

**GLOBAL CITIZENSHIP
EDUCATION FORUM**



SHARING STORIES OF EMPOWERING CITIZENS TO TACKLE GLOBAL-LOCAL CHALLENGES

FRIDAY, 13 MAY 2022

SUMMARY REPORT

ORGANIZED BY



**Group of Friends
for Solidarity and
Inclusion with
Global Citizenship
Education**





APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with the UNESCO Member States.

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Concept Note

Background

Launched in May 2020, the Group of Friends for Solidarity and Inclusion with Global Citizenship Education (GCED) aims to collectively address hatred, discrimination and stigmatizations exacerbated by the COVID-19 pandemic by promoting GCED in and outside UNESCO. The Group now includes 15 UNESCO Member States: Afghanistan, Armenia, Austria, Bangladesh, Canada, Colombia, Italy, Jordan, Kenya, Kuwait, the Philippines, the Republic of Korea, Saudi Arabia, Senegal, and Serbia.

The Group's actions have been supported by UNESCO and the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO Category II Centre located in Seoul, Republic of Korea. In 2021, UNESCO and APCEIU, in partnership with the Group of Friends, organized an online forum on GCED and climate crisis and an online roundtable on the Futures of Education and GCED. These two activities aimed to increase awareness of the importance of GCED, particularly regarding the role of GCED in addressing climate change and in the future of education.

Building on this advocacy work, the Group of Friends strives to further increase momentum for GCED by sharing their good practices with the other Member States of UNESCO. Against this background, APCEIU and the Permanent Delegation of the Republic of Korea co-organized a forum to share stories of GCED empowering citizens to tackle global-local challenges in partnership with the Group of Friends and UNESCO. The forum is expected to demonstrate to more Member States the effectiveness of GCED and inspire them to scale up and reinforce it in schools and civil society.

Objectives

- Highlighting GCED stories of empowering citizens to tackle global-local challenges and make real changes
- Increase the momentum for GCED in UNESCO by demonstrating to Member States the effectiveness of GCED and inspiring them to reinforce efforts to promote GCED
- Share GCED good practices and discuss obstacles and opportunities in scaling up GCED in the Member States

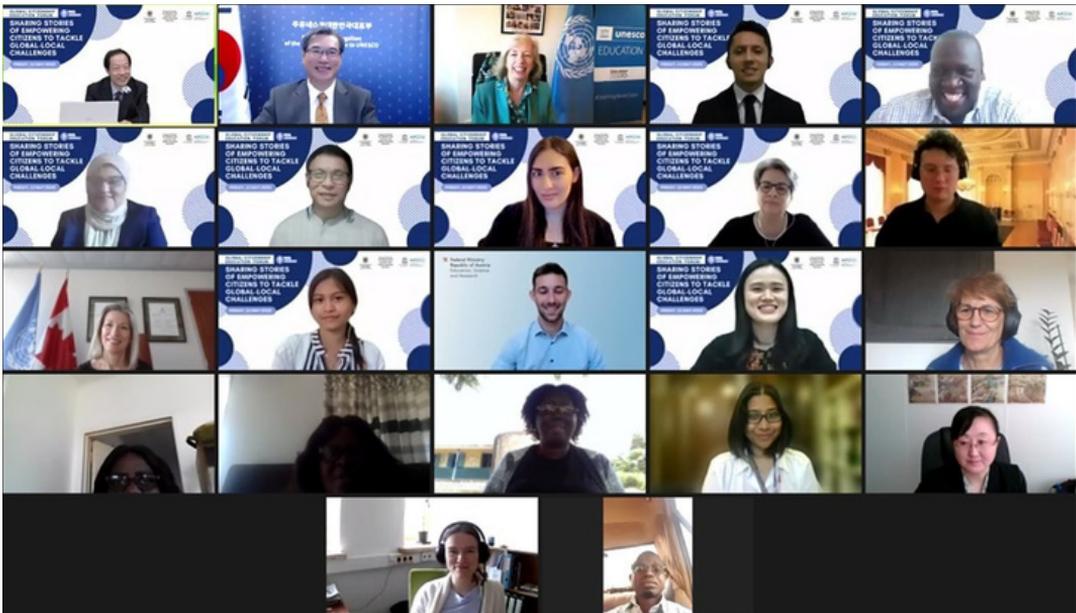
Languages

The forum was conducted in Arabic, English, French and Spanish.

Participants

Teachers, educators, civil society practitioners and youth leaders from the Group of Friends for Solidarity and Inclusion with GCED (GoF) Member States were invited to present stories of GCED empowering citizens to make real changes on the ground.

All UNESCO Member States were invited to participate in the forum.

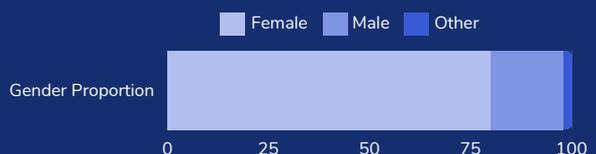


A group picture of the participants (© APCEIU)

Statistics

90+
PARTICIPANTS
FROM 29 COUNTRIES

80% IDENTIFIED AS FEMALE



Event Summary

Opening Remarks



H.E. MR KIM DONG GI

Ambassador and
the Permanent Delegate
of the Republic of Korea to UNESCO

In his opening speech, Ambassador Kim expressed his appreciation to the Member States of the Group of Friends of Solidarity and Inclusion with GCED that have remained committed to GCED implementation despite various challenges caused by the pandemic. Ambassador Kim also highlighted that we are living in an increasingly interconnected world, and we are encountering the direct impacts of the pandemic, war and climate changes, among other things, more quickly than before. Therefore, we urgently need to work together, in solidarity, to solve these issues.

Ambassador Kim also hopes that this forum will provide a good opportunity to share ideas on applying GCED in addressing the global challenges, as many people continue to perceive GCED as an abstract concept. Before concluding his opening speech, Ambassador Kim shared excerpts from President Yoon Seok-youl's speech on the importance of freedom and emphasized the Republic of Korea's current efforts to internalize GCED as part of its endeavours to protect human rights, peace and co-prosperity.

Opening Remarks



MS STEFANIA GIANNINI

Assistant Director-General for Education, UNESCO

Following the opening remarks from Ambassador Kim Dong Gi, Ms Stefania Giannini, Assistant Director-General for Education at UNESCO, gave her welcoming remarks. In line with the statement given by Ambassador Kim Dong Gi, Ms Giannini highlighted the increasingly complex and interconnected challenges at global and local challenges that are exacerbated by digitalization. Therefore, she stated that transformative education is critical to bring us together, build strong defences against hatred, and cultivate peace.

Moreover, she mentioned that empowering citizens with global citizenship education to create a more peaceful, inclusive and sustainable society is critical to UNESCO. She also shared some UNESCO efforts on GCED at the regional level, including South Asia, South Africa, South-East Europe and Central Asia, and globally. In realizing transformative education, Ms Giannini emphasized the importance of equipping teachers with skills in GCED and sustainable development. Moreover, youth also play a critical role in their ideas to transform our world. Furthermore, Ms Giannini shared that the United Nations and UNESCO are co-organizing the upcoming Transforming Education Summit in September this year. The event is calling for youth's active involvement.

PRESENTATIONS ON EMPOWERING STORIES OF GCED (I)



MS MERI MAMIKONYAN

Chief Specialist, Research and Educational Centre of the Office of Human Rights Defender (Ombudsman), Armenia

Following the remarks from Ambassador Kim Dong Gi and Ms Giannini, Mr Hyun Mook Lim, Director of APCEIU, moderated the presentation session.

The first presenter was Ms Meri Mamikonyan from Armenia. Ms Mamikonyan shared her GCED project called 'Stop the Hate' targeting youths in Armenia. She joined APCEIU's GCED Youth Workshop in 2021 and developed a project to study the legal area and increase youth's awareness of media and information literacy to combat hate speech. The project has reached almost 100 students aged 14 to 18 years old.

During the programme, the students learned about freedom of expression, global citizenship education, sustainable development goals, the importance of fighting hate speech, and measures to address hate speech. Ms Mamikonyan also shared how the project changed her, particularly how she felt empowered as a global citizen.

DR HEIDI GROBBAUER

Executive Director, KommEnt, Austria

The second presentation was given by Dr Heidi Grobbauer, Executive Director of KommEnt. Dr Grobbauer shared about the Master's programme on GCED at the Alpen-Adria University.

The Master's programme was developed in 2012. It is funded by the Ministry of Education and Austria Development Agency and targets professionals involved in the training and continued education of teachers. Students of this Master's programme are not only equipped with the knowledge of GCED but also SDG 4.7 and profound knowledge of the global issues. In particular, students are taught how to transfer their understanding of GCED to their working fields.

Under the principles of interdisciplinarity, transdisciplinarity and cooperation, students are not just trained in classrooms. Instead, they are encouraged to learn about global issues through field study and project implementation on the ground, strengthening the network of GCED.

MR JOSÉ VICENTE NIETO AMAYA

Teacher, Colegio San Bartolomé La Merced,
Colombia

Mr Jose Vicente Nieto Amaya shared his experience as a teacher and coordinator of the Model United Nations club at Colegio San Bartolome La Merce in Colombia.

The experience of participating in Model United Nations club is enriching as it allows young people to understand the reality, the relationships and dynamics between the different countries, and the resolution of various issues at the national and international levels. It also helps the students to develop skills to investigate, debate, argue, work as a team and provide solutions for international challenges, such as environmental issues. As a result, students are becoming more aware of local and global issues and more critical.

Mr Amaya also encouraged participants to support joint efforts in preparing younger generations to be more critical and to take leadership in tackling various issues. At the end of his presentation, Mr Amaya showed a video of his students' experience being part of the Model United Nations club.

Q&A Session (I)

Following the three presentations, Mr Hyun Mook Lim inquired about the impact of each presenter's GCED project.

Ms Meri Mamikonyan mentioned that following the programme, many youths who participated are interested to learn more about GCED and other legal issues. Ms Mamikonyan also said that the project has encouraged her to continue implementing the programmes at different schools and regions.

Dr Grobbauer responded that most of the students in the Master's program are working in the field of education as teachers or teacher educators. Therefore, one of the most critical impacts is their deep understanding of global justice and global citizenship education. This understanding, in return, affects the fields where they are working.

Mr Amaya mentioned that through the Model United Nations, his students could learn about various issues, particularly challenges faced by different countries. They also have the opportunities to learn how to solve global issues and be future leaders.

PRESENTATIONS ON EMPOWERING STORIES OF GCED (II)



DR ENSSAF LUTFI AL ZOUBI

Professor of Social Studies Subjects and Curriculum Theories, Al-Zaytoonah University, Jordan

The second presentation session began with a presentation from Dr Enssaf Lutfi Al Zoubi.

Dr Al Zoubi shared about the GCED programme targeting teachers at Arab University College of Technology. Under the programme, students are equipped with knowledge and skills to apply the principles of GCED through community projects.

At the same time, the community projects also help increase community awareness of GCED. Although the ongoing pandemic situation has become a challenge, Dr Al Zoubi shared that the transfer of GCED projects from offline to online platforms enhances digital citizenship through social media. Notably, students of the programme conducted many awareness projects related to the impact of the COVID-19 pandemic.

Following the project implementation, each project is evaluated to assess its impact.

MR BARRACK OLIVER WAINDI

Executive Director, Uraia Trust, Kenya

Mr Barrack Oliver Waindi, Executive Director of Uraia Trust, began by sharing the origin of the word 'Uraia'. 'Uraia' is from the Kiswahili language, which means citizenship.

The organization's mission is to empower the citizens to demand their rights from the government, exercise their rights and responsibilities as the citizens of Kenya, and support the young people and women. In particular, Uraia Trust supports youth and women participating in the electoral process.

This year, Kenya will have an election. Therefore, Uraia Trust is trying to ensure that the voting process is genuine and reliable. Uraia Trust also tries to increase youth involvement in politics. One way of doing this is by ensuring the constitution can be understood by the public easily.

Uraia Trust is also expanding its works to other fields, including LGBTQ and global warming, to ensure more Kenyan public can understand these various issues easily.

DR MARIO JOYO AGUJA

Professor of Sociology,
Mindanao State University, Philippines

Dr Mario Joyo Aguja from the Philippines introduced the GCED initiatives implemented by the Mindanao State University targeting primary and secondary education in the southern part of the country.

Dr Aguja explained that the Mindanao region is affected by the ongoing conflict between the government and the Moro Islamic Liberation Front. Mindanao State University is trying to contribute to the national integration of the people, including the Muslims, the tribespeople, the indigenous people and migrants, to realize national prosperity.

Following the ongoing conflicts in the country, Mindanao State University started implementing a program called 'fundamentals of peace education' in 2018. It is a required course for all university students to learn and implement activities that can contribute to peacebuilding.

Mindanao State University also tries to equip all faculty members to be aware of the importance of peace education through workshops and seminars. In addition, the university is making a special effort to ensure that all university members, including lecturers and students, are equipped with the knowledge and skills to realize peace within their capacity.

Q&A Session (II)

Following the presentation, Director Hyun Mook Lim asked the three presenters about the impact of their GCED activities. Dr Al Zoubi shared that her students had the opportunities to engage with their communities immediately.

Mr Waindi shared the result of Uraia Trust activities on women's participation in the election. Mr Waindi mentioned that a limited number of women got elected in the previous election. It is found that financial limitation, patriarchal society, security and lack of knowledge are critical reasons that inhibit women's participation in the election. Uraia Trust is striving hard to address these issues and hopes that more women will be elected in the upcoming election.

Dr Mario Joyo Aguja also shared his student's experience working with the local communities. For instance, the students conducted conversations or interfaith dialogue with communities in areas with a high exposure risk to extremism. Many of his students are happy to be involved with their communities to influence peace.

Closing Remarks



MR LIM HYUN MOOK

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

The forum was concluded with the closing remarks from Mr Hyun Mook Lim.

Mr Lim mentioned that from the presentations, we could see the power of education and GCED in tackling the most pressing challenges that we are experiencing in our local contexts. Moreover, he underlined the importance of having a critical point of view to analyze and understand the root causes of hindering peace, solidarity and cooperation while at the same time having positive mindsets and acting in accordance with our respective contexts.

Director Lim also thanked Ambassador Kim Dong Gi, Ms Giannini and all Member States of the Group of Friends for Solidarity and Inclusion with GCED for their ongoing support of GCED.

Annexes

Programme Schedule

10:30 - 10:40

OPENING REMARKS:

- H.E. MR KIM DONG GI
Ambassador and the Permanent Delegate of the Republic of Korea to UNESCO
- MS STEFANIA GIANNINI
Assistant Director-General for Education, UNESCO

10:40 - 11:10

PRESENTATIONS ON EMPOWERING STORIES OF GCED (I)

- MS MERI MAMIKONYAN
Chief Specialist, Research and Educational Centre of the Office of Human Rights Defender (Ombudsman), Armenia
- DR HEIDI GROBBAUER
Executive Director, KommEnt, Austria
- MR JOSÉ VICENTE NIETO AMAYA
Teacher, Colegio San Bartolomé La Merced, Colombia

11:10 - 11:20

Q&A

11:20 - 11:50

PRESENTATIONS ON EMPOWERING STORIES OF GCED (II)

- DR ENSAF ALZOUBI
Professor of Social Studies Subjects and Curriculum Theories,
Al-Zaytoonah University, Jordan
- MR OLIVER WAINDI
Executive Director, Uraia Trust, Kenya
- DR MARIO JOYO AGUJA
Professor of Sociology, Mindanao State University, Philippines

Annexes

Programme Schedule (cont'd)

11:50 - 12:00

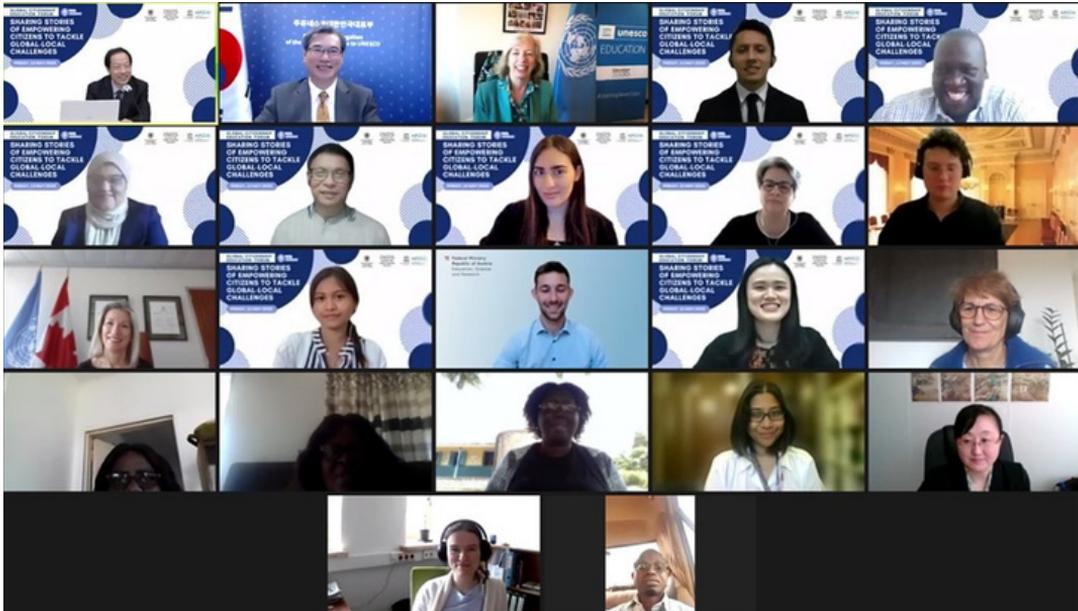
Q&A

12:00 - 12:05

CLOSING REMARKS:

- MR LIM HYUN MOOK
Director of APCEIU

Group Picture



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Annexes

Group Picture (cont'd)



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Annexes

Event Poster

GLOBAL CITIZENSHIP EDUCATION FORUM **LIVE WEBINAR**

SHARING STORIES OF EMPOWERING CITIZENS TO TACKLE GLOBAL-LOCAL CHALLENGES

FRIDAY, 13 MAY 2022
10:30 AM
(GMT+2)

OUR AMAZING SPEAKERS

MERI MAMIKONYAN AMÉRICA
COORDINADORA DE EDUCACIÓN CÍVICA Y DE SERVICIO A LA COMUNIDAD DEL INSTITUTO VENEZOLANO DE INVESTIGACIONES PSICOLÓGICAS

DR HEIDI GROBBAIER AUSTRALIA
INSTITUTE OF EDUCATION

JOSE V. NIETO AMAYA COLOMBIA
SAN BARTOLOME LA MERCEDES SCHOOL

DR ENSAF ALZOUBI OMAN
AL-BALIDH UNIVERSITY

OLIVER WAINDI UGANDA
UNIVERSITY OF KAMPALA

DR MARIO AGUJA SINGAPORE
SINGAPORE STATE UNIVERSITY

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