

Final Report

4TH YOUTH
LEADERSHIP
WORKSHOP on
GCED

20 - 26 MAY 2018
SEOUL, REPUBLIC OF KOREA

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Organized by

 APCEIU
 Asia-Pacific Centre for Education
 International University of Education
 1-1, Seonam-ro, Seongnam-si, Gyeonggi-do, Korea

Sponsored by

 Ministry of Education

Cooperation Partner

 Global Challenge Education
 YOUTH NETWORK

Final Report

4th Youth Leadership Workshop on GCED [Global Citizenship Education]

20-26 May 2018
Seoul, Republic of Korea

Organizer :



Sponsor :



Cooperation Partner :



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I. OVERVIEW

4th Youth Leadership Workshop on GCED

20 – 26 May 2018 / Seoul, Republic of Korea

Background and Objectives

Background

Our society faces challenges and threats that require collective efforts from the international community to solve the problems and to transform our world to make it a more just, peaceful, and sustainable place for all. To recognize these challenges, in September 2015, the global community has adopted 17 Sustainable Development Goals (SDGs) defining the global priorities and aspirations for 2030. Target 4.7 of SDGs in particular has highlighted the importance of **fostering global citizenship** among learners at all age-levels. Oftentimes young people have only been perceived as learners, but considering their distinct spheres of action in terms of social, economic and educational aspect within the society, they should be recognized as essential agents of change, as leaders, educators, advocates and learners.

In this context, young men and women must assume active roles in promoting global citizenship with their creativity, potential and capacity to bring changes at local and global levels. The **Asia-Pacific Centre of Education for International Understanding (APCEIU)** is committed to empowering youth by providing a platform where young people can meet, share, and work together to drive changes towards a Culture of Peace at various levels. The **Youth Leadership Workshops on GCED**, organized by APCEIU, has been held annually since 2015 in collaboration with partners including the United Nations Secretary-General's Global Education First Initiative (**GEFI**) and the Jeju Forum for Peace and Prosperity. The Workshop has enhanced the capacity of global youth leaders by facilitating dialogues, sharing good initiatives and practices, building communities, and strengthening advocacy skills to effectively foster global citizenship. The series of Workshops has led to the creation of **GCED Youth Network** to renew the members' commitment and continue to support their actions.

Building upon the achievements, the 4th Youth Leadership Workshop on GCED in 2018 focused on developing effective advocacy strategies to maximize youth contribution in achieving SDG 4.7 through promotion of global citizenship. Held in Seoul, the Workshop invited 48 dynamic youth leaders around the world, including those from developing countries and representatives of marginalized groups. The participants engaged fully in dialogue and capacity-building training for five days.

Training Objectives

1. To deepen youth leaders' understanding of global citizenship and enhance their advocacy skills
2. To provide a forum for participating youth leaders to discuss and establish action plans suitable for the implementation of GCED at local, national, and regional levels
3. To identify innovative youth-led initiatives on GCED in different regions

Workshop Details

Dates: 20 – 26 May 2018

Venue: Seoul, Republic of Korea

Participants: 48 Youth leaders/activists actively engaged in GCED

Organizers and Partners:

- Organizer: APCEIU
- Sponsor: Ministry of Education of the Republic of Korea
- Cooperation Partner: GCED Youth Network

II. WORKSHOP SESSIONS

Workshop Sessions

Day 1 (21 May): Setting the Stage

Opening Speech

by Dr. Utak Chung, Director of APCEIU



Dr. Chung greeted the 48 youths from 46 different countries with a warm welcome. He also expressed a deep gratitude to the GCED Youth Network, for their work in educating young leaders on advocacy.

He then went on to highlight the importance of global citizenship education, and called upon the young leaders in the audience to pave the way for change. He described APCEIU's commitment to empowering youth to engage with local advocacy, to promote dialogue, and to foster a culture of peace within and between communities.

Dr. Chung also encouraged the audience to make good use of the next five days to share effective practices and build meaningful connections with other young social leaders from all around the world. He also expressed a sincere hope that the workshop will renew the commitment of each and every youth leader in the audience to be global citizens, and to bring about positive change.

[Narrative Building 1] Youth for GCED: Sustainable Development and Global Leadership

by Professor Oh Joon, Professor of United Nations Studies, Kyung Hee University, Seoul

Professor Oh, South Korea's former Ambassador to the United Nations (UN) and the former President of the United Nations Economic and Security Council (ECOSOC), started a talk on the need for global citizenship for sustainable development today.

He revealed that today, one-third of the world's population still lives under the poverty line of 1.9 USD a day. This shows that even though developed countries are so wealthy today, many parts of our world are still in dire need of development. Professor Oh argued that globalization is a main cause of this inequality. He pointed out that the social welfare model of capitalism fails in today's globalized world, where there are global companies, but no global government to tax these companies with the aim of redistributing their wealth globally.



Professor Oh also explained that in light of growing inequality and pressing environmental issues such as global warming, the UN's concept of development has evolved to include the social and environmental dimensions, in addition to the original economic dimension. Sustainable development, which encapsulates all three dimensions, can only be achieved when the process of development does not harm the environment, and the benefits of development are made available to all.

To tackle these global challenges, Professor Oh emphasized the need for GCED. He highlighted the two pillars of global citizenship: Universal Values and Respect for Diversity. He also warned the audience that these two pillars might occasionally come into conflict, and encouraged them to think critically about such issues if they arise. By way of concluding, Professor Oh asked the audience to imagine themselves as drones, looking down at the earth as a whole. It was a metaphor for the global perspective that every global citizen should always possess.

[Community-Building & Workshop Orientation]

- Introduction of the GCED Youth Network
by Anna Susarenco, GCED Youth Network



Anna kicked off the afternoon session with an introduction to the GCED Youth Network. She outlined the three aims of the Youth Network: 1) to create a stronger voice of young people, 2) to change attitudes towards youth involvement and leadership and 3) to develop a healthy and responsible behavior towards involvement and leadership. She stressed that these three objectives reinforce each other in a positive feedback cycle. For instance, a better attitude towards advocacy can lead to greater social action, the effectiveness of which can in turn reinforce these attitudes.

Anna also shared that since its establishment in 2016, the Youth Network has facilitated 4 global workshops and 2 regional workshops on GCED, and is in the process of creating an online course on GCED. Most importantly, these workshops have inspired 15 alumni to join the Youth Network as core members.

- Icebreakers

by Guranda Bursulaia, GCED Youth Network



Participants then got to have some fun getting to know each other with some icebreaker games. The first game was called Share More: Guranda would name a trait (eg. shoe color) and participants would have to go around the room finding someone else who shared the same trait. Guranda would then give a topic (eg. share a strange thing about yourself), and participants would have a short conversation on this topic with their new friend.

The second game got participants to start thinking about GCED. In groups, they had to come up with a static display (by drawing pictures, being human statues etc.) which represented what GCED meant to them. While one group was “on display”, the others had to guess the meaning of their display. Participants showcased their creativity by making displays about unity, diversity, education, equality and women empowerment.

[Narrative Building II] Introduction to GCED

by APCEIU

What should a global citizen be like?

Ms. Kathy Lim, Assistant Programme Specialist in APCEIU’s Office of Education and Training, started the narrative building session with an interactive game about the traits of a global citizen.

In this activity, Ms. Lim would show a statement expressing a quality that a global citizen should have, and participants would stand behind the green circle or red cross, depending on whether they agreed with that statement.

The statement: “A global citizen speaks foreign languages” was among the most controversial. Supporters cited the need to speak a foreign language to communicate with people of other cultures, so as to empathize with them. However, other participants pushed back by arguing that the key to empathy is a willingness to reach out to others, and speaking a foreign language is not required for that.

On the other hand, there was almost a unanimous opposition to the statement “A global citizen travels abroad often”. Many participants were inclined to disagree as they felt that one does not have to be physically abroad to make global change.

From ‘Filing of a Bucket’ to ‘Lighting a Fire’

Ms. Jihong Lee, Head of APCEIU’s Office of Education and Training, gave a conceptual overview of global citizenship.

Building on Professor Oh Joon’s characterization of the emerging challenges brought about by globalization, Ms. Lee emphasized the need to rethink education. To tackle these challenges, our model of education must shift from being a mere engine for economic growth to become a process through which youth develop a profound sense of solidarity and collective responsibility towards local and global communities.

Ms. Lee then described the operational model of GCED, which was devised to achieve the above goal. According to this model, a global citizen should be proficient cognitively, socio-emotionally and behaviorally. She then showed participants the diverse ways in which they can participate in GCED - as teachers, learners, community members, social innovators and many more.

[Study Visit I] Visit to Global Citizen Campus

Participants then visited the Global Citizen Campus at APCEIU, where they acquired their global citizenship passport, and explored the various exhibits.



[Reflection & Synthesis I] First Impressions

by Guranda Bursulaia and Anna Susarenco, GCED Youth Network



Led by Guranda and Anna, participants played a game named Gotcha, where they had to talk about their day till someone else saves them by saying “Gotcha” and continuing the conversation.

Many participants were struck by the diversity of people present in this workshop. Despite the diversity, however, they were pleasantly surprised to discover that they shared many common interests, and were fighting for the same causes. One participant shared that she sat beside

another girl that she did not know in the bus, and found out that they were both working in NGOs that help Syrian refugees. These stories of shared experiences between strangers are testaments to the increasing interconnectivity of today’s world.

To end the day off, Anna encouraged participants to connect with each other in facebook and to send a message to someone that they had not spoken with.



Day 2 (22 May): Deepening the Understanding of GCED

[Narrative Building III] Youth Inspirational Speakers on GCED

By Anna Susarenco, Guranda Bursulaia and participants from each region



Anna kicked off day 2 with an ice-breaker called the “name game”. Participants were divided into two groups and each group nominated one person to play each round. Players stood on opposite sides of a blanket, and could not see each other. When the blanket fell, the faster player to say the name of his/her opponent won.

After the ice-breaker, Guranda did a presentation on local GCED activities implemented by the core team members of the GCED Youth Network, in their own countries. Here is an overview of their activities:

GCED Youth Network



Valeriia works in “The Easy Way” program in Ukraine, that uses English as a safe and non-violent environment to discuss issues such as global warming, human rights, equality, and others.

Diego works with “Decouvrons la Francophonie”, an organization that promotes cross cultural understanding and GCED with foreign language students in Guatemala.



Imrana founded the “Youth Coalition Against Terrorism” in Nigeria and works with stage drama to promote GCED and peacebuilding.

GCED Youth Network



Serena leads the Hult Prize, a prize that encourages youth entrepreneurship, at Aarhus University in Denmark.



Guranda works in IDP settlements, peripheries and areas of minorities in Georgia and uses tools such as forum theatre and simulation games to promote peacebuilding and pluralism.



Anna organizes the National Social Theater Festival in Moldova, which raises awareness of the problems that young people face.



Lorena works in youth leadership development at university and high school level, as well as organizing GCED and social entrepreneurship conferences in Peru.



Hadi coordinates the #WeMeSyria program that works with Syrian refugees in Turkey.

The second part of this session was dedicated to the sharing of the work that the participants do at the grassroots level. One participant from each region (they had been selected prior to the workshop), presented their local work.



Africa: *Celma Cainara Manjate from Mozambique*

Celma is a Service Learning Coordinator who works on promoting human dignity. She works in schools and in the local community. As a Community Engagement professional, her mission is to explore topics of citizenship through meaningful and reciprocal experiences between students and community partners



Latin America & Caribbean: *Jevanic Nyzam
Kareem Henry from Saint Lucia*

Jevanic works on spreading awareness about climate change, on both the community and national levels. He also fosters education on sustainable development. He is an avid user of social media to spread awareness of his causes, and believes that it is an effective platform for reaching out to young people because messages spread really quickly when everyone shares them with all their friends. Jevanic shared a musical campaign that he conducted in his country with great success.



Asia-Pacific: *Victoriya Nem from Kazakhstan*

Victoriya is from Kazakhstan, but she is currently studying at the Lee Kuan Yew School of Public Policy in Singapore. Her project is entitled Building Gender and Policy: Public Policies from a Gender Perspective. She reaches out to NGOs in Singapore who work on gender issues to learn about their work. As a public policy student, she also uses her access to policy makers to understand how public policies about gender are made, and how they can be influenced by NGOs or public opinion.



Arab States: *Diana Ishaqat from Jordan*

Diana has worked as a program consultant at international organizations, including the United Nations (UN Women & UNICEF), for the last three years. She works in the field of development, particularly in projects concerned with economic empowerment, education and crisis relief. Aside from providing consultancy for NGOs and development, she writes on a freelance-basis for a number of publishers in the MENA region and the EU. She is currently working for an NGO that provides refugees with equal access to higher education using innovative solutions. Recently, she has also started developing her own platform which connects talented youth with more established young leaders who guide them in applying for opportunities and in developing their ventures or ideas.



Europe: *Lika Tsintsadze from Georgia*

Lika started by sharing her own path towards global citizenship. Her priorities are education, gender equality, community-based activities and media. She is part of the European Youth Parliament, as a member of Georgia's National Committee. Together, they have organized more than 20 Youth conferences that promote European values, active citizenship and youth engagement in politics. In 2014, she established the Youth City Council in her region and was the chair of the council for the 2014-2015 academic years. Now, Youth Councils exist in every municipality of Georgia. With the help of local NGOs, the Youth Councils campaigned for the inclusion of civic education in schools. They got the government to pass a law in their favor, and a year later, civic education was introduced to every school in Georgia.

[Developing Youth Advocacy I~II] Using Advocacy Tools for GCED

by Lorena Gamarra and Hadi Althib, GCED Youth Network

Hadi started the session with an energizer called 'Theatre'. One at a time, participants came to the center to repeat the actions of the previous participant.

The Advocacy Toolkit



After the warm up activity with Hadi, Lorena began the session on Developing Youth Advocacy. She presented the Youth Advocacy Toolkit developed by GEFI. The participants then discussed the importance of advocacy as youth leaders. Many thought that advocacy was important to get youth to share their problems and discuss global issues.

After discussing the importance of advocacy, the group turned their minds towards a brainstorming session about what advocacy is. Lorena introduced the main aims of

advocacy: 1) giving people a voice, 2) building evidence, 3) making a positive change in society and 4) influencing people with power. To accomplish these aims, a good advocacy campaign must have the following key elements: a well-defined issue, knowledge of available resources, an analysis of its needs, a specific target audience, an effective message and concrete actions.

Participants were then split into regional groups to discuss their thoughts and feelings about the following Sustainable Development Goals (SDGs):

Asia Pacific – Health

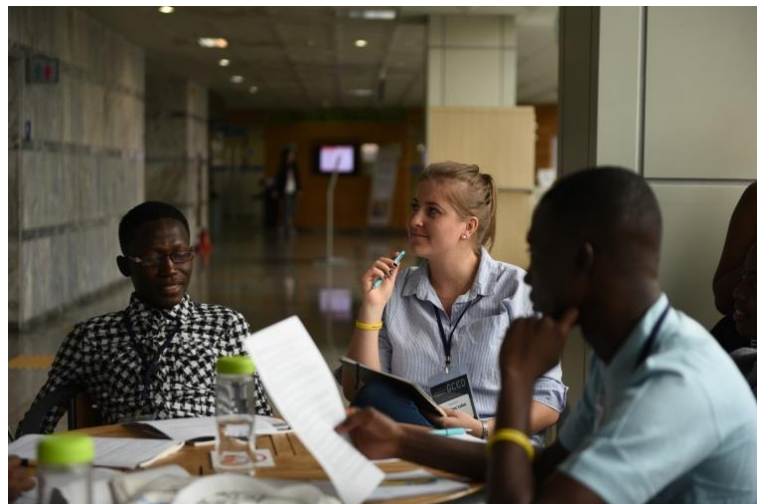
Africa – Partnership for the goals

Latin America – Quality Education

Europe – Sustainable Cities

Arab States - Peacebuilding

With the help of the facilitators, each group came up with a main issue within their assigned SDG that members wanted to focus on.



Problem Trees

After lunch, Lorena explained the concept of a problem tree. The objective of problem tree is to narrow the problem down, to find a specific area on which to work. Lorena emphasized the importance of tackling the root causes of problems. To illustrate her point, she cited an example of a recent flood in Peru, which was perceived to be an isolated problem in itself. However, she showed that the flood had actually been a symptom of bigger problems, such as climate change and bad urban planning.

The problem tree analyses the problem by dividing it into three sections. The roots represent the causes of the problem, the trunk represents the issue itself, and the leaves represent its effects. Hadi illustrated the use of the problem tree by applying it to the example of gender inequality. People have thought that the causes of gender inequality are the lack of representation of women in politics, and the lack of government

policies that empower women. These can be seen as the roots of the gender inequality problem tree. The leaves of this tree represent the effects of gender inequality, such as the income gap and health problems associated with discrimination against women.



Participants then gathered back into their groups to apply the problem tree method to the issue that they identified in the morning.

After the group work designing the problem tree, Hadi continued the presentation by discussing stakeholders' analysis. Stakeholders are people who are involved in, influence or care about the issue. The stakeholder analysis grid (shown below) allows advocacy leaders to identify the different types of stakeholders in their cause, and determine the suitable course of action to take to maximize the impact generated.

High power to influence change	Satisfy	Influence
Little power to influence change	Monitor	Inform, consult, involve
	Doesn't matter much to them	Matters a lot to them

Thereafter, regional teams started to work on developing stakeholders' analyses for their respective issues, before presenting both their problem trees and their stakeholder analysis grids to their peers.

Stakeholder Grids:

- Africa

High power	Government, officials, celebrities	Media, international NGO, activists, youth
Little power	-	-
	Low interest	High interest

- Arab States

High power	International companies	Government, media, educational establishments
Little power	Families, peers	Extrinsic groups, ideological military forces, public figures
	Low interest	High interest

- Asia-Pacific Group 1

High power	Minister of education, religious leaders, business/ entrepreneurs, politicians, celebrities	International NGOs
Little power	Laborer, children	Schools, education institutions, academics, researchers, social workers
	Low interest	High interest

- Asia-Pacific Group 2

High power	Legislations- policy makers, philanthropists, celebrities, religious/traditional group leaders, media outlets	Ministry of health, health NGO, INGO, hygiene businesses, health media outlets
Little power	Government school teachers, local organizations, trade unions, affected individuals	Youth Networks, academicians, local city councils, parents associations, public
	Low interest	High interest

- Europe

High power	People who are migrating voluntarily, businesses, corporations	Government, Ministry of agriculture and economy, exporting industry, local entrepreneurs, civic society, UN habitat, EU offices
Little power	People who recycle (out of an economic context), providers of online private educations, rental companies, small city business	Rural population who are not trying to move, people who live in the city, small farmers, communication companies, teachers
	Low interest	High interest

- Latin America & Caribbean

High power	Government	International organizations
Little power	Companies, businesses, students	Families, teachers, community centers, academic institutions, civil society organizations, students
	Low interest	High interest

[Reflection & Synthesis II] Introduction to GCED online campaign

by Lorena and Hadi from the GCED Youth Network

Lorena and Hadi presented the GCED online campaign. The main goal of this campaign is to raise awareness on the importance of GCED in the context of global sustainable development. The specific goals of the campaign are: 1) promote a global understanding of GCED 2) showcase the potential that GCED has to achieving sustainable development 3) motivate local actions among state and non-state actors.

To contribute to the campaign, the participants were split into groups, and each group was tasked with creating a post about the workshop for the online campaign.

[#Hygiene](#) should be the utmost concern and basic right that every person should be granted.

Could you feel the passionate vibe of us working together?

[#SDG3](#) [#GCED4Development](#) [#AsiaPacific](#)
with [Desh Deepak Dwivedi](#), [Dennis Betito Jr](#) and
[Sianiti Nakabea](#).

  22

1 Comment

 Like

 Comment





Youth Radicalization breeds Violence.

It is destroying the lives of our loved ones, no matter who you are or where you come from, you can make a change!

Join us to say No More Radicalization!

[#GCED4Development](#) [#ArabStates](#)
[#Arabs4Change](#)

22 1 Comment

Like Comment

9 Countries United for SDG 1

[#QualitySexualityEducation](#) is not an essential need, it is the right of every individual.

[#GCED4Development](#) [#AsiaPacific](#) with [Andrew Soe Myint](#) and [Yolanda-Manjiang HE](#)

22 1 Comment

Like Comment



Day 3 (23 May): Exploring Local Initiatives on GCED

[Study Visit II] Visit to the Demilitarized Zone (DMZ)



The first study visit of the day was to the Korean Demilitarized Zone (DMZ). The Korean Demilitarized Zone (DMZ) is a strip of land running across the Korean Peninsula. It was established by the provisions of the Korean Armistice Agreement to serve as a buffer zone between the Democratic People's Republic of Korea (North Korea) and the Republic of Korea (South Korea).



The participants visited the Nuri Peace Park, which was established in 1972. It contains relics and monuments related to the Korean War and subsequent South-North confrontations. Participants appreciated the spirit of unity and peace that the park exuded - a sharp contrast to the conflict that it had been born out of.

After visiting the park, the participants visited the 3rd Tunnel, an infiltration tunnel that was built by North Korea, which was among the three that were later discovered by the South Korean army.

[Cultural Exchange I]

- Heyground

Root Impact: Helping Changemakers



The visit to Heyground, a co-working space for social entrepreneurs, began with a presentation by Ms. Sohee Hwang from Root Impact. She told participants that Root Impact's mission is to help change makers, who in turn help others. The organization helps change makers by facilitating living, learning and working.

Ms. Hwang explained that Heyground serves Root Impact's aim to facilitate working. Since its inception, Heyground has adopted a unique business model. It was

built using a ground building process, where future tenants were recruited even before its construction, and had a say in what they wanted the co-working space to be like.

As a co-working space, Heyground has many facilities such as meeting spaces and lounges that are accessible to big and small social enterprises alike. In addition, Heyground connects its social enterprises with professional services such as legal, consulting or accounting firms, and secures preferential rates that small social enterprises would not have been able to enjoy otherwise.

By empowering social entrepreneurs, Heyground is a big step forward towards Root Impact's vision of building an impact ecosystem, which connects the government and corporate partners with social enterprises.

Tour of Heyground

Participants then got a chance to take a tour around the many shared spaces in Heyground. During this tour, Ms. Hwang stressed the importance of networking among change makers. The participants have noticed that many of them work for similar causes, in different parts of the world. As global citizens and social entrepreneurs, it is important for them to be well connected, so that they can learn effective change making strategies from each other, and coordinate their change making efforts globally.



Ashoka: Supporting Social Entrepreneurs

Back at the lecture room, the participants also attended a talk by Mr. Jonghwan Chung, Strategic Partnerships Director of Ashoka Korea. Mr. Chung shared that Ashoka is a word from Sanskrit, which means the absence of sorrow in the world. This encapsulates the essence of what Ashoka is about.

He then split the participants into groups, and challenged them to share their dream, along with an idea that can change the world. This activity embodies Ashoka's motto that "there is nothing more powerful than a new idea in the hands of a brilliant entrepreneur".

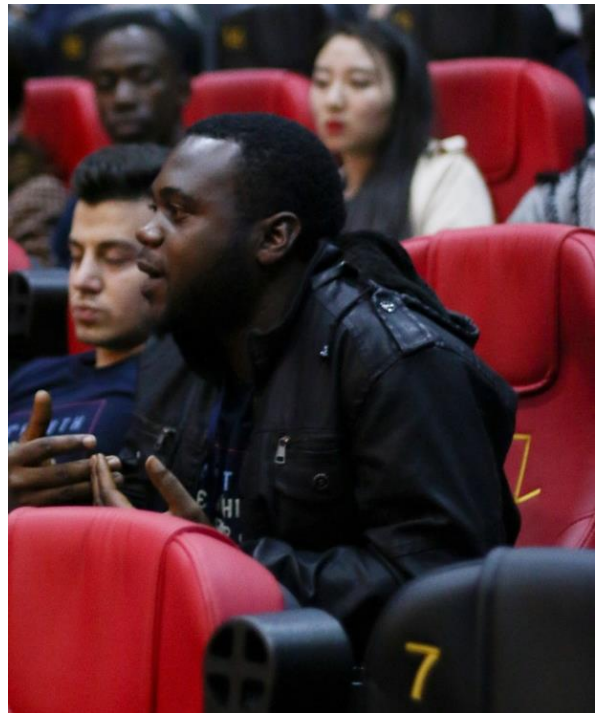
Mr. Chung also shared some inspiring stories of Ashoka fellows who have made great social impact in the world. These included Kailash Satyarthi, who won the 2014 Nobel Peace Prize for his fight against child labor, and Mary Gordon, who founded Roots of Empathy, which is an international organization that encourages the development of empathy in children.

- 15th Seoul Eco Film Festival

lead by Serena Leka and Guranda Bursulaia from GCED Youth Network

Before the start of the movie *Anote's Ark*, a film by Matthieu Rytz, Serena listed a few concepts to be considered while watching the documentary. Among the concepts, Serena mentioned environmental justice, impact of climate change in cultures and human rights, the role of governments and international community, actions for immediate change and so on.

After the movie, Guranda opened the discussion with the question of whether the documentary is a good medium for learning. Participants agreed that documentaries are very powerful tools for learning because they are visual and easy to comprehend. Therefore, they stay easily in the minds of people, and can convey a large amount of information in short period of time.



Afterwards, the group discussed the concept of climate justice. According to Guranda, climate justice refers to the fact that the people who have contributed the least to climate change are the ones suffering most severely from its effects. In other words, developed countries which enjoy a high rate of consumption at the expense of the environment are less affected by climate change than developing countries, which do not reap the benefits of industrialization, but bear its negative consequences.

The third question was about actions that we can do today. Almost all participants believed that action should start from individual. For example, individuals should choose not to use plastic bags if they are not needed, be careful to not waste water and so on. They said that while awareness raising and advocacy is important, one should not demand policy changes from big corporations if he/she does not even live an environmentally-friendly personal life.



The last question was about the idea of converting Kiribati into a "floating nation". Most of participants did not think that it is a viable alternative. Some of them argued that the materials which will be used to construct the floating nation might themselves be dangerous for the environment. Very few participants thought that this is an option worth trying.

Before closing the discussion, Guranda highlighted the humanitarian crises that climate change has caused, and stressed that there is still much work to be done to alleviate these problems.

Dinner Dialogue about the Division of Korea with Professor Yongshik Bong, Yonsei University



Building on their experiences from the DMZ, participants had the chance to learn more about the division of Korea from Professor Bong, who is an expert on North Korean politics. The atmosphere was rife with excitement as hand after hand shot up, hoping to obtain clearer insight into the mysterious state.

Professor Bong dispelled some commonly held beliefs that North Koreans are completely unaware of the outside world. Much to their surprise, he told the audience that trade with China has brought a wealth of information to North Korea. North Koreans today have a much better understanding of the outside world, compared to 20 years ago.

A significant portion of the dialogue was spent analyzing pictures of Kim Jong Un and attempting to infer the intent of the North Korean regime from these pictures. The audience soon expressed their misgivings about using subjective interpretations of single pictures to infer the political strategy of an entire regime. In reply, Professor Bong reminded them that these are official pictures from the state news agency, meaning that they were hand-picked by Kim Jong Un himself, with the intention of sending a message to the North Korean people. Such politically-charged photos possess a wealth of information about the regime.

Because of overwhelming interest in the topic, the dialogue extended well past its scheduled ending time, and participants left with a rejuvenated curiosity about world affairs.

[Cultural Exchange II] Culture Night

organized by Muhammed Yaro, Ravin, Tafhimur, Najibullah and Ekene

Culture night was organized by some participant volunteers. They organized diverse activities to show and share different kinds of cultures. The night began with a fashion show from each region. Participants showcased their own ethnic costumes and posed with traditional gestures.

After the fashion show, Sevara from Uzbekistan and Rivalmi from Indonesia performed their traditional dances from their respective cultures. This got everyone into a dancing mood and before long, all the participants joined in, dancing together in a big circle.



Participants also exchanged souvenirs, snacks and treats that they brought from home. These trinkets and treats opened up numerous cross-cultural conversations which gave every participant a broader perspective of what it means to be a global citizen.



Day 4 (24 May): Bottom-up Planning for GCED by Youth

[Reflection & Synthesis III] Reflections from Day 3

by GCED Youth Network, Neak Piseth (Cambodia), Sianiti Bulisala (Fiji), Noura Elkenawi (Egypt) and Lightwell Mpofo (Zimbabwe)

For the benefit of those who did not go, two participants from each group shared their experiences at Heyground and the Eco film festival.

Neak and Sianiti shared their experience at Heyground. Neak was very impressed by Heyground's business model, which seeks to connect social enterprises with stakeholders and provide them with the resources they need. Neak feels that his model would be especially effective in developing countries, where youth and students do not have the resources to execute their ideas. In addition to spurring social change, Neak believes that such a model will also reduce youth unemployment, which is rampant in many developing countries. Sianiti expressed a similar sentiment. She thinks that social entrepreneurship hubs are a good way for her country, Fiji, to foster mutual support amongst the smaller islands in the Pacific.

Noura and Lightwell shared their experiences at the Eco Film Festival. One issue from that documentary that resonated with Noura was the immigration of people due to climate change. She shared that many human rights violations have been inflicted on these immigrants. On the other hand, Lightwell urged the audience to reflect on their role as individuals in managing climate change. He strongly believes that change begins from every individual doing their duty for the planet..

The participants then took turns to share their emotions and thoughts from the previous day. Many participants expressed a novel sense of hope, from learning that the majority of South Koreans actually want to be reunited with their Northern counterparts. Some participants also shared that the film depicted the problems caused by climate change from the often overlooked perspective of the individuals who are being directly affected. This really enriched their understanding of the issues surrounding climate change.

[Developing Youth Advocacy III~IV] Strategic Planning for GCED

by GCED Youth Network

Advocacy Planning



To structure the advocacy planning that the participants will do in the afternoon, Anna introduced several concrete steps that one should take when making an advocacy plan. These include defining the issue, setting a specific goal, choosing a target audience, and coming up with tactics tailored to the target audience. Anna also stressed that advocacy campaigns must have a message which appeals to the heart, the head and the hands. After reading the message, the target audience must know why they should

care, what can change, and what they need to do.

The participants then broke up into their respective region groups to create an advocacy plan for the issue that they identified using the problem tree on Day 2.

How to Make a Cool Presentation

After lunch, Serena conducted a workshop on making presentations. Three volunteers played a game called ‘Swallow the frog’, where they each had to do a 3 minute elevator pitch, and then listen to 3 minutes of feedback from the audience. It was an effective exercise that gave everyone an idea of what they would expect from a pitch, and thus how they should structure their own pitches.

Serena also gave the participants several points to take into account when making a pitch. These included the fact that because people tend to pay great attention to mistakes, it is better to have two strong arguments, rather than two strong arguments and one weak one. She also emphasized the importance of preparation. After all, the best way to sound like you know what you are talking about is to actually know what you are talking about.

With Serena’s advice in mind, the participants spent the rest of the day finalizing their advocacy plan, and preparing for their advocacy presentations on Day 5.



Day 5 (25 May): Final Presentation and Youth Summit

[Final Presentation] Sharing the Outcomes

Each advocacy group took turns to showcase the culmination of their efforts over the past week - their advocacy plans.

- Improving Water and Sanitation Infrastructure

by the Asia Pacific Region, Group 1



Poor water hygiene is a serious issue in the Asia Pacific Region, which causes 500,000 deaths a year, and stunted development in children. Therefore, the first advocacy group from Asia Pacific region devised an advocacy campaign to improve the water and sanitation infrastructure in their countries.

Firstly, they hope to raise awareness about the importance of water sanitation problems. To do this for the government, they will gather and synthesize data about sanitation problems in their own countries, and

keep the relevant ministries (eg. Ministry of Health) well informed about the extent of these problems. To raise awareness about hygiene and water sanitation among youths, the group will also to develop policy recommendations for the relevant ministries to implement hygiene education in schools.

The group also hopes to facilitate cooperation between the government and the private sector on improving water sanitation infrastructure. This is as the group believes that privatization of building projects will greatly expedite the development of water sanitation infrastructure. Therefore, they will identify corporations with an interest in the hygiene and water sanitation, understand the needs of these companies, and facilitate discussion between these companies and the government by organizing conferences which bring both parties together.

- Fostering Sexual Education in Formal Institutions

by the Asia Pacific Region, Group 2

The second advocacy group from the Asia Pacific Region illustrated their problem with a skid:

A fourteen-year-old girl gets touched inappropriately by one of her peers. She confides in her mom, but her mom does not believe her. She asks her teacher for help, but her teacher replies: "we discuss serious things in school only".



A fourteen-year-old boy thinks that he has romantic feelings for a girl in his class. He asks his dad for advice, but his dad tells him to not think about these things, and focus on his studies. He wants to talk about it with his teacher, but knows that “we discuss serious things in school only”.

In countries without proper sexual education, society shows away from these important questions. Therefore, the group hopes to improve sexual education in the Asia Pacific region. Their advocacy campaign targets the three main stakeholders of sexual education: parents, teachers and the regional government.

Firstly, the group hopes to spread awareness about sexual education using social media campaigns, petitions, and by organizing workshops for parents and teachers. Secondly, they also hope to create an online course on sexual education, which will be made accessible to everyone. This will be developed in collaboration with experts in sexual education.

After doing a pilot run of the online course, the group hopes to use the outcomes and feedback from the course to start a conversation with government representatives with a stake in sexual education (eg. Ministry of Health and Ministry of Education). Eventually, they hope to push for the implementation of sexual education in schools, which will require these government officials to buy into their cause.

- Increasing Support for Education

by the Latin America and Caribbean Region



The group from Latin America sought to address the lack of support for education in their region. This problem is especially severe in rural areas, as governments mostly concentrate their support for education in the cities. Furthermore, because children often have to work to support their family, many parents do not prioritize the education of their children. Therefore, the group aims to increase support for education by showing the importance of education to parents, teachers and the government.

Firstly, the team hopes to encourage parents to play a larger role in the development of their children. They hope to accomplish this by facilitating monthly meetings between parents and teachers, organizing early childhood parenting workshops, and having family days in school. Secondly, the group also believes that it is important for teachers to adopt a more diverse role in the lives of students, outside of just academics. To make this happen, they plan to organize training courses which show teachers how they can play an effective role in the emotional, moral and social development of their students. Lastly, they hope that the government can further encourage education by increasing their budget for schools, and the training of teachers. To this end, they will create channels of communication (eg. conferences, online forums etc.) which facilitate conversation between parents, teachers and the government.

The group concluded with a call to action: “Educate a Child, Educate a Nation. Let’s Transform the Future”.

- Imagine Village

by the Europe Region



Alesia from Belarus started the presentation by sharing the story of her life. Growing up in a small place far away from the capital, she had always wanted to live in a big city, and be part of a large community. However, when she moved to the capital city for college, she realized that all her hopes and dreams about the city are not true.

Many European youths who live in rural areas share Alesia's dream. Drawn by the hope for greater opportunities and a better life, many of these young people migrate to

the city, and never come back. This results in brain drain from rural areas, and overcrowded cities. Therefore, the European advocacy group hopes to encourage youth in rural areas to stay and work in their hometowns.

Team Europe believes that the key to this problem is the lack of job opportunities in rural areas. To create more jobs, they hope to encourage social entrepreneurship in rural areas. To do this, the team plans to organize workshops that teach business skills to youth in rural areas. They will then organize a competition, where aspiring entrepreneurs can pitch their ideas to big companies. Good pitches will stand to gain start-up capital from these companies.

With these two steps, the Team Europe hopes to #MakeVillageGreatAgain.

- Reducing Youth Radicalization

by the Arab States Region

Youth Radicalization is a pressing issue in the Arab States. The Arab States advocacy group thinks that high youth unemployment is one of the main causes of radicalization. To reduce youth unemployment, the group hopes to boost access to job opportunities by creating an information desk which provides youths with advice on securing job opportunities, and connects them to potential employers.



As many unemployed youth hang out at coffee shops, this is where the group will have their outreach events.

They hope to transform coffee shops into learning and networking space, where youth can learn about current issues and engage with the community. To do this, they will invite guest speakers to speak about various local, regional and global issues and screen meaningful movies at coffee shops.

A central recruitment strategy of radical groups is to provide ostracized youth with the sense of security, and the feeling of belonging to a community. By providing youth with a safe space where they can share their thoughts and feelings, the group aims to reduce the appeal of this strategy, and thus turn youth away from radicalization.

- Encouraging Participation in Public Processes *by the African Region*

Many African countries are democracies which are rife with corruption and social inequality. The African Region advocacy group believes that this seemingly contradicting scenario is a result of a vicious circle, where a lack of participation in political processes reduces the need for transparency in the government, which in turn reduces trust in the government that causes a further decrease in the public's desire to participate. To get out of this vicious circle, the group aims to encourage participation in public processes.

The group's main strategy is to create an online channel that showcases content about the importance of political participation. This will include stories about citizens making change through political participation, news about political liberation from all around the world, and celebrities attesting to the importance of participation by voting on camera.



They also hope to encourage engagement with political issues through art. To do this, they will organize regular art competitions with a current political issue as its theme each time. The winning art pieces will be displayed in the streets and on buses, to raise awareness about these issues.

Team Africa hopes that these campaigns will incite the public to Ask and Demand.

GCED Youth Summit

Modelled after summit conferences, the GCED Youth Summit is a dialogue about Reducing Inequality through GCED. Three participants from each region gave a speech about the problems that their region is facing. The first speaker from each region introduced the pertinent issues. Thereafter, the second speakers evaluated the urgency of each issue and identified the potential connections between issues to determine what the region's priorities should be. Lastly, the third speaker presented some potential solutions for these crucial problems.





The rest of the participants acted as stakeholders - journalists, businessmen, governments, NGOs and the international youth network - who were at the summit to understand the problems happening in every region, and decide if they should contribute to the causes that were being presented to them. After every round of speeches from each country, the stakeholders had the chance to ask questions.



III. ADVOCACY PLAN

Asia-Pacific Region, Group 1

Najibullah Khoda Rahim, Neak Piseth, Sianiti Bulisala, Desh Deepak Dwivedi, Rehan Adamjee, Dennis Jr. Betito, Sevara Khosiyatkulova, Seoung Eun Jung

<p>4th Youth Leadership Workshop on GCED</p> <p>Advocacy Plan</p> <p>Poor water and sanitation infrastructure</p> <p>20 – 26 May 2018 Seoul, Republic of Korea</p> <p>Asia-Pacific Team</p> 	
<p>Content</p> <ul style="list-style-type: none"> • Addressed issue • Goal • Assets • Needs • Target • Objectives • Actions • Message 	<p>Addressed issue: Poor water and sanitation infrastructure</p> <p>Goal: Asia Pacific has developed water and sanitation infrastructure and consistent proper use of the facilities.</p> <p>Assets:</p> <ol style="list-style-type: none"> 1. Asia Pacific GCED Network (08 members and organization) 2. Skills: technical knowledge, interpersonal skills, medical, law, and business knowledge. <p>Needs:</p> <ol style="list-style-type: none"> 1. Private sector connection 2. Proper research 3. Financial assets 4. Infrastructure resources 5. Human resource expertise
<p>Target: Ministry that deals with health and education</p> <p>Objectives:</p> <p>Objective 1: Increase general understanding within government agencies about the extent of the problems</p> <p>Objective 2: Have policies to promote hygiene in the schools</p> <p>Objective 3: Facilitating coordination between relevant ministries and private sectors in implementing WASH PROJECT particularly with regarding infrastructures.</p>	<p>Actions</p> <p>Objective 1: Increase general understanding within government agencies about the extent of the problems</p> <p>Action 1: Gathering and synthesis of data effectively to the government in order to increase the comprehension of the importance of hygiene and infrastructures.</p> <p>Action 2: Deciding the right format of dissemination.</p> <p>Action 3: Disseminating the information</p>

<p>Actions</p> <p>Objective 2: Have policies to promote hygiene in the schools</p> <p>Action 1: Evaluate and understand educational gaps on international and national levels regarding hygiene in the educational curriculum.</p> <p>Action 2: Identify the problems based on the collective data and developing relevant effective policies</p> <p>Action 3: Presenting the policies to related ministries and pushing for policies in hygiene education to be adopted.</p>	<p>Actions</p> <p>Objective 3: Facilitating coordination between relevant ministries and private sectors in implementing WASH PROJECT particularly with regarding infrastructures.</p> <p>Action 1: identify co-operations working in or have an interest in the hygiene sector</p> <p>Action 2: identify constraints and incentives for the co-operations and the government</p> <p>Action 3: facilitating discussions between both parties through the organization of summits/conferences.</p>
<p>Tactics</p> <ol style="list-style-type: none"> Using API based websites to collect data and bringing them on one platform and analyzing them by our team Publishing on websites and presenting them through face to face meetings with related ministries officials using local connections Offering proposals to the related ministries openings for private sectors regarding hygiene issues 	<p>Message:</p> <p>Poor access to water and sanitation is a significant causes on mobility and mortality</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>500,000 Deaths per year</p> </div> <div style="text-align: center;">  <p>40% Stunted</p> </div> </div> <p>Governments' ineffectiveness in addressing hygiene and sanitation</p> <p>Private sectors taking action</p> <p>Online campaign</p>
<p>Thank You!</p> <p style="text-align: center; margin-top: 50px;">Qs & As</p>	Empty grey box

Asia-Pacific Region, Group 2

Tafhimur Rahman, Manjiang He, Rivalmi Septiadi, Viktoriya Nem, Andy Soe Myint, Praju Dotel, Gajarishyan Rasalingam, Shahnoz Jonmamadova, Linh Hoang

 <p>ADVOCACY PLAN Regional Presentation – Asian Pacific Region</p>  <p>25th May 2018</p>	<p>Addressed issue</p>  <p>Lack of sexuality education in Formal Institutions</p>  <p>Each school in the region has integrated sexuality education into the school curriculum</p> 
<p>We are youth advocacy group composed of 9 individuals</p> 	<p>Assets:</p>  <ol style="list-style-type: none"> 1. Understanding of local context 2. Understanding of Youth needs and mindsets; Mobilization Capacity (Youth Population are of interest to international organizations/co-operations) 3. Availability of knowledge/ research 4. Local/ International Networks
<p>Needs:</p>  <ol style="list-style-type: none"> 1. Financial Resources (Potential sources of funding: UNICEF, WOMEN DELIVER, Oxfam, Embassies, Crowd Funding, Private Donors & Grants) 2. Need to have deeper understanding of sexuality education/need for experts and understanding of community (medical experts, Psychologists, Public Health Officers and Educators) 3. Partnerships with local NGOs or Government structures to secure more legitimacy (work on the same issue) 4. Media support 5. Knowledge of political structure 6. Human Resources (Volunteers, IT Support Technicians, etc.) 	<p>Target:</p>  <p>Parents</p>  <p>Teachers</p>  <p>Educators</p>  <p>Regional Government</p>



Objective 1

Spread the awareness of sexuality education in the community: parents, teachers, students

Action 1: Online presence: Social Media campaigns, creation of informational portals, newspaper articles by local journalists, development of content to post online

Action 2: Workshops and Seminars for parents and teachers (find location through network contacts)

Action 3: Community Engagement (Petitions), recruitment of volunteers (more followers on Facebook)



Objective 2

Development of pilot online course on sexuality education for students

Action 1: Forming an expert committee composed of teachers and educators to develop sexuality education curriculum for the online course

Action 2: Posting online courses on the website (have FB followers/students to take the course)

Action 3: Create a constructive feedback survey (to deepen the understanding of sexuality education) that students fill out at the end of the course



Objective 3

Starting a conversation with regional government representatives: Ministry of Health/Education

Action 1: Develop report that applies the outcomes of online sexuality education course

Action 2: Prepare a proposal about piloting inclusion of sexuality education into school curriculum

Action 3: Send the report and proposal to the regional government representatives and establish a channel of communication for further discussions

Tactics:



1. Online presence: social media and dedicated website (posters, infographics)
2. Workshops, seminars, in-depth courses for teachers/educators
3. Documents: reports, proposals, petitions

Thank you!!!

ACT NOW !!!

ACT!

Message:

"While one in three adults would not believe a child if they disclosed sexual abuse, statistics show that 20% of girls and 8% of boys will be sexually abused before their 18th birthday. Follow us on Facebook / Lack of sexuality in ASIA group to ensure safer, brighter, better future for our children through integration of sexuality education into the official school curriculum!"

Latin America & Caribbean Region

Maria Luiza Moreira, Santiago Enrique Aldana Rivera, Meigan Diaz Corona, Daniela Rocon, Jevanic Nyzam Kareem Henry

Latin America and Caribbean Advocacy Plan

Addressed issue: Low articulation of the actors in the process of education
Goal: Engage each actor to reach the improvement of articulation

Assets:

1. Community council
2. Students council
3. Ministry of education
4. International NGOs

Needs:

1. Understand why there's no articulation
2. Defining which actor is being the educator
3. Look at the teachers' background
4. Examine the current government policies
5. Get to know the parents' reality
6. How students feel about school

Target: Government, teachers, students, parents.

Objectives:

- Objective 1: Include the parents in the children's allocation of development
- Objective 2: Strengthen the capacity of teacher to adopt a more diverse role in the life of students
- Objective 3: Use the government as a unifying tool among the actors in the process of the education

Actions:

Objective 1: Include the parents in the children development

- Action 1: Meetings of parent and teachers monthly
- Action 2: Implementation of early childhood parenting program
- Action 3: Family day – Activities in school

Objective 2: Strengthen the capacity of teacher to adopt a more diverse role in the life of students

- Action 1: Teacher's training course
- Action 2: Healthcare of the teachers
- Action 3: Teacher teaching teachers

Objective 3: Use the government as a unifying tool among the actors in the process of the education

- Action 1: Assembly of teachers-government and parents-government
- Action 2: Visit the Ministry of Education
- Action 3: Develop and encourage programs of qualification for teachers

Tactics:

1. Seminars
2. Meetings
3. Assembly
4. Official Visits

Message:

EDUCATE A CHILD
 + EDUCATE A NATION

= LETS TRANSFORM THE FUTURE

Europe Region

Arjana Gjeta, Kamran Latifov, Alesia Petravets, Lika Tsintsadze, Orges Sejdiu, Mihaela Sticea

Imagine **Village**

Presented by: Alesia Petravets
Arjana Gjeta
Kamran Latifov
Mihaela Sticea
Orges Sejdiu
Lika Tsintsadze

SDG 11

Sustainable Cities and Communities

Goal

Develop an understanding of social entrepreneurship among youth in rural areas and increase their participation in civil society

Assets & Needs

Target

Objectives & Actions

Develop a Toolkit
Target 10 schools
Hold a competition

Tactics

Importance

and relevance of the project

Rural **communities** are at risk because of excessive internal migration. **Connect** and **empower Youth** initiatives for **Sustainable** local communities. Join the **change** and **#ImagineVillage**

#LetsMakeVillageGreatAgain

Arab Region

Mohammad Abdessalem Boubekri, Noura Elkenawi, Ravin M.Sidiq, Diana Ishaqat, Mariem Hammi, Nadia Jmal, Mohammed Falogah



(Arab States) Advocacy Plan

Algeria – Egypt – Iraq – Jordan – Tunisia – Yemen

A Map of the Arab World with Flags - CC via Wikimedia Commons



Flag map of Arab League - CC via Wikimedia Commons - Di Nardoni Facko



Photo © UNODC: Emerging from the Black Hole - The UN's Fight Against Youth Radicalization

Addressed issue: Youth Radicalization

Goal: Reduce Youth Radicalization

Assets:

1. Network
2. Media
3. Influencer
4. Experiences
5. Data
6. قهاتوي (Coffeeshops)
7. Mentors



Created by Beate, Youth Project

Addressed issue: Youth Radicalization

Goal: Reduce Youth Radicalization

Needs:

1. Funding
2. Youth Volunteers
3. Structure & Plan



Created by Beate, Youth Project

Addressed issue: Youth Radicalization

Target: Unemployed Youth / Young Students



Created by Beate, Youth Project

Addressed issue: Youth Radicalization

Target: Unemployed Youth / Young Students

Objectives:

- Objective 1: Training / Bootcamp / Workshop
- Objective 2: Space for Interaction
- Objective 3: Informational Desk



Addressed issue: Youth Radicalization

Actions

Objective 1: Training / Bootcamp / Workshop

- Action 1: Design the materials and print them
- Action 2: Launch a campaign
- Action 3: Mobilize / Implementation



Addressed issue: Youth Radicalization

Actions

Objective 2: Space for Interaction

- Action 1: Rethinking Coffeeshop as a Space of Interaction
- Action 2: Guest Speakers
- Action 3: Screening Movies



Addressed issue: Youth Radicalization

Actions

Objective 3: Informational Desk

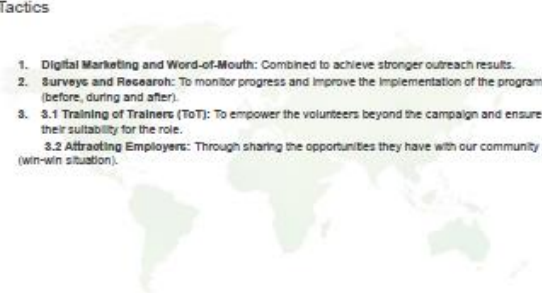
- Action 1: Market Research
- Action 2: Guidelines
- Action 3: Partnerships



Addressed issue: Youth Radicalization

Tactics

1. **Digital Marketing and Word-of-Mouth:** Combined to achieve stronger outreach results.
2. **Surveys and Research:** To monitor progress and improve the implementation of the program (before, during and after).
3. **3.1 Training of Trainers (ToT):** To empower the volunteers beyond the campaign and ensure their suitability for the role.
- 3.2 **Attracting Employers:** Through sharing the opportunities they have with our community (win-win situation).



Message

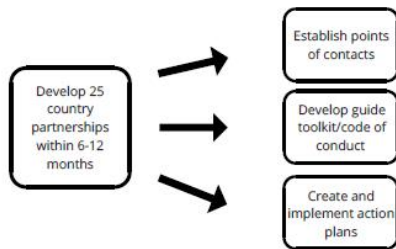


Search, Join, Apply
Engage, Develop & Build

Africa Region

Nijimbong Akeh, Yohana Alemayehu, Wevyn Muganda, Maxwell Yennego Jr., Norosoa Evah Ramalason, Muhammed Yaro Bah, Celma Cainara Manjate, Bolutife Adisa, Arminda Ceita, Courtney Luise Gehle, Maggie Musanje Bukowa, Lightwell Mpofu, Ekene Ikwelle

<p style="text-align: center;">T E A M A F R I C A</p>	
<p>FOCUS</p> <p>Lack of participation in public processes</p> <p>Corruption Social inequality Lack of Action</p>	<p>Lack of participation = Lack of transparency & Accountability</p> <p>Why should I trust these public processes?</p>
<p>#ASK AND DEMAND</p> <p>It is your civic responsibility...</p>	<p>WHAT DO WE WANT TO DO?</p> <p>To develop a platform to encourage citizen participation in public processes.</p> <ul style="list-style-type: none"> • Establishment of platform • Research and design of content • Promote the platform



To reach 5000 youths in sub-Saharan Africa in the first year.

- Online engagement (organic reach on posts, videos, photos)
- Community engagement (meetings with different communities and stakeholders)
- Mainstream media (radio, tv)



What do we have now?

- Time
- Team (volunteers and mentors)
- Expertise (mobilisation, motivation, project management, ICT skills)
- Logistics (equipment and meeting space)

What do we need?

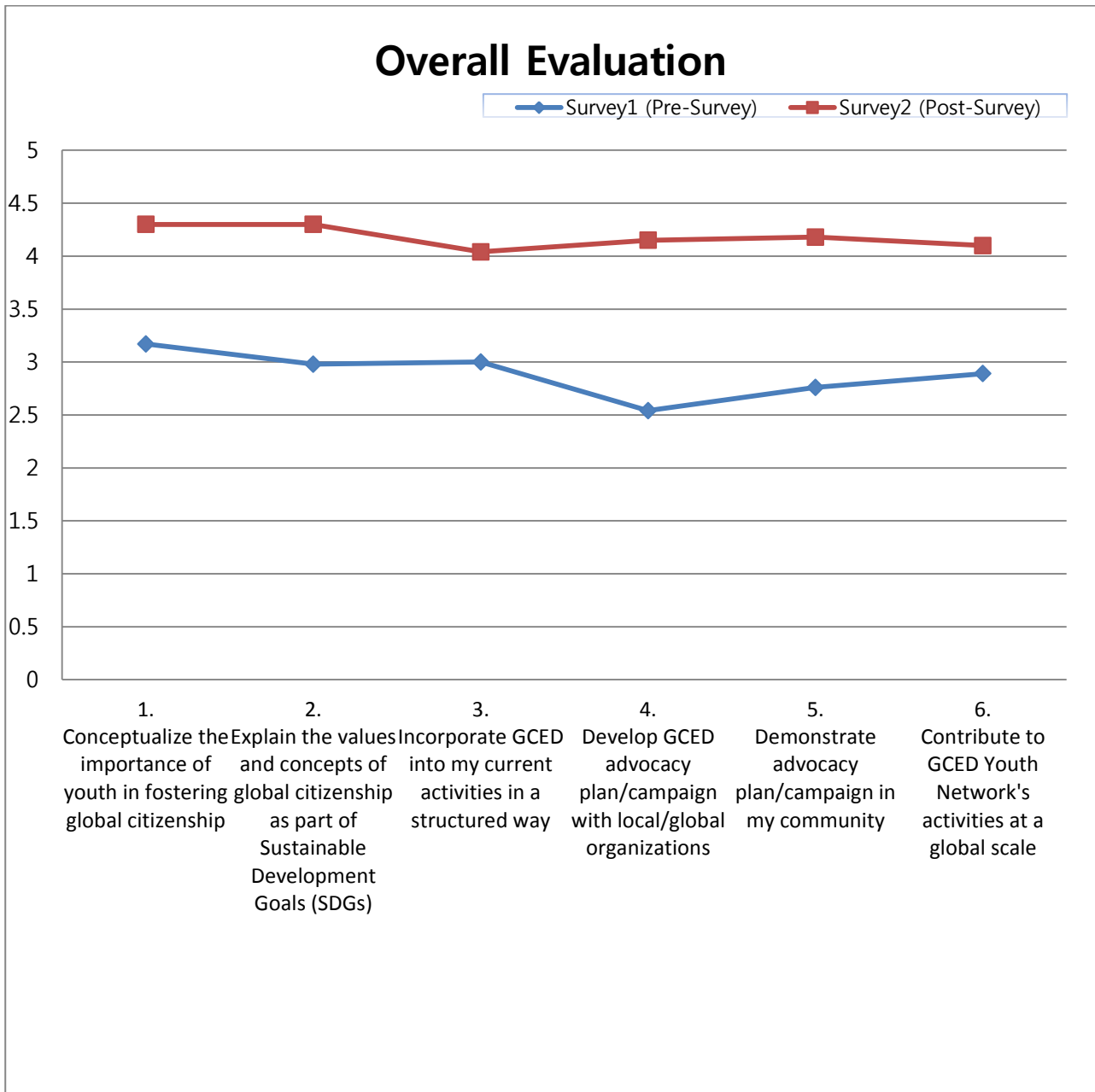
- Partners (local and international organisations, public, religious and community leaders)
- Media (national tv and radio stations)
- Existing local youth organisations
- Additional ICT skills
- Logistics for events (refreshments, transport etc)
- Government support

#ASK AND DEMAND



IV. PARTICIPANT EVALUATION

Survey Outcome Comparison



	Answers
1	I cannot do this yet.
2	I am learning how to do this.
3	I can do this, but I need to learn more and improve.
4	I can do this very well.
5	I can teach and influence others on this.

Participant Reflections

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

- The session of elevator pitch by Serena. It is going to be helpful in the upcoming days too.
- I really liked the lecture on North and South Korea. There were so many revelations that came out that I had no idea of!
- The toolkit and advocacy plan because it gives me an insight to how we plan concrete plan to change.
- I loved the structure of the workshop, especially the balance between content, energizers, and activities. It made the learning experience incredible.
- Yes, applicable to apply back in the community.
- How to do advocacy plan since I've never learnt about it.
- The facilitation. Because of the technics and experience.
- Ability to pick brains of international Youth leaders, Serena's facilitator.
- Group work and the advocacy development, because it really helped me learn a lot about other countries and contexts.
- DMZ. Late night conversation with participants.
- The workshop on pitching helped me importance of my public speech. The study visit on entrepreneurship, DMZ.
- The presentations and professor's lectures.
- The field trips and cultural exchange were the most useful to me. Because I learnt more of new things compared to the workshop content where not everyone.
- The simple manner in which the content was delivered allowing for simple comprehension and application.
- All the programs were useful because it helps me to be more creative and have new ideas for and activities in our communities.
- I like culture activities because it where we get to understand everybody culture and way of life, activities.
- I love every aspect of the workshop but the organizer's friendliness is great. The facilitators also helped in giving more information about the workshop and the organizing team was just perfect.
- Youth Advocacy toolkit- Applicable in different contexts.
- The spirit of it all. Knowledge can always be self-taught, but emotion can't be self-made.
- DMZ. It was emotional because I was able to connect to what I do. Also, the group work was great. Also, the discussion around Korea.
- The most useful was the lesson that made Serena for improve our skills and the visit to the DMZ and the talk with the expert.
- The informal conversations I had with other participants.
- The advocacy plan explanation
- The field trips (DMZ, HEYGROUND) - It made me feel connected with the place and deeper understanding.
- The elevator pitch- It gave me practical pitching skills. South and North Korea lecture gave me a better understanding of international relations. The problem tree also helped.
- The advocacy toolkit. I didn't see the essence at first, until we began to prepare for the

presentation.

- Group projects. Fun and effective.
- Workshop is very good platform gathering young leaders from all over world. We share opinions, ideas from different cultural background. That's quite impressive.
- The communication. The ECO film festival and the on ground visit, the lecture was very interesting and grounds field given you the ability to understand more.
- The pitching session was very good. However, it needed more time and practice.
- Network, communication, advocacy tool
- The group work and division according to region. It helped us share our common issues and find a catalyst to identify our priorities.
- Developing the advocacy toolkit. It helped me focus on the relevant idea; and to stick to it.
- Networking. It was great time we had spare time to talk about each other more. And steady websites, it will be of use in my future activities.
- I liked how we actually put into practice and made a concrete plan out of it.
- I liked the group presentations on advocacy planning and think they were the most effective. Because this exercise helped to understand the advocacy plan very well.
- Knowing people from the previous workshop, and analyzing how it can actually impact our reality.
- Stakeholder theoretical and practical exercises. Also the visits (HEYGROUND, DMZ) were extremely useful, combined with the lectures organized.
- Work in regional groups on a problem. Workshop on presentation pitches- perfect!
- It was the discussion about countries and lectures that made me realize about importance GCED in, and eventually the workshop will be so useful.
- To get to know so many amazing people, to see how they wear, who they are, and their current was amazing.
- The advocacy toolkit, it has application work for me, but it needs updating.
- I found the visit to DMZ and HEYGROUND eye-opening, and it provided a practical insight.
- The field trips because they exposed us to practical ideas and allowed us to network.
- How to make the plan that related to SDGs issue is the best one because I can make better plan and how to make the tactics.
- I liked the room sharing with people from everywhere, the help from APCEIU, and the reflection exercises. The reflection gave more perspective on the day's lessons.
- The team work to prepare the advocacy plan as could explore a lot of perceptions.

2. What are your main takeaways from the workshop?

- The presentation skills. Advocacy campaign and identifying the required and needed stakeholders for our future campaign.
- I would certainly say the advocacy toolkit model and design projects precisely.
- The advocacy plan and strategic plan by Serena was the best.
- I have increased my awareness of the problems that exist in my society and will be an important agent of change for global citizenship and sustainability in my country Zimbabwe.
- GCED definition. Summary of Advocacy and Youth development.
- To advocacy plan in helping my community.
- To imply my knowledge into my community.
- GCED and how it is relevant to all countries.
- The potential to bring changes to our communities starts with us- young people who care.
- The communities of people working on problems have similar aspiration and hopes as you have.
- The incredible potential of Youth.
- The concept of GCED & Productive.
- Making us more responsible, to bring a change in our own community.
- Knowledge, toolkit
- Leadership skills/ knowledge of GCED/ presentation information/ North and South relations
- One of my main takeaways is being able to recognize the importance of globalization as a tool for creating a more sustainable world.
- Developing youth advocacy. Sharing story at HEYGROUND and Ashoka Korea.
- My main takeaways from the workshop was how to prepared advocacy plan and implement.
- A group from Africa and different countries around the world. New ideas for projects.
- Youth advocacy toolkit.
- Best practices in other countries.
- Wider perspective/ great friends/ very useful material/ an experience worth remembering/ motivation
- We are all inter-connected and our problems are similar and have solutions, we only need to embrace trust and work together.
- The importance of GCED, the power of the make strategies of advocacy and the cultural exchange.
- Restoring faith in humanity that there are this many global change makers that are deeply passionate about the SDGs and how to make effective change in their communities.
- How to effectively implement an advocacy plan.
- Team work is very important to succeed. Our problem to different continents or regions is interconnected.
- Global citizenship is a culture of understanding, showing empathy and acting.
- Having knowledge of narrative building.
- That we need to act. Things we have become our reality today.
- Consider one issue from different perspective, put yourself into others shoes. (culturally)
- Gaining more knowledge when it comes to the advocacy planning.
- Learning more about other culture.
- Gaining experience, knowledge, parents, projects, and ideas.
- Despite being different, we all share the same passion for changing our society. Our differences are actually uniting us to make the change possible.
- Knowledge of advocacy toolkit, problem tree, stakeholder grid and lots of enjoyable memories from Seoul trip.
- Team work as strong forces to solve regional problems and help build a sustainable world as global changes.
- Connections from leaders/ advocacy toolkit/ great memories/ more awareness of climate change amongst the leaders

- I suppose that I need more time to 'digest' well the readings and information but the main reading have is the value and importance of networking. Sometimes just letting people to talk to each other can lead to finding selection.
- I learnt that it's enough to be a human to understand what others are going through. I've also learnt about every method to make an advocacy.
- My main takeaways were learning how different and at the same time the save we are. I learned a lot about GCED and advocacy and want to take it back with me to my community and share with my peers.
- The importance of empathy, working with others, that every opinion matters, that it's actually possible to change the world.
- More complete knowledge about GCED.
- The elevation Pitch
- Information and testimonies about the situation of South Korea and also its relations with North.
- Networking.
- The deputy of Ashoka said during our meeting: "Always stay with people that inspire you. Avoid sarcastic people." I have realized that I was the best possible self during these 5 days just because I was surrounded with the best people. My main takeaway is to always stay with inspirational people and be inspirational for others by myself.
- Network and people.
- That action can be done, that these are ways you can found finds help. The important thing is to have the will and the strength.
- I can use some of the tools from the toolkit, but it needs updating and expanding. The networks were also fantastic.
- Deepening my understanding of the situation between South and North Korea.
- Learning about distant countries from the point of view of young leaders.
- Advocacy is imperative in GCED.
- Everything is so useful and I can implement when I came back to my country.
- Small actions lead to big impact.
- Global citizens are open-minded and empathetic.
- Advocacy campaigns should be simple with a clear message.
- Knowledge, friends and most importantly the network.

V. Annex

Programme Schedule

Time	Programme	Location
Day 1 (Sunday, 20 May) : Arrival		
~17:50	Arrival in Seoul, Republic of Korea	Incheon Int'l Airport
	Move to Workshop Venue and Check-in (1hr)	Seoul Women's Plaza
17:50~18:40	Welcome Dinner	Cafeteria (3F)
Day 2 (Monday, 21 May) : Setting the Stage		
08:00~09:00	Breakfast	Cafeteria
09:00~09:40	Move to APCEIU	
09:40~10:00	Registration	
10:00~10:30	[Opening Ceremony] - Opening Remarks (Dr. Utak Chung, Director of APCEIU) - Welcoming Remarks (GCED Youth Network) Group Photo	EIU Hall(3F), APCEIU
	10:30~10:40	
10:40~12:00	[Narrative Building I] Youth for GCED - Sustainable Development and Global Citizenship for Youth (Prof. Joon Oh, Former Ambassador and Permanent Representative of the Republic of Korea to the United Nations) - Role of youth leaders for GCED (GCED Youth Network)	EIU Hall
	12:00~13:00	
13:00~14:20	[Community-Building & Workshop Orientation] - Community-building and icebreakers (by GCED Youth Network) - Workshop orientation - Introduction activities to internalize GCED	GCE Hall(3F)
	14:20~14:30	
14:30~16:00	[Narrative Building II] Youth Inspirational Speakers on GCED - Presentations on GCED activities in region - Sharing stories on global citizenship among youth	EIU Hall
	16:00~16:30	
16:30~17:20		[Reflection & Synthesis I] Summing up Day 2
17:20~17:50	Move to Seoul Women's Plaza	
17:50~18:40	Dinner	
19:00~	Informal Activity - Sharing of GCED Stories by participants	Room 304
Day 3 (Tuesday, 22 May) : Deepening the Understanding of GCED		
08:00~09:00	Breakfast	Cafeteria
09:00~12:00	[Narrative Building III] Youth Inspirational Speakers on GCED - Understanding global citizenship and GCED - Introduction to APCEIU's initiatives on GCED and Youth - Interactive activities to internalize GCED	Multi-purpose room (3F)
	12:00~13:00	
13:00~15:20	[Developing Youth Advocacy I] Using Advocacy Tools for GCED - Introduction of Youth Advocacy Toolkit - Group works on GCED advocacy by region	Multi-purpose room
	15:20~15:30	
15:30~17:00	[Developing Youth Advocacy II] Using Advocacy Tools for GCED (Continued) - Introduction of GCED youth campaign - Group works on GCED campaign by theme of interest	Multi-purpose room

17:00~17:50	[Reflection & Synthesis II] Summing up Day 3	
17:50~18:40	Dinner	Cafeteria
Day 4 (Wednesday, 23 May) : Exploring Local Initiatives on GCED		
08:00~09:15	Move to DMZ, Paju (breakfast included)	Cafeteria
09:15~23:00	[Study Visit II] Building a Culture of Peace for a Sustainable Future - Field visit to Demilitarized Zone (DMZ)	DMZ, Paju
12:00~13:00	Lunch	TBC
13:00~14:00	Move to Seoul	
14:00~17:00	[Cultural Exchange I] Exploring Local Initiatives on GCED Group 1: Understanding GCED Local Initiatives - Heyground, a civic hub for change makers Group 2: Creative Ways for the Sustainable Future - The 15 th Seoul Eco Film Festival, a forum for sharing ideas of co-existence through cinema	Group 1: Heyground Group 2: The 15 th Seoul Eco Film Festival
17:00~18:00	Move to APCEIU	
18:00~19:30	Dialogue with Prof. Youngshik Bong on the Background and Current Situation of Division of Korea & Dinner	EIU Hall
19:30~22:00	[Cultural Exchange II] Cultural Night	EIU Hall
Day 5 (Thursday, 24 May) : Bottom-up Planning for GCED by Youth		
08:00~09:00	Breakfast	Cafeteria
09:00~10:00	[Reflection & Synthesis III] Sharing the Experiences from Study Visits and Cultural Exchanges	Multi-purpose Room (3F)
10:00~12:20	[Developing Youth Advocacy III] Strategic Planning for GCED - Guideline for advocacy & campaign development - Mobilizing ideas for future plans of GCED Youth Network	Multi-purpose Room
12:20~13:20	Lunch	Cafeteria
13:20~17:50	[Developing Youth Advocacy IV] Strategic Planning for GCED (Continued) - Group works by theme of interest	Multi-purpose Room, Art College 5
17:50~18:40	Dinner	Cafeteria
Day 6 (Friday, 25 May): Final Presentation and Youth Summit		
08:00~09:00	Breakfast	Cafeteria
09:00~09:30	Move to APCEIU	
09:30~13:00	[Final Presentation] Sharing the Outcomes	EIU Hall
13:00~14:00	Lunch	
14:00~17:00	GCED Youth Summit	
17:00~20:00	[Reflection & Synthesis IV] Final Reflection and Closing - Wrapping up the Workshop - Closing remarks (Dr. Utak Chung, Director of APCEIU) - Farewell dinner and certificate exchange	EIU Hall
Day 7 (Saturday, 26 May): Departure		
08:00~09:00	Breakfast	Cafeteria
09:00~	Check-out and depart	

List of Participants by Region

12 participants from 12 countries in Africa



Cameroon
Nijimbong Akeh (Mr.)
*Student Association
 President*
 University of Bamenda



Ethiopia
Yohanna Alemayehu (Ms.)
*Youth Programme
 Coordinator*
 Geneva Global



Kenya
Wevyn Muganda (Ms.)
Programme Coordinator
 HAKI Africa



Liberia
Maxwell Yennego Jr (Mr.)
Founder & CEO
 Opportunities for Liberians

*Data Management and
 Advocacy Trainer*
 ARC Techies



Madagascar
Norosoa Evah Ramalason (Ms.)
Vice-president
 Zoky Aumônerie
 Protestante Universitaire
 Vontovorona



Mali
Muhammed Yaro Bah (Mr.)
Vice President
 Lethabo La Africa

Tutor
 University of
 Witwatersrand & 3PLE-C



Mozambique
Celma Cainara Manjate (Ms.)
*Service Learning
 Coordinator*
 The American
 International School of
 Mozambique



Nigeria
Bolutife Adisa (Mr.)
*Co-founder / Programs
 Director*
 Digital Grassroots



Sao Tome and Principe
Arminda Ceita (Ms.)
*Human Rights
 Department Officer*
 Human Rights Office

Volunteer
 Jovem 3.0 Association



South Africa
Courtney Luise Gehle (Ms.)
Team Member
 Global Changemakers



Zambia
Maggie Musanje Bukowa (Ms.)
Founder/Chairperson
She Inspires Zambia



Zimbabwe
Lightwell Mpofo (Mr.)
Online Content / Young
Voices Coordinator
Africa Community
Publishing and
Development Trust
& University of South
Africa

7 participants from 7 countries in Arab States



Algeria
Mohammad Abdessalem Boubekri (Mr.)
Digital Marketing
Communications Manager
SDGs Advocates
Community Algeria



Egypt
Noura Elkenawi (Ms.)
Active Member
IFMSA-Egypt
(International Federation
of Medical Students'
Association-Egypt), MSSA-
Mansoura



Iraq
Ravin M. Sidiq (Mr.)
Founder
X Education (X ED)

Director
MyVoice



Jordan
Diana Ishaqat (Ms.)
Program Consultant
Kiron Open Higher
Education



Tunisia
Mariem Hammi (Ms.)
Project Coordinator,
Cosmos
Project Writer
Cultural Club Ali Belhouane
Blog content Specialist
The Higher Institute of
Human Science of Tunis



Tunisia
Nadia Jmal (Ms.)
General Secretary of iBuild
Africa
iBuild Africa



Yemen
Mohammed Falogah (Mr.)
Research Assistant

University of British
Columbia

16 participants from 16 countries in the Asia-Pacific Region



Afghanistan
Najibullah Khoda Rahim (Mr.)
CEO and Co-founder
Supportive Organization
for Children of Afghanistan



Bangladeshi
Tafhimur Rahman (Mr.)
Co-founder and COO
Lets Learn Coding Ltd.



Cambodia
Neak Piseth (Mr.)
*English Teacher, Author,
Student*
Royal University of Phnom
Penh



China
Manjiang HE (Ms.)
College Student
Beijing International
Studies University



Fiji
Sianiti Bulisala (Ms.)
*President: Pacific Island
Management Students
Association*
University of Waikato



India
Desh Deepak Dwivedi (Mr.)
*Managing Directo,
Scholar*
Maslow Initiative
Foundation and Indian
Society of International
Law



Indonesia
Rivalmi Septiadi (Ms.)
Student
Bogor Agricultural
University



Kazakhstan
Viktoriya Nem (Ms.)
*Master in Public Policy
Student*
Lee Kuan Yew School of
Public Policy, National
University of Singapore



Myanmar
Andy Soe Myint (Mr.)
President
US Ambassador Youth
Council



Nepal
Praju Dotel (Ms.)
Student
Nepal Law Campus,
Tribhuvan University



Pakistan
Rehan Adamjee (Mr.)
Founder and CEO
Sukoon Water



Philippines
Dennis Jr. Betito (Mr.)
Learning Experience Designer
Habi Education Lab



Sri Lanka
Gajarishiyam Rasalingam (Mr.)
Vice-Presidnet of International Student Association
Tianjin Medical University



Tajikistan
Shahnoz Jonmamadova (Ms.)
Internal Auditor
LLC Vakha



Uzbekistan
Sevara Khosiyatkulova (Ms.)
Student, Intern
Westminster International University in Tashkent



Vietnam
Linh Hoang (Ms.)
Program Assistant
Animals Asia Foundation

6 participants from 6 countries in Europe



Albania
Arjana Gjeta (Ms.)
Student
University of Tirana, Albania



Azerbaijan
Kamran Latifov (Mr.)
Co-Founder
AYDO



Belarus
Alesia Petravets (Ms.)
Assisted Voluntary Return and Reintegration
IOM



Volunteer
Global Community Shaper

Georgia
Lika Tsintsadze (Ms.)
Strategic Team Member
NGO "Mokalake"



Kosovo
Orges Sejdiu (Mr.)
Student
University of Prishtina
"Hasan Prishtina"



Moldova
Mihaela Sticea (Ms.)
Attachè, MA Student in Diplomatic Studies, Young European Ambassador
Ministry of Foreign Affairs and European Integration of the Republic of Moldova

5 participants from 5 countries in the Latin America & Caribbean



Brazil
Maria Luiza Moreira (Ms.)
Student
Pontifical Catholic University of Rio de Janeiro



Colombia
Santiago Enrique Aldana Rivera (Mr.)
Project Coordinator
Collective citizen 'La Ciudad Verde'



Mexico
Meigan Diaz Corona (Ms.)
International Relations Student
Monterrey Institute of Technology and Higher Education in Puebla
President
Involucratec



Peru
Daniela Rocon (Ms.)
Psychology Student
Universidad Peruana de Ciencias Aplicadas



Saint Lucia
Jevanic Nyzam Kareem Henry (Mr.)
Student
University of the West Indies Cave Hill Campus
Member
Caribbean Youth Environment Network

Partner Institution / Korean Participant



Nigeria
Ekene Ikwele (Mr.)
Chairperson
Pan-African Youth Network for a Culture of Peace (PAYNCoP)



Republic of Korea
Seoung Eun Jung (Ms.)
Student
Ehwa Womans University

GCED Youth Network



Albania
Serena Leka (Ms.)
Core Member
(Participant of the 2nd Youth Workshop on GCED)
GCED Youth Network



Georgia
Guranda Bursulaia (Ms.)
Core Member
(Participant of the 2nd Youth Workshop on GCED)
GCED Youth Network



Moldova
Anna Susarenco (Ms.)
Core Member
(Participant of the 1st Youth Workshop on GCED)
GCED Youth Network



Peru
Lorena Gamarra De Sousa Otto (Ms.)
Core Member
(Participant of the 1st Youth Workshop on GCED)
GCED Youth Network



Syria
Hadi Althib (Mr.)
Core Member
(Participant of the regional GCED Workshop by GEFI)
GCED Youth Network

** Total of 53 Youth activists and leaders actively engaged in global citizenship education and/or youth engagement*

Coordinating Staffs



Jihong Lee (Ms.)

Head
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8536 (ext.801)

E-mail: jihonglee@unescoapceiu.org



Soohyun Lim / Kathy (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8535 (ext.802)

E-mail: kathylim@unescoapceiu.org

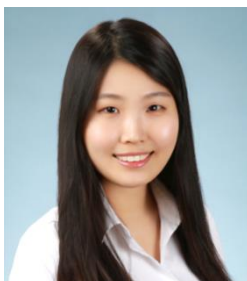


Juhyun Park / Kelly (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4261-7878 (ext.809)

E-mail: kellyjhpark@unescoapceiu.org



YoonHye Han (Ms.)

Assistant Programme Specialist
Office of Education and Training, APCEIU

Phone: (+82-70) 4185-8534 (ext.806)

E-mail: yghan@unescoapceiu.org



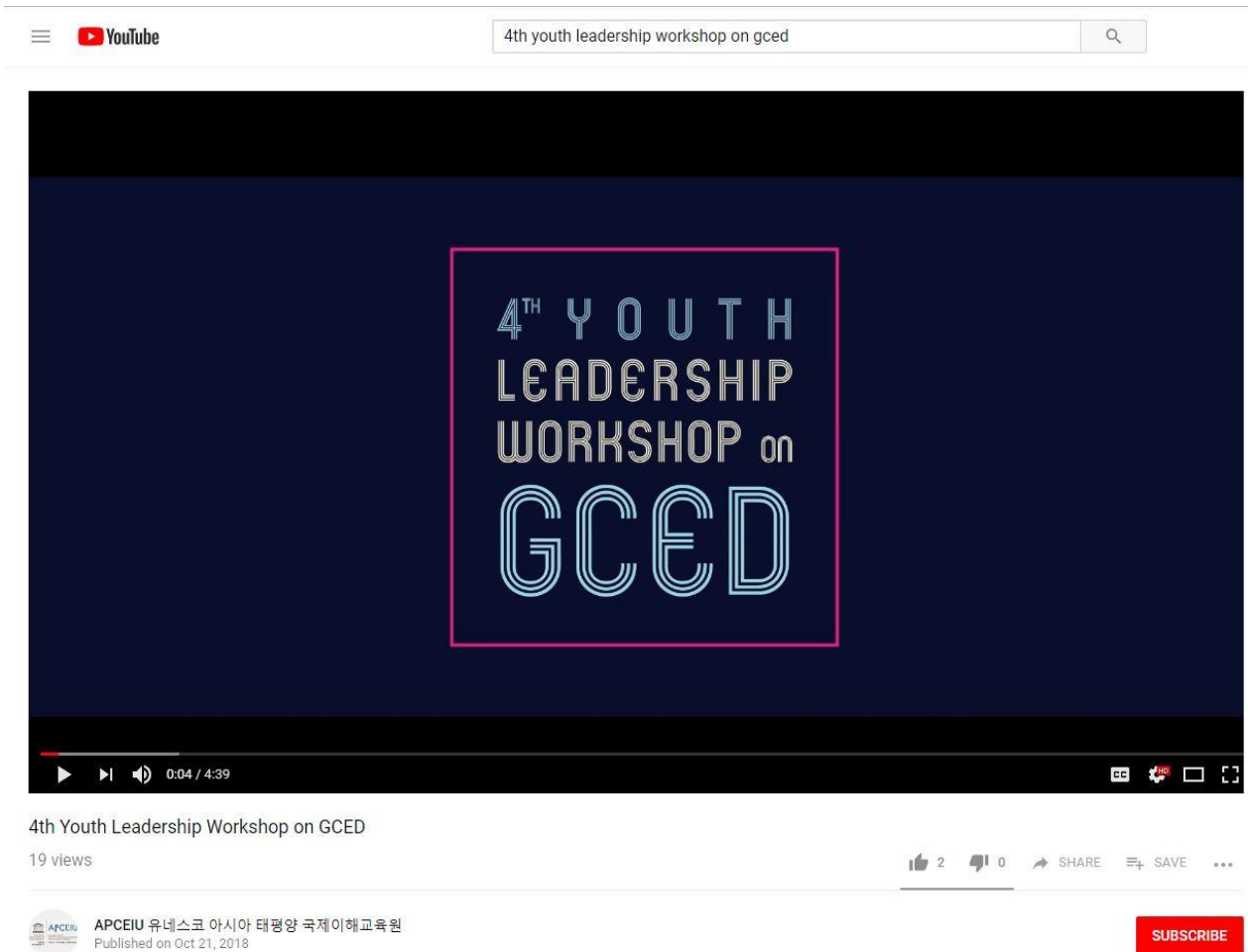
Hansol Yang (Ms.)

Programme Assistant
Office of Education and Training, APCEIU

Phone: (+82-70) 8856-7974 (ext. 810)

Email: hansol33@unescoapceiu.org

4th Youth Leadership Workshop on GCED Video



The screenshot shows a YouTube video player. At the top, the YouTube logo and search bar are visible. The search bar contains the text "4th youth leadership workshop on gced". The video player itself shows a dark blue background with the text "4TH Y O U T H LEADERSHIP WORKSHOP on GCED" in a stylized, outlined font. Below the video player, the video title "4th Youth Leadership Workshop on GCED" is displayed, along with "19 views" and interaction icons for likes (2), comments (0), share, save, and a menu. The channel name "APCEIU 유네스코 아시아 태평양 국제이해교육원" is shown, along with a "SUBSCRIBE" button.



APCEIU 유네스코 아시아 태평양 국제이해교육원
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The 4th Youth Leadership Workshop on Global Citizenship Education (GCED) was held from 20 to 26 May 2018 in Seoul, Republic of Korea. In partnership with the GCED Youth Network and sponsored by the Ministry of Education of the Republic of Korea, the Workshop invited 48 youth leaders from 46 developing countries and had lectures, workshops, field visits and action plan development focusing on GCED and youth advocacy.

Category [Education](#)



Check the Video

4th Youth Leadership Workshop on GCED Final Report

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Edited by
Soohyun Lim (Assistant Programme Specialist, Office of Education and Training, APCEIU)
Hansol Yang (Programme Assistant, Office of Education and Training, APCEIU)

Drafted by
Goh Rui Zhe (Intern, Office of Education and Training, APCEIU)

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

Tel: +82-2-774-3933 Fax: +82-2-774-3958

Email: ent@unescoapceiu.org Website: www.unescoapceiu.org