



3rd GLOBAL
Capacity-Building WORKSHOP
on GCED

29 Aug. – 11 Sep. 2018 / Seoul, Republic of Korea

Organized by  **APCEIU**
Association of Pacific Rim Universities
APCEIU is a network of leading universities
from 12 countries in the Asia-Pacific region.

Sponsored by  **교육부**
Ministry of Education

Background

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**3rd Global
Capacity-Building
Workshop on GCED**

DATES
29 Aug - 11 Sep 2018

VENUE
Seoul, Republic of Korea

ORGANIZER
APCEIU

SPONSOR
Ministry of Education
of the Republic of Korea

PARTICIPANTS
29 educators from
26 countries

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**What is
Global Citizenship
Education (GCED)?**

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



In September 2015, the United Nations adopted the Sustainable Development Goals (SDGs), a global agenda comprised of 17 goals defining the priorities and aspirations for 2030. In particular, Target 4.7 of SDGs reflects a new vision of fostering global citizenship at all levels. Following this, UNESCO adopted the Education 2030 Framework for Action in regard to SDGs' Goal 4, highlighting the importance of Global Citizenship Education (GCED) and specifying its implementation strategies for the next fifteen years. For this reason, promoting GCED became an important educational target and since then, has been creating multiplying effects in various learning environments.

Following this momentum, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has been organizing Global Capacity-Building Workshops since 2016 and this year, the 3rd Global Capacity-Building Workshop on GCED was held with the aim of enhancing the capacities of teacher educators in developing countries on utilizing GCED. This 2-week intensive workshop provided participants opportunities to better understand the concept and principles of GCED, while engaging in meaningful dialogues and sharing experiences with educators from different countries, cultures, and contexts, and to develop their own action plans. As part of the Workshop, participants attended the International Conference on GCED (5-6 September 2018) to gain deeper insights from shared cases and discussions on the emerging issues of GCED.

Understanding GCED

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Related Sessions

- 1 Introduction to GCED
- 2 World Café -
Sharing Ideas on
GCED & SDGs
- 3 Understanding the
Regional/National
Contexts of GCED

In the beginning of Workshop, sessions on Understanding GCED provided participants opportunity to understand the conceptual framework, goals and objectives of GCED. Through the introductory lectures on GCED, participants recognized GCED as one field of transformative education by rethinking its complementarity and synergy with other fields, such as Education for International Understanding (EIU), peace education, and Education for Sustainable Development (ESD). During the World Café, participants brainstormed their ideas on SDGs and GCED with the given key questions and discussed the gathered ideas and suggestions with peer participants.

Furthermore, to analyze current situations on GCED in different regions and to broaden participants' perspectives on GCED, a session on the Understanding the Regional/National Contexts of GCED was offered. Gathered by each region, participants looked into the existing educational policies and structures that serve as opportunities and mechanisms to support GCED. National policies, plans and curricula addressing GCED were shared and exemplary cases mainstreaming GCED in national/local education system were presented. For example, Malaysia's pilot project 'Embedding GCED into Curriculum' that integrates PBL (Project-based Learning) into learning process to teach GCED and SDGs, Grenada's incorporating GCED in social studies curriculum, Kenya's curriculum development project in partnership with APCEIU, and Jordan's Citizenship Project were shared where participants could gain insights and reflected on their own national contexts.



Study Visits



Global Citizen Campus

APCEIU's initiative for the provision of an experiential learning space to public was introduced during Study Visits. Global Citizen Campus (GCC), which is located at APCEIU, aims to provide a platform for sharing practices, ideas and insights on GCED through interactive activities related to GCED. During the visit, participants had opportunities to engage in hands-on activities offered at GCC. The visit has reminded the participants that learners' engagement through fun, interactive, and relevant educational activities is pivotal to deliver GCED and help them internalize the values by experiencing the activities themselves as learners at GCC. (For more information, please visit: <http://gcc.unescoapceiu.org/eng>)

School Visit - Incheon Hannuri School

To observe GCED practices in Korea, participants visited Incheon Hannuri School, a public school for the students with multicultural background, including children of migrants or international marriage and refugees. Participants learned about the background of the school, including the demographic changes of Korea in recent years and educational measures to the changes, and interacted with the school community by having a class with the students.



Visit to Demilitarized Zone (DMZ)

Participants visited two major destinations of Demilitarized Zone (DMZ) in Gyeonggi province where they could experience the division of Korea. DMZ is the 4 kilometer-wide area spanning between the Northern and Southern borders which serves as a buffer zone to prevent means of provocation since 1953. The line drawn at the center of the DMZ called the Military Demarcation Line (MDL) runs 250 kilometers to separate the Koreas. Participants learned about historical facts about division, and visited Imjingak (Nuri Peace Park) which was established 1972 to exhibit various relics and monuments related to the Korean War and subsequent South-North confrontations, and explored The Third Infiltration Tunnel dug by the Northern army. After the visits, participants pondered upon ways to build a culture of peace, and moreover, discussed their own roles as global citizens to create a peaceful and sustainable future for all.



Thematic Areas

* Related Sessions

- 1 Glocal Justice, Peacebuilding & Education for Global/Local Justice
- 2 Promoting Respect for Human Rights
- 3 Prevention of Violent Extremism through Education (PVE)
- 4 Education for Sustainable Development (ESD)

Thematic Sessions provided opportunities to explore different themes of GCED such as justice, human rights, peace and conflict, cultural diversity, and sustainable development. These thematic sessions aimed to deepen participants' understanding on GCED and to reflect on different dimensions of GCED concerning both global and local issues.

Every session started from introducing basic principles, continued with exercises and ended up with reflection and synthesis. A session on Glocal Justice dealt with the root causes of poverty, inequality, and marginalization in the world, explored the structural violence and its relevance to GCED, and sought the alternative paradigms of development to achieve glocal justice. Human Rights session explained the Universal Declaration of Human Rights and its application as well as challenges and gaps in countries, and a session on Education for Sustainable Development (ESD) emphasized the interdependence of each and every goal in SDGs for sustainable future. In the end, the sessions reached one of the founding principles of GCED: Learning to Live Together (LTLT).

• Key Thematic Areas of GCED



Responding to the increase in violence level around the world, a session on Prevention of Violent Extremism through Education (PVE) was held to provide the adequate guidance on PVE and discuss how education intervenes and prevents the extremism that leads to violent actions and conflicts. During the session, PUSH and PULL factors of regional issues were analyzed to discuss further on causes of Violent Extremism (VE). Participants concluded that components of GCED including solidarity, respect for diversity and human rights can play a crucial role in resolving the ongoing conflicts on VE.



Transformative Pedagogy

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Related Sessions

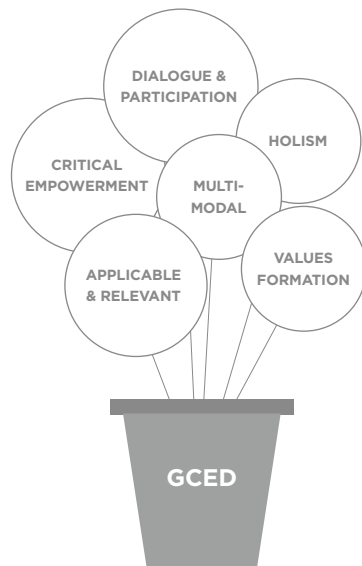
- 1 Democratic Learning through GCED in Formal and Non-formal Education
- 2 The Role of Teachers for a Critical GCED
- 3 GCED Pedagogy: Teach to Transform
- 4 Pedagogical Strategies for Diverse Learners

Sessions on Transformative Pedagogy explored approaches and strategies to effectively deliver GCED in formal and informal settings. Emphasizing the need of transformation of the current educational systems and practices, the sessions led participants to consider what changes are needed to make our education more relevant, participatory, democratic, and transformative.

The sessions elaborated on three important dimensions of transformative pedagogies: 1) learning environment, 2) formal and non-formal education, 3) role of teachers. Through the sessions, participants had opportunities to identify behaviors, values, and attitudes that are required in learning environment and agreed upon the need of democracy in both formal and non-formal education along with empathy, tolerance, love, cooperation and respect for others.

Moreover, the sessions further discussed the role and qualities of a good GCED teacher in learner-centered education by elaborating GCED pedagogical principles such as dialogue and participation, values formation and critical empowerment. With the aim of engaging participants in the process of learning transformative pedagogies, sessions had participatory activities, active discussions, and group works. In all, participants could come up with critical reflections on the pedagogical approaches and discussed how to leverage their own practices to better deliver GCED to their learners.

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Pedagogical Principles of GCED



Sharing Tools and Innovative Practices of GCED



Various GCED initiatives led by APCEIU were shared with the participants to let them explore possible application and tools to be used for their future activities on GCED. Brief presentation on capacity-building programmes on GCED including GCED Lead Teachers as a good case from Korea and APCEIU's Youth Initiatives was made to give participants an idea of educational programme that can be implemented reflecting local contexts. Two online platforms, GCED Clearinghouse (www.gcedclearinghouse.org) and GCED Online Campus (www.gcedonlinecampus.org) were introduced and GCED Board game was distributed to each participant for further use. Participants also visited GCED Library located in APCEIU to learn about GCED resources. Moreover, participants shared their own GCED initiatives and resources, which can be good references for planning future GCED initiatives of the colleague participants.

International Conference on GCED



Aimed to promote discussion and further awareness on GCED, APCEIU's annual conference, 'International Conference on GCED' served as a platform for participants to delve into the concepts of global citizenship in the context of current issues and discourses in the world. At the two-day conference, participants had opportunities to widen their views on GCED by listening to the lectures by eminent scholars and speakers, and shared their good practices through the participation in plenary and concurrent sessions. Wide-ranging discussions and enriching dialogue were made with international participants of the conference on varied themes of teacher education, curriculum development, practices in non-formal sectors, local contextualization of GCED, and youth engagement.

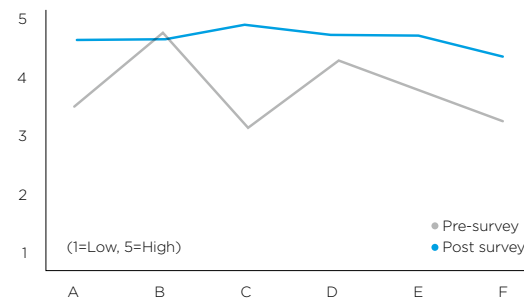
Action Plan Development



At the end of the Workshop, participants developed their own action plans to be implemented at local settings. Guided by APCEIU's template on planning GCED practices that include focus area of GCED, enablers & barriers, changes to pursue, main activities, stakeholders, and evaluation plan, participants wrote their action plans, drawing ideas and insights from the Workshop session, reflecting on the lessons, and contextualizing framework and concepts into their own situations. Regional representatives presented their plans as a whole group, and the rest participants made poster presentations. Participants exchanged comments and feedbacks for further improvement and wished the successful implementation of each other's plans. The plans include teacher training workshop on GCED, online training and competition, UNESCO club activities, curriculum integration, school-based campaign and activities, action research, youth engagement and advocacy, and course development at colleges.

Evaluation

Two survey questionnaires were filled out by the participants: Before the Workshop participation (Pre-survey) and the other after the Workshop (Post-survey). The result shows that the selected participants already had adequate skills to incorporate GCED into their works, and the Workshop enabled them to sharpen their knowledge with increased level of motivation and confidence. Participants responded that the most impressive part was the interactive and participatory sessions, which are applicable and transferrable in diverse educational settings. Some participants wished to extend the Workshop dates so that they can learn more deeply, particularly on the sessions of thematic areas. Overall, participants expressed that they are highly satisfied with the Workshop as it is informative, intellectually stimulating, engaging, and useful.



- A** I have the knowledge on how to incorporate GCED values and themes effectively into my current work.
- B** I have the skills on how to incorporate GCED values and themes effectively into my current work.
- C** I have the motivation to incorporate GCED values and themes effectively into my current work.
- D** I have a clear idea on how to incorporate GCED values and themes effectively into my current work.
- E** I feel that my current institution will benefit greatly from GCED incorporation into its work.
- F** I feel that there is the willingness, support, and resources within my institution to benefit from an implementation of GCED.

2018 Programme

DAY 5 SEOUL CITY TOUR

DAY 6 KEY THEMATIC AREAS AND EFFECTIVE PEDAGOGICAL APPROACHES 1

- [Session 6]** Democratic Learning through GCED in Formal and Non-formal Education
- [Session 7]** Prevention of Violent Extremism through Education (PVE)
- [Session 8]** The Role of Teachers for a Critical GCED – Examining Education and Global Citizenship for Critical Perspectives

DAY 1 ARRIVAL

DAY 2 OPENING AND SETTING THE STAGE

- [Session 1]** Introduction of APCEIU Workshop Orientation
- World Café – Sharing Ideas on GCED & SDGs
- [Session 2]** Introduction to GCED

DAY 3 DEEPENING UNDERSTANDING OF GCED

- [Session 3]** Understanding the Regional/National Contexts of GCED
- [Session 4]** Glocal Justice, Peacebuilding & Education for Global/Local Justice
- Gallery Walk: Introducing APCEIU's Resources on GCED
- [Field Visit 1]** Global Citizen Campus

DAY 4 UNDERSTANDING LOCAL INITIATIVES ON GCED AND KEY THEMATIC AREAS

- [Field Visit 2]** Visit to Demilitarized Zone (DMZ)
- [Reflection & Synthesis 1]** Promoting Respect for Human Rights

DAY 7 KEY THEMATIC AREAS AND EFFECTIVE PEDAGOGICAL APPROACHES 2

- [Field Visit 3]** School Visit
- [Session 9]** GCED Pedagogy: Teach to Transform
- [Session 10]** Sharing Tools and Innovative Practices of GCED I

DAY 8 INTERNATIONAL CONFERENCE ON GCED 1

- [International Conference on GCED 1]** Platform on Pedagogy and Practice
- [Cultural Exchange 1]** Han River Cruise

DAY 9 INTERNATIONAL CONFERENCE ON GCED 2

- [International Conference on GCED 2]** Platform on Pedagogy and Practice
- [Cultural Exchange 2]** Cultural Night with the Participants of the 2018 UNESCO/KOICA Joint Fellowship Programme

DAY 10 KEY THEMATIC AREAS AND INNOVATIVE PRACTICES OF GCED

- [Session 11]** Education for Sustainable Development (ESD)
- [Special Session]** Sharing UNESCO's View in the Arab States
- [Session 12]** Pedagogical Strategies for Diverse Learners
- [Session 13]** Sharing Tools and Innovative Practices of GCED II

DAY 11 ACTION PLAN DEVELOPMENT

- [Reflection & Synthesis 2]**
- [Session 14]** Guide on Action Plan Development I
- [Session 15]** Guide on Action Plan Development II

DAY 12 INDIVIDUAL WORK ON ACTION PLAN

DAY 13 TAKING ACTION AND MOVING FORWARD

- [Final Presentation]** Sharing of Action Plans
- Final Reflection & Closing Ceremony

DAY 14 DEPARTURE

* How to Apply

Every year, an announcement of Call for Applications is sent to the National Commissions for UNESCO in Official Development Aid (ODA) recipient countries, UNESCO regional offices and GCED partner institutions. Eligible candidates are reviewed by APCEIU and the selection committee composed of GCED experts based on the application to be selected.

* Timeline for 2019 application

May	Call for Application Announcement
June - July	Submission of Online Application
August	Participant Notification
September	Global Capacity-Building Workshop on GCED

Who We Are

Facilitators & Speakers



TOH Swee-Hin



Dylan Wray



Paul R. Carr



Gina Théseé



Manana Ratiani



Lea L. Espallardo



Hyo-Je Cho

Organizing Team at APCEIU



Participants of the 3rd Global Capacity-Building Workshop on GCED

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AFRICA	
Gambia	Maimuna Sidibeh
Kenya	Peter Kega
	Rugh Mugambi
Liberia	Sam Hare
Nigeria	Obiageli Margaret Ngaloru
Senegal	El Hadji Abou Gueye
Uganda	Ssembirige Patrice
Zambia	Heather Munachonga
ARAB STATES	
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Jordan	Enssaf Al-Zoubi
ASIA-PACIFIC	
Afghanistan	Marzia Mohammadi
China	Zhiwen Qi
India	Ratnamala Arya
Indonesia	Achmad Purnomo Wijaya
Laos	Thongma Souriyavongsa
Malaysia	Hisham Rahmat
	Mohd Nizam Mohd Said
Maldives	Nazima Ali Manik
Mongolia	Bayarmaa Bazarsuren
	Sanjaabadam Sid
Pakistan	Waqar Sham
Samoa	Faapopo Tupolo Tauaanae
Solomon Islands	Billy Fitoo
EUROPE	
Azerbaijan	Namig Naghiyev
Montenegro	Jasminka Milosevic
LATIN AMERICA AND THE CARIBBEAN	
Belize	Hector Yovani Morales
Colombia	Esteban Perez
Grenada	Gayton Jonathan La Crette
Mexico	Cyomara Inurrigarro

Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 by the agreement between the Government of the Republic of Korea and UNESCO in order to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with UNESCO Member States. APCEIU has played a pivotal role in promoting GCED, reflected in both the UNESCO Education 2030 and UN Sustainable Development Goals (SDGs).

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Learning to Live Together