

Roundtable of the Group of Friends for Solidarity and Inclusion with GCED



ART EDUCATION FOSTERING GLOBAL CITIZENSHIP

Friday, 16 June 2023

SUMMARY REPORT



Group of Friends
for Solidarity and
Inclusion with
Global Citizenship
Education





United Nations
Educational, Scientific and
Cultural Organization

APCEIU

• Asia-Pacific Centre of
• Education for International Understanding
• under the auspices of UNESCO

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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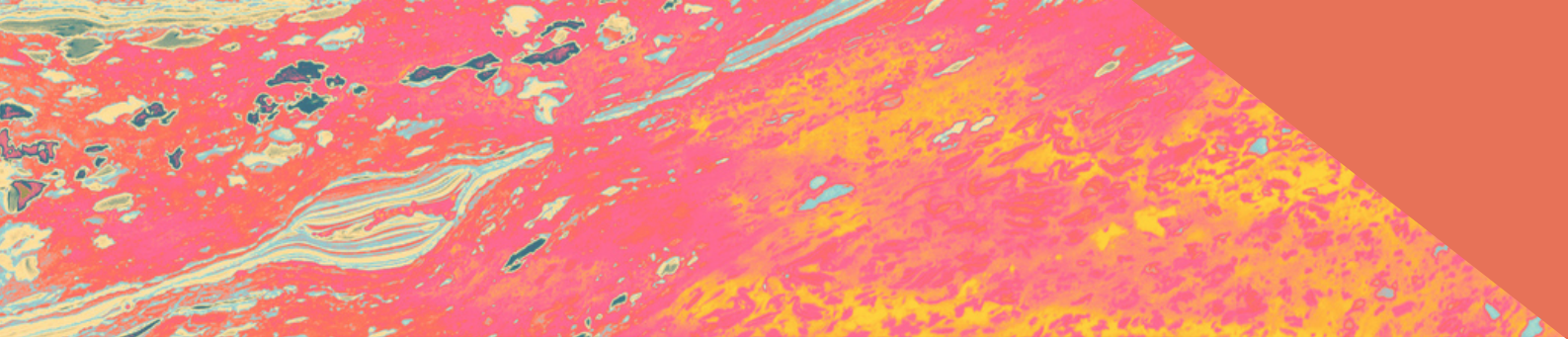


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Concept Note

Background

Recognising the importance of fostering global citizenship through education in today's increasingly interconnected yet unstable world, UNESCO and its partners, including Member States and the Asia-Pacific Centre of Education for International Understanding (APCEIU), have worked to promote the implementation of Global Citizenship Education (GCED) across various learning communities. As part of the efforts to advocate GCED, 11 UNESCO Member States initiated the launch of the Group of Friends for Solidarity and Inclusion with Global Citizenship Education back in May 2020. The Group has now expanded to 17 Member States, including Afghanistan, Armenia, Austria, Bangladesh, Canada, Colombia, Italy, Jordan, Kenya, Kuwait, Philippines, the Republic of Korea, Saudi Arabia, Senegal, Serbia, Nigeria, and Oman.

The Group of Friends for GCED has so far organised seminars and forums with a focus on sharing good practices in different fields. For instance, in October 2022, a roundtable on “The Role of Sports in Fostering Global Citizenship” was held to discuss how to better cultivate global citizenship in and through sport education and activities.

In fostering global citizenship, arts education is also given special emphasis. Arts education is an essential component of education for the full development of the individual and helps us feel and understand what unites humanity in the diversity of cultures and expressions. UNESCO has officially recognised this important role of arts education by celebrating International Arts Education Week every 4th week of May.

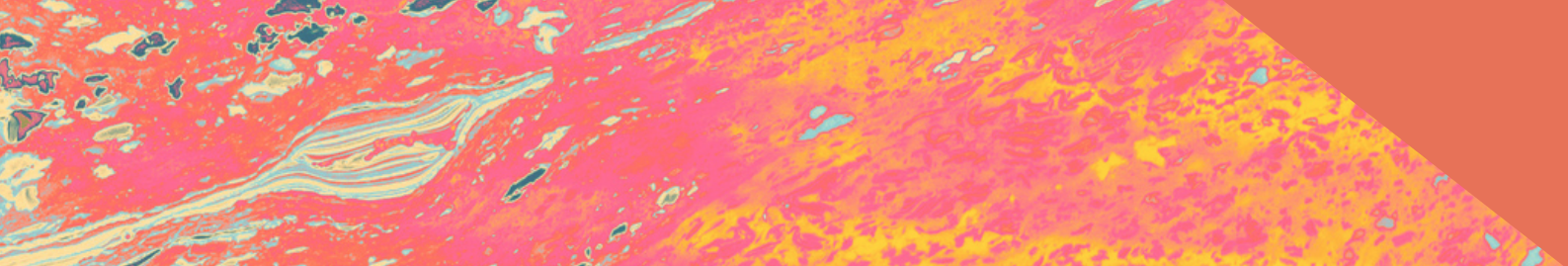
To continue the Group of Friends' work of advocacy for GCED, a roundtable is being organised on the topic of “Arts Education Fostering Global Citizenship” to share good practices and discuss ways to further strengthen the role of arts education in promoting GCED.

Objectives

- Share good practices on arts education fostering global citizenship and discuss practical challenges
- Highlight the role of art education in widening access to GCED and making it more effective
- Advocate GCED through arts education

Working Languages

Simultaneous interpretations will be provided in English and French.



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.

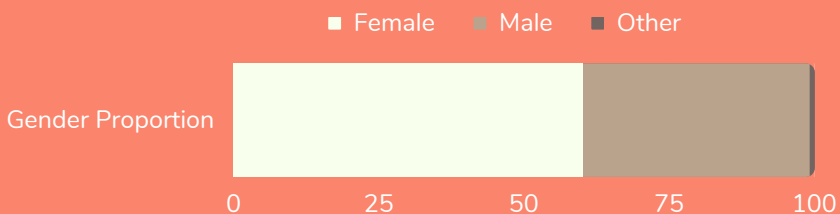


A group picture of the participants (© APCEIU)

Statistics

100+
SIGN-UPS
FROM 41 COUNTRIES

60% IDENTIFIED AS FEMALE



Event Summary

Opening Remarks



H.E. MS BAK SANG MEE

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

In her opening speech, Ambassador Bak expressed her appreciation to Ms Stefania Giannini, Assistant Director-General for Education of UNESCO, the ambassadors and colleagues of the Group of Friends of Solidarity and Inclusion with GCED, the expert panelists, Director Lim Hyun Mook, and APCEIU staff for organizing and partaking in this event. She highlighted the importance of reflecting upon the relevance of GCED in the domains of culture and art education, in line with UNESCO's Medium-Term Strategy 41 C/4 that runs from 2022 to 2029. Accordingly, she emphasized the pertinence of collaboration between various stakeholders from the education and culture sectors.

Following this, Ambassador Bak presented the ongoing efforts of the Republic of Korea in promoting the expansion of culture and art education, from hosting the World Conference on Arts Education in 2010 to sponsoring a multi stakeholder dialogue during the International Arts Education Week in May 2023. Prominently, the upcoming 2023 World Conference on Culture and Arts Education to be held in UAE will serve as an arena for concrete outcomes of past and existing collaborations in this field to be displayed. This cultivation of cultural diversity, freedom of expression, and understanding of heritage will aid the facilitation of increased inclusiveness, tolerance, and mutual understanding.

Opening Remarks (cont'd)

Ambassador Bak also deemed the revision of the 1974 Recommendation pivotal in strengthening the intersections between GCED and art education. She asserted the need for these international policies to be implemented on the ground, with each country adapting them to their unique national context. Throughout this process, UNESCO will focus on its role of norm-building and policy guidance, while providing technical and informational support to member states and relevant experts. Importantly, Ambassador Bak pointed out the need to pay more attention to individuals who are suffering hardship due to special circumstances, such as refugees, immigrants, and those living in areas of conflict, as these communities may lack access to culture and art infrastructure. She ended off by expressing her hopes that this forum will provide a valuable perspective on the key issues concerning art education and GCED.



H.E. MR RICHARD M. BOSIRE

**Ambassador and the Permanent Delegate of
the Republic of Kenya to UNESCO**

Following the opening remarks of Ambassador Bak Sang Mee, Ambassador Richard M. Bosire gave his welcoming remarks. He reinforced art education as an essential component of a comprehensive education for an individual's potential to be developed to the fullest—not only does it enhance creativity, collaboration, and problem solving, it also nurtures the values of resilience and an appreciation of cultural diversity. This contributes to the building of a prosperous and sustainable society as individuals understand the unity of humanity amidst the diversity of heritage.

Opening Remarks (cont'd)

Further, Ambassador Bosire stressed the ability of art education to be facilitated in all educational settings, including formal, informal, and non-formal modes. In line with this, he touched on Kenya's efforts to enhance GCED with art education. In 2017, the government of Kenya adopted the Competency-based Curriculum that incorporates art education and GCED into the school curriculum. When a 2021 pilot programme to examine GCED was conducted in 12 schools in Kenya, it was found that students developed GCED competencies, some of which being caring for the environment, appreciation of diversity, and understanding the need to co-exist harmoniously. To end off, Ambassador Bosire reinforced the importance of inculcating these GCED values among the younger generation, so as to work towards an increasingly peaceful world.



MS STEFANIA GIANNINI

Assistant Director-General for Education at
UNESCO Headquarters

Following the presentations of the two speakers, Ms Stefania Giannini, Assistant Director-General for Education of UNESCO, delivered a speech on GCED and art education as two powerful forces that lie at the core of transformative education. Not only do these two modes of education recall our shared humanity and shared planet, they also have a natural profound capacity to transcend borders, languages, and divisions. By learning through different art forms and developing their own curiosities, students can unlock their full potential as human beings. Importantly, Ms Giannini also underscored the role of art as a medium for self-expression, especially for individuals who may feel marginalized. As such, she reinforced that art education should not be considered an extracurricular activity that comes second to learning; rather, it should be an integral part of education that is accessible to all learners.

Opening Remarks (cont'd)

Ms Giannini then introduced two key initiatives that UNESCO is currently working on. First, UNESCO is revising the 1974 Recommendation to update its Member States on new challenges and focus their efforts on fulfilling SDG 4.7, which states that learners need to acquire the knowledge and skills to promote sustainable development and GCED, among others. Second, UNESCO is working on engaging different sectors to spark insightful conversation on culture in education. One instance is the 2-day dialogue held in May 2023, organized by UNESCO with the support of the Republic of Korea. In this event, educators, artists, policymakers, and community leaders explored innovative approaches and best practices to strengthen art education. UNESCO hopes that the outcomes of this dialogue will contribute to the discussions in the upcoming 2023 World Conference on Culture and Arts Education.

To end, Ms Giannini reiterated the pertinence of art education in providing learners with the knowledge and tools to engage with the world around them and become responsible global citizens.

Presentations on Good Practices



Finland

Dr Marja-Leena Juntunen

Sibelius Academy,
University of the Arts Helsinki



Lebanon

Mr Marco Pasqualini

UNESCO Regional Bureau for
Education in the Arab States



Republic of Korea

Dr Yoonil Auh

KyungHee Cyber University



Nigeria

Ms Claire Mom

TheCable



Presentations on Good Practices (cont'd)

DR MARJA-LEENA JUNTUNEN

Professor of Music Education, Sibelius Academy,
University of the Arts Helsinki (Finland)

Following the remarks from Ambassador Bak Sang Mee and Ambassador Richard M. Bosire, Mr Hyun Mook Lim, Director of APCEIU, moderated the presentation session.

The first presenter was Dr Marja-Leena Juntunen, a professor of Music Education. She shared about a 2018-2019 study she conducted on how the pedagogy of interdisciplinary arts can advance transformative global citizenship. Participants included 89 university students from various artistic disciplines, some of which being music, visual arts, dance, and theater education. During the programme, these students conducted self-created exercises amongst their peers and jotted down their personal reflections. It was discovered that interacting with others through art allowed individuals to become aware of their unconscious biases and reevaluate their prejudices, nurturing their mindset of being a global citizen.

Quoting Shaun Gallagher, a philosopher who studies cognition and agency, Dr Marja-Leena shares that art suspends our habits of thought; it differentiates itself from our everyday encounters, revealing something that challenges our daily attitudes. This allows us to view our environment in a different light. She ended on a positive note, stating that Finland has been researching heavily on GCED and art education, in a bid towards building a more sustainable future.



Presentations on Good Practices (cont'd)

MR MARCO PASQUALINI

Programme Specialist on Global Citizenship Education and Education in Emergencies, UNESCO Regional Bureau for Education in the Arab States (Lebanon)

The second presentation was given by Mr Marco Pasqualini, a Programme Specialist on GCED and Education in Emergencies at the UNESCO Field Office in Beirut. He introduced “Terdad Youth,” a Lebanon-based project which aims to transform GCED through art and culture. In this project, youths engage in a range of interdisciplinary arts at school, which trains them to think creatively and address challenging topics.

Sharing the context behind this project, Mr Pasqualini brought up the 2020 Beirut explosion, which caused an immense amount of grief in the Lebanese community. Following the blast, Lebanon experienced a severe economic crisis, with the Lebanese pound losing over 98% of its pre-crisis value. With the majority of the population in dire need of humanitarian assistance, Lebanon became a fertile ground for social tensions. As such, this historical occurrence made GCED and ESD even more important.

To combat this crisis through transformative education, UNESCO Beirut set artists in schools affected by the Beirut port blast to comics, theater, music, and cinema programmes that revolve around the values of global citizenship. They also conducted training sessions for Lebanese teachers on how GCED and ESD can be delivered through art, with a group of artists offering some concrete tools that teachers can utilize to incorporate these concepts in all their courses. In the near future, UNESCO Beirut will also be providing grants to selected schools to propose innovative activities related to art education and GCED. To end, Mr Pasqualini screened a short clip of a documentary that illustrated the transformative impacts of the “Terdad Youth” project on participating students and teachers. .



Presentations on Good Practices (cont'd)

DR YOONIL AUH

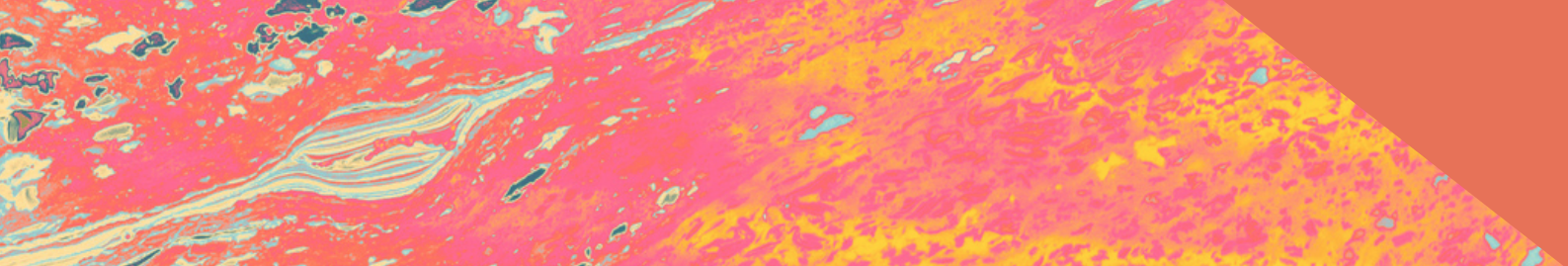
Professor of Computers and Communications Engineering,
KyungHee Cyber University (Republic of Korea)

The next speaker was Dr Yoonil Auh, Professor of Computer and Communications Engineering. In his speech, he addressed the importance of integrating GCED in all aspects of learning. Specifically, he introduced instances where music has been used as a tool to subdue social unrest or conduct peaceful protests in times of crises.

Focusing on the Virtual Music Conservatory project launched at the National University of Arts and Culture (NUAC) in Yangon, Dr Auh affirmed the capability of music in promoting GCED. Launched in September 2021, this project was founded upon the temporary 2-year shut down of NUAC due to the violence that ran rampant in the streets of Myanmar. Through this program, the music students at NUAC had the opportunity to participate in remote music classes.

Dr Auh argued that while not many humanitarian organizations count education in emergencies as their primary activity, offering continued education in crises is paramount to ensure that the learning processes of youths do not come to a stop. Further, with the emotional burdens of war, such remote music classes inculcate a routine into the students' lives while offering them an outlet to regroup themselves. From here, they can then transfer their learnings by teaching music to their communities, which may aid in their cultivation of psychological stability.

In elaboration, Dr Auh shared about Critical Global Citizenship (CGC), a key concept that the curriculum for this project was formulated upon. This concept centers around the understanding that individuals have different ways of thinking; as such, people have to learn to live amongst ethnic, religious, and cultural diversity. Dr Auh emphasized that civic demonstration was not promoted in this project or its curriculum; however, on their own accord, many university students conducted peaceful protests on the streets with their musical instruments. While the scale of this project has been reduced with the return of these students to the school, some of them have also continued their pursuit of music in their own capacities. By discussing this project, Dr Auh communicated the impacts of art education in providing an outlet for students to renegotiate and work through stressful circumstances.



Presentations on Good Practices (cont'd)

MS CLAIRE MOM

Reporter, TheCable (Nigeria)

Finally, Ms Claire Mom reported on the use of drama to promote GCED in Nigeria. She discussed the capability of art to imitate positive GCED concepts, from tolerance and inclusivity to sustainability, and convey a message of change. Ms Mom stressed that genuine inclusion is by action; by allowing individuals to actively interact with core GCED concepts through the process of creation, art facilitates a deeper understanding of what GCED encompasses.

Through her projects, which center around using trauma as a tool to end female genital mutilation in her community, Ms Mom had three major reflections. First, she realized that solutions cannot be imposed on a community; rather, the community has to be brought along in this process of change so as to come to a consensus together. Next, rather than focusing on achieving perfection, it is more important that artistic intervention focuses on its goals and objectives. Lastly, it is on oneself to turn their challenges into opportunities. By keeping these three reflections in mind, she expressed her commitment to continue spreading GCED in Nigeria through art education.



Q&A Session

Following the presentation, Director Hyun Mook Lim asked the four presenters about the core challenges of using art education to strengthen GCED.

Dr Marja-Leena Juntunen voiced that art education is still not seen as pivotal in school curriculums. To address this persistent issue, more dialogue between researchers, educators, policymakers, and other stakeholders is required, along with more advocacy and lobbying efforts. Dr Juntunen proposes the creation of more research-based policy recommendations and other kinds of publications to increase the available resources.

Next, Mr Marco Pasqualini posited another key challenge: teachers are already being overwhelmed. He puts forth that their regular curriculum does not leave them time for extra activities. As such, rather than adding to the curriculum, he believes that art should be used as a tool to teach the curriculum in a different way. For instance, the UNESCO Beirut office equipped new trainee teachers with precise and simple tools that they can use to incorporate art in the delivery of their regular curriculum.

Dr Yoonil Auh then raised the issue of budget limitations. As an example, he discussed how the global pandemic eradicated music and art education, as it was not considered a key learning activity for most, if not all, schools. Not only are teachers from these fields out of jobs, orchestras and extra-curricular art groups have also been suffering. He expressed his hopes that stakeholders will realize the true, valuable returns from investing in these programmes.

Following Dr Auh, Ms Claire Mom shared her observations that many schools still focus primarily on traditionally key subjects like science and mathematics. Thus, while she concurs with the need for art education to be integrated into existing curriculums, she also sees the value of the full fledged implementation of art subjects in schools. She believes that this can shape the perception of art as an integral subject. As such, she hopes that more funding can be set aside for such endeavors, one of which being capacity-development training programs for teachers.

Closing Remarks



MR HYUN MOOK LIM

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

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

Director Lim stressed that while this roundtable has sparked some interest and commitment towards strengthening the role of art education in GCED, it is paramount that this recognition is translated into concrete action. He emphasized APCEIU's commitment towards pursuing this goal.

Director Lim also expressed his thanks towards all the participants, speakers, and the co-organizers of the event—the Assistant Director-General for Education of UNESCO, the ambassador of the Republic of Korea to UNESCO and the Group of Friends for Solidarity and Inclusion with GCED, represented by the Ambassador of Kenya to UNESCO—for their contributions.



Annex 1

Programme Schedule

10:30 AM - 10.45 AM

OPENING REMARKS:

- H.E. MS BAK SANG MEE
Ambassador and the Permanent Delegate of the Republic of Korea to UNESCO
- H.E. MR RICHARD M. BOSIRE
Ambassador and the Permanent Delegate of the Republic of Kenya to UNESCO

10:45AM - 11.05AM

PRESENTATION OF GOOD PRACTICES (I):

- DR MARJA-LEENA JUNTUNEN (FINLAND)
Professor of Music Education at the Sibelius Academy, University of the Arts Helsinki
- MR MARCO PASQUALINI (LEBANON)
Education Programme Specialist, UNESCO Regional Bureau for Education in the Arab States

11:05AM - 11:15AM

UNESCO ADG SPEECH:

- MS STEFANIA GIANNINI
Assistant Director-General for Education, UNESCO

Programme Schedule (cont'd)

11:15AM - 11:35AM

PRESENTATION OF GOOD PRACTICES:

- DR YOONIL AUH (REPUBLIC OF KOREA)
Professor of Computers and Communications Engineering at KyungHee Cyber University
- MS CLAIRE MOM (NIGERIA)
Reporter at TheCable

11.25 AM - 11.55AM

OPEN DISCUSSION BY SPEAKERS AND PARTICIPANTS:

Guiding Questions:

- What are the main obstacles and challenges for arts education to play a more important role in fostering global citizenship?
- What actions should be taken by governments, civil society, experts, or UNESCO to tackle such obstacles and challenges?

MODERATOR: MR HYUN MOOK LIM
Director, APCEIU

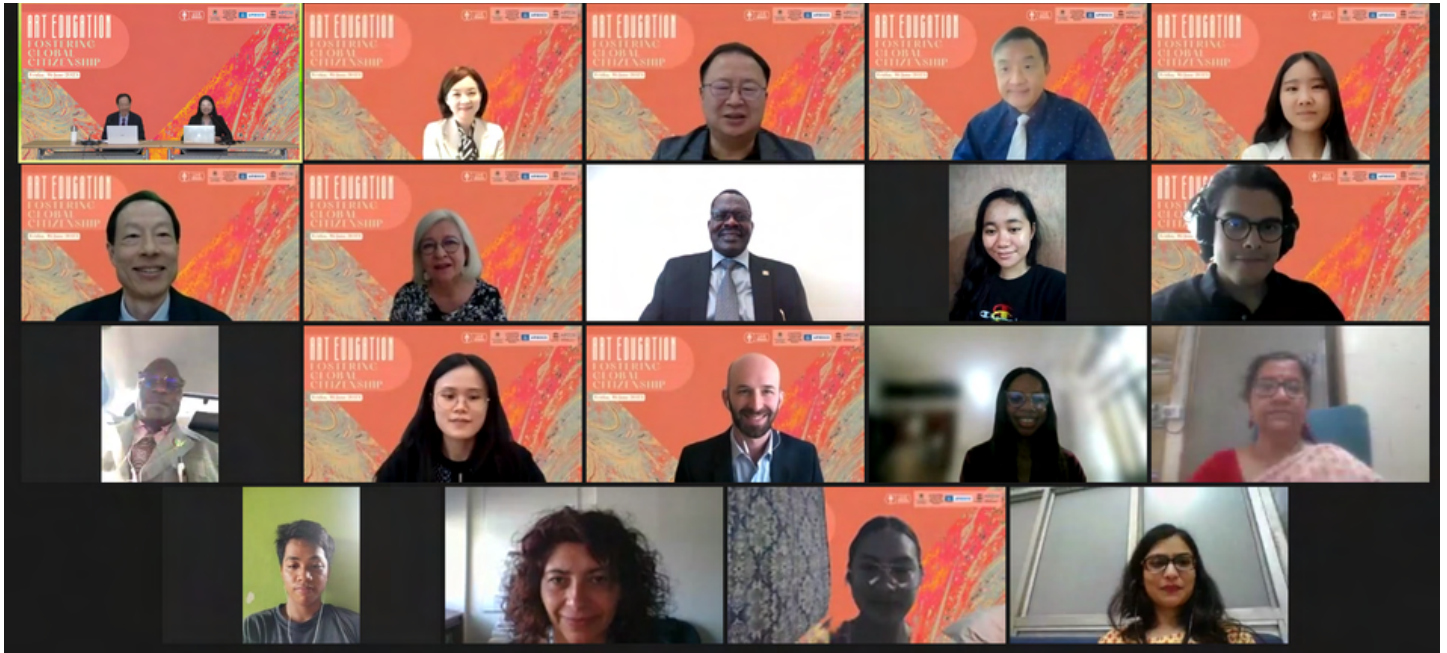
CLOSING REMARKS:

- MR HYUN MOOK LIM
Director, APCEIU

Annex 2

Event Pictures

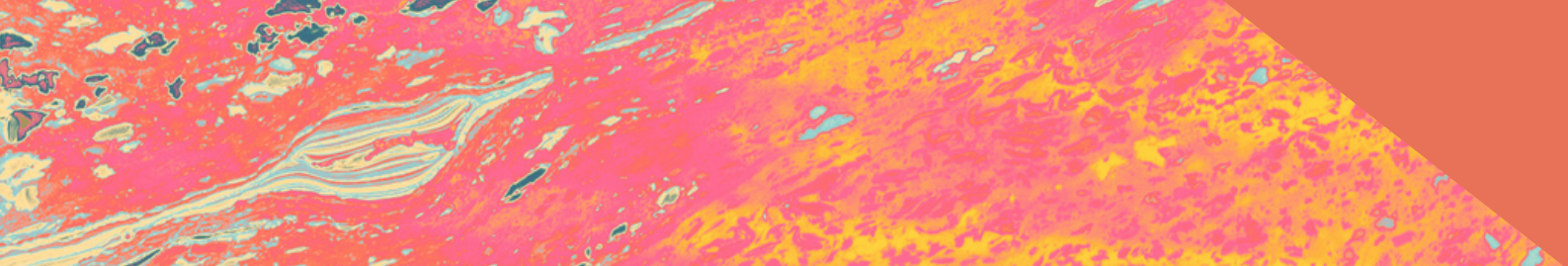
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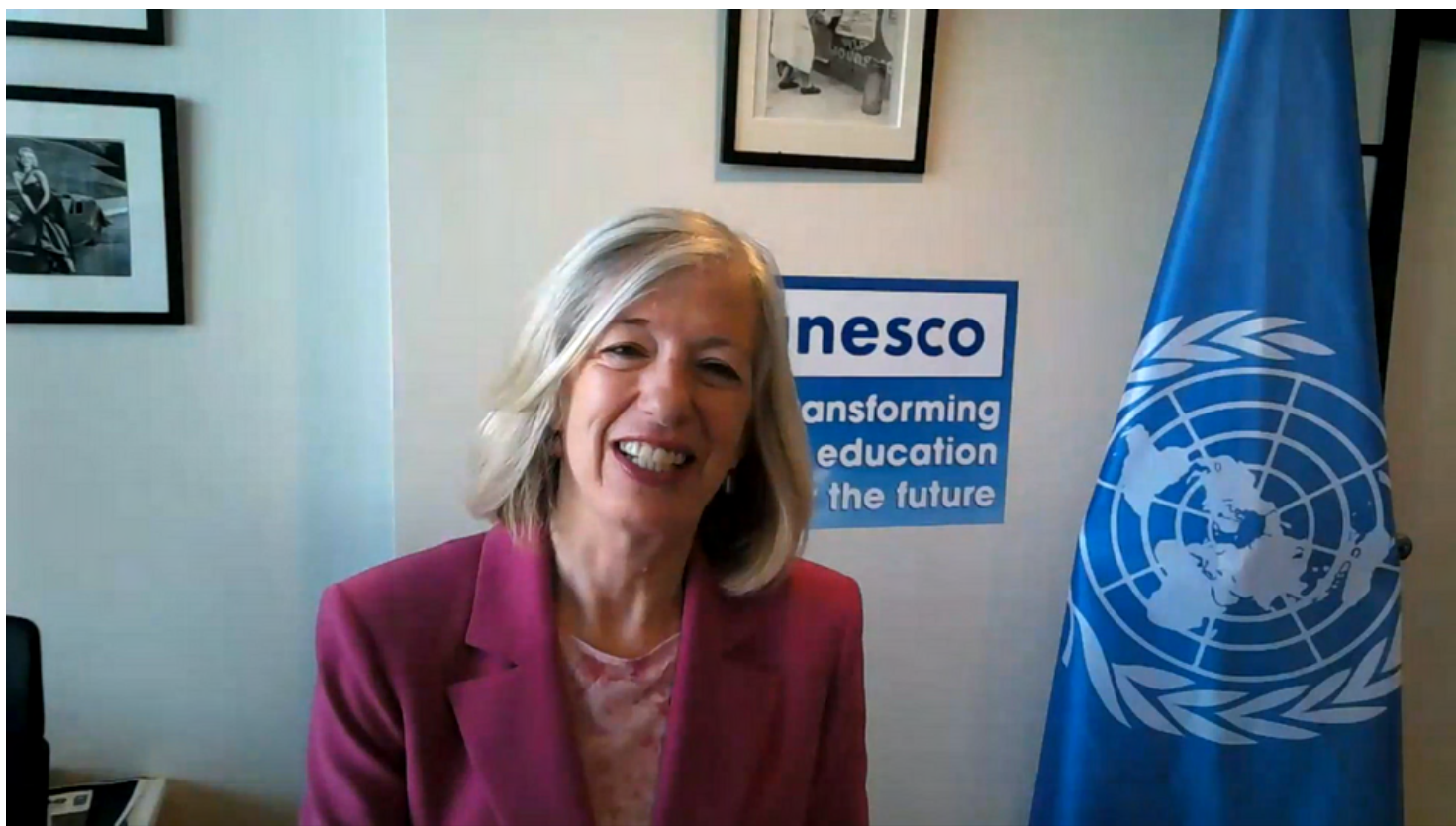
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Event Pictures (cont'd)

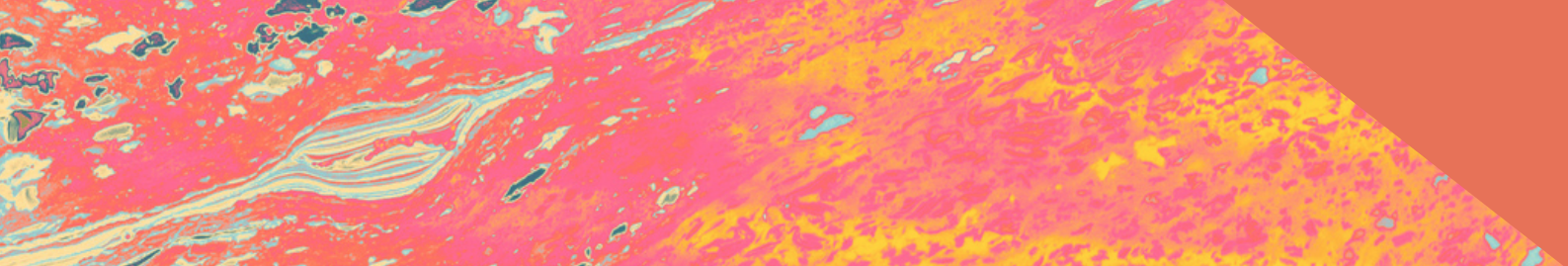
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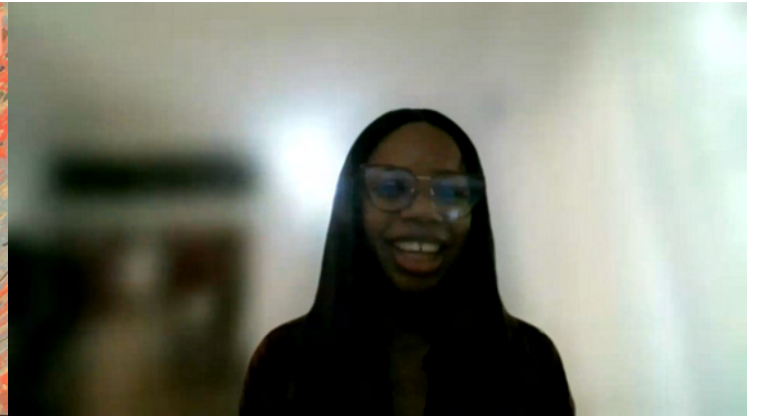
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Annex

Event Pictures (cont'd)

04



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Annex 3

Event Poster

04

ART EDUCATION
FOSTERING
GLOBAL
CITIZENSHIP

LIVE WEBINAR

Roundtable of the Group of Friends for Solidarity and Inclusion with GCED

SPEAKERS

Finland
Dr Marja-Leena Juntunen

Lebanon
Mr Marco Pasqualini

Republic of Korea
Dr Yoonil Auh

Nigeria
Ms Claire Mom

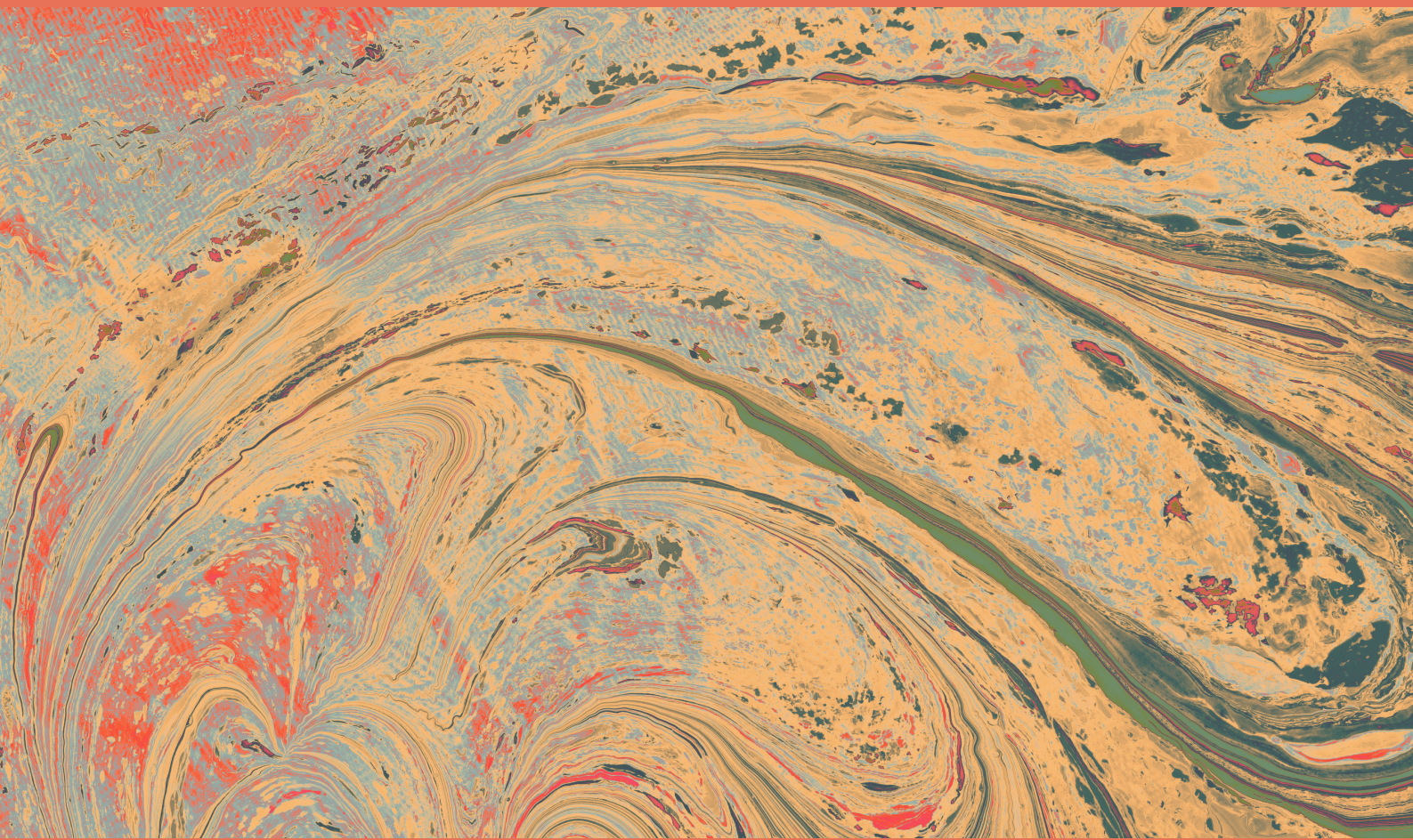
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(Paris Time, GMT+2)

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Group of Friends for Solidarity and Inclusion with Global Citizenship Education
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