities who are proven to



be very resilient in times of difficulties. Second, he suggested that non-school programs and youth centers should be carried out in support of the school curriculum. He cited a special tourism program wherein students, rather than simply be passive tourists, are given the chance to live with the local villagers and interact with them. Lastly, he emphasized the importance of making better country reports. He said that "We cannot solve what we cannot count," and he realized that there are stateless children living in the borders not counted in the reports, meaning that the most vulnerable will be left out since they are not included as part of the country reports.

Mr. Kim said that more people should be involved than just the education sector. He argued that the agents of GCED should not only be teachers and schools but also other important stakeholders such as parents, the local communities, the local governments and the businesses.

He cited a case in Geumjeong City, Busan, South Korea where 16 local governments worked together with Asia-Africa Hope Foundation who donated 10,000 sneakers for Korean students to color. The Korean students were told that the sneakers will be sent to students who never wore sneakers before in developing countries, inspiring them to do their best in coloring the footwear.

Mr. Golmohammadi congratulated Mr. Kim for having a district in Korea that is actively carrying out GCED as a result of interaction with other sectors like the NGOs. This brings him to his point that it takes a long time for the education sector to implement new ideas. When a policy is adopted, he said that it can take about 10, 15 or 20 years before it is fully integrated in teacher's colleges. Against this background, he suggests that the international community should come up with innovative ways if it wants to create new agents of change soon.

Mr. Chung believes that GCED can serve as a foundation to achieve the 17 Sustainable Development Goals. He also agrees with the other panelists that GCED should happen also outside schools. Meanwhile, he noted that politicians and school administrators can hinder students from becoming global citizens due to political issues. For example, when the installation of a US anti-missile system in Korea caused a diplomatic issue between Seoul and Beijing, the Chinese education minister decided not to attend the Korea-China-Japan Youth Forum organized by APCEIU. Good news was that he still allowed the Chinese students to attend the forum. Based from this experience and by interacting with students in the forum, Mr. Chung realized that the grownups are the ones who need to be educated about GCED. 🏠

WHAT DOES IT MEAN TO BE A GLOBAL CITIZEN?



GCED is regarded as a framing paradigm for education that is key to achieve the Sustainable Development Goals (SDGs) and also to deal with the challenges of a globalized and interconnected world through skills, values and attitudes that help create a peaceful, sustainable and inclusive world. Even though there is no definition or consensus on the meaning of Global Citizenship (GC) and the characteristics that define a Global Citizen, the various interpretations do have common aspects. During this session a very diverse group of panelists from different cultures, political contexts, and academic backgrounds shared their perspectives and insights to shed light on this matter. The questions answered by the panelists can be grouped in three main aspects: a) Languages, Traveling and active interaction with the world through internet. Are they important aspects that define GC? b) What are the characteristics of a GC? What are the challenges and what do we need to do to be a good GC? And, c) The role of policy makers in implementing GCED.

Languages, traveling and internet access, are they important aspects that define GC?

When we talk about global citizens, people usually think of three aspects: traveling, languages and internet connection. But are they really relevant and are they essential to be a GC? Do we have to travel around the world and speak many languages and be actively engaged with other people through internet to be a GC? The answers to those questions were very interesting and thought provoking.

a) Languages

When panelists were asked if a global citizen has to speak foreign languages most of them answered no, however when they were asked if a global citizen has to speak at least one foreign language their answer was a unanimous yes. When we hear the experience of Sujan Shakya, a former Member of the Non-Summit (a very popular TV Talk Show in Korea) and a Nepalese that has been living in Korea



for the past 5 years we can understand why he agreed with the later question. For Shakya learning Korean was very useful to integrate to the Korean community and to comprehend not only words but also the feelings that are embedded in certain expressions of the language. He reflected on the days he couldn't use Korean and he had to use English to communicate, which in his opinion limited his interaction and proper understanding of the Korean culture. However after learning Korean he was able to establish closer relationships with his Korean friends and the Korean society in general.

Another example was given by Albert John Saka, a Secondary school teacher from Malawi, he believes that knowing a global language is necessary and helpful when interacting with people from other countries, however he considers that there are other ways to communicate, for example during his stay in Korea, although he

cannot speak Korean at all, he could communicate with others using signs.

Finally for Braulio Gomez an undergraduate student at the National Autonomous University of Mexico (UNAM), GCED goes beyond speaking various languages and instead to something that is common to all. For example he says that he doesn't need to know Arabic to be empathetic to Arabian culture, therefore he thinks that GCED is more about feelings rather than skills.

b) Traveling

Panelists were then asked if a GC has to be an often traveler, to which all panelists answered no. Like language, panelists agreed that the number of countries that a person has visited is not an important factor to make someone a GC. Braulio Gomez, explains this by pointing out the fact that even the world has become more globalized and there is cheaper and

easier ways to travel, not many people have the means to travel and "we cannot exclude them because they don't have the privilege to go abroad" Gomez observed.

Jay R. Lee, Director of Korea Corporate Affairs Group and Intel Greater Asia Region, explains her answer by mentioning that the world is now living the 4th industrial revolution and that we are facing rapid changes because of that. In this new era and context GC cannot be defined by the languages a person speaks or how often someone travels or even the places they were born; instead values, philosophies and attitudes are the aspects that according to her shall be considered

Finally for Sujana Shakya traveling is important but it doesn't need to be often. He explains that through it people can get a better understanding of a country's culture and reality, people can see, feel, taste and

experience things that we can possibly get to know by reading a blog or searching in internet, however what you can know from reading and what you can get from experience is totally different.

c) Active interaction with the world through internet

An active interaction and connection to the world through internet was the only aspect in which panelists had diverse opinions. For instance Braulio Gomez believes that those who have no access to internet or even to a computer are also GC and that they should not be regarded as the contrary. However for Albert Saka, internet is a very important tool for GC because through it people can know easily what is happening around the world, they can connect, interact, have empathy, understand changes and find solutions. Also at a school context, he thinks that both students and teachers can

also gain from internet, for example his school can connect with partner schools and learn from them or even develop projects together. Finally Jay R. Lee considers that connectedness is a powerful definer of a global citizen, for example in Intel they are working with young females to empower them, for example she says that 800 million women connected to internet can have a great impact in the economy as well as in promoting GCED.

After listening to the panelists' opinions we can say that these three aspects are important tools people can use to be able to interact with others, to learn about global issues, to comprehend and have a deeper knowledge of a culture, to help promote participation, among other qualities, however the fact that not everyone can have access to this "tools" makes them less appropriate to use them to define who or what it means to be a GC.

What are the characteristics of a GC? What are the challenges and what do we need to do to be a good GC?

For Albert Saka, there are three important skills all GCs shall have: a) a thorough understanding of human rights for peaceful coexistence, because those who can respect everyone regardless of their gender, background, social status and believes can understand and be empathetic to other people's reality; b) negotiation skills, which he considers key due to the mediation role a GC acquires during conflicts; and c) being empathetic and sympathetic to others both in their countries and outside. For Albert Saka "a Global Citizen is an individual who is using peaceful efforts, promotes harmony and uses resources in a sustainable way" and a way to achieve peaceful coexistence is through cultural understating and appreciation of diversity.

Coming to Korea and interacting with educators from different countries



allowed him to know that all of them are facing similar problems and that through the resources they were given during the workshop and other activities, they can become agents of change and help their own countries transform and implement GCED. He acknowledges as well that is not an easy task and that a change like that requires the contribution and collaboration of many actors, however change starts with him as he strongly believes he has now become a GC.

Also for Jay R. Le, GCs shall be responsible, empathetic and care about

the communities they live in. But more importantly, they shall have innovative ideas that can help promote change even at a small scale. And for those ideas that can be developed now easier than before thanks to technological advance.

Sujan Shakya agrees with the words given by Mrs. Choi, Director of UNESCO who said that “GC is not a status that we’re fighting to try to get but rather an attitude”. In that sense a GC needs to be down to earth, be selfless, curious and respectful. Curiosity, he explains, is necessary because

it drives people to do things that some might consider crazy but that can be very valuable and useful to others. As for respect, in an environment where respect is valued people can share experiences and ideas freely. He concluded his remarks by sharing with us the story of Maggie Doyne, who helps Nepalese refugees through a foundation she established after meeting a Nepalese refugee in India. “She did that as an act of selfless love, she had planned a different carrier path for herself, but she instead decided to help the little girl and now people from all over the world

more with each other and have a collective mindset which will allow them to achieve important social changes.

The Role of Policy Makers in Implementing GCED

Until now most of the efforts undertaken by UNICEF and APCEIU have been done at the international level and were focused on defining the SDGs, the targets we are all trying to achieve and of course achieving international consensus. However according to Kazuhiro Yoshida, Professor & Director at the Center for the Study of International Cooperation in Education in Hiroshima University, we are now entering to a different stage, we are now moving from thinking and adopting towards acting and for that reason it is time for individual governments to translate and include SDGs and GCED in their countries’ action plan. Nevertheless one of the biggest challenges for education development, he mentions, is to make sure that policy measures are aligned with the transition we all, at the international level, agreed to enforce, and what has been discussed at a global level is comprehensively applied at the local level. This are the messages sent by the panelists to their policy makers after Professor Yoshida invited them to do so:

In Malawi for example, Albert Saka, considers that it is very important that policy makers research and assess if the actual system allows to achieve the SDGs if they see that the status quo is not working policy makers will have reasonable reasons to change, however a lot of cooperation and advocacy is needed to implement that change. He also considers that each country needs to do that, to evaluate what they are doing, to analyze the impacts and benefits and to determine what is working and what is not working, then those justifications can help convince policy makers to adopt necessary measures and changes.

For Jay R. Lee, policy makers should find a way to promote the skills of the millennials or generation Z because they are the audience of the SDGs and GCED. She also adds that APCEIU and UNESCO have in their report that youth-led initiatives shall be supported, because they

are the ones that will contribute to the achievement of the SDGs and they will become agents of change. For that reason she concludes by encouraging policy makers to support the youth.

Sujan Shakya mentions the diverse character of Nepal, he believes that the various types of cultures, traditions and languages emphasizes the importance of respect and appreciation of diversity, however despite the fact that the cast system is now being forbidden by law, the system is still ingrained in peoples’ minds showing the poor education they have received. Due to this issue and others the Nepalese youth is leaving the country to find a better future elsewhere. In Shakya’s opinion policy makers shall encourage Nepalese to go back to their country and shall give them the opportunity to work to help develop their own country.

Braulio Gomez encourages Mexican policy makers to support youth-led initiatives, to include students in the decision making process and to develop programs that enables them to work with their communities, the government and the private sector.

Although we cannot come with a definitive and final definition on what it means to be a Global Citizen, we can actually perceive that throughout the dialogue the words used by panelist to define a global citizen were actually values and attitudes like respect, appreciating diversity, caring, understanding global issues, empathy, sympathy, awareness, sustainable ways, to name a few. Which is very useful to know, because we can understand that GC has little to do with speaking various languages, traveling or using internet and instead is something you can nurture through interacting with others, by being involved, and becoming an agent of change.

Finally, we also came to know that we are moving towards action, that the stage for definitions and international consensus is over, and that is time for governments to start implementing policies and comprehensive programs in their countries’ plans and strategies. And we also need complete participation and collaboration of educators, students, parents, advocacy groups, international organizations, NGOs and all other actors to help in this process. 🏠

LEARNING TO LIVE TOGETHER

In an increasingly interconnected world, there is a need to implement innovative and alternative pedagogies that help students grow a sense of belonging to a greater context that is not limited by physical boundaries. They need to build necessary skills, values and attitudes that promote peaceful coexistence. In this session, four presenters shared their efforts and experiences in empowering learners to become Global Citizens.

The Role of Education in an Interconnected World

The internet has broken the barriers and opened the boundaries for all and the ways we use to communicate and do business are very different from what they used to be, hence they created an interconnected world. In this context, Young-suk Chi, Chairman of Elsevier, reflects on how the education system has to transform and adapt to the interconnected world and teach students how to live together and how to become Global Citizens. For that he suggested three aspects that all education shall offer to students:

- 1. Exposure to diversity:** Mr. Chi has spent a third of his life in North and South America, a third in Africa and Europe and a third in Asia, as the son of a Diplomat his journey started when he was only a little baby and it took him to live in 40 countries and to change languages 14 times. That constant change and exposure to different values and realities was what made him “in a very natural way to become a Global Citizen.”
- 2. Expanding beyond comfort zones:** “Schools can be very helpful to boost students’ confidence by providing extracurricular activities and opportunities for cross-cultural collaboration”. In his opinion, the way to make students come out of their comfort zones is to require them to participate in a variety of activities that can provide new experiences. For example when he went to America to study engineering, he played sports he never heard of, participated in



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dancing classes and lived with people from different countries; all of them very enriching experiences that took him out of his comfort zone.

He considers that PMA (Positive Mental Attitude) was the differential point between him and his classmates. He explained that when a golf player hits the ball and the ball falls in the water instead of landing on the ground, on the second attempt to hit the ball the player will start thinking that the ball will fall again in the water. PMA is thinking that the second time you will do better, and for that to happen we need a supporting system, being parents, friends, or even classmates.

3. Provide opportunities to engage with the world: A good way to engage students with the world is through community service and nowadays people have many opportunities to participate and to engage in all sorts of volunteering activities. For example in Princeton University they have a program called a Bridge Year, in which students are sent to different countries to do community service and then they come back to the US and become contributors on campus. In Korea Mr. Chi started a similar program in KAIST and Sejong University but at a smaller scale.

The Yellow Movement

“Imagine a 13 year old girl that is finishing her studies and that is excited about her future, but one day her parents tell her that she’s going to get married” Redieth Kafale, a campaign coordinator of the Yellow Movement explains the reality of women in Ethiopia. The experiences of this young woman taught her that the world denies education and opportunities for women, which represent more than half of the world’s population. Regardless of that reality she is hopeful that change is inevitable because interconnectedness allows people like her to advocate and create awareness of these issues, helps her interact with others and create opportunities and solutions to those who were not lucky enough to be born in a family that believes in the power of education.



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“It is unfair that education is used to create imbalances in the society” she adds, that injustice drove her to take the path of the Yellow Movement, a group of girls that want a better future for Ethiopia and that continuously challenges stereotypes. Yellow is the color of the sun and because it symbolizes a bright and hopeful future. The group holds weekly discussions about preconceived ideas, new trends and aspects that have an impact on both genders for example they talk about empowering women, society’s expectations for boys and girls, homosexuality, to name a few. Participants share their thoughts and experiences. Many people appreciate what they are doing, however not everyone agrees with it and considers their activities outrageous. But the Yellow Movement approaches criticism through welcoming the views of those who are against them to understand their society’s preconceived ideas and they also invite them to revisit their views and to take informed decisions. She firmly believes the Yellow Movement will have an impact on her society as it

had on her, stating that “The movement has helped me to be more confident and to fight more passionately for our rights”. She concludes her presentation with the following inspirational message to educators, parents and policy makers: “I dream of a world where the concept of equality is the norm, therefore we have to contribute individually and collectively”. Educators! Nurture students’ abilities and never let anything limit them based on their sex, Parents! Never limit your children and, Policy makers! Make laws that recognize women’s situation, empower women and bring agendas to boost women roles internationally”.

Envoys works with innovative schools to expand the boundaries of global education

Seth Leighton the CEO and Co-founder of Envoys introduced his organization’s work as pushing boundaries for GCED. “When people think about boundaries they usually

think about physical boundaries like walls and fences that divide who stays in and who stays out, these boundaries are very meaningful because they create huge differences in people lives” he noted. A good example of the physical boundary called the DMZ (Demilitarized Zone) that divides the Korean Peninsula and its people. This boundary between North and South Korea is also a representation of Information Boundaries, which are those that limit the access to information and denies them the possibility to know about their lives and the rest of the world. Envoys aims to cross political, physical and information boundaries, but they also want to address a boundary that is created by culture, core values and ideas that are embedded in our communities, which translate into beliefs, opinions, and actions. For them this last boundary needs to be crossed in order to learn to live together. Travel is seen by Envoys as one of the many methods to achieve the learning outcomes they want and to give students the opportunity to experience outside



classrooms that will build the skills of Global Citizens. However they are aware that traveling is not an innately and automatically and educative tool that will make a student become a Global Citizen. Therefore in order to make the traveling tool useful to nurture Global Citizens they combine REM and CIA.

REM stands for Retention, Engagement and Mentorship. These three aspects represent what they need to generate in students during the activities. For instance one of the programs took place in Peru and he recalls that before and during the experience students actively engaged in all activities, they were completely involved and even better they were very receptive to the instructors because the information given to them was important even for survival purposes. This level of engagement is something that in is hard to find in regular class settings.

Also, to be able to use students' potential and all that engagement in

a proper way, Envoys use what they call CIA (Curriculum, Intentionality and Assessment). They develop online courses and workshops to help students comprehend the socio-political context in which they travel. For Intentionality they chose the places they stay, the people they interact with and the activities they participate in to achieve the goals. Finally, since traveling is an expensive tool it is important to assess the impact of the experience and to know if they are on the right path to achieve their goal which is "that students have the capacity and disposition to take action on issues of global significance". However they don't want to focus only on skills but on the motivation of a student to become an active global citizen and a driving force of change.

One of the programs they developed to address the information boundary took place in South Korea, the theme was "Music, a Passport to the World" for which

they collaborated with youth orchestras and NGOs that work with disabled youth in Seoul. The activity involved students from different backgrounds and languages and the purpose was to put together a performance. The program also included workshops and discussions to build an understanding among students of the historical context and had a series of discussions with North Korean defectors.

'Indigo Seowon: A Humanities Bookstore for Youth'

Indigo Books is a company located in Busan, Korea that sells books targeting the youth. They hold workshops, lectures and they also invite special guests to interact with children and adolescents. They also have a magazine called INDIGO+ing that is basically put together by teenagers and it is currently being exported to 40 countries

and translated to English and Italian.

An image showed by Youn-yeong Lee, the General Manager of Indigo Seowon, shows a big crowd in a stadium with students and parents participating in a lecture that will give them information on how to enter a good university. Entering a good university or going abroad means finding a good job and becoming part of the Korean middle class. "Middle class is defined in Korea as those who can buy a 100m2 house, that have a 5 million won monthly income and that can travel at least once a year" she explains. In contrast in the UK the middle class is composed of those that defend their opinion, that play fairly and that respect others. Similarly in the US those that stand by their own opinions, help the vulnerable and that subscribe to commentary magazines are considered to be part of the middle class.

The contrast between the characteristics of the middle class in one country and the other is defined by the

social mentality. If we take a look at the happiness index, Korea was among the lowest rank. The reason is that Koreans have a direct relation between happiness and wealth, meaning that the more money they have, the happier they'll become. She says that this mentality must change, because a wealthy society with still so many vulnerable people and has such a high rate of suicides among adolescents cannot be called rich, but poor, and based on this mentality Indigo held a fair during August which they named "Poor Society".

They connected the "Poor Society" fair with the Syrian refugee cases and the consequences of a civil war that started on March 2011. To spread awareness they used the powerful image of little Aylan Kurdi, a three year old Syrian boy who was found dead on a Turkish beach after attempting to flee Syria. To address this topic they invited Nour Saeed, a Syrian refugee that settled in Sweden and who became a journalist to convey the stories of

Syrians, to fight against ISIS and to spread awareness. Her presence at the fair was for many students an enriching experience, because they were no longer spectators of a cruel war but they could now relate to the feelings of a girl who has gone through many difficulties, and most importantly students realized that there are things they can do to help and contribute. For Ms. Lee the main objective of this activity was to let students know that studying also involves learning about the world and to instill a sense of responsibility among the students and to act. 📖



CONCURRENT SESSION I: ACTORS OF GCED

1A: Innovative Teacher Education Approaches to GCED

There has been a lot of discussion about how teachers can instil values and attitudes of global citizenship to their students. However, there has been somewhat less discussion on how to train the teachers. This concurrent session seeks to fill the gap by inviting three educators from different fields and countries to talk about their thoughts on innovative teacher education approaches to GCED. The three educators who presented were: Ms. Eretia Monite, senior education officer of the Kiribati Ministry of Education; Ms. Min-Kyung Kim, GCED lead teacher of Cheongryang Elementary School in Incheon, Republic of Korea; and Ms. Kanphika Wangprem, teacher of Bansratoey School in Suphanburi, Thailand.

Inspiring Teachers with Special Certificates, Locally Relevant Images

Ms. Monite discussed the different approaches of how she trained teachers to implement GCED in their schools and local contexts. Upon her return from the Asia-Pacific Training Workshop organized by APCEIU, she sought the



approval from the Kiribati Ministry of Education to start promoting GCED among educators in the country.

After receiving permission, she organized and implemented the first GCED training workshop in Kiribati in September 2015, followed by the Training of Island Education Coordinators run by the newly trained Kiribati GCED trainers in November.

One approach she used to motivate her GCED lead teacher trainees was issuing special certificates of ownership. This has made the teachers feel honoured and inspired to design action plans and conduct activities to teach students about GCED.

Another approach she did was the use of metaphors that are relevant to the trainees. One metaphor she used for GCED was an umbrella, explaining that GCED can help shelter people from the many different challenges given by the world, and the people that gathered under the same umbrella grew to become a strong community that helps each other. Since Kiribati is a country that experiences frequent rainfall, the image of an umbrella easily resonates with the Kiribati teachers, inspiring them to raise future global citizens in their schools.

Experiencing GCED Firsthand, Applying GCED in One's Own Subject

Ms. Kim shared her ideas on how to train teachers based on her experience as a GCED lead teacher. One approach is to have teachers carry out GCED-related projects themselves so that they can fully understand the concepts through a first-hand experience.

Ms. Kim shared her experience of being one of many teachers tasked by the Incheon Metropolitan City Office of Education to help organize the World Education Forum in 2015. In the process of organizing and running this international event, she and her co-teachers came to understand the importance of learning under the framework of GCED.

Another approach she mentioned was to make sure that teachers integrate GCED in their own subjects when making concrete action plans. As a science teacher, Ms. Kim taught her students about the environment and the value of protecting it out of a sense of responsibility as a global citizen.

To instil environmentally friendly attitudes in her students, she organized a fashion show where students must think of creative ways to make clothes out of recycled materials. Encouraging teachers



to directly experience learning under a GCED framework and applying it in their subjects, they can become much more able to foster future global citizens among their students.

New Experiences and Challenges, New Ideas and Friends

Ms. Wangprem’s experience as a participant of APCEIU’s Korea-Thailand Teacher Exchange Programme gave her certain ideas for innovative teacher education approaches to GCED. To foster effective GCED lead teachers, a teacher training program should provide fresh new experiences and challenges.

Ms. Wangprem’s experience of practicing her teaching profession in Korean schools has opened her eyes to the many different aspects of education and new pedagogies which she plans to bring back to Thailand. She also recalled a time when she relied heavily on body language and hand gestures to teach a kindergarten class full of half-Korean young children who could not speak English. This made her realize that even though there are cultural and language barriers, people can still communicate using universal body

language and a sincere heart.

Inspired by her new realizations and eye-opening experiences, she shared her best practices with her Thai, Malaysian and Indonesian co-teachers. These activities of exchanging best practices and networking with teachers can also be considered as key approaches to train teachers on GCED.

By giving teachers various opportunities to develop not only their professional skills but also their capacity to feel in solidarity with many people around the world, they become able to inspire students in their home countries to think, behave and act as global citizens.

1B: Whole-School Approaches to GCED

In this session, three cases were introduced to show the results of the efforts of educators and school leaders in implementing GCED to their academic system. The schools invited to share their experiences were the Duntse Central School in Bhutan, Him Academy Public School in India and Yeouido Middle School in the Republic of Korea.

► Duntse Central School

Yeshe Dorji, an English and history teacher at the Duntse Central School in Bhutan, told an interesting story of two mules that are tied to each other and could not eat the food that is next to them because they did not cooperate with each other. He used it to highlight the fact that regardless of our differences like our appearance, religion, culture or language we are all connected and must work together to reach our common goals.

For him, GCED plays an important role to do that, because by developing programmes that promote mutual understanding, cooperation, and empathy, students are able to actively participate not only in their schools but also in their communities and even at a global stage.

Duntse Central School’s approach focuses on three aspects: a) **Awareness:** the purpose of this aspect is to teach and inform students, parents and other school leaders about GCED through workshops; b) **Promoting Skills:** activities in this aspect encourage students to participate in programmes

that allow them to appreciate diversity through art, dance, prayer, farming activities, reconciliation practices, etc. and c) **Taking Action:** students volunteer and participate in social work and intercultural programmes, among others.

► Him Academy Public School

According to Himanshu Sharma, the principal of Him Academy Public School in Hamirpur, India, UNESCO has worked very hard to help teachers and school leaders introduce and help make a shift in education towards what we call now GCED. She considers that her experience during the 6th Asia-Pacific School Leadership Academy was very useful to get insights and ideas to implement GCED in a structured and holistic way. Moreover she realized that SEVA, a practice that was already being implemented in her school, was actually aligned with GCED practices.

Unlike other schools, the initiative did not only come from the school, but also from parents who were worried with the implications of an education system that only focuses

on academic achievements while forgetting completely about values and attitudes that shape the character of human beings – and that is how Student Environment through Values in Action (SEVA) was born.

SEVA focuses on six values: respect, responsibility, care, integrity, resilience, and cyber wellness. This approach provides students with a SEVA score and through the activities and programmes developed at school, students can show their values in action. The principal believes that the distinctive feature of this approach is that it is a whole-school program, and that the values nurtured through it become part of the students’ character which will reflect on their interactions with others.

► Yeouido Middle School

Jongbok Seon, the principal of Yeouido Middle School in the Republic of Korea considers his role as a nurturer of global leaders, and as a result, his school has developed an approach that encompasses four aspects: a) **Preparing:** thorough workshops with students and parents

they create the proper environment for GCED; b) **Respecting Differences and Diversity:** students have the opportunity to interact closer with people from different backgrounds through exchange programs, video conferences with partner schools, or by inviting teachers from different countries; c) **Understating Global Issues:** international issues are discussed during global leadership programs and camps or during seminars provided by distinguished guests, and d) **Getting Engaged and Taking Action in the Global Community:** students volunteer in different activities. In one of the most recent activities they were involved in the construction of a house for Nepal earthquake victims and also sending supporting and encouraging letters to the victims of the Japanese earthquake. 🏠



CONCURRENT SESSION II : THEMATIC APPROACHES TO GCED

2C: Prevention of Violent Extremism (PVE)

Violent extremism has been on the rise in recent decades as the world struggles to adapt to the multifaceted effects of globalization. As GCED emerges as a tool to achieve Sustainable Development Goals (SDGs), it is crucial to ask whether it can also help prevent extremism. This concurrent session seeks to answer this question by inviting Mr. Hegazi Yaseen Idris Ibrahim, regional programme specialist of the UNESCO Beirut Office; Ms. Anusheh Bakht Aziz, Youth Advocacy Group, United Nations Global Education First Initiative in Pakistan; and Mr. Andrés Mejía D., associate professor of the Faculty of Education, Universidad de los Andes, Colombia.

Challenges, Opportunities for GCED Integration in Arab Countries

Mr. Ibrahim argued that there are factors that can both promote and hinder GCED in preventing violent extremism (PVE) in the Arab region. Some of the challenges include: poor academic and pedagogical preparation of Arab teachers, resistance to the concept of GCED from social and religious groups, conflict between national and global dimensions of citizenship identity, and dissent that view GCED as a Western policy against the Arabs. Regarding the second and fourth challenges, he explained that some religious groups hesitate to accept GCED because they believe that Islam already teaches relevant values of tolerance and peace. Moreover, Arabs tend to be sensitive to new ideas, viewing them as ideologies promoted by the West.

At the same time, Mr. Ibrahim believes that there are opportunities for GCED in the context of PVE: (1) several countries are undergoing reforms in their educational systems to improve education quality and content, (2) growing interest in PVE and GCED in Arab Spring countries, (3) existence of several ground initiatives that promote educational reform and GCED-related approaches such as critical thinking and problem-solving, (4) increasing financial

resources and non-education assistance available to help refugees and discourage violent extremism, (5) renowned religious educational institutions changing their learning content toward tolerance and respect for diversity, (6) rising importance of the roles of civil society, youth and women in PVE, and (7) increasing the number of UNESCO resources written in Arabic.

State-Sponsored Education, Religious Extremism, GCED in Pakistan

Ms. Aziz believes that although there are challenges that hinder the promotion of GCED, it can still be a cure to violent extremism in Pakistan. She started her presentation by describing how the Pakistani government is using Islam as a tool to create a common identity that can unify all Pakistanis and to achieve its political aims. For example, the country's educational system has been teaching students that Pakistan is a refuge for Muslims in South Asia, even though it was historically a Hindu and Sikh majority area before the 1940s when Pakistan was founded.

This was mainly because the Pakistani government needed something to create national unity among an ethnically and culturally diverse population and considered Islam as the only unifying force.

Thus, the Pakistani educational system focuses on rote learning and tests students using only comprehension exams. She believes that this was intentionally set up by the government to discourage critical-thinking, independent-thinking and diversity of perspectives. She also said that this is why some Pakistanis resort to violence against Indians, communist rebels and religious minorities.

Nevertheless, she believes that GCED can help prevent violence by educating government leaders, localizing GCED concepts, and deconstructing media information. By teaching government leaders about different perspectives and GCED values using local stories, and by teaching people to critically analyze the media, extremism can be addressed in Pakistan.



Combating Violent Extremism in Conflict-Ridden Colombia with GCED

Mr. Mejía discussed the context of the Colombian armed conflict and the many ways that GCED and related initiatives can prevent violent extremism. He described violent extremism in Colombia in the context of a 52-year-old armed conflict fuelled by an interaction of political, economic, social and cultural factors. He said that violent extremism in the country is better understood as extreme means to conduct violence, and he gave a typical example of how paramilitary groups would massacre villagers lined up in the town square and behead some of them and use their heads to play football.

To combat this violent extremism, many GCED-related approaches have been carried out, such as approaches that develop skills for managing interpersonal conflict and promoting a deeper understanding of the armed conflict to the public.

He also said that GCED itself can contribute to the ongoing initiatives by

adding a global perspective. For example, most Colombians are unaware that the armed conflict was related to the Cold War, that drug trafficking is part of the global drug trade, and that human rights have an international nature. He also suggested that world history and international literature can help them see their issues at a distance, possibly fostering values to combat violent extremism in the country.

2D: Sustainable Development and Human Rights

In this session, the interconnections among sustainable development, human rights and educations were clearly exposed and exemplified; besides educators, participants actively participated in discussions and shared programmes that are being implemented in their schools to address SDGs.

The Declaration on the Right to Development considers development as “a human right by virtue of which every

human is entitled to economic, social, cultural and political development.” Nevertheless, until recently, many believed that human rights or even democracy were not important as long as there was economic growth, but time has shown that this development model generated problems like inequality, violation of human rights, etc.

New Phase of Development

Sustainable Development aims to create a new paradigm that is more inclusive. According to Mr. Anselmo Lee, executive director of Korea Human Rights Foundation, SDGs are an integrated and comprehensive framework that includes all human right issues that used to be addressed separately by different United Nations members, therefore we all have to work together to achieve goals that are tightly interconnected.

Educators are key actors in Sustainable Development hence they play an important role to achieve the SDGs and for that reason they shall know first how to teach and integrate human rights based on a GCED approach. In order to help students learn about the SDGs,



Mr. Lee proposed a very creative and engaging way to memorize the 17 goals by using storytelling. The story goes like this:

“I am poor, hungry, sick, illiterate, I don’t understand the concept gender equality, I drink water to gain energy so that I can work very hard for the sake of improving industrialisation and innovation and to reduce inequality. Now I live in a city but due to too much consumption the effect of climate change impacts on the oceans and the lands. In order to solve these problems, we need PHDs (Peace, Human rights and Democracy) means of implementation and global partnership.”

As for integrating human rights to education, he recommended educators use the several resources provided in the United Nations portal on Human Rights Based approaches to Programming (HRBA) and to apply the PANEL principle that stands for participation, accountability, non-discrimination, empowerment and linkages to human right standards.

Development and Harmony

Mr. Jeff Plantilla, chief researcher of HURIGHTS reminded participants that before the word development was used, the United Nations was using the term Progress and if we look at the Progress of Nations by UNICEF we can see how Sustainable Development, Human Rights and Education are connected. The Progress of Nations reads: “*the day will come when nations will be judged not by their military or economic strength, nor by the splendour of their capital cities and public buildings, but by the well-being of their peoples: by their levels of health, nutrition and education; by their opportunities to earn a fair reward for their labours; by their ability to participate in the decisions that affect their lives; by the respect that is shown for their civil and political liberties; by the provision that is made for those who are vulnerable and disadvantaged; and by the protection that is afforded to the growing minds and bodies of their children.*”

The Progress of Nations is fundamental because it included all the things we want to achieve now, he mentions, and as educators, regardless of our profession or

position, we all have to agree on what we want to achieve and then turn that into action.

Those actions can be seen in programmes and projects developed for all students, and being careful to never forget to include those who have disadvantages or those who have been marginalized. For example, in Taiwan, a school promoted cultural diversity by using signs that included three languages: English, Chinese and the local indigenous language. Another example is the programme developed by a Korean school called Glocalization, in which students learn about global issues, then interiorise and analyse their behaviour and actions at home, schools and in their communities, and as an outcome they apply what they learn by making a local campaign to change attitudes or to help others. They called the programme Glocalization because students apply solutions at the local level but with a global mindset. [\[10\]](#)



CONCURRENT SESSION III: LEARNING PROCESS AND ASSESSMENT

3A: Integration of GCED into Curriculum

This session discussed how integrating GCED into curriculums looks like in practice, including the ways in which GCED bridges different subjects. The presenters of the concurrent session were: Ms. Nansim Cho, former vice president of the Korea Institute for Curriculum and Evaluation; Mr. Sarom Mok and Mr. Khamboly Dy, deputy director general and national history reform sub-committee member of the Cambodian Ministry of Education, Youth and Sport; Ms. Samya Abu Hamad, head of the English department of the Center for Educational Research and Development, Lebanon; and Mr. Jaejoon Park, GCED lead teacher at the Seoul Gongyeon Elementary School, Republic of Korea.

Integrating GCED into the Korean National Curriculum

Ms. Cho illustrated how she and her former co-workers at the Korea Institute for Curriculum and Evaluation integrated aspects of GCED into the national curriculum. This was possible since the Korean educational system underwent a reform of the national curriculum in 2015, allowing policymakers to consider incorporating GCED in school courses.

For example, they chose Social Studies and Ethics/Moral Education subjects to promote GCED-related values and skills such as civic literacy, respect for diversity, communication skills and creative thinking.

She also discussed how some cross-curricular themes such as unification education, character-building education and civil rights education are also in line with GCED. Lastly, she mentioned how they integrated elements of GCED in the English curriculum by including global issues in textbooks.

GCED, SDG Themes in Lebanon's English Language Curriculum

Ms. Abu Habad talked about how the Lebanese Center for Educational Research and Development integrated

GCED into the curriculum using English language courses as an example.

She noted that one of the goals of the English language curriculum is to develop intercultural understanding and appreciation skills of students in grades 1 to 12 through objectives and performance tasks. This goal was included after the SDGs were integrated into the Lebanese national curriculum in 2009, ensuring that the themes were tackled across all areas. For example, instead of just putting world famous children stories like Cinderella and Rapunzel in national textbooks, they slightly changed them to suit the themes of GCED.

Another example was a list of activities such as baking a world cake and writing messages on feet-sized cartons, all of which taught the students about global values and the rights of the child.

Localizing GCED Approaches for the Cambodian Context

Mr. Mok and Mr. Dy presented the draft plan of the Cambodian Ministry of Education to integrate GCED into the Cambodian national curriculum. They claim that they should consider their history and present context if they are to effectively integrate a GCED curriculum.

Although Cambodia has a grand past

represented by the famous Angkor Wat, it also has a shameful modern history due to the infamous Khmer Rouge genocide and other social issues. To address these challenges and relive the glorious Cambodian identity, they believe that it is important to promote GCED in the educational system.

To achieve this, they plan to work closely with UNESCO and APCEIU, mobilise translation efforts of GCED and UNESCO resources to Cambodian, conduct research and field outreach, and cooperate with local educators. Meanwhile, they have designated History and Morals-Civics as the first subjects to incorporate GCED concepts.

PBL, Bridging Different Subject Areas with GCED

While the past three presenters talked about the integration of GCED into their national curriculums, Mr. Park presented examples on how to build bridges of GCED across existing subject areas using project-based learning (PBL).

PBL is a method of learning which enables students to gain both knowledge and opportunities to practice what they learned by doing activities.

To teach elementary students about the interconnectedness of the world and





SDGs, his class drew about a world they want to create, and he used the drawings to talk about their thoughts on the environment.

In another example, to teach students about water conservation, he asked them how much water we use while we are using bathrooms. To help them answer his question, he taught them how to measure the amount of water used during showers. The students realized how much water they were using, and thought to solve the problem by using buckets for bathing instead of using the shower.

Although Mr. Park could not present all of his PBL activities due to limited space, his activities were good examples of how to incorporate GCED into various subjects.

3B: GCED in Higher Education

The process undertaken by UNESCO and APCEIU has helped to strengthen the capacity of educators to deliver GCED

all over the world; however there are still challenges that must be considered to fully shift the current education system to one that helps people forge just, inclusive and peaceful societies. This session included the participation of distinguished guests from the Republic of Korea, the United Kingdom and Thailand.

GCED in Korea Challenges, New Possibilities

The opportunities and challenges of implementing GCED might differ from country to country and require different approaches according to the educational and social context. For instance, the educational system in South Korea has been regarded as a success due to the outstanding results in various subjects, for achieving universal education and a high percentage of graduates per year. However, Korea is failing to produce empowered and confident students, according to Yunkyung Cha, professor at Hanyang University.

An example can be seen in the results of the international rankings for civic studies and the actual participation of students in civic activities. Professor Cha attributes this result to two main reasons: a) students gather knowledge but do not internalise it, thus failing to turn knowledge into actions and, b) students do not enjoy learning because education is considered a way to climb the social ladder and to gain status. This perception of education generates a competitive environment. "Hence, a more holistic and systematic approach to GCED is needed in Korea rather than a technocratic reform," he adds.

Professor Cha and his colleagues are working in a research group called Yungbokhap (fusion and integration) to develop an alternative conceptual framework to redesign the schooling model. Yungbokhap consists of four factors: autonomy, bridgeability, contextuality and diversity; and is considered a new prospect for a more effective form of GCED in Korea and in other countries.



University College London's Approach to GCED

For Tim Beasley-Murray, the academic director of the Global Citizenship Programme at the University College London (UCL), GCED was a natural fit to UCL's traditions and to its international nature, even though not many universities in England have considered integrating GCED in their curriculums. UCL was at the vanguard and has developed a free summer programme targeting all graduates from all fields and allows them to become global citizens by engaging in activities that go beyond their local interests and aim to solve world problems through innovation, leadership, cooperation.

The GCED programme in UCL offers a range of courses and among them. There is an interesting course called "Outbreak" which focuses on infectious diseases.

Using Ebola as an example, students take the identity of health workers, policymakers, press/mass media, anthropologists and other actors through

role-playing. The idea of this course is that through collaboration, students work together to develop a solution. As a final outcome they produce a short campaign to promote understanding and awareness about the disease.

Chulalongkorn University's Approach to GCED

Professor Athapol Anunthavorasakul, director of the ESD Center at the Faculty of Education of Chulalongkorn University in Thailand used the knowledge from the workshops and activities provided by UNICEF and APCEIU to help his university develop programmes using a GCED approach.

Since 2008, the university introduced three courses and developed two co-curricular activities on Environmental Education, Man and Environment, and Issues and Trends in Social Studies, as well as a one-day workshop and the ASEAN and Global Citizen Club. For each of these courses they developed

different methodologies that promote active learning through observation and reflective dialogue. Moreover, their processes are based on collaboration and dialogue between all stakeholders.

Among the courses mentioned before, the strategies and pedagogy developed for the "Environmental Education" course aims to promote in students the ability to design courses about sustainable development. In class, students are asked to introduce environmental issues and discuss them. Afterwards, they choose a topic and create the outline and analyse key points to find books and resources that are relevant to the topic. Finally, they develop activities and a poster which is later presented to the class. The topics and the projects developed by students include eco-friendly meals and houses, dam project, and others.

AFTER THE CONFERENCE: PARTICIPANTS' REFLECTIONS

The International Conference on GCED provided key insight into the different avenues through which global citizenship education is being implemented. With participants coming from around the world, the range of experiences and insights shared provided a wealth of opportunities for learning, during the program sessions as well as through informal conversations. I left the conference with a wider professional network and several new ideas to bring to my work at Envoys, and, most importantly, renewed motivation to continue the process to 'learn to live together'.

Seth Leighton, CEO and Co-founder, Envoys



I am profoundly impressed with the great effort that APCEIU undertook to actually promote GCED in a big way. This was reflected by the activities that were executed during the GCED Conference and also during the Cultural Visit and Music for Peace event. I was deeply moved by the speakers' presentations whereby they are actually implementing GCED in their professional and daily lives. Most of all, I would like to applaud the GCED Secretariat team for their excellent coordination, organisation and documentation of the GCED Conference.

Asmah Ahmad, Programme Officer II, SEAMEO Secretariat



The Conference was a unique and very enriching platform mainly because it accomplished what I believe is a key feature of Global Citizenship: finding unity of values and objectives in a diverse and heterogeneous mosaic of ages, religion, countries and cultures. In that sense, the event itself was an excellent example of GCED because it permitted a diverse and plural background for dialogue and mutual understanding among participants. Furthermore, what complemented this variety of participants was the holistic approach of the themes discussed, from youth and higher education initiatives to government policies and transformative pedagogies. As a student this represented a very important aspect because it broadened my conception of education and the global and local implications required to effectively advocate for the SDG 4.7.

Braulio Güémez, Student, Universidad Nacional Autónoma de México (UNAM)

The conference provided a fascinating insight into the way that policy-makers and educational practitioners across the world are putting education for Global Citizenship into their curricula and classroom. As far as I am aware, I was the only participant in the conference from Europe and it was hugely valuable for me to get a sense of the way that GCED is, indeed, a global endeavour but one that varies according to different local contexts in Asia, Africa, the Middle East and South America. It is clear that, while we are working towards the same goals, one size will not fit all. It was also very interesting to find more about our host country, the Republic of Korea, and the way that GCED is a part of Korean educational reforms. The conference was wonderfully well organised and I am very grateful to APCEIU for their warm welcome and hospitality.

Tim Beasley-Murray, Academic Director for UCL's Global Citizenship Programme, Senior Lecturer, University College London, UK



International conference on GCED is bringing the Global Citizens from all across the world on a common platform. I am sure, all of us now strongly support the concept of Global Citizenship and agree to include it as a necessary part of whole school curriculum. And for that to happen, we must enable our children to put into practice certain values so that they learn to live together in this Global Village.

Himanshu Sharma, Principal, Him Academy Public School, Hamirpur, India



PLANTING THE SEEDS OF BHUTAN'S AGRICULTURAL PROGRESS

By Tashi Wangchuk

(Principal, Rangtse Primary School, Bhutan)



Rangtse Primary School in Bhutan is a very remote school, located at a two-day walking distance from the nearest road.

As it stands, the situation in the community where our school is located is somewhat paradoxical. Despite the fact that the community members are dependent on farming for their livelihoods, it has been observed that vegetable gardening is not a prominent farming activity within almost every household.

For about three years, we worked in vain to encourage farmers to grow vegetables and promote vegetable gardening in the community as part of our School Agriculture Program. We tried encouraging farmers to grow vegetables by campaigning and raising awareness about organic vegetable cultivation and the possible economic benefits resulting from vegetable sales to the schools.

Also, in the beginning of the academic year, the school even instituted a reward system at every parent-teacher meeting in order to reward the farmer who had contributed the most towards vegetable-growing. However, we could not do much to encourage the community to take up growing vegetables seriously as was evident from the mere marginal increase in production.

Unsure of how to proceed, having to choose between not bothering the



community about growing vegetables and exploring a different approach to motivate the farmers, the exposure to training programmes through APCEIU, under the auspices of UNESCO/KOICA fellowship 2016, came in as an energizer and beacon that enabled us to be a little more imaginative. Thus, we were able to design a plan that encourages farmers to grow vegetables by initiating a similar competition amongst the students from the community.

With this new plan, my frame of mind really shifted. I also had a new motivation in me because I saw that a globalised nation like Korea could be so successful with farming to the extent that they export a large quantity of vegetables in addition to meeting their own needs; Bhutan, being an agriculture dependent country, has much to do and more can be done.

Thus, the vegetable growing

competition was conceptualised to encourage farmers in the community to grow vegetables with the ultimate hope that their farming practices would go beyond simply meeting their daily needs to commercialisation as seen in Korea.

Initially we shared our ideas about the vegetable growing competition with the students from the community, and they received it well. Then we educated the parents on the objectives of the initiative along with soliciting their help to implement the project. After finalizing the participants, we inspected the areas that were going to be turned into vegetable gardens, selected by the participants themselves.

The District Agriculture Office helped us with the supply of seeds and they were distributed equally among the participants. The School Agriculture Program also taught each of the participants the proper

way to sow, plant and grow vegetables.

Parents of the participating students supported their children by digging gardens and placing fences around them. In doing so, the competition indirectly involved the reluctant parents to partake in the vegetable growing process thus generating interest for the whole family. Indeed, parents were equally involved in the program and it has turned out to be a successful parent-child venture. The program's success was apparent through the interest shown by parents and the variety of vegetables from their gardens sold at the school mess.

The school monitored all 13 gardens maintained by the 13 participants thrice and recorded their work progress and produce from the gardens. While the quantity of produce varied, every participant worked their best to keep the garden green and alive by practicing

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Such initiatives at the school level, regardless of how successful they are, have a huge potential to enhance one's livelihood, alleviate poverty and provide better nutritional choices
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seasonal plantation throughout the year. All the vegetables produced from the garden were sold to the school mess at a subsidized rate. With the amount they earned from the sale of vegetables, the students bought pens, pencils and notebooks for themselves and supplied vegetable oil, tea leaves and sugar to their needy homes.

Miss Lungten Zam of class V, who sold vegetables, won first place in the competition and was rewarded with a cash prize and a set of agriculture tools. She is inspired and motivated to continue with vegetable gardening. Her parents are equally happy and willing to support her in every possible way within their limited means.

Such initiatives at the school level, regardless of how successful they are, have a huge potential to enhance one's livelihood, alleviate poverty and provide

better nutritional choices, which are significant attributes of a self-reliant nation - the aspiration of the Royal Government of Bhutan. Alleviating poverty by ensuring food security is a global issue and concerns global citizenship education. Furthermore, such farming practices are completely in sync with environmental conservation, one of the pillars of Gross National Happiness, a developmental philosophy of Bhutan envisioned by our farsighted and visionary monarch the Fourth Druk Gyalpo Jigme Singye Wangchuck.

Although our community in Bhutan still has a long way to go towards farming commercialisation, as global citizens, we will keep imagining and developing new ways to encourage our community's prosperity and sustainability, all while becoming more self-reliant and eradicating poverty. 🏡

LITTLE CIRCLE FOR EMBRACING DIVERSITY, BRIDGING DIFFERENCES

By I Wayan Alit Sudarsana

(President, Little Circle Foundation, Indonesia)



© I Wayan Alit Sudarsana

I was born in Indonesia, an extremely diverse country with 17,508 islands and more than 700 languages.

Born in the early 1990s, I have seen young Indonesians face the beauties and challenges of living in a community where people do not speak the same language, have different customs and practice different religions. Needless to say, living in a community full of people with different cultures and backgrounds can really enrich you, and make you a better person. However, on the other hand, as a country, Indonesia has the challenge of educating its people to understand the beauty of being different.

To make it even more challenging, as we are now entering an age of globalisation, we are no longer communicating and interacting only with people within our country. At this point in time, where cross-border transportation and communication are getting a lot easier, people will have no choice but to interact with an even more diverse group of people in the regional and international level. This would mean that a young Indonesian will now need to not only deal with people from different islands within her nation, but beyond as well.

Upon closer examination, in the Indonesian context, diversity is not always about beauty and living peacefully. Unfortunately, people occasionally forget how to live peacefully as a nation, which results in clashes between races. Seeing firsthand the clashes that happened in Indonesia has led me to understand that such incidents could be very detrimental to a nation's future.

Need for the Little Circle

When I realized this, I strongly sensed the need to educate young Indonesians on the importance of embracing diversity, especially as Indonesia and other countries in Southeast Asia (the ASEAN) are now entering a new era of regionalism called the ASEAN Economic Community. I believe that we need even more education to help people in our region understand each other better and to embrace diversity.

With this in mind, in 2013, I founded an NGO called the Little Circle Foundation (LCF). LCF is an award-winning NGO which focuses on improving the quality of general and legal education, and research. Additionally, from its inception, LCF aims

to bridge the differences in Indonesia and beyond. To this end, we have designed programmes whose primary objective is to make the community not only understand the existence of differences among themselves but also embrace and learn from each other to be able to live harmoniously.

In 2015, LCF and I pioneered a program called the LCF Best of ASEAN programme in which we bridged the gap between youngsters in ASEAN by giving them the opportunity to meet each other and share skills, and by conducting academic visits and internships within the ASEAN region. Two implementations of this programme were held in 2015, where LCF facilitated an academic visit for a group of Indonesian students to Thailand, and in 2015-2016 a Youth Camp event in which we also collaborated with our fellows in Malaysia and Singapore to work together in the LCF Climate Change Camp.

The Best of ASEAN is an initiative that aims to broaden the ASEAN young generation's perspectives on the region as well as preparing them for ASEAN economic integration and beyond. The programme's primary objectives are to

conduct training sessions for youngsters/ students across ASEAN with regards to regional integration and to help students across ASEAN to take part in academic visits and internships in different ASEAN countries. We are open to partnering up with universities, schools or government agencies willing to join this programme.

For the training part, the Best of ASEAN programme seeks to create opportunities and events for youngsters across the region to meet, interact and learn from each other. For instance, in May 2015, LCF was awarded funding from the United States government to hold a Youth Camp on Climate Change. This project

aimed at raising awareness about climate change, promoting civic engagement for students, increasing the capacity for future leaders to solve environmental issues in their community, and taking real actions to help preserve the environment.

In this camp, we collaborated with youngsters from Indonesia, Malaysia and Singapore in which we invested in ten climate-change-related projects and have trained more than 100 young leaders across the country on how to better execute their project in order to protect and preserve our planet. In this event, we conducted two climate change camps in which we invited groups of student

activists from Indonesia, Malaysia and Singapore, who had made their own climate-change-related project, to be trained and empowered in our camps to ultimately be equipped with the tools to create a bigger and better impact with their projects.

In addition to our camp, we have also collaborated in other events and opportunities such as the LCF Teaching Class Programme. This programme was started in 2013 with the intention to raise awareness about the importance of education in the rural and poor areas of Indonesia. One day, in the beginning of our class in Bali, we asked our students what they wanted to become in the future and all of them answered that they did not know any job outside of becoming a waiter, waitress, bellboy and some other jobs in the tourism industry. Fortunately, after three months of an intensive learning process, we asked them the same question and many of them came up with answers like "I want to be a doctor," "I want to be a professor," etc.

In addition to our offline class, I have also developed an online class to reach out to more people in the region. Currently, we have more than 300 young people in the online class. In the online class, students will learn leadership and entrepreneurship as well as other tech-related subjects. I have also established a YouTube channel and a website in order to provide a platform for youngsters to exchange ideas and opportunities from anywhere in the ASEAN region.

Growing Circles

In order to make our program successful, it has to be said that we are working very closely with other stakeholders such as school teachers, local and national governments as well as the private sector. LCF is working to bridge differences in order to make sure that young people in the ASEAN region will have at least the basic education they need to not only talk the talk but also walk the walk in order to improve their understanding of living together as a community.

Today, LCF is a family of 24 staff members, more than 1,000 students and more than 350 volunteers across the



ASEAN region. LCF is currently embarking on a new journey to establish our very first school and youth centre in the ASEAN region, the Bali Pradnya Academy. This youth centre will be the hub for ASEAN youngsters to not only know each other better but also to improve, empower and learn from each other.

The Youth Centre will be located in Karangasem, the heart of the educational problem in Bali. It is a place where the majority of youth will not go to school while even the "lucky" minority will never have access to high quality education. Truth be told, even those who can afford to go to school can never really regard themselves as "lucky" since there is no high-quality education available on the island to make them competitive enough to improve their quality of life.

We are now in the process of raising funds for the school and the youth centre so that it can hopefully start operating

in 2017. LCF and I are hoping that this school/youth centre can be a concrete step as well as a catalyst to provide for the young and bright minds in ASEAN to meet up, collaborate and work together to build the region. We believe that this is the next step from understanding each other better to collaborating so that we can achieve a shared vision.

With the same perspective, LCF and I also understand that the world is far more diverse than just the nations within ASEAN. With this in mind, I have been closely involved in training new-born NGOs in Asia as well as in Africa, especially with regard to their management and organisational strategy. Thus, we are now foreseeing not only the Best of ASEAN programme, but also the Best of Asia and the Best of the World programme.

As of now, we understand that this is not enough. In a personal context, it is my hope to do and inspire more. I am also

hoping to achieve a better me by seeking for a scholarship to continue my PhD in the field of international development law and public policy. Notwithstanding, I am confident to say that day by day, I have seen more and more young people taking part in making the world a better place and bringing about the positive changes they want to see.

Let me end by saying to whoever is reading this, now is our chance to help those young people and to make sure that they are brave and empowered to embrace diversity and to bridge differences in this extremely diverse, yet our only home, Earth. 🌍

PS: To learn more about LCF and our projects, visit LittleCircleFoundation.org.

CJK YOUTHS AS GLOBAL CITIZENS: Sharing Perspectives, Extending Identities

By Yumiko Sato

(Participant of CJK GCED Youth Forum 2016, Soka University, Japan)

Dear APCEIU,

Warm greetings from Japan! I am happy to share my experience attending the China-Japan-Korea Global Citizenship Education Youth Forum 2016. In this programme, 60 college students from three countries gathered and learnt about global citizenship, SDGs, and the cultures of our countries through lectures, discussion sessions and field trips. At first, I was so nervous and did not know what to expect from this forum. In the opening session, we started with ice breaking. We played games, introduced ourselves, drew each other's faces and listed our goals for the forum. Gradually, we started to laugh, discuss, and share our feelings, and in five days we created unforgettable friendships.

One of the most interesting sessions for me was the Youth Dialogue Session. We were separated into five groups, and each group tried to answer questions regarding global citizenship, such as what it is and what skills are needed for it. Global citizenship is a broad topic and we needed to think deeply about it. It was quite interesting to hear different opinions from various perspectives, but it was also difficult to sum them all up. Each group summarized their group's opinion, and shared the summaries with everyone. Through the question and answer session, we elaborated our thoughts on global citizenship.

Also, we had many unique activities. We performed our cultures, made Korean foods and enjoyed the China-Japan-Korea quiz time. I had a lot of fun with the other members! Even though we are living in the age of globalization and most knowledge can be acquired through the Internet, direct communication and real experiences cannot be replaced. These experiences have become precious memories for me.

Lastly, we proposed action plans from what we learnt during the field trips. In my group's action plan, we suggested creating a tour guide programme for foreign students. We visited the Incheon Open Port, an important port with a historical value for trading with foreign countries. This site shows how people interacted with each other, and exemplifies the coexistence and mixture of cultures. With this in mind, it brought up an interesting issue about our respective countries. We realized that students from other countries sometimes feel isolated by the home country's students. By giving foreign students a chance

to visit historical attractions, they can communicate with local students and learn the history and culture of their host country. This is why we proposed the tour guide activity.

Personally, my goal in this forum was to hear opinions from other students regarding what they thought about the issues surrounding our respective countries. At the forum, I could ask questions and have a discussion. We also discussed many topics, including culture, history, media, economics, and politics. We concluded that even though our respective countries share many challenges, the youth of each country has the power to examine new perspectives that would eventually help to create the foundation for change. For me, the discussions were valuable, not as representatives of each country, but as a group of young people sharing the same perspectives.

China, Japan and Korea are important countries towards each other. They are located closely, and communicate intensively. They share lots of cultures, such as characters, foods and philosophy. However, when we consider the relationships between these countries, differences are often emphasized. All three countries have huge issues, and it cannot be said that the current international relationship is good. People unconsciously have a negative image towards others, and some people attack the other with cruel words and violence in order to instil their opinion. Of course, banning demonstrations is not the solution. Freedom of speech must be protected. But at least, people need to have morality and sympathy. They need to keep in mind that they can hurt other people's feelings.

I think global citizenship education is the solution for this. It enables people to extend their identity towards a global community. They do not judge "others," but respect diversity. It does not mean that we can be too optimistic about the issues. However, we can have constructive dialogues with the sense of belonging to the same global community. Through this forum, I realized that I can identify myself as not only Japanese, but also as a youth, a member of Northeast countries, and a global citizen.

I would like to express my gratitude towards APCEIU and all the people who supported us in the forum. I hope we can be active future leaders for a better global community in each field.

日本からこんにちは！

この度、日中韓大学生交流事業に参加した経験をお話させていただける機会に感謝しています。このプログラムでは、日中韓から60人の大学生が集まり、世界市民教育、国連の持続可能な開発目標 (SDGs)、各国の文化についてなどを、レクチャーやディスカッション、NGOなどへの訪問を通して学んでいきました。私は最初、初めて経験する機会にとっても緊張していました。しかし、オープニングセッションではゲームをしたり、お互いの似顔絵を描いたり、このプログラムへの目標を立てることから始め、少しずつ一緒に笑い、討論し、気持ちを共有してきました。そしてこの五日間で忘れられない友情を築くことができました。

私にとって一番有意義だったのは、Youth Dialogueというセッションです。5つのグループに分かれて、世界市民とは何か、必要な能力やスキルは何かということについてグループで話し合いました。世界市民というトピックは大きく難しいテーマで、多くの意見交換が必要でした。様々な視点の意見を聞くことは興味深かったのですが、すべての意見をグループとして一つにまとめるのはとても難しかったです。その後各グループの代表が意見を発表しました。質問、提案を通して私達はお互いの世界市民についての考えを深め、共有していきました。

また、他のセッションでは自国の文化をパフォーマンスしたり、韓国料理を作ったり、クイズをして、楽しく学ぶことのできるセッションがたくさんありました。インターネットを通して違う文化を簡単に知れる時代ではありますが、直接の文化交流に取って代わることはできないと強く思いました。この経験は私にとって本当に貴重な思い出になりました。

プログラムの最後には各グループの見学を通して学んだことをもとにアクションプランを提案しました。私達のグループは自分たちの大学で留学生にツアーガイドをするというプロジェクトを提案しました。私達は仁川港を訪れて、その文化交流の歴史的な意義について学んできました。この場所がどのように異なった異国の文化が一つの土地に共生してきたのかを示していました。ここから、異国で学ぶ留学生に、その国の歴史や文化にたいして深く知ってもらうためのプランを考えました。このような場所を訪れてもらうことにより、地元の生徒と交流させさらに歴史も学ぶことができます。このような理由でツアーガイドを提案しました。

私のこのプログラムを通しての目標は、他の国の生徒とともに三カ国の問題について話し合うことでした。私はこの交流を通し、中国、韓国の学生と文化や歴史、メディア、経済、政治など様々なことについて話し合えることができました。最終的に、私達の国は多くの問題を抱えてはいるけれども、私達のような若い世代は新たな視点を持ち、変革への基礎を作っていくとの意見を持つことができました。私にとって、この対話は、自分の国の代表としてではなく、同じ考えを持つ若者として充実したものでした。

日中韓の三カ国はお互いに大切な国同士であると思います。隣国であり、交流も多くあります。文字や食べ物、哲学など同じ文化を共有しています。しかし、これらの国の関係性を考えるとき、違いの方が強調させられているように感じます。三カ国は大きな問題を抱え、国際関係は良いとは言えないでしょう。人々は無意識のうちにお互いに嫌悪感を抱き、心無い言葉や暴力を使って自分たちの意見を主張しようとする人たちもいます。もちろん、意見の主張の自由を禁止することは根本的解決になりません。でも少なくとも、人々は道徳や同苦の心を持つべきだと思います。そして他人の心を傷つけることだけはしてはいけないという意識を持つべきだと思います。

世界市民教育とはこのようなことのためにあると思います。世界市民は自己のアイデンティティを国際社会まで広げ、他人を差別せず、多様性を尊重します。これはただ楽観主義になるということではありません。



しかし同じコミュニティを共有しているという帰属意識から、建設的な対話をもつことは可能であると思います。このプログラムを通して私は、自分自身を日本人として思うだけでなく、若者として、北東アジアの国の一員として、そして世界市民として自己を認識することができるようになりました。

今回のプログラムを通してお世話になったAPCEIUとすべての方々に感謝します。今回参加した日中韓の学生が将来、国際社会のため、各分野で活躍できるリーダーとなっている日を楽しみにしています。

