

UNPACKING GCED: Transformative Learning for Critical Empowerment



**18-19
October
2023**

Onsite in Seoul,
Republic of Korea &
Online via YouTube (GMT+9)

**FINAL
REPORT**



Contents

Overview	4
About the GCED Conference	5
Programme at glance	8
Conference Room Map	11
DAY 1	12
1. Opening & Keynote Speech	
2. Plenary Session 1	
3. Plenary Session 2	
4. Plenary Session 3	
DAY 2	49
1. Concurrent Sessions 1	
2. Concurrent Sessions 2	
3. Concurrent Sessions 3	
4. Concluding Session	



Overview

Overview

Title	The 8th International Conference on GCED: Platform on Pedagogy and Practice
Theme	Unpacking GCED: Transformative Learning for Critical Empowerment
Dates	18 – 19 October 2023 Seoul, Republic of Korea
Venue	<ul style="list-style-type: none"> • Bloom A&B(LLF), Project room A • GLAD Yeouido, Republic of Korea • The conference will also be live-streamed via YouTube.
Co-organized by	  
In partnership with	



About the GCED Conference

Background

Today, we are faced with a range of interconnected challenges, from growing social inequalities and unacceptable economic conditions to the normalization of violence, the impact of climate change, and the deterioration of mental health and socio-emotional resilience. War and militarism remain rampant, while support of basic liberties and democratic institutions erodes. “We face an existential choice” of whether to “continue on an unsustainable path or radically change course”, to borrow the landmark report from the international commission on the Futures of Education (UNESCO 2021). In the same vein, the UN Secretary-General calls for our solidarity to carry out “our common agenda”, reminding us that we are at a critical juncture to make our choice, or fail to make, which “could result in breakdown or a breakthrough to a greener, better, safer future” (UN 2021).

While education alone cannot bring about the deep-set changes we seek, it entails a pivotal location in the social world where individuals and communities can develop their capacities to help foment change. With this conviction in mind, advocates of Global Citizenship Education and its related education initiatives have been working tirelessly to create an education field that enables all citizens to “break through” the shared challenges. These efforts are currently positioned under the banner of “transformative education.”

Despite the spread of diverse GCED policies, there are many questions in the field of practice: How can these interconnected issues and urgent concerns be translated or converted into curricular content and pedagogical practice without overwhelming educators and learners? How can we effectively materialize the multidimensional and interdisciplinary nature of GCED? How can we shift from a technical approach to GCED ‘competences’ to a more holistic one? What kinds of tools do we need to ensure that GCED contributes to transformative learning and critical empowerment?

The 8th International Conference on GCED (8th IConGCED) will invite concerned and committed scholars, policy-makers, and practitioners in GCED to discuss and explore such issues and share experiences, lessons learnt, and good practices. In particular, it will shed renewed light on the multidimensionality and interdisciplinarity of GCED as well as issues of practicality and possibility, especially through the integration and re-articulation of GCED competences in innovative curricular content and pedagogical practices.

Key issue areas to be considered with at the conference sessions include discussions of urgent issues such as war/violence and climate change/diversity loss in relation to GCED as an interdisciplinary field and as a cognitive, socio-emotional and action-oriented construct. It will consider diverse themes, including, for example:

- How GCED competences contribute to transformative learning and critical empowerment;
- Which innovative pedagogical approaches and settings are aligned with transformative learning and critical empowerment;
- Which school and classroom GCED practices can be adapted in broadly diverse settings; and
- Which types of advocacy, policies, and partnerships are needed to advance a culture of peace through GCED

Format

The Conference will mainly be held in person in Seoul, Republic of Korea, with invited speakers and registered participants contributing onsite. All the segments of the Conference will also be live-streamed via YouTube.

Objectives

- To explore and discuss challenges and possibilities of interpreting, translating and converting GCED into practice, particularly attentive to its multidimensional nature and key competences
- To contribute to emergent discourses around transformative education and GCED competences
- To share innovative programmes, pedagogies, practices, and lessons learnt with a wide range of interested stakeholders; and
- To strengthen levels of commitment, solidarity, and cooperation among all GCED stakeholders

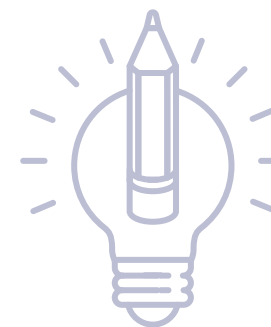
Participants

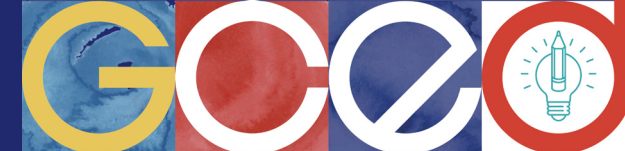
A total of 2,772 people participated in the 8th IConGCED, with 2,544 attending via YouTube live streaming and 228 in person.

- Policymakers and professionals in the field of education
- GCED experts, leaders and practitioners
- Interested educators, youth and parents
- International/regional/national organizations and civil society organizations
- GCED-specialized organizations and institutes
- Representatives from the private sector
- Individuals interested in GCED

Working Languages

The official working languages of the Conference will be English and Korean. Simultaneous interpretation will be available between English and Korean.





Programme Schedule

Day 1

Wednesday 18 October 2023

Time (Seoul, GMT+9)	Programme Details
13:30-14:20	<p>Opening</p> <ul style="list-style-type: none"> Opening address: JANG Sang-Yoon (Vice Minister of Education, Republic of Korea) Opening address: HONG Seok-in (Ambassador and Deputy Minister for Public Diplomacy, Ministry of Foreign Affairs, Republic of Korea) Congratulatory address: Christopher CASTLE (Director of the Division for Peace and Sustainable Development, UNESCO) Welcoming address: LIM Hyun mook (Director, Asia-Pacific Centre of Education for International Understanding (APCEIU)) <p>• Keynote Speech</p> <ul style="list-style-type: none"> H.E. Phout SIMMALAVONG (Minister of Education and Sports, Lao People's Democratic Republic) <p>• Moderator: EOM Jeongmin (Head, Office of Research and Development, Asia-Pacific Centre of Education for International Understanding (APCEIU))</p>
14:20-14:30	Break
PART 1. GCED as Transformative Education in Times of Change	
14:30-15:30	<p>Plenary Session 1. Multidimensionality of GCED in the Face of Multiple Crises: A Moderated Conversation over Urging Issues of Violence and Climate Change</p> <ul style="list-style-type: none"> Patrick DOLAN (UNESCO Chair in Children, Youth and Civic Engagement, and Director of the UNESCO Child and Family Research Centre at the School of Political Science and Sociology, University of Galway, Ireland) LEE Jae-Young (Professor, Kongju National University, Republic of Korea) <p>• Moderator: Karena MENZIE-BALLANTYNE (Senior Lecturer, Central Queensland University, Australia)</p>
15:30-15:50	Coffee Break
15:50-17:00	<p>Plenary Session 2. GCED "Competences" as Transformative Learning for Critical Empowerment</p> <ul style="list-style-type: none"> Esther CARE (Professorial Fellow, University of Melbourne, Australia) Călin RUS (Director, of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe) LEE Moosung (Professor, Yonsei University, Republic of Korea) <p>• Moderator: Aaron BENAVIDES (Professor, University at Albany-SUNY, USA)</p>
17:00-17:20	Break
17:20-19:00	<p>Plenary Session 3. Transforming Education for Transformative Learning (Panel Discussion)</p> <ul style="list-style-type: none"> Michael BOAKYE-YIADOM (Director-General, Institute for Educational Planning and Administration at University of Cape Coast, Ghana) Christopher CASTLE (Director of the Division for Peace and Sustainable Development, UNESCO) Karena MENZIE-BALLANTYNE (Senior Lecturer, Central Queensland University, Australia) Umair MUSHTAQ (Senior Manager Development, The Little Art, Pakistan) Berika SHUKAKIDZE (Director, National Center for Teacher Professional Development, Georgia) Didi SUKYADI (Vice Rector, Indonesia University of Education, Indonesia) <p>• Moderator: HAN Kyung-Koo (Secretary-General, Korean National Commission for UNESCO)</p>
19:00-20:30	Dinner: Dialogue and Networking (BY INVITATION ONLY)

Day 2

Thursday 19 October 2023

Time (Seoul, GMT+9)	Programme Details
PART II. Translating GCED into Practice and Pedagogy	
09:30-10:00	[Registration]
10:00-11:30	<p>Concurrent Sessions 1. GCED in Practice</p> <p>Session 1.1. Curricular Integration of GCED</p> <ul style="list-style-type: none"> Anoulom VILAYPHONE (Director General, Research Institute for Educational Sciences, Lao PDR) Edward APPIAH (Director-General, National Council for Curriculum and Assessment (NaCCA), Ghana) Amber RAI (Curriculum Developer I, Ministry of Education and Skills Development, Bhutan) <p>• Moderator: Călin RUS (Director of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe)</p> <p>Session 1.2. GCED as Lifelong Learning</p> <ul style="list-style-type: none"> Nominmaa ULZIBAT (Founder & Lead, Check-Check Project, Mongolia) IniOluwa ODEKUNLE (Founder, The Identity Project, Nigeria) AN Hyunsook (Future Education Policy Team Leader, Suseong Future Education Foundation(Suseong District), Republic of Korea) <p>• Moderator: HAN Geon-Soo (Professor, Kangwon National University, Republic of Korea)</p> <p>Session 1.3. Interdisciplinary GCED for Tertiary and Pre-service Education</p> <ul style="list-style-type: none"> Natia NATSVLISHVILI (Expert on Democratic Citizenship; Member of the Bureau of Education Committee of the Council of Europe, Georgia) Serafin ARVIOLA Jr. (Director of GCED Cooperation Centre-Philippines, Philippine Normal University, Philippines) Bisalla SALLAH (Principal Education Officer, Federal Ministry of Education, Nigeria) <p>• Moderator: Christopher CASTLE (Director of the Division for Peace and Sustainable Development, UNESCO)</p>
11:30-13:00	Lunch Break
13:00-14:30	<p>Concurrent Sessions 2. GCED "Competences" for Social Engagement and Critical Empowerment: Beyond Individualistic Approaches</p> <p>Session 2.1. GCED Competences for Educators: Teaching Practice as Transformative Learning for Critical Empowerment</p> <ul style="list-style-type: none"> Rebecca Rosario O. BERCASIO (Professor & Director, Center for Teaching Excellence, Bicol University, Philippines) Dylan WRAY (Global Director, High Resolves Learning at the Human Responsibility Accelerator, South Africa) Jefferson R. PLANTILLA (Researcher, Huriights Osaka, Japan/Philippines) <p>• Moderator: Faryal KHAN (Programme Specialist for Education, UNESCO Bangkok Office)</p>



Day 2

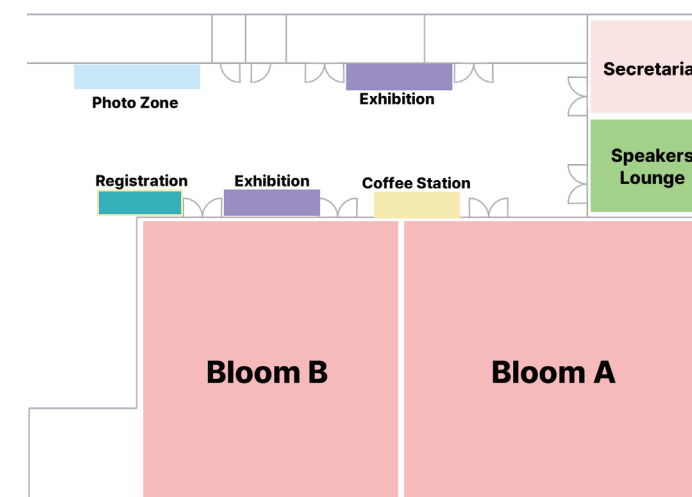
Thursday 19 October 2023

13:00-14:30	<p>Session 2.2. Youth as Change Agents</p> <ul style="list-style-type: none"> • Violeta RAMIREZ (Psychosocial Researcher, Fundación Universitaria Sanita, Colombia) • Umair MUSHTAQ (Senior Manager Development, The Little Art, Pakistan) • Farayi Lindsay Nyabereka (Founder, GCED 4 Zimbos, Zimbabwe) <p>• Moderator: Patrick DOLAN (UNESCO Chair in Children, Youth and Civic Engagement, and Director of the UNESCO Child and Family Research Centre at the School of Political Science and Sociology, University of Galway, Ireland)</p> <p>Session 2.3. Rethinking GCED Monitoring</p> <ul style="list-style-type: none"> • PARK Hwanbo (Professor, Chungnam National University, Republic of Korea) • Rachel PARKER (Senior Researcher, Australian Council for Educational Research, Australia) • Aaron BENAVIDOT (Professor, University at Albany-SUNY, USA) <p>• Moderator: Esther CARE (Professorial Fellow, University of Melbourne, Australia)</p>
14:30-14:40	<p>Coffee Break</p> <p>Concurrent Sessions 3. Innovative Pedagogies and Resources for GCED</p> <p>Session 3.1. Storytelling for Transformative Learning</p> <ul style="list-style-type: none"> • Facilitator: Lisa Van WYK (Global Communications Manager, World Wide Web Foundation, South Africa) <p>Session 3.2. Transformative Pedagogies of Empowerment</p> <ul style="list-style-type: none"> • Yoke Pin CHEN (Senior Manager, Arts-Ed, Malaysia) • HWANG Jimin (Homeroom Teacher, Suwon Geumho Elementary School & GCED Lead Teacher, Republic of Korea) • Jefferson R. PLANTILLA (Researcher, Huriights Osaka, Japan/Philippines) <p>• Moderator: Cristián Bravo ARAYA (Associate Programme Coordinator, ESD and Global Citizenship, UNESCO Santiago Office)</p> <p>Session 3.3. Innovative Pedagogies and Resources</p> <ul style="list-style-type: none"> • Călin RUS (Director of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe) • LEE Yangsook (Deputy Head, Institute of Global Citizenship Education, Asia-Pacific Centre of Education for International Understanding (APCEIU)) • Libby GILES (Director, Education, Centre of Asia Pacific Excellence, New Zealand) <p>• Moderator: Charles CHIKUNDA (Education Programme Specialist, UNESCO Harare Office)</p>
14:40-16:00	<p>Break</p>
16:00-16:30	<p>Break</p>
16:30-17:00	<p>Concluding Session</p> <p>Sharing of Concurrent Sessions (Rapporteur - Aaron BENAVIDOT, Natia NATSVLISHVILI, Umair MUSHTAQ)</p> <p>Highlights of the Conference (Video)</p> <p>Closing Remarks</p> <ul style="list-style-type: none"> • Christopher CASTLE (Director of the Division for Peace and Sustainable Development, UNESCO) • LIM Hyun Mook (Director, Asia-Pacific Centre of Education for International Understanding (APCEIU)) <p>• MC: LEE Nakyung (Programme Specialist, Office of Research and Development, Asia-Pacific Centre of Education for International Understanding (APCEIU))</p>

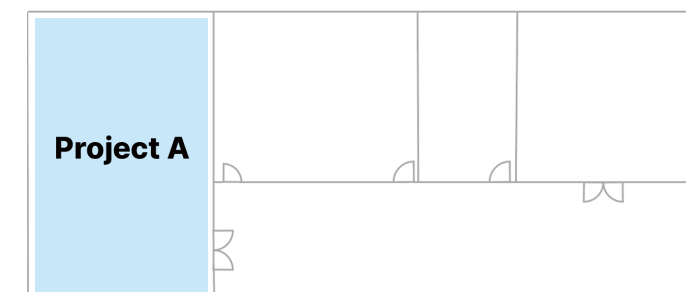
Conference Room Map

Lower Level Floor

Lower Level Floor



The 2nd Floor



Category	Location	
	Day 1	Day 2
Registration & Exhibition	Lobby (LLF)	
Sessions	Bloom A+B (LLF)	C.S.11 / 2.1 / 3.3 – Bloom A (LLF) C.S.1.2 / 2.2 / 3.2 – Bloom B (LLF) C.S.1.3 / 2.3 / 3.1 – Project A (2F) Concluding session - Bloom A+B (LLF)
Lunch	Bloom A+B (LLF)	
Dinner	Bloom A+B (LLF)	

Programme and Speakers' Details

DAY 1

Opening & Keynote Speech

Time & Date 13:30-14:20, 18 October 2023
Venue Bloom A+B (LLF)

Opening address



JANG Sang-Yoon

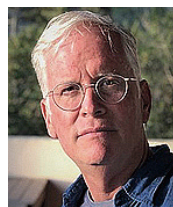
Vice Minister of Education, Republic of Korea



HONG Seok-in

Ambassador and Deputy Minister for Public Diplomacy, Ministry of Foreign Affairs, Republic of Korea

Congratulatory address



Christopher CASTLE

Director of the Division for Peace and Sustainable Development, UNESCO

Welcoming address



LIM Hyun Mook

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

Opening Moderator



EOM Jeongmin

Head, Office of Research and Development, Asia-Pacific Centre of Education for International Understanding (APCEIU)

Keynote Speech



H.E. Phout SIMMALAVONG

Minister of Education and Sports, Lao People's Democratic Republic



Opening address

JANG Sang-Yoon
 [Vice Minister of Education, Republic of Korea]

Following the World Education Forum 2015 in Incheon, the Republic of Korea has been striving to promote Global Citizenship Education, fostering citizens who understand, accept, and practice universal values such as peace, freedom, and solidarity.

“Recently, the whole global community is facing an unprecedented environmental disaster due to the climate crisis, while the digital divide intensified by the COVID-19 pandemic gave rise to a new kind of inequality and discrimination.” To tackle such problems, we need to put emphasis on such values as sustainable development and digital literacy, which are core values of GCED. *“Nothing is more critical than the promotion of Global Citizenship Education that also fosters transformative competences enabling social engagement in a critical perspective.”*

With this understanding, the Government of the Republic of Korea, together with APCEIU, has been exerting multi-faceted efforts to fully realize the role of Global Citizenship Education in the face of rapid changes. These efforts include developing educational materials for sustainable development and digital literacy and providing platforms for youth engagement.

I hope the conference will provide a valuable opportunity for the meaningful sharing of experiences and insights.



Opening address

Hong Seok-In
[Ambassador and Deputy Minister for Public Diplomacy, Ministry of Foreign Affairs, Republic of Korea]

This year's theme: unpacking GCED - Transformative learning for critical empowerment demands our attention. This is indeed time to reflect upon and reassemble its components in the face of multiple challenges we confront today. 11 years had already passed since the former UN secretary general Ban-Ki moon first introduced the concept of global citizenship.

We now live in the world of interconnected challenges that demand our collective action. These challenges pend from social and economic disparities to the normalization of the violence and the looming climate change. I firmly believe that *"GCED will play a pivotal role in this turbulence times. It will empower individuals and communities to navigate the complexities of our interconnected world with heightened sense of responsibility and critical engagement."* As a host country strong committed to the advancement of GCED and whose rapid development was driven by inclusive education, the republic of Korea is honored to lead this journey. Let us embark on this journey together.



Congratulatory address

Christopher Castle
[Director of Division for Peace and Sustainable Development, UNESCO]

This conference comes at a critical moment for education. As the landmark report by UNESCO's international commission on the futures of education points out, reforms and adjustments to our education system will not be enough to address the wide-ranging challenges of our time. Challenges like – climate change, violent and hateful ideologies and conflicts, all of which are global and interconnected, they are shared responsibilities.

"Addressing the global, interconnected challenges require collective action built on transversal competencies like creativity, critical thinking and innovation." This is why in September of last year, the United Nations Secretary General brought together more than 2,000 education stakeholders including 64 heads of state and government to boost the global movement to transform education. Transforming education summit put global citizenship education at its core.

It sends a clear message that learners need the knowledge skills and values to engage critically with the world, to take care of themselves, and interact in positive ways in others both in person but also increasingly in virtual spaces.

Since the term was coined, many countries have initiated policies and programs, and this can teach us much about the different approaches to GCED than can be found across the world. To guide policy makers and educators, UNESCO has developed sets of materials that can be adapted and contextualized to different settings on key issues such as hate speech, violent extremism, genocide, and recently supporting reconciliation and healing after conflict.

We continue to face critical questions like "What core competencies do learners need to think through complex systems, build social consciousness and lead change and transformation?", "What are the most effective pedagogies and approaches to foster these competencies?", "What in fact does critical

thinking mean in practice?", and "How can schools best support learners to translate their ideas into innovations?".

"Global citizenship education, like education in general, needs to be reinvigorated to be transformed."

It was this aspiration that ignited the process to update UNESCO's 1974 recommendation concerning education for international understanding, cooperation, peace and education related to Human rights and fundamental freedom. And following extensive consultations the revised recommendation is expected to be adopted by UNESCO's member states at our general conference in November next month.



Welcoming address

LIM Hyun Mook
[Director of Asia-Pacific Centre of Education for International Understanding (APCEIU)]

This annual GCED conference has been held for the last 8 years. This conference has now established itself as an important international platform for sharing experiences and inspiring ideas and imagination. Let us congratulate ourselves on this achievement.

However, the reality facing us today is remotely far from congratulatory. We may well ask ourselves "what is the meaning of all this effort for GCED including this conference?". "What has happened since 2015, and what have we done since 2015?" I'm raising these questions to remind ourselves of the urgency that the reality of today is imposing on us.

"Because the reality of today is different, because the crisis and challenges are different, we need more sharpened focus for GCED." We need something that unites us while respecting diverse understandings and practices of GCED. It is with this feeling of urgency and this call for our joint action that I'm opening this conference with you. I hope this discussion will share the feeling of this urgency, and move forward one step further in our joint action for GCED.



Keynote Speech:

Our prH.E. Phout SIMMALAVONG
[Minister of Education and Sports, Lao People's Democratic Republic]

Our presence here is important in the sense of reflection of our collective commitment, recognition of urgency, recovery from pandemic, and transforming education for peace and a sustainable future.

The Ministry of Education and Sports of Lao PDR adopted the Education and Sports sector development five-year plan from 2021-2025. This plan aims to create the opportunity for all young people and adults to have equitable access to quality education and lifelong learning, enabling them to obtain knowledge, skill, and competencies to reach their full potential and contribute to and benefit from socio-economic development and support LAO PDR to graduate from Least Developed Country status by 2025.

"Significant achievements have been made, including the educational-related targets for the Human Assets Index criteria for exit from Least Developed Country status", but the disparity remains a challenge for national development. The government emphasized reducing those gaps by giving priority to disadvantaged groups such as poor people, females, and ethnic groups living in rural and remote areas while setting a policy for development.

Lao PDR education priorities are following:

- 1) Ensure all children and young people are in school and learning center.
- 2) Adjust curricula to address lost of instructional time and provide catch-up tutorial programmes.
- 3) Focus on improving equity in access to quality education, including greater access to ECE, prioritizing one year pre-primary, and particularly for children who do not have Lao as their mother tongue.
- 4) Recognizing the important role of teachers and strengthen the capacity of teachers on digital pedagogies so they can effectively support online/blended learning

- 5) To keep school and learning center safe and conducive for learning. We ensure schools and learning centers have hygienic products and follow hygiene practices, and are provided with adequate teaching and learning materials, including digital devices.
- 6) Prioritize strengthening the management capacities of educational administrators at all levels of the system starting from school principals to district, and provincial authorities.

Lao PDR Education Vision and Plan and GCED are closely aligned. It aims to develop individuals who are knowledgeable, skilled, and responsible citizens who can contribute to a more just, sustainable, and peaceful world. The Lao GCED framework is the most important instrument for planning and implementing GCED in the curriculum.

E.g. – Civic education subject for Lao PDR lies in the teaching-learning curriculum from lower to higher secondary education integrated the GCED framework into the subject. The purpose of this course is to provide students with knowledge of the world structure, features, cultures, customs, living together in the community, society, especially to contribute to protect and to develop the nation and international community.

A cooperation and technical support from the UNESCO multisectoral regional office in Bangkok had brought the GCED content to be disseminated to the heads of the department in the ministry curriculum developers and provincial education offices.

Due to the technical and financial support from APCEIU, Lao PDR has been able to implement GCED related activities. In addition, the Lao PDR is also collaborating with the APCEIU for the Korea-Lao teacher exchange for the global education in cooperation with Lao national commission and GCED cooperation center cluster project for the teacher education institution. I would like to take this opportunity to express my sincere thanks to the government of the Republic of Korea, APCEIU, and other partners.

“I strongly believe that this project and the program has been making meaningful milestones in our cooperative relationship, particularly promotion of GCED, thereby contributing to the achievement SDG 4.7 – Peaceful and Sustainable future in our planet.”

PART I.

GCED as Transformative Education in Times of Change

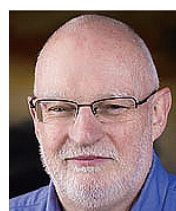
<p>Plenary Session 1 Multidimensionality of GCED in the Face of Multiple Crises: A Moderated Conversation over Urging Issues of Violence and Climate Change</p>	
Time & Date	14:30-15:30, 18 October 2023
Venue	Bloom A+B (LLF)
Description	The first plenary session will highlight the multidimensional nature of the current crises, challenges, and solutions and discuss how GCED can/should amplify its interdisciplinary nature for more effective practice and pedagogy without overwhelming practitioners and learners. The discussion will revolve around salient current issues such as climate change, on the one hand, and the normalisation of violence, on the other, and how GCED should/could engender transformative learning and critical empowerment.



Moderator

Karena MENZIE-BALLANTYNE

Senior Lecturer,
 Central Queensland University,
 Australia



Multidimensionality of GCED in the Face of Multiple Crises: A Moderated Conversation over Urging Issues of Violence and Climate Change

Patrick DOLAN

UNESCO Chair in Children, Youth and Civic Engagement, and Director of the UNESCO Child and Family Research Centre at the School of Political Science and Sociology, University of Galway, Ireland



The Meaning of Becoming Global Eco-Citizen in Climate Crisis

LEE Jae-Young

Professor, Kongju National University,
 Republic of Korea

**Multidimensionality of GCED in the Face of Multiple Crises:
 A Moderated Conversation over Urging Issues of Violence and Climate Change**

Patrick DOLAN

[UNESCO Chair in Children, Youth and Civic Engagement, and Director of the UNESCO Child and Family Research Centre at the School of Political Science and Sociology, University of Galway, Ireland]



What is empathy? Empathy is not sympathy, it's about compassion. It's a capacity to identify with another's situation, feelings, and motives. Understanding the attribution of your own feelings to the other is much easier for us with people that are near us and similar to us. It's somewhat more of a challenge when it's farther away. Empathy is often described as either cognitive or affective. Cognitive is the capacity to think about and understand where the other is coming from. Affective is about emotionally engaging with it.

There are four components – 1) Understanding Empathy 2) Practicing Empathy 3) Overcoming Barriers to Empathy 4) Putting Empathy in Action.

We have developed this as a secondary school program in Ireland. Thanks to the Ministry of Education in Ireland, it is now compulsory education in Ireland as of September of this year. A core part of designing the program was that the education is actually peer-led. Young people educate each other with the support of the teacher around putting empathy into practice.

How is empathy education important for climate challenge or violence prevention? It's innate, it's something that we're naturally almost born with. Even in the animal kingdom, you can see the way animals can demonstrate empathy, sometimes even in classic videos where a child falls in a zoo and the animal does not actually attack the child.

During the adolescent years, particularly, the brain is growing, and one of the things that we now know that can be developed through plasticity in the brain is the capacity for greater empathy through education. Through empathy, you can see others in a way that leads you to joint action. Through empathy developed in school, hate speech, labeling of others, violence is lessened.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

How empathy education can enable greater resilience? This can be explained using the 5 R's -Responsiveness, Relationship, Reciprocity, Ritual, Routine. Resilience is not just coping with it; it is the ability to overcome adversity, bounce back, and do better than expected.

Myself and my colleague in UNESCO, Mark Brennan, would make a very strong argument that if you look at social capital, and particularly human social capital, citizenship, and the role of empathy within that, it's a critical investment. It's not just an investment in young people, but an investment in communities, an investment in social capital, and an investment in humanity. There is no community without empathy. *"There is no social capital without empathy. There is no real citizenship without empathy."*

We need to give empathy education as a proper value. It needs to be seen as important as learning maths in school, because human interaction and relationship is key fluid to our daily lives.

What are the benefits we get from empathy education?

1. Opening of New 'Other' Relationship
2. Reciprocity of Support common goal of climate justice
3. Reduce Personal Bias Increase in Self and External Esteem Civic Response to less violence
4. Respite from focusing on one's own difficulties perspective taking

Meaning of becoming eco-citizen in climate crisis

LEE Jae-Young

[Professor, Kongju National University, Republic of Korea]



If you look at the recent report by UNDP, the quality of life overall has begun to deteriorate and the human development index(HDI) has started to decline. If we are to follow the red path, our lives and the future of earth will be destroyed or will be under a great threat. We need to think about whether we can take this green line, and where we are going to get the power to move this graph toward the green line in the future, could become the most critical question in global citizenship education.

Ecosystem destruction and climate change are being talked about as primarily caused by meat consumption, poaching, and trafficking. While these issues can mostly be termed environmental or ecological issues, six months after COVID, nearly 600 million people worldwide lost their jobs, transforming these issues into issues of unemployment and poverty. Moreover, the majority of the lost jobs belonged to poor women, triggering gender inequality issues. The loss of jobs by poor mothers led to a sharp increase in cases of child rights violations due to lack of care. These issues have also caused conflicts and disputes of varying scales around the world.

The United Nations University publishes an annual report titled 'Interconnected Disasters and Multi-crisis,' highlighting that climate change is linked to economic poverty, human rights, inequality, gender discrimination, and issues of peace. In the backdrop, ecosystem destruction and climate change are operating as significant factors.

"In this sense, in global citizenship education, or climate change education, the emphasis should be that climate change is not simply an environmental problem." Climate crisis is not just about the environment, it's also about colonial, racist, patriarchal systems of oppression. The problem of climate change is an issue of oppressive systems such as imperialism, racial discrimination, and patriarchy. In this sense, in this era of climate change, the goal of global citizenship education should be to help people to deal with these issues in an integrated manner. They need to realize and be aware that environmental issues are related to economic issues, human rights issues.

The concept of the 'Global eco citizen' is defined as a 'citizen who is simultaneously a global and ecological citizen, as well as a democratic citizen, contemplating how to create a sustainable and good life with other people, life, and the Earth, and possessing the will and capacity to do so.' It suggests 'transformative environmental competency' as the most important skill of a global eco citizen.

When the UN announced the 17 SDGs goals in 2015, the slogan was also 'transforming our world.' 'Transforming' implies that the world cannot continue to be sustainable if it operates as it does now. Emphasis is placed on what standards should be developed to nurture such new capabilities, one of the most critical of which is 'critical thinking.'

In the process of developing these standards, I carried out a survey once, asking about 1,500 students and citizens who they thought they are, and they had to choose two options that best described their identity from six options - 'I am me,' 'I am part of the family,' 'I am a village /regional person,' 'I am a Korean,' 'I am an Asian,' or 'I am an Earthling.' The two most selected options were 'I am Korean' and 'I am me.'

I believe these two combined represent the typical modern human being. Modernity was an era that defined humans as beings capable of being the subjects of their lives based on reason, and created a system of belonging to a community called a country. Therefore, when asked who I am, the idea of being a citizen and the thought of being me seem central to us. But I think through GCED, or global eco citizen education, people will be able to identify themselves with a certain region, or a certain village, as an earthling. So they will no longer see themselves as an isolated being, in fact their horizon will be broadened to see themselves as part of a bigger community and I think this will contribute in creating a new vision.

I hope that when somebody asks you who you are, one day we will be able to answer that *"We are an earthling": so everything that happens on earth is related to me* and it matters to me and I think that this is our future direction we should have in terms of GCED education.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Q&A



Q. If you step on the toes of the values of the family, they will be upsetting the children, that there will be mental health issues that will need to be addressed by the family, because you are making the child anxious. In your research, how do you find the balance of being positive and still addressing those issues?

Lee: I believe climate change is creating two valleys in our minds where our emotions can flow. One leads to anxiety and depression, then to anger and guilt, and over time to feelings of helplessness, a more intense hatred and distrust of humanity, and eventually to resignation and indifference. To prevent our emotional valleys from heading in this direction, we need to open ourselves up to addressing the problem, to listening and responding to others' stories – this is where empathy becomes crucial. In this context, the challenge of climate change education and global citizenship education should focus on how we can help ourselves (self) not be small, rigid, and individualized, but rather more connected, expanded, and ecologically extended. This is a critical topic that I hope both climate change education and global citizenship education will address together.

Q. How did you manage that getting the understanding around empathy education that it wasn't just one more thing, that we've got to deal with and incorporate?

Dolan:

1) We really worked on what as the evidence that we can provide to teachers that empathy education is crucial. Teachers in secondary schools are staying we're so busy, we going to do a math class instead, they didn't even prioritize it. What we found was that if you teach empathy education, you do better in your grades.

2) Getting a better understanding based on the evidence: We worked closely on developing four years work on developing 12 classes of 40 minutes curriculum that covered all the aspects of empathy education.

3) The participation of teachers and young people themselves. We worked with teacher education groups and young people on designing the curriculum in a way that is interesting and meaningful

4) We went on advocacy campaign with the public (where actor Killian Murphy played a huge role)

Q. In your future diagram, you didn't include "I am me". How can we have a sense of community without having a sense of self-awareness within that community?

Lee: The idea of 'I am me' isn't excluded, but instead of the individualized self shrinking, I believe it's possible to simultaneously form 'I am me' within a relational/expanded self where I am 'a villager, a local person, and broadly, a global citizen'. These two perspectives are not antagonistic or selective; rather, I think they can enhance each other and work towards enriching our lives and improving our quality of life.

Q: Where is self-awareness, self-understanding in empathy education?

Dolan: One of the components is looking at self-compassion, which is different to narcissism. It's basically giving yourself a break at certain times at a very human level. Contextualizing empathy education is not just within what happens when you walk into the school.

It is really about a more critical understanding. If you look at the SDGs 1,4, and particularly 4.7.1 about quality education and marginalized populations, I think it really is a key connector.

Q. There are concerns that the use of technology has made youth feel lonely. How can you incorporate that into strategies of empathy education?

Dolan: Empathy is the capacity to mirror with the other, sometimes with the other that can be very different to you. That is the challenge, and objective to do so.

Once you have a context to empathize with, for example, what young people specifically liked about empathy education is that is a positive, it is something I can do. Great thing about empathy is that you put it into your own agency and you take that agency. That's a key message of the curriculum.

Q. Roles of technology in climate change education?

Lee: Over the past 3-4 years in Korea, due to COVID-19, there has been a concern that the wealth gap might be transforming into an educational gap. Even with well-equipped hardware, many young children in grades 1-2 of elementary school, lacking a parent or someone to care for them during remote learning, seemed to be lost and confused. There is a worry that the number of children in grades 3-4 who cannot read or write might increase.

One positive aspect that emerged is related to the many islands in Korea. Schools on these islands are small with fewer students, making it difficult to run diverse programs. However, during the pandemic, teachers scattered across various islands connected, inviting famous authors via Zoom and

PART I.

GCED as Transformative Education in Times of Change

DAY 1

implementing programs that would have been impossible for isolated schools to conduct before, using science and communication technologies.

Another concerning issue is the increasing use of YouTube in Korean schools. It seems that the gap between what children can actually do and what they believe they can do is widening. For example, on YouTube, one can build a building in 15 minutes, which is not the case in the real world. The discrepancy between what is experienced through such media and what can actually be done might grow, raising concerns for the future. This highlights the need to expand project-based and problem-based learning that deals with the real world.

**Q. 1) What is the difference between practicing empathy and putting empathy into practice?
2) Theoretical frame of empathy education?**

Dolan: The practice element is that you think about yourself, and you mirror with one other person. It's very much an experiential process.

We have guidance for teachers on the program, the program has also been used in non-formal education in various locations.

E.g. Teachers would talk about their own life and ask people to talk about what was their experience. There are of course ethical guidelines, but you just start a conversation. It's about connection. Human connection, interaction and integration is what empathy is, and those three components are core to the program.

We ask young people to think about something they know absolutely nothing about. (ex. What are the issues for Rohingya youth in Myanmar?) It began a conversation. Teacher led a geography class into an empathy class. There are different ways that this can happen.

Lee: The reason we ask 'Why don't people act despite knowing about the severity of climate change and environmental crises?' is because there is a failure to distinguish between understanding the problem and empathizing with the pain it causes.

Merely understanding the problem does not lead people to act or practice change. The crucial link to action and practice is whether one empathizes with the suffering of those affected by the problem, or with the lives that are dying. I think this is an important task for the future.

Plenary Session 2 GCED "Competences" as Transformative Learning for Critical Empowerment	
Time & Date	15:50-17:00, 18 October 2023
Venue	Bloom A+B (LLF)
Description	The second plenary session will problematize the conventional approaches to "competences" and rearticulate global citizenship "competences" anchored in the idea of transformative learning for critical empowerment and social engagement. This will involve discussions of the breadth of skills constituted by and through GCED and enabling conditions, as well as how GCED principles are converted into actual teaching-learning practice, without reducing them to a technical matter and while maintaining a holistic and contextualised approach.



Moderator

Aaron BENAVIDES

Professor, University at Albany-SUNY, USA



A generic model and its blockers

Esther CARE

Professorial Fellow, University of Melbourne, Australia



RFCDG and Global Citizenship Competences

Călin RUS

Director, Intercultural Institute of Timisoara, Romania; WG Leader of Reference Framework of Competences for Democratic Culture (RFCDG) by Council of Europe



Mapping the Emerging Landscape of Global Citizenship (Education) Research in Asia Pacific: Implications for Transformative Learning

LEE Moosung

Professor, Yonsei University, Republic of Korea

PART I.

GCED as Transformative Education in Times of Change

DAY 1

A generic model and its blockers

Esther CARE

[Professorial Fellow, University of Melbourne, Australia]



There are many countries looking to reform curricula, and it is sometimes difficult to put lots of different priorities together.

How do we manage, integrate many new priorities into education systems? We typically look at what we want to achieve when we design programs and monitor them. We look at the end goals and work back from those end goals in a backward design process to think about what we need to put into place in order to achieve those goals. That means that achievement is measured against that end goal(outcome), rather than looking at the contributing components. I suggest that we should focus on outputs that come before those big outcomes. This is because when we look at different priorities, they contain lots of the same components.

We need to think about how the education system or a country thinks about bringing these together.

Ex1) Work in Bhutan with APCEIU – They were looking to accommodate gross national happiness concept, global citizenship, and values education.

Ex2) Uganda was trying to bring together generic competencies, life skills, values, as well as environmental awareness, health awareness, and so on.

How can countries bring all these together these separate goals?

This was the 2016 draft model for global competency. It's not detailed, but takes a holistic perspective that brings together knowledge, skills, attitudes, and values. When you form competencies, you're able to take action.

Examples of different priorities are: global citizenship, sustainable development, global competence, climate change, transformative education.

Can we combine lots of these specific goals, the contributing components to them in a way that fulfills each of those big targets but maximizes the efficiency of looking at the contributing elements? Each of those goals have a lot in common, and they all require 21st skill, or transversal competencies.

Traditional education – Knowledge
 Global citizenship – Knowledge, skills, attitudes & values
 Climate change education – Knowledge, skills, attitudes & values
 Transformative education – skills, attitudes & values

Can we focus on those transversal competencies, seeing them as enabling characteristics that will combine to produce the outcomes in which we're interested in the terms of the labeling of these different systems? There are a very strong group of competencies that all contribute to these same particular outcomes that we value. Maybe *"we should be focusing on those outputs as our goals rather than the specific labels."*

What are 'enabling characteristics' that I'm talking about? It's going to vary across countries and regions. This particular word cloud(assembly) is an assembly of the life skills, generic competencies coming out of Kenya, Tanzania and Uganda. We can bring it down just to the core competencies themselves across these three countries. You can see very familiar areas like cooperation, critical thinking, creative thinking, and problem-solving.

These sorts of TVC(Transversal competencies), although you will get slightly different groupings of them across different countries and regions, but there's definitely a core grouping that most of us would recognize.

If we think about bringing those together, we need to think about how you can implement them into the curriculum?

We need to think about how we implement the concept into the curriculum. We are thinking about deconstructing, or making the concept of global citizenship, but we're also thinking about how do you bring that into an education system in a way that teachers will be able to work with?

1)We need to think about the notion of 'a global citizen'. *"Since a global citizenship perspective on the world is intrinsically about how one behaves and takes action, the best aligned approach to teaching lies in 'modeling' of behaviors, not a direct instruction."*

Saying that 'You should ...' isn't engaging, and doesn't give a reason for it. Teachers should be modeling the behavior.

2)Deconstruct competencies and characteristics which can be conceived as process factors (e.g., problem solving, critical thinking), to demonstrate how to enact these

What shifts an individual from being competent to doing something? Intrinsic and extrinsic factors that

PART I.

GCED as Transformative Education in Times of Change

DAY 1

might enable action, but empathy might help us trigger action.

We can deconstruct those complex constructs into a series of steps, and we can teach those steps. If we teach those steps in different subject areas in different levels of teaching, the concept will be generalized such that the students should be able to enact those.

There are different ways of integrating the competencies. But what shifts an individual from being competent to doing something? Getting that trigger doesn't work so well. I've been thinking about intrinsic and extrinsic factors that might enable action. One of the solutions is that empathy might help us to trigger action, just as Dolan and Professor Lee talked about.

RFDCDC and Global Citizenship Competences

Călin RUS

[Director of the Intercultural Institute of Timisoara, Romania; WG leader of reference Framework of Competences for Democratic Culture (RFDCDC) by Council of Europe]



Council of Europe's Reference Framework of Competences for Democratic Culture (RFDCDC), first published in 2016, is conceptual clarifications, including 'democratic culture' and 'cultural diversity'.

This was the first model of competence that has recognized values as a component of competence. Here, we have values clearly distinguished from the attitudes. Knowledge part is not knowledge itself, especially in this era where access to knowledge is universal. What we need is knowledge combined with critical understanding. We also need autonomous learning skills so that we continue to learn,

process, and understand the knowledge. Empathy is also described as skills in this model. Attitudes, which are very important in the topic of living together in a society are contained.

This model is just the core of the reference framework. We also have specific and statistically validated competency descriptors in the reference framework. Each of these 20 elements, we have a list of observable behaviors(outputs) that illustrate that a person possesses a certain level of proficiency in any of these elements. It includes the model of competences, descriptors of competence and guidance for use. The model includes 'knowledge and critical understanding of the self', 'communication, cooperation and communication'. The Council of Europe argues that these are elements that the education system should consider as a key part of their mission. This has been also acknowledged by the ministers of education of all the countries in Europe- most recently, a few days ago, in the conference of the ministers of education in Europe at the end of September in Strasbourg.

"RFDCDC is not a theoretical model that is deducted from theory, but is derived from analysis of 100 models of competencies." This model is building on the theoretical and empirical studies of many researchers in different parts of the world, not just in Europe.

How is RFDCDC connected with target 4.7 of SDG 4 and with GCED? You can see mentions of culture diversity, peace and nonviolence in relation to conflict resolution, and some other aspects. Connection can be made in respect to the attitude of 'civic-mindedness', an attitude that we have towards others, not looking only at our own interest. It includes all levels from the village level to the global community. This is also connected with the concept of sustainability.

"Already many countries in Europe have used RFDCDC to make changes in the curriculum, design learning activities, train teachers, improve assessment, etc." The bank of descriptors and methodology that have been developed can be a useful tool in developing an effective, adequate, and ethical assessment.

Lastly, the Council of Europe is proposing this model to be seen not just as an individual subject-based aspect. Some of these are already a part of many curriculum subjects in every education system, while some of them are not. This model should be done in a whole school approach, throughout a school activity – in cross-curricular activities, extracurricular activities, different aspects of the life of school. (E.g. commitments of the school to promote sustainability, awareness of issues around sustainability or other global issues.)

We have proof and examples of interesting and effective learning activities that can stimulate learners to connect to the values, develop their attitudes, skills, critical understanding, and accumulation of knowledge that makes sense for them and the community.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Mapping the Emerging Landscape of Global Citizenship (Education) Research in Asia Pacific: Implications for Transformative Learning

LEE, Moosung

[Professor, Yonsei University, Republic of Korea]



To figure out the key research question of “What are the distinctive features of research on global citizenship competences in the Asia-Pacific region?”, I conducted a review of 36 articles (mostly peer-reviewed articles) related to global citizenship education.

The horizontal axis represents “multiple, multi-centered locals” as the agents of global citizenship or global citizenship education articulation. This signifies that discourses or ideas or global citizenship have manifested in diverse regions. For example, even the idea of ‘global citizenship’ in Europe is considered not as universal articulations of global citizenship or rather as one regional articulation that is part of the articulation by multiple regions. Left of this axis is the Western world, and on the right the Asia-Pacific region, with in between this continuum various other regions can be placed. Of course, Asia-Pacific itself is not a homogenous, monolithic entity, but for a simplified presentation I put this way.

The vertical axis represents a continuum of global citizenship as institutionalized forms such as competencies which are placed at the top, and global citizenship as philosophical discourses/thoughts which are placed at the bottom. Here, being ‘institutionalized’ means creating and implementing specific rules and procedures to endorse a specific idea in a formal organization and situation.

So, the quadrants resulting from this intersection of two axis convey the following meaning:

Quadrant 1,2 represents GCED curricula and educational practices at the national or regional level across different regions in Asia-Pacific(Quadrant 1) and in Western world(Quadrant 2). More importantly,

Quadrant 2 also represents discourses and frameworks on GCED which are predominantly led by major international organizations and some non-profit organizations. They are mainly rooted in the Western world, such as UNESCO, OECD, EU, Oxfam and international Baccalaureate organizations.

Quadrant 3,4 represents the global citizenship discourse inherent in the Western and the Asia Pacific indigenous ideas, respectively.

Arrows indicate the relationship between the quadrants.

The studies falling under the category of “Adaption” raises concerns about the simple adoption or consumption of global citizenship competences/education driven by Western-based IGOs. Some studies were also concerned about excessive adaptation including nationalist tint in GCED in some countries. This case might be seen as appropriation, so consequently there might be an issue of ‘double adaptation’.

If we accept Walter Mignolo’s (2011) argument that today’s discourse on global citizenship is pretty rooted in the west. If this assertion is accepted, contemporary discourse on global citizenship and related narratives may have their origins in the west tracing back temporarily to ancient Greece and conceptually to Western modernity, which would be a form of re-westernization. From this perspective, negative aspects of adaptation can potentially extend to the broader issue of double adaptation.

The studies categorized under “Reverse Adaptation” can offer a critical perspective on the institutionalization process of GCED within dominant discourse, primarily led by IGOs.

For example, a case study from the Philippines where political democracy is not firmly established and social economic inequality is pervasive, demonstrates how GCED can provide students with open, safe, and vibrant spaces for critical discussion of controversial social and political issues. The study highlights the importance of GCED in providing students with the tools and spaces to critically engage with contentious issues, fostering critical thinking and action.

I reckon this is the real-world example that illustrates the idea of how transformative learning of students contributes to macro-level goals like social justice. This suggests that *“Global citizenship should not be reduced to a narrow set of competencies mostly provided by major international organizations or provided by external agencies.”*

These studies categorized under “Rever Adaptation” questions “what competencies” are needed in the Asia-Pacific region and how they should be defined and incorporated in the regional context.

(Reflection 3: Studies that seek origins) There were a number of studies seeking origins of global citizenship idea in indigenous thought in the region. These studies see global citizenship more than competencies, but as virtue, character, moral qualities, spirituality, etc. Of course, understanding Global Citizenship as competencies is beneficial, given that it is an effective way to institutionalize global citizenship in our school curriculum and system. However, especially when trying to conceptualize GCED as something “transformative”, these indigenous thoughts could be valuable sources for thought experiments.

(Reflection 4: No unified perspective/practice) Final reflection is that there is no unified perspective or educational practice of “Asia-Pacific” GCED competences. This arises from the multitude of voices and cultural backgrounds that shape the discourse and educational practices related to GCED

PART I.

GCED as Transformative Education in Times of Change

DAY 1

competencies. The discourses and educational practices in the Asia-Pacific region are multi-centered, with multiple voices.

In line with events in Israel and Palestine over the last few days, I couldn't help but think that the title of this international conference: "Transformative Learning for Critical Empowerment" contains a sense of urgency. The adjective "transformative" implies substantial and substantive changes, not just mere improvements. 'Transform' means to change form. And 'form' represents a certain state of existence. 'Trans' signifies the movement between various forms.

In essence, moving between different forms of existence may refer to "seeking the most relevant forms within the diversity". In this regard, "Unpacking GCED: Transformative Learning for Critical Empowerment" is about discovering the most relevant forms of GCED within the diverse Asia-Pacific contexts.

Q&A



Q. Given the scope and multiple crises that we're experiencing, focusing only on the younger generation today squanders the opportunity to also transform learners who are no longer in school who are part of older generations. Brief response to this question?

Esther: Just over two years ago, Uganda, Tanzania and Kenya got together because they wanted to understand what the levels of proficiencies were of young people throughout the countries, both those in school and out of the school. To understand what some of the related concepts would be understood by communities, there was a huge contextualization study undertaken on a number of different

constructs like problem solving, self-awareness, respect, collaboration. And they drew definitions and understandings from rural and urban areas from parents, teachers, from village leaders and adolescents, in order to understand what their understandings of these concepts were.

It's not only about whether it's in school or out of school, it's about what is understood in a local community or in a region, or in a country about understanding skills.

Călin: The reference framework of the Council of Europe (RFCD) emphasizes that it is equally valid for all learners, regardless of age or education setting. Of course, how it's done has to be adapted to age or different other aspects. We do have a separate set of descriptors for children under the age of 10.

Lee: Obviously, education occurs not just in school, but it happens throughout our lives. It's pretty true that lifelong learning is always around us. But the reason we are focusing on global citizenship at the K-12 level, is that we could institutionalize global citizenship as sort of a tangible form using our curriculum and assessment system. But at the same time, same/similar types of competence should also be applied to the adult population or people of informal or non-formal context. In that sense, shifting focus from individual K-12 students to more collective actors could possibly broaden the processes, perspectives and outcomes of GCED.

Q. Should IGOs and NGOs develop one framework including all those different views or several frameworks based on regional realities and needs?

Lee: Some GCED competencies may have universal values and principles, definitely, but my argument was that they should be adapted and contextualized to different groups of people based on the language, religion, etc. On one hand, there are certain core values and principles of GCED that could be broadly applicable. At the same time, different communities and cultures have unique world views and ways of thinking. Respecting and learning from their unique indigenous thinking would be another way to enrich our understanding of GCED.

Q. Focusing on the enabling outputs through transformative education, is there a rethinking on assessment framework in this case? Are the three countries in East Africa designing suitable assessments as part of their curricular transformation?

Esther: Many countries see a great need to assess summatively, while many countries increasingly want to assess formatively. The degree of knowledge and familiarity that teachers have both with assessment (i.e. assessment literacy) and with the nature of the competencies that lead to global citizenship is not well developed. In the meantime, there are assessment groups and examination councils in many countries who need to show their particular standards in terms of these competencies. Some of them are attempting to assess these competencies in the same way they may have been assessing content knowledge for many years. That is not going to lead to a good place. I think we are a little bit out of sync in terms of the needs and the amount of assessment literacy behind it.

Yes, those countries are interested in assessment but they vary. For example, Uganda is quite interested in pushing the formative assessment approach with these competencies, whereas in one of the other countries you find that's a little bit different.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Q: Democratic culture, competencies, and values, attitudes, skills, knowledge, and critical understanding are related to the practical basis- the behavioral part is very important. How are these competencies linked to the technology, such as ICT as a pedagogical means in the teaching-learning process? What are the strategies to make these competencies practical through the use of ICT?

Călin: ICT can be a very valuable tool for designing learning activities and environments that develop these competencies. These elements of competence are the same that are needed in real life and in online life. Young people today live in both, so we need both. Council of Europe has a specific program called digital citizenship education framework, which is based on this framework, and which aims exactly at supporting education systems and teachers in endeavor to use the online environment to develop these competences but also to have processes of learning about how these competencies are to be used in online life.

Plenary Session 3 Transforming Education for Transformative Learning (PANEL DISCUSSION)	
Time & Date	17:20-19:00, 18 October 2023
Venue	Bloom A+B (LLF)
Description	This panel discussion will invite a range of key stakeholder groups working on/for GCED such as policy-makers, teacher education institutes, youth, educators, and civil society organizations to share their ideas and visions on the current efforts to 'transform education,' and on what needs to be done to ensure that education leads to transformative learning.



Moderator

HAN Kyung-Koo

Secretary-General, Korean National Commission for UNESCO



Michael BOAKYE-YIADOM

Director-General, Institute for Educational Planning and Administration at University of Cape Coast, Ghana



Christopher CASTLE

Director of the Division for Peace and Sustainable Development, UNESCO



Karena MENZIE-BALLANTYNE

Senior Lecturer, Central Queensland University, Australia



Umair MUSHTAQ

Senior Manager Development, The Little Art, Pakistan



Berika SHUKAKIDZE

Director, National Center for Teacher Professional Development, Georgia



Didi SUKYADI

Vice Rector, Indonesia University of Education, Indonesia

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Panel Discussion

HAN Kyung-Koo
[Secretary-General, Korean National Commission for UNESCO]



1st Round Questions:

- Why do we need transformative education?
- What does it require/entail?
- How are we succeeding and/or failing to bring meaningful transformation into education and/or through education?

2nd Round Questions:

- What would be the main contribution of Global Citizenship Education to transforming education and true transformative education?
- What needs to be done further?

Michael BOAKYE-YIADOM
[Director-General, Institute for Educational Planning and Administration at University of Cape Coast, Ghana]



I will begin with Ghana's cultural indigenous knowledge. There is this popular saying and belief in Ghana that the Chief's words are final. So when the Chief speaks no one else speaks. Now this has changed culturally to when a child learns how to wash his or her hands well. He or she is allowed to dine with the elders. From a cultural point of view, when the chief speaks, you can't even question and you can't even make a comment. Because that is final, he is the Chief. Where once you know how to wash your hands well if you understand the contexts, you can sit on the same table with the Chiefs with the Elders and then question them. So culturally we've gone through many transformations and from the cultural context to education we are seeing many more transformations.

First justification for me, why we need transformative education, is that even our culture is going through transformation. As a committed member of the international community, I'm referring to Ghana and many other African countries and I'll limit myself to ECOWAS (Economic Community of West African States), the African Union, UNESCO, and the United Nations. Within this context, we have a responsibility to transform learning.

If you look at Agenda 2030 for sustainable development, a plan for action for people, planet, and prosperity, there is room for transformative education. UNESCO's future of education initiative reimagining education transformative learning is there.

Agenda 2063, the Africa we want, 2013 to 2063, there is transformative learning in there. In The Ghana education sector plan, 2018 to 2030, we are required to transform learning. Then just last year, September 2022 Transform Education Summit, I happen to be Ghana's national convenor and the

PART I.

GCED as Transformative Education in Times of Change

DAY 1

summit itself, action, ambition, solidarity and solutions to recover pandemic related learning losses and so the seeds to transform education in a rapidly changing world. That is also transformative learning.

As a follow up to last year's Transformation Transforming Education Summit. Countries made commitments, national commitments, and we are required to make sure that we fulfill these requirements. There are a lot of transformative learning agenda in that commitment statement that we made last year as a country and we are working so hard to make sure that we stay glued to these commitments.

Then last month, the United Nations' SDG Committee Summit 1819 September, that was also some emphasis on transformative learning and then the African Union has declared 2024 as a year of Education, there's an element of transformative learning.

Then just a few weeks ago when the world celebrated teachers, the world teachers did a theme. The teachers we need for the education we want. There is also an element of transformative learning there.

There is every justification that *"we all need to work together and stay committed to transforming education in Ghana and also in many African countries."* To conclude, the Ministry of Education in Ghana with its agencies and I'll mention three.

Naka is the National Council for curriculum and assessment. There is an ongoing curriculum review, especially at the pre-level, to make sure that there is focus on transformative learning. The Education service is doing the same. The National Teaching council is doing the same. Making sure that we develop teachers who understand issues of global citizenship and can also drive the transformative learning agenda.

Christopher CASTLE

[Director of the Division for Peace and Sustainable Development, UNESCO]



I want to draw us back to the basic issue of how we need to transform education because we need to be able to achieve SDG4. We need to make sure that all learners have access to good quality education. Specifically, of course, a number of speakers earlier today made reference to target 4.7 and I think that really speaks specifically to global citizenship education for us at UNESCO.

One of the things that which has come up so strongly in the Transformative Education Summit and also in terms of our work to support countries to move forward with global citizenship education is to understand that *"education is transformative when learners learn what they need to learn to make the world a better place for themselves, their communities, societies, and for the world."*

Transformative learning is therefore learning that equips learners with the knowledge, values, and abilities to act for the betterment of all people in the planet and the planet. We know that education can help all of us connect with the world and it exposes us to new possibilities and forms of thinking strengthens our capacities for dialogue, to imagine, co-create and to act. However, the question is what do we need to transform in education so that education becomes transformative.

The first is that we need to continue to build education on the guiding principles that underpin human rights. These principles need to include things like the essential right to a quality education throughout life. Inclusion, equity, cooperation, and solidarity among others and that are reflected in the revised text, the revised 1974 recommendation, which concerns education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms.

The second premise is that the purpose and goals of education are to contribute to building a more socially inclusive, peaceful, and sustainable world. It was referenced earlier, the UNESCO 2021 report, reimagining our futures together, a new social contract for education. Again the soon to be adopted 1974 recommendation provides us with a fresh review of the purpose and shared vision of education.

The third premise is that transforming education needs to be taken in a holistic and comprehensive manner. Changes to specific parts or components of the education system, in and of themselves, won't lead to the kind of transformation we need so a holistic education system approach tying it to the broader social, political, and economic context is critical. Then finally we need to engage all actors. Educators, families, communities, students, ministry staff and partners in our transformation efforts. The whole school approach would be a good way of summing it up and we think about the whole school approach so many times when we're trying to achieve a transformation or a change in education.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Karena MENZIE-BALLANTYNE
[Senior Lecturer, Central Queensland University, Australia]



We need transformational education because the only constant is change and the only thing that has changed about change in the last few decades is that it is becoming more rapid and more complex. We need young people, we need adults, we need all learners to be resilient and adaptable.

In the Australian goals for Education, we talk about active and informed members of our locals and global communities. So transformative education needs to develop independent critical and creative thinkers who are capable of and motivated to see past the clickbait and have informed discussions and to act on some of the wicked problems that we are facing.

What does this entail? Active and informed requires education that motivates and inspires. Whether it's through empathy or other means, "we need to move away from teaching content." We need to use that content to teach conceptual understanding, to teach cognitive skills, social emotional skills, to build the types of values and attitudes that promote that community-minded child. The way we need to do this, as Director Russ pointed out, is connecting that knowledge to the real world. We know that a lot of students now are just getting through school so that they can get on with the real world. There is this huge divide between the two, *"we need to bring that real world back into the classroom and that's part of transforming education."*

Where are we succeeding or failing?

There are pockets of excellence everywhere in classrooms, in university classrooms, there are passionate teachers, there are passionate lectures, but we need to move away from this charismatic leader model because those teachers move on. We need to actually institutionalize that charisma if you like, so that it becomes systemic. Whether it's the whole school, through a whole department, or through a whole country. We need to get rid of the either or mentality. Either we get back to basics and do literacy and numeracy or we do stuff like education of global citizenship. To me, that mentality has entrenched disadvantage for decades. Because who gets the best back to basics rhetoric? The

low socioeconomic, disadvantaged schools and students. They are the ones that are missing out on building the competences that allow them to break the poverty cycle. We need to ensure that the type of education we're talking about, the equity and excellence that we're talking about, through SGD4 filters through and gets past that either or.

The either or mentality that bugs me is "it's either national pride or global citizenship". You can have both. This type of education values diversity. It asks you to look at the self. It asks you to come from your own values, your own culture, your own basis and then embrace, understand, and have empathy for the other. It's not that we have to be either nationalistic or global citizens. We can easily do both and the cosmopolitan mentality addresses that. We also need to look at the way we're training teachers, the freedom and the mandates we give those teachers. We have huge issues around teacher shortage and teacher attrition. We need to let them experiment; we need to let them fail sometimes in order to transform.

Last but not least, the point that Professor Essa brought up earlier, we need to look at assessment. In our research, the biggest blocker to implementing this type of transformative education is "yes but I have to teach to the test", "yes but I have to get through this standardized assessment", "yes but I have to get my student to University". Until we push past that mentality and move towards the sorts of assessment that the professor was speaking about. Where we're measuring outputs and formative development and not just a number or a letter on a page in order to go to the next level of education or make the school look good. Then we're going to have problems transforming education.

Umair MUSHTAQ
[Senior Manager Development, The Little Art, Pakistan]



PART I.

GCED as Transformative Education in Times of Change

DAY 1

The question why we need transformative education, a joke comes into my mind. Why does Pakistan need transformative education when our education system should be as adaptable as a Pakistani's taste buds? Ready to handle spicy problems, sweet solutions and everything in between. So that's the answer and to answer why we need it.

While working at the grassroots level in Pakistan and working with the universities and schools, we have experienced that people do not know what the GCED is. They ask about it so we need to educate, we need to advocate more.

Among many things, why transformative education is essential to Pakistan, I would like to quickly highlight three major things. One holistic development, transformative education fosters holistic personal development addressing socio-economic disparities and promoting critical thinking that actually empowers marginalized communities and other communities. So global perspective, it equips students with a global perspective and cultural awareness so promoting tolerance and a sense of global citizenship. Third, why do we need a sustainable future? Because transformative education emphasizes the essential for addressing environmental challenges and contributing to a better future.

What does it require? Among many things, I would focus on four things. Continuous evaluation and adaptation. *"The education system should be continuously evaluated and adapted to ensure it remains responsive to the evolving needs of society and global landscape."* Second, public awareness and advocacy. Raising public awareness about the importance of transformative education and advocating for its implementation is crucial to garner the support and resources. Third is policy reforms. Enact policies that revise curricula, promote gender equity and integrate Arts and Technology. I'm specifically talking about our region, what we are facing and how it should be. The fourth one, teacher training, should be extensive. Developing comprehensive teacher training programs for innovative pedagogy, global perspectives and cultural sensitivity.

How we are succeeding and the challenges. Through my work, we have been working in Pakistan from 2007 and many other organizations working and bringing efforts into that space. I will specifically talk about numbers. How we reached and how many people we have reached which we consider our success in 16 years. We have done 81 large scale events and festivals in Pakistan, we have reached 9 million, more than 9 million children and youth who attended our programs. We have reached 5,600 schools who participated in our programs and workshops. We have conducted 6,130 workshops with teachers, children, and youth in Pakistan in the past 16 years.

We promoted Arts in education, increased school enrollment, bridge the gender gap, and our efforts to modernize the curriculum. Challenges we faced, quality of education because in the formal curricula, we feel that there is not much integration of the Arts. *"The Arts actually empowers and gives the creative space for children and young people to work on that and empower themselves."* Third and last one, inadequate teacher training which we face ongoing challenges because it is very crucial and should be at the higher level.

Berika SHUKAKIDZE

[Director, National Center for Teacher Professional Development, Georgia]



You don't have to be a rocket scientist. If you turn on CNN or any international news channel you see what is going on in the world. We lack responsibility as human beings. Dr. Ballantyne raised the question that "are we global citizens or are we nationalists?" We just have to answer this simple question with a very simple answer. We have just to be human beings. What's going on in the world now, sometimes we as human beings, we do not as human beings. When it comes to my region, I think when we talk about why we need to learn more about transformative education? We have to ask this question to ourselves, what we need and what we are going to transform. We came from Soviet 70 years of Soviet regime and then we have to transform first our mental state and then the homo sovieticus mind. What we have, still unfortunately. Most of our teachers were educated and raised during the Soviet regime so we have a lot to transform. We have a lot to teach. My attitude when I talk to my colleagues is that it is very hard to recreate or raise my mom, a physics teacher, who is 74 years old but I am more optimistic to raise my son or daughter and then to help my mom to change her own behavior. Because she still teaches the same way she used to teach. When it comes to changing agents, I think that *"the students are the better changing agents who can help transform their mindset and also to help households to behave more democratic."* When you visit the UNESCO web page, it says to help raise students to be responsible and active citizens. My colleagues and I think that responsibility is a crucial thing to help students to be more active citizens, more responsible citizens and global citizens. After responsibility comes the power and no government, no regime, can occupy your mind when you are a responsible citizen and have a strong household.

What we do now is to help kids develop stem projects, different types of projects, through working ethics empowering them to be independent citizens. They will be responsible citizens as well because just by talking, by preaching, you cannot succeed especially in my part of the world. We are educating teachers. We are educating principles. SDG goals are the responsibility of every governmental institution in the country. But still, I strongly believe that only by talking and preaching, you cannot reach the goal. By doing research, you are empowering students to be responsible citizens and to be human beings, to respect others, other cultures, and other age groups or genders.

PART I.

GCED as Transformative Education in Times of Change

DAY 1

Didi Sukyadi



There are two backgrounds that make transformative education needed at the moment. First of all, we see the increasing interdependence among countries in the world. The second one, we see that there are still some disparities among countries in the world between North and South, between East and West that sometime will create tensions and make the problems we are facing more complicated.

I agree with my colleague, Berika, we are human beings, we are the only creatures in the world that have a brain, mind, and imagination. We cannot rely on the job of planning our future to other creators, animals or extraterrestrial creatures. It is our responsibility to draft our own future whether it will go to something good or go to something bad.

We believe that the preparation of having individuals who have ability in overcoming depression and complex problems is through what we call transformative learning. Transformative learning in every effort, we are doing to nurture this trait. At least require someone who is able to create new values, who is able to reconcile between tension and dilemma and someone who can take action. In our experience, transformative education is underway in Indonesia through the policy that we call as independent learning. Through this policy at university level, all University students are required to study one semester outside the university walls. Through some activities like internships, entrepreneurships, community engagement, teaching assistant, research project, independent study and student exchanges. The faculty side *"we are encouraged to adopt more learner-centered teaching approaches such as using case methods."*

In our university at the moment, we are applying the principles of global citizenship education in one subject that we call civic education. This subject should be attended by all university students in Indonesia, not only in our university. We are using a project-based approach in this matter. At the beginning we are trying to identify

the problems and the problems can be about global issues like poverty, gender bias, migrant issues, refugee issues, global health and global issues we are facing at the moment. After problem identification, the next step is choosing problems and here they decide their own problems that they are interested in. After that they are required to gather information whether from the field, for example by interviewing source persons, by reading or by doing small scale research. Then they are developing portfolios whether in the form of pliers, news, videos or short movies. The next one, they are challenged to showcase their portfolios. It is done in the form of online or offline. By showing their portfolio they will be able to express what they have been experiencing in the previous stages and after that they are doing the reflection. It is to reflect on what they have been doing and to plan the future activities. In terms of what we call student exchanges, *"we also require students to mix with our community to learn not only inside campus but also outside the campus."* This will create positive feedback to them in terms of culture understanding.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 1. GCED in Practice	
Time & Date	10:00-11:30, 19 October 2023
Venue	Session 1.1 : Bloom A (LLF) Session 1.2 : Bloom B (LLF) Session 1.3 : Project A (2F)
Description	The concurrent sessions will showcase programmes and cases on how GCED can be implemented in various domains, ranging from curriculum to lifelong learning to teacher education.

Session 1.1 Curricular Integration of GCED



Moderator

Călin RUS

Director of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCD) by Council of Europe



Anoulom VILAYPHONE

Director General, Research Institute for Educational Sciences, Lao PDR



Edward APPIAH

Director-General, National Council for Curriculum and Assessment (NaCCA), Ghana



Amber RAI

Curriculum Developer I, Ministry of Education and Skills Development, Bhutan



Anoulom Vilayphone,

Director General of the Research Institute for Educational Sciences in Lao PDR, embarked on a mission to advance Global Citizenship Education Curriculum Development(GCED) and its integration into secondary education. The approach centered on several key strategies, including conducting situational analyses to pinpoint areas for improvement, developing a comprehensive GCED framework, and seamlessly integrating it into the curriculum. Notably, they crafted a teacher's manual with detailed lesson plans too. The project unfolded in three crucial phases: the first year saw situational analyses and mechanism establishment(given that most of the schools in Laos was closed and everyone was not allowed to go out, working at home because of Covid), along with capacity-building workshops for key stakeholders and establishing curriculum development committee in 2021. The second year, 2022, placed emphasis on development and integration, including the completion of the teacher's manual. The actual pilot testing was executed twice in the central region of the country, leading to ongoing efforts for refinement, revision, and official approval in the third year, which was completed just last month. The first pilot allowed stakeholders to get a total picture of how to integrate GCED into their curriculum, how to address some issues with the methods, and how to compare the methods from different regions. In Vilayphone's word, he insisted that *"After we do the first trial, we found some room to improve, especially for...how to raise some examples to the students, or how to read the total picture that you need to have in the GCED content into reality of our condition."* Some examples that can visibly reveal its achieved outcome would be GCED Integrated Curriculum for Civic Ed. for secondary schools and Manual Integration for GCE into the Civic Education Subject for both upper and lower grade. This project offered valuable lessons, fostering a deeper understanding of global communities and cultures, promoting collaborative problem-solving among teachers and students, and discussing the essential attributes such as democracy and sustainability. Future plans include the publication of teacher guides for both lower and upper secondary schools, expanding Training of Trainers (TOT) programs, and supporting for teacher training at the provincial level, not to mention continuously integrating GCED into all subjects of primary curriculum. Recommendations moving forward include reducing some local textbook content while incorporating more GCED material, thereby achieving a balanced mix between local and global perspectives. Furthermore, it's important to align the content with the principles of GCED since there are some contents that are not relevant enough for the GCED integration. Vilayphone concluded that they are going to make a final conclusion in few years after applying these progresses into the actual teaching.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**Edward Appiah,**

Director-General of the National Council for Curriculum and Assessment (NaCCA) in Ghana, leads an agency focused on the development, review, and enhancement of the national education curriculum and assessment standards. He insisted that *“our mission is to develop curriculum that ensures Ghana’s children are lifelong learners in the sense of national identity and global citizenship, and we seek to do this by delivering a worldclass curriculum for quality education.”* The impetus for GCED stems from its alignment with SDG 4.7, emphasizing human rights and equality etc., particularly SDG 4.7.1, which involves the mainstreaming of GCED. The best practices for GCED would be addressing all levels of national policy, curriculum, school, and the classroom, learning from the other countries’ models such as Canada, Kenya, South Korea, and Finland. Curriculum level includes stand-alone GCED programs, integration into curriculum, and cross-cutting(integrating into practical world challenges). At the classroom level, they focus on providing teacher guides, training, and lesson exemplars. On a school level, they encourage conferences, seminars, school competitions, and community services geared towards GCED. Ghana’s vision is to ensure its children have the same opportunities as their global peers, fostering them as global citizens, and to assess six core abilities such as global citizenship. The extent where GCED has been integrated into the national curriculum includes philosophy, pedagogical approaches such as collaborative and inquiry-based learning, formative assessment, values like integrity and respect for diversity, attitudes including curiosity and flexibility, and core competencies like global citizenship and critical thinking. Challenges include translating GCED values into instruction, developing pedagogical skills, securing GCED teaching/learning resources, and lack of role models. These issues are being addressed through pilot implementations, upscaling, teacher training, and awareness improvement by APCEIU’s GCED CDI Project in order to encourage teachers to integrate GCED into their classroom activities, with collaborations with IEPA and UCC to conduct capacity-building workshops for training officers. The process involves mapping GCED concepts into practical subject curriculum, constructing the framework and methods for delivering GCED, studying best practices, development of essential teaching resources, and implementing pilot testing. In this way, they have developed a new framework that focuses on formative assessment, *“how formatively the children can learn and then access along the line”*, by looking at peer setting from the classroom. A key recommendation would be to continually explore GCED approaches from other countries and gain insights from their best practices.

**Amber Rai,**

a Curriculum Developer I at the Ministry of Education and Skills Development in Bhutan, explains specific goals for GCED in Bhutan such as capacity buildings, developing GCED curriculum framework, the creation of an implementation guide, subject-specific guides with exemplars, and pilot testing. To achieve these objectives, key strategies have been employed, including reference to international resources and practices, integrating GCED into the classroom, curriculum mapping, and conducting capacity-building workshops for teachers, students, and stakeholders. Key stakeholders for the integration guide encompass curriculum developers, training developers, education monitoring officers, principals, district education officers, and teachers. The integration process involved establishing an advisory board, selecting subjects, grades, and focal persons, mapping objectives of each subject via GCED themes, and constructing a review committee. The mapping process has shown similarities between the objectives of English for class 7 and GCED. Notable outcomes include content mapping, GCED framework, capacity development workshops, and implementation guide and exemplars for teachers. The implementation strategy followed the TeAM model, which emphasizes teaching and education(explicit lessons and programs, integration into existing curriculum), application by students(school policy, its culture, classroom, programs), and modeling predominantly by teachers(whole-school approach, parents inviting programs, multi-sectoral collaborations to GCED). Every step was important and if any phase showed some problems, they went back to the previous step, meaning that this model was conducted by sequence. Assessment guidelines were all provided in the teacher guide and framework. The lessons they have learned from this was the feasibility of GCED integration into other subjects, the importance of teacher capacity, the need for alignment between curriculum and learning experiences to better address GCED, and recognizing that means are as crucial as the end, with in-site PDs being more effective. Challenges include limitations in human and material resources in terms of both quantity and quality, coordination difficulties with NGOs, and time constraints for both educational staff and teachers. Future plans include enhancements to the integration guide and exemplars, further pilot testing and whole-school approach with TeAM model, increasing school staffs, translating GCED materials into Dzongkha, and expanding to higher grade subjects. One thing that was pretty impressive during the Q&A session was the fact that teachers were more likely to be motivated by self-empowerment, rather than being empowered by someone else. According to Rai’s word, *“they’re self-involved, we don’t have to involve them… and a self-empowered person is a very strong person”*. Also, he thanked a panelist who questioned about those who don’t have access to school or formal education, like students from nonformal centers, and replied that they will consider that aspect as well in the future.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 1. GCED in Practice	
Time & Date	10:00-11:30, 19 October 2023
Venue	Session 1.1 : Bloom A (LLF) Session 1.2 : Bloom B (LLF) Session 1.3 : Project A (2F)
Description	The concurrent sessions will showcase programmes and cases on how GCED can be implemented in various domains, ranging from curriculum to lifelong learning to teacher education.

Session 1.2 GCED as Lifelong Learning



Moderator

HAN Geon-Soo

Professor, Kangwon National University, Republic of Korea



Nominmaa ULZIIBAT

Founder & Lead, Check-Check Project, Mongolia



IniOluwa ODEKUNLE

Founder, The Identity Project, Nigeria



AN Hyunsook

Future Education Policy Team Leader, Suseong Future Education Foundation(Suseong District), Republic of Korea



Nominmaa Ulziibat

The first presenter, Nominmaa Ulziibat conducted projects for enhancing media literacy in Mongolia, with a particular focus on youth. The presenter emphasizes the problem that *“not every piece of information posted on social media is reliable and accurate”* while the internet usage of mongolian is remarkably high. In response to the proliferation of fake news on social media platforms, she developed a digital manual to address digital literacy and to promote global citizenship education throughout Mongolia, starting with market research to understand the genuine needs of Mongolian youth and ensure real-life applicability.

Her efforts included a youth ambassadors program, which engaged over 1,000 participants, and a youth club with 20 members. The primary goal was to tackle prevalent media literacy issues and ultimately eliminate them. To reach a wider audience, Ulziibat utilized comic books and a website.

These projects collectively impacted 600,000 Mongolians. Given the significant knowledge gaps in the region, enhancing education for young people is an urgent priority. Ulziibat emphasizes that Global Citizenship Education (GCED) is not merely a subject to memorize but an enduring source of knowledge and a lifelong journey itself.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**IniOluwa Odekunle**

Second presenter, IniOluwa Odekunle conducted the “Dolafiya” (means “peace” in pan-Nigerian languages), a project to address dissatisfaction within the Nigerian community promoting religious peace between Christians and Muslim community. The project fosters Global Citizenship Education (GCED) with a focus on “responsibility” for communities, empowering individuals with “agency”, and providing them with the “competencies” needed to create positive change. Stating that *“Lifelong learning is a huge part of creating positive change and a huge part of GCED”*, and depicting informal learning as a *“superpower”*, Odekunle emphasizes lifelong learning and the power of informal learning through social media content creation.

The central part of the Dolafiya project is modeling, aiming to demonstrate how peace is possible to exist between Muslim and Christian. They show the story that two religions intersect peacefully, positively, and productively. And surprisingly, the positive interaction between difference religion and production became friendship and it constitutes the project team also. He mentions that focusing on what each of two religious groups shares in common rather than seeing the difference was critical in realizing we’re all the same human being beyond religion, which finally opens the chance of friendship. The project has reached over 100,000 people and involves a diverse team of both Christians and Muslims, promoting an inclusive message in the Hausa language. Odekunle encourages using stories to create models of a global citizen.

**An, Hyunsook**

In the final presentation, An, Hyunsook discussed how Suseong-gu has been implementing Global Citizenship Education (GCED) at the local government level for 7 years. Their focus has primarily been on adult education through non-formal educational programs, extending beyond traditional formal education. They’ve seamlessly integrated GCED principles across various sectors, including education.

One remarkable achievement was the establishment of the Suseong-gu Global Academy for Women, a pivotal tool in educating adults on topics such as the environment, human rights, and energy. This knowledge was applied practically to daily life. For example, women volunteered to reduce water usage and promote recycling. They also reformed abandoned jeans to make their own unique bags. Activities like providing cotton sanitary pads and overseas volunteering transformed what elderly women think and act, motivating them to continue their commitment to education and practical engagement.

The initial goal was to foster sustainability and cultivate expertise in global citizenship, resulting in a successful 7-year project. According to An Hyunsook, their success can be attributed to their swift understanding of the educational direction and their effective use of non-formal education to address it.

When An asked middle school students about GCED, they responded with concepts like love, friendship, respect, and practice. She concludes that “GCED is one for all, all for one. One person education for everyone. Everyone provides education for one person.” Ultimately, she sees GCED as a powerful force for positive global change.

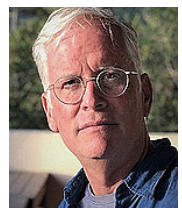
PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 1. GCED in Practice	
Time & Date	10:00-11:30, 19 October 2023
Venue	Session 1.1 : Bloom A (LLF) Session 1.2 : Bloom B (LLF) Session 1.3 : Project A (2F)
Description	The concurrent sessions will showcase programmes and cases on how GCED can be implemented in various domains, ranging from curriculum to lifelong learning to teacher education.

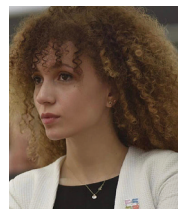
Session 1.3 Interdisciplinary GCED for Tertiary and Pre-service Education



Moderator

Christopher CASTLE

Director of the Division for Peace and Sustainable Development, UNESCO



Natia NATSVLISHVILI

Expert on Democratic Citizenship;
Member of the Bureau of Education
Committee of the Council of Europe,
Georgia



Serafin ARVIOLA Jr.

Director of GCED Cooperation
Centre-Philippines, Philippine
Normal University, Philippines



Bisalla SALLAH

Principal Education Officer, Federal
Ministry of Education, Nigeria



Natia NATSVLISHVILI

Expert on Democratic Citizenship and Member of the Bureau of Education Committee of the Council of Europe from Georgia, mentioned that GCED exists in almost every part of the Georgian education system. GCED is well written in its education policy and practices of Georgia. GCED is important for Georgian society, particularly peace, as the country is leaving the post-Soviet Union era. Georgia also highly regards the importance of peace and Ms Natsvlishvili mentioned that *“it’s very important to feel that we are part of the global citizenship society.”* Numerous competencies outlined in Georgian legal and theoretical frameworks for education programmes are highly related to and fully support implementing various learning, including GCED, lifelong learning, etc. There are five national basics for pre-service teacher education programmes, including national education strategy, national qualifications frameworks, national educational standards for teachers and school principals, national curriculum, and national teacher qualification/certification exams. As for GCED, it is implemented in the formal education sector in both specific and integrated subjects. In Georgia, there are dedicated subjects to GCED, such as ‘Me and Society’ for primary levels and ‘Citizenship education’ for primary and secondary levels. At the same time, GCED is also integrated into other subjects, such as science. Citizenship education is also taught at higher education levels, including programmes for pre-service teachers. The main courses taught at the higher education level include intercultural education, human rights education, children’s rights, democratic culture and human rights, and SDGs. Acknowledging the criticality of resources for teachers and educators on GCED, along with parents and the general public, Georgia has ensured the availability of resources offline, online, and in various languages. As mentioned by Ms Natsvlishvili, *“without resources, we cannot do nothing.”* One example is a website, living-democracy.com, where teachers, parents and professionals can find resources related to GCED, democratic living, etc. The National Centre for Teachers in Georgia also actively collects materials on GCED to assist teachers and various stakeholders working on promoting GCED. Ms Natsvlishvili shared that Georgia is proud of its achievement in ensuring the availability and accessibility of resources and support to promote GCED. However, she also recognizes that the country still needs to tackle the low status of the teacher’s profession, and a weak link exists between schools and universities.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**Bisalla Sallah**

Principal Education Officer at the Federal Ministry of Education of Nigeria, began by asking the viewers to think about the criticality of teachers and educators in the classrooms. He argued that the teacher is the vessel to transmit formal knowledge to learners. The teachers also play a significant role in transferring non-cognitive learning outcomes, including values, ethics, social responsibilities, civic engagement and citizenship. He continued by sharing the four pillars of learning, thematic areas and learning domains of GCED. Regarding GCED and pre-service teacher education, Mr Sallah argued that *“to be an effective teacher is easy, but to be responsive teacher is difficult without having the knowledge of GCED.”* In addition, he mentioned that it is vital to integrate GCED into the learning process. Therefore, more efforts are required to equip teachers nationwide to teach and integrate GCED in their classrooms. In particular, it is vital to promote place-based learning to ensure learners have the knowledge and skills to understand and solve the issues they encounter, cultivate their ability to recognize and appreciate diversity, strengthen their empathy and contribute to peace. Mr Sallah also added that *“the only thing to be an educator is to direct them (the learners), guide them, and let them solve problems.”* Strong political will is also critical to implementing GCED learning in classrooms effectively. Moreover, Mr Sallah also reiterated the importance of place-based learning for students to acquire knowledge and take actions that directly address the issues/problems on the ground. In addition, Mr Sallah shared the importance of GCED in the pre-service teacher’s education programme. In particular, to help increase the teacher’s competencies and commitment to promoting socio-emotional learning, equip teachers to be the agents of change, and sensitize teachers about protecting human rights, equity, environmental protection, and promotion of peace. Moreover, teachers will also be encouraged to see themselves as global citizens. As a way forward, Mr Sallah mentioned that to make inclusive GCED possible, there should be a recognition that all education stakeholders are implementing continuous advocacy and sensitization on the concept of GCED and increasing the political will from the leaders to promote GCED.

Question for Mr Sallah:

Is there any teacher education institution in Nigeria?

Answer:

Civic education subject is available, but more is required. Within the Nigerian curriculum, there are many subjects but no specific subject on GCED.

**Serafin ARVIOLA Jr.**

Director of GCED Cooperation Centre-Philippines at Philippine Normal University, mentioned that the Philippines National University (PNU) signed an MOU with APCEIU to build a GCED Cooperation Centre (GCC) to mainstream GCED in both classrooms and the teacher education system. PNU has developed an operations manual for the GCC in the Philippines to strengthen the foundation of the GCC in the country and ensure its sustainable operations. PNU also recognized the importance of capacity building of its faculty members and administrative staff on the concept of GCED. Mr Arviola added that *“we would like to make our school a whole-school approach, which means it is not only the curriculum, it is not only the faculty member, but also the administrative staff.”* Therefore, training programmes have been implemented targeting these groups to ensure the GCC is operated by members who highly recognize and understand the concept of GCED. The GCC in the Philippines also researched to understand to what extent GCED exists in the research area within the country. It was identified that out of 359 research articles identified, 32% have themes related to GCED. Social media operation has also been conducted to promote the concepts and programmes related to GCED to various layers of communities within the Philippines. The GCC also collects data to understand and identify the need for teacher training on GCED in the country. GCED Network in the Philippines has also been established under the GCC. PNU is further working with various universities across different regions to promote the training of GCED concepts and practices. The idea is to create regional hubs to ensure GCED can be learned and practiced based on the examples and cases in the region. PNU also conducted a series of training sessions for the GCC staff for benchmarking with GCED-related institutions in Korea. In 2023, the GCC has various initiatives, including *“harmonizing the efforts of the Philippines government and UNESCO APCEIU in the Philippines as far as GCED mainstreaming.”* The programmes on GCED includes the Korea-Philippines Teacher Exchange Programme and the first GCC International Research Conference on GCED held in the Philippines. As for the ways forward, the GCC Philippines will focus on establishing a GCED research journal to further promote the research on GCED-related topics. As for advocacy, it will strengthen the GCED network nationally. The GCC will also enhance its efforts to work with universities in integrating GCED into university subjects. Training and capacity building will also be strengthened at higher and teacher education institutions.

Question for Mr Arviola Jr. from a participant from Pakistan:

What are the challenges the GCC faces while integrating GCED into the curriculum?

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Answer:

When integrating GCED, it was during the pandemic; thus, the integration was held virtually and focused on ensuring public safety. After the COVID-19 era, the GCC was recalibrating GCED integration into various topics, including human rights and sustainable education.

Question from Louis May Lim - Philippines Maritime University:

Philippines Maritime University is looking forward to being part of the GCC network and questioned whether a maritime university can take part.

Answer:

The existence of regional hubs is to increase interdisciplinary approach, and the GCC welcomes the Maritime University to be part of the regional network.

PANEL DISCUSSION



Moderator

Christopher CASTLE

Director of the Division for Peace and Sustainable Development, UNESCO

Christopher Castle to Natia Natsvlshvili:

Q. What changed in the post-Soviet era concerning the promotion of GCED?

Natia Natsvlshvili:

Generally, responsibility and belonging to a broader society have been valued. These are the main differences between the Soviet and current times. Currently, every individual within the country has started to recognize that there are other people in other parts of the world, and we can learn, communicate, and contribute to the lives of other people, even those far away.

Georgia is also endeavouring to apply a whole-institutional and whole-system approach to instil in each individual that everyone is part of the system and can take action to improve this world.

Christopher Castle to Bisalla Sallah:

Q. Please share what about GCED inspires you to continuously promote it in the pre-service education system.

Bisalla Sallah:

Mr Sallah mentioned that he is determined and eager to learn more. He first encountered GCED through his colleague in 2022. Concerning in-service teacher training, he experienced that since his university life, none of his lecturers have taught about GCED, peace education or the need for collaboration. The education system was one-way. Therefore, after he learned of GCED, he believes that more teachers must also learn about it to ensure meaningful classroom learning processes.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Christopher Castle to Serafin Arviola Jr.:

Q. Please share more about the GCC Philippines' whole-school approach, which included training and capacity building for admin staff in the pre-service teacher training sector.

Serafin Arviola Jr.'s response:

Previously, PNU has researched the integration of GCED in the education system. It is found that GCED has been integrated into the curriculum, but more efforts on the whole-school approach are required to ensure effective implementation of GCED. Therefore, all layers of school communities need to be equipped with GCED concepts. Starting with training school administrative staff, PNU aims to show what a model school teaching GCED is about.

Solomon Bakar (Nigeria) to Serafin Arviola Jr. and Bisalla Sallah:

Q. CSO is crucial for promoting peace, thus recommending GCC at PNU and the Nigerian government to involve CSO in GCED promotion and engage communities. In particular, Mr Bakar also shared his experience as a CSO stakeholder in Nigeria to continuously promote peace for youth despite the threats from Boko Haram.

Bisalla Sallah's response:

GCED is vital in informing us about ourselves, our culture and our collaborations. Mr Sallah also mentioned that he is highly aware that the organization Mr Bakar belongs to is from the same region as he is; thus, he also recognizes the situation in the area, particularly within the past year, where it has been categorized as a red zone. The Nigerian Ministry of Education highly recognizes the criticality of collaboration with CSOs in the country, particularly its roles in the community and the facts that they experience the situation on the ground.

Christopher Castle to the floor:

Q. It is widely recognized that GCED implementation could not be effective without the involvement of CSOs

Serafin Arviola Jr.'s response:

Examples of conflict transformation happen within the community and are implemented by the CSOs. For example, there are conflicts in Mindanao (the Philippines). At the same time, the issues of trauma, healing and conflict transformation are not covered in the schools but highly occur within the communities. Therefore, CSOs are highly critical.

A lady to Natia Natsvlshvili:

Q. To what extent are women actively involved in GCED promotion in Georgia? Is there any barrier for women?

Natia Natsvlshvili's response:

In her personal experience, Natia explained that teachers are primarily women in the country. Although the decisions from the top are made mainly by men, the implementors in the classrooms are women. Natia was also a teacher before and is now the focal point for GCED projects in Georgia with APCEIU and part of the European government network for competencies for democratic culture. She encountered no issues working in this education path and obtained support from her superior. However, it is also acknowledged that women are part of vulnerable groups in the country. Therefore, more support is required for women to be involved.

A suggestion from the floor:

Q. The most significant barrier to education is poverty; thus technical education to tackle poverty is essential before teaching GCED

Serafin Arviola Jr.'s response:

Indeed, it is crucial to have a technical education. The government in the Philippines is also working endlessly to ensure students are well-fed with nutritious food to ensure they can learn effectively.

Christopher Castle to all panelists:

Q. Regarding GCED, what thoughts could you share about inclusive GCED?

Serafin Arviola Jr.'s response:

For example, in the Philippines, there are more and more efforts from universities to promote inclusivity. For instance, following the gender-based GCED training targeting universities, some universities have implemented gender identity-based graduation ceremonies where students could express themselves in terms of clothing according to the gender identity they identify with.

Bisalla Sallah's response:

Women are now coming up to participate in decision-making in the house, the community, and the political sphere.

Natia Natsvlshvili's response:

For her, inclusivity means everybody's involvement in taking responsibility and action for change. Thus, we need to teach the students to recognize that they also have the responsibility and ability to take action.

Bisalla Sallah:

Let's employ empathy in everything that we are doing. Let's forget about material things, focus on equity and take collaborative actions.

Serafin Arviola Jr.:

We have been promoting peace, but there are still conflicts happening. Thus, we have homework as teachers, parents, and educators to gear up our efforts to prevent people from dying from the war. If we work together and learn, we can prevent conflicts and live peacefully.

Natia Natsvlshvili:

GCED could be a luxury for specific communities and countries. However, it is a crucial element for promoting peace, which needs to be endeavored by each community.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 2. GCED “Competences” for Social Engagement and Critical Empowerment: Beyond Individualistic Approaches

Time & Date	13:00-14:30, 19 October 2023
Venue	Session 2.1 : Bloom A (LLF) Session 2.2 : Bloom B (LLF) Session 2.3 : Project A (2F)
Description	The concurrent sessions will discuss and showcase transformative learning and critical empowerment for and through GCED from various contexts and stakeholders. In so doing, they will explore “competences” GCED tries to nurture in learners and educators as well as enabling conditions. Some key implications for GCED monitoring in such discussions will also be explored.

Session 2.1 GCED Competences for Educators: Teaching Practice as Transformative Learning for Critical Empowerment



Moderator

Faryal KHAN

Programme Specialist for Education, UNESCO Bangkok Office



Rebecca Rosario O. BERCASIO

Professor & Director, Center for Teaching Excellence, Bicol University, Philippines



Dylan WRAY

Global Director, High Resolves Learning at the Human Responsibility Accelerator, South Africa



Jefferson R. PLANTILLA

Researcher, Hurights Osaka, Japan/Philippines



Rebecca Rosario O. Bercasio,

from Bicol University in the Philippines, has shared the teaching practice as transformative learning for critical empowerment in her region. It started by institutional research on GCED, and proceeded through attendance to 2021 APCEIU Global Capacity Workshop, completion of APCEIU Mentorship Program, and academic visit in schools who are performing global citizenship education. What has been done in Philippines until now includes capacity building, fostering a deeper understanding of GCED, developing materials with practical exemplars, growing up local experts, providing specific strategies for GCED integration into current curriculum, conducting regional batches, webinars, workshops on instructional material development, institutional training for teachers, and enriching school and classroom activities by building on existing foundations rather than something new. Key lessons learned were the significance of mentoring sessions for effective GCED integration, the necessity for sustained connections with participants and mentees, more experts on GCED, proactive motivation, the value of reflective learning, and the lack of essential resources. However, there also have been challenges, including scheduling difficulties, limited budgets, issues with power and internet connectivity, and the need for full support on whole-school approach. Rebecca proposes a model for the critical empowerment of teachers, centered on capability building, a continuum of opportunities, fostering connections and collaborations, and raising consciousness. Given the fact that all these things for GCED were taught to only 203 teachers among all other teachers, there is still a long journey ahead. One example of the transformative learning is notable changes in students’ attitudes such as increased tolerance and openness towards others, even leading them to actively engage in projects aligned with GCED principles. At the end, she emphasizes that “[E]mpowering the teachers should go beyond the session hall or the training hall like this”, meaning that the teacher empowerment should not be just on the surface but rather be an authentic service. Also, she ends with her saying that “we have to make sure we make meaningful connections with them afterwards... We hope that we will be able to affect positively the other teachers in the other regions in the country.”

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**Dylan Wray,**

the Global Director at High Resolves Learning at the Human Responsibility Accelerator, emphasizes that *“empathy has never been a soft skill…but this is a hard, strong skill.”* He provides tools for practicing empathy, which are the act of pause, listen, identify, and validate. To illustrate what it is like, he shares a scenario involving young Korean teacher-Jiho, young Japanese teacher-Haruka, and older Japanese teacher-Akino. During a live workshop that brought together Korean and Japanese teachers, Jiho courageously broached the Dokdo issue in the hope of fostering a peaceful and open discussion. Not surprisingly, the atmosphere grew tense, and both Akino and Haruka were noticeably frustrated. Haruka even shared her upset experience observing a key ring with the word 'Dokdo' from a souvenir shop. However, in contrast to Haruka, Akino chose to quietly listen to the stories shared by Jiho and Haruka, refraining from immediately expressing her own frustration. She instead shared her personal experience of visiting a Korean school and receiving a warm greeting from Korean children. Akino insisted that, despite the difficulty of the conversation, it is crucial to address this topic. This act of empathy and courage had a profound impact on the other teachers, prompting them to acknowledge that their perceptions of Korea had been limited to positive aspects like K-pop, without considering the broader educational context. In this story, Akino is demonstrating empathy by pausing to withhold judgment towards Jiho, listening attentively to her colleagues instead of turning the conversation to herself, identifying Jiho and Haruka's conflicting emotions (frustration, confusion, guilt, shame etc.) in the same situation, and validating their experiences rather than dismissing their emotions. This act of courage and empathy resulted in teachers not getting away from discomfort but instead engaging in meaningful dialogue. Following Wray's word, *“empathy is about how we listen to each other, how we engage each other.”*

He also stresses the numerous positive outcomes that arise when empathy is cultivated, such as improved teacher well-being, increased student engagement, enhanced teacher-student relationships built on trust, and the potential for observational learning to promote empathy. However, there are some challenges to be empathetic, which are limited space for emotions in school curriculums and the generation gap between teachers and students as time flows. Nevertheless, *“empathy is a muscle…[which we] need to continue to develop.”* Wray ends the presentation with an old saying from Aristotle, *“Knowing yourself is the beginning of all wisdom.”*

**Jefferson R. Plantilla**

was the one who ended the 2.1 session by presenting the lessons from APCEIU's Capacity-building Programmes, which was aimed to deepen participants' understanding of Education for International Understanding (EIU) and GCED while teaching them practical skills and perspectives. The main components of these programs included sessions, field visits, action planning, reflection, synthesis, and cultural exchange. One of the valuable lessons emerged from these endeavors was that the *“participants need time to digest some ideas”* and generate their own questions. Furthermore, conceptual clarity is very crucial, particularly given the diverse perspectives among learners, and we need to integrate practice component, allowing participants to express their critical understanding and practically apply it to their areas of expertise. The balance between local contexts and global issues is the main key for the program input since GCED is about both the local and the global, and linking the content to local situations is a significant point. This is hard to accomplish because it's easy to get overwhelmed by one side and we lack time for discussion. Jefferson also talks about addressing two challenging participants; those who know(already knowledgeable on the topic, fails to get a new perspective or depth), and those who do not want to know(bored posture and no response). It requires full cooperation from fellow participants throughout the training process and an open-minded approach from teachers to deal with these people. Also, critical rethinking of existing knowledge and exploration of new ideas is the strategy to engage such individuals, emphasizing the significance of providing time and space for reflection. It is paramount to respect participants' knowledge and experiences while encouraging them to reconsider these within the context of GCED. As facilitators, the role is to provide participants as many activities as possible for engagement and guide them toward meaningful thinking, rethinking, and hopefully, action planning. Plus, GCED is a problem-solving education, which promotes exchange of ideas and experiences among students and teachers, eventually leading to developing new ideas. From this perspective, Plantilla stresses, *“don't plan for anybody, [make them] plan for themselves”*. APCEIU is working on developing these skills and made a training team to implement training programs. However, main question still exist; how can we promote action part of GCED, and what are some limitations within this program? One of the key points in GCED training program for teachers is that GCED has to be applied to the practical steps such as their work as global citizens. APCEIU and other facilitators are all working hard to find a best way to proceed this training program and how to integrate GCED in our lives in an effective way.

PART II.

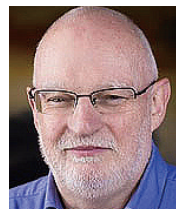
Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 2. GCED "Competences" for Social Engagement and Critical Empowerment: Beyond Individualistic Approaches

Time & Date	13:00-14:30, 19 October 2023
Venue	Session 2.1 : Bloom A (LLF) Session 2.2 : Bloom B (LLF) Session 2.3 : Project A (2F)
Description	The concurrent sessions will discuss and showcase transformative learning and critical empowerment for and through GCED from various contexts and stakeholders. In so doing, they will explore "competences" GCED tries to nurture in learners and educators as well as enabling conditions. Some key implications for GCED monitoring in such discussions will also be explored.

Session 2.2 Youth as Change Agents



Moderator

Patrick DOLAN

UNESCO Chair in Children, Youth and Civic Engagement, and Director of the UNESCO Child and Family Research Centre at the School of Political Science and Sociology, University of Galway, Ireland



Violeta RAMIREZ

Psychosocial Researcher, Fundación Universitaria Sanita, Colombia



Umair MUSHTAQ

Senior Manager Development, The Little Art, Pakistan



Farayi Lindsay Nyabereka

Founder, GCED 4 Zimbos, Zimbabwe



In her presentation,

the first presenter, addressed "Peace Building in Early Childhood" with a focus on her Colombian background, the second most biodiverse nation in the world and at the same time a nation scarred by armed conflict, where children and adolescents constitute 30% of the victims. The year 2016 marked a significant turning point with a peace agreement signed by the government. This led to the introduction of "Catedra para la Paz," a lecture for peace, intended to create a mandatory academic space creating peaceful environment in education. Yet, teachers face overwhelming workloads with up to 100 students per teachers, and a lack of lecture criteria results in educational misalignment.

The objectives of the project are as follows:

1. Explore and propose a theoretical and practical understanding of peace education for early childhood based on the Colombian social, political and cultural contexts as well as on the specific needs of children to allow the building of a collective knowledge on transforming the dynamics founded on the culture of violence
 2. Promote peace education at early childhood based on a pedagogical and ludic strategy and with special emphasis on ludic strategy and with special emphasis on values and social skills as well as conflict resolution from the genitive, emotional and behavioral aspects of child development.
- The presentation introduced "Paz para Mambrú," a contextualized and innovative platform designed to create ludic and pedagogical tools for caregivers and educators. The primary goal is to instill attitudes, values, and skills in early childhood that foster peaceful coexistence.

The rationale for focusing on early childhood is threefold:

1. They are one of the populations most affected by the armed conflict.
2. The most significant stage for the internalization of the values of peaceful coexistence.
3. Practical actions aimed at developing peace building skills are still limited

The project engaged a team of high school student volunteers aged 14-18, divided into psychology (content creation) and design teams (visual design). The project underwent three phases: exploration, tool development, and evaluation.

DAY 2

The exploration phase involved an analysis of needs through documentary reviews and interviews with key stakeholders to understand the primary challenges faced by children in Colombia. It addressed both interpersonal and intrapersonal dynamics.

In the tool development phase, ludic elements such as games and training tools were created to impart knowledge and develop social skills that promote peaceful interactions in early childhood. The project recognizes the flexibility and familiarity of play as a valuable educational tool.

The final phase included a pilot test, pre-test, and post-test evaluations.

The outcomes were as follows:

- 1.Active participation and enhanced knowledge and self-confidence among students, with leadership qualities reported by teachers.
- 2.Achieving learning objectives in early childhood, with play identified as a key tool for motivation and attention, easily implemented, and promoting self-exploration.
- 3.The contribution of educators and caregivers to peace building in education.
- 4.Lessons learned, highlighting the importance of linking knowledge to practice, intergenerational education, and the role of young people in taking action.
- 5.A reaffirmation of the belief that young children are the future.

She concludes by mentioning that *“young people are the future and we trust them into solving the great challenges of the 21 century”*.



Umair Mushtaq,

the senior manager of development at The Little Art in Pakistan, discussed their non-profit organization's focus on using art to promote social values among children, youth, and adults. They

annually produce major festivals, including the Lahore International Children's Film Festival, Tamasha Festival, National Child Rights Arts Festival, and ArtBeat.

Their mission is centered on celebrating education and empowering individuals through innovative arts festivals and creative education programs. Their goal is to encourage active involvement of adults, teachers, and parents in fostering a culture of learning through the arts in Pakistan, with a specific focus on helping students achieve their dreams.

Their values revolve around using art to promote education and positive social values through creative imagination, inclusivity, and social action. The organization aims to provide a space for individuals to dream.

Furthermore, arts are used to support educators in integrating artistic elements with other disciplines, engaging students who might otherwise not be as involved. Art provides the necessary tools to spark students' curiosity for learning and encourages critical thinking by teaching them to observe the world more attentively.

The transformative education provided by The Little Art encompasses film, visual arts, theater, and performing arts. The organization believes that the arts are a powerful way to observe and understand how individuals feel, see, and think.

They recently launched a program focusing on the local-level empowerment of pedagogy, incorporating 180 films on various topics. The organization has collaborated with numerous educators, children, and schools in Pakistan.

Art, according to Umair Mushtaq, *“is not just helping people to escape or hide from the difficulties they are going through, arts create giving positive experiences to them”* answering to the moderator's question *“Arts can be a means to take a break from many issues around the world?”*. At the same time, he admits that measuring the impact of how arts positively affect children and education is challenging since arts provide a space for individuals to experience, which is difficult to quantify.



Lindsay Nyabereka,

the founder of GCED 4 Zimbos, began her presentation titled "4 Zimbos global_citizens,zw."

GCED 4 Zimbos stands for Global Citizenship Education for Zimbabwean youth and women. It's a community project that focuses on creative education for sustainable development and global citizenship, aligned with Sustainable Development Goal 4.7, with the motto "people, planet, peace."

Their core values include approaching sustainable development and globalization from a grassroots perspective, with a focus on the global south. They prioritize empathy, the concept of Ubuntu (community and interconnectedness), and aim to make education engaging and inspiring.

Rather than a top-down approach, they employ a bottom-up paradigm to achieve sustainable development and globalization successfully.

Their activities include the Youth Climate Conference, which commenced on October 7, 2023, with a specific Sustainable Development Goal (SDG) as a monthly target.

Key points of their focus are the climate issue's impact on Zimbabwean youth and women, the effectiveness of activities like clean-up and tree planting campaigns, education and social awareness versus top-level policy implementation, and the current SDGs, including SDG 18, which relates to cultural reclamation and access to digital technology and literacy as a human right (IDGs).

GCED 4 Zimbos believes that teaching SDGs should not just be about concepts but also about practical application and solutions stating that *"When teaching SDGs by the concepts predefined already, we often don't understand how to apply them in real life or find solutions"*. It can make us feel like these issues are distant from us. They emphasize the importance of community involvement since governments often face financial limitations in addressing these goals. Their perspective is that *"every*

member in the communities should take actions and be in charge of the issue."

They also create creative safe spaces, as part of SDG 5, which aligns with International Women's Day. They meet every three months to build a vital community, especially significant for Africans.

Moreover, they offer a Poetry for Peace course and host an online poem and cover design contest, engaging 22 Zimbabwean youth. This includes a physical book launch, e-book release, and distribution.

Lastly, they actively participate in tree planting and clean-up campaigns as a practical step towards achieving their goals.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 2. GCED “Competences” for Social Engagement and Critical Empowerment: Beyond Individualistic Approaches

Time & Date	13:00-14:30, 19 October 2023
Venue	Session 2.1 : Bloom A (LLF) Session 2.2 : Bloom B (LLF) Session 2.3 : Project A (2F)
Description	The concurrent sessions will discuss and showcase transformative learning and critical empowerment for and through GCED from various contexts and stakeholders. In so doing, they will explore “competences” GCED tries to nurture in learners and educators as well as enabling conditions. Some key implications for GCED monitoring in such discussions will also be explored.

Session 2.3 Rethinking GCED Monitoring



Moderator

Esther CARE

Professorial Fellow, University of Melbourne, Australia



PARK Hwanbo

Professor, Chungnam National University, Republic of Korea



Rachel PARKER

Senior Researcher, Australian Council for Educational Research, Australia



Aaron BENAOT

Professor, University at Albany-SUNY, USA

Moderator



Esther CARE

Professorial Fellow, University of Melbourne, Australia

Ms Care opened the session by mentioning that monitoring alone doesn't do anything. It is about how we use the collected data to influence changes. Therefore, she shared with the audience to keep these points in mind as the session discusses the monitoring of GCED.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

A Study on the Monitoring Framework of GCED in the Republic of Korea



PARK Hwanbo
Professor, Chungnam National University

Professor at Chungnam National University, has conducted research related to GCED with UNESCO APCEIU since 2018 and would like to share the tentative result of the study on the GCED monitoring framework in Korea conducted in 2023. SDG 4.7, compared to its predecessors (Education for All and Millennium Development Goals), covers broader issues, such as global citizenship, gender quality, sustainable development, etc. Therefore, he mentioned that *“there are many difficulties in developing and monitoring common indicators both at global and national levels.”* As numerous issues are covered, the international community proposed five indicators to assess SDG 4.7. However, only indicator 4.7.1 can be counted as a global indicator regarding the mainstreaming of GCED in policy, curriculum, teacher education and student assessment. The monitoring indicator of 4.7.1 is based on the 1974 Recommendation of UNESCO. While the global indicators guide monitoring, they still have limitations for an in-depth investigation of the progress and situation in each country. Against this background, together with APCEIU, Prof. Park has conducted desk reviews and developed a relevant monitoring system in the Republic of Korea since 2018. Through desk review and surveys, GCED in Korea was classified into six thematic areas and keywords pertinent to GCED were proposed. Using this framework, the mainstreaming of GCED in regional educational policies has also been analyzed. In particular, keywords within policy documents produced by each regional office were analyzed. In Korea, the superintendents were elected by residents of the regions, and 17 regional education offices in the country have the autonomy in planning, budgeting and implementing education policies for primary and secondary education. Therefore, the *“monitoring of the mainstream of GCED in each region of Korea would not only be useful for understanding the Korean case, but also able to provide the implication of global monitoring.”*

In 2023, the research has been expanded to analyze the factors for predicting schools' participation in GCED policies. According to the result, most educational offices have staff in charge of GCED, although there are differences in number and proportion. Moreover, GCED-related policies and projects also covered 10% of all educational projects implemented in Korea for 2023. Excluding the year 2022 and 2021 due to the pandemic, the percentage of GCED projects have been stable at 10% for the past few years. It is also found that there are regional differences and changing trends between 2019 and 2023, where Incheon was the most active region for GCED implementation in Korea. Among the thematic areas of GCED, sustainable development and global citizenship cover the largest proportion of the GCED policy. The following research question focused on the important factors or features for predicting schools' participation in GCED policies. It is important to note that despite the existence of GCED within the educational policy, it doesn't necessarily equal the implementation of GCED at schools. Therefore, the research team tried to figure out what determines the participation of schools in implementing GCED. Following the analysis of school characteristics, it is found that for the school to participate, school infrastructure (availability of classrooms for groupings and ICT rooms) and support for students' educational activities are critical elements. The size of the school is also found to be important. Larger schools tend to take part in implementing GCED.

The mainstreaming of GCED in educational policies differs from the GCED concept's expansion. The scope and depth of GCED mainstreaming depend on how GCED is interpreted and reorganized according to the regional contexts. In regards to implementation, there is a need not only to develop and provide GCED policies and programmes but also to improve education conditions for schools to take part in implementing GCED. To monitor GCED more effectively, it is necessary to establish an institutional foundation for monitoring GCED at the national level. It is also essential to share the result of GCED monitoring and use it for policy feedback. Linking GCED monitoring indicators with national educational statistics, including the educational management information system (EMIS), is necessary to continuously improve the GCED monitoring indicators. Furthermore, GCED policy focusing on increasing the participation of schools and teachers and supporting students to influence the implementation of GCED at schools is critical.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Monitoring and evaluating GCED in the Asia-Pacific region

**Rachel PARKER**

Senior Researcher, Australian Council for Educational Research, Australia

Senior Researcher at Australian Council for Educational Research shared the first phase of the research result as a part of the collaboration between ACER and APCEIU in her presentation. She began by sharing an old newspaper article of her 13-year-old self, leading a protest demanding the construction of a playground in her community area. She pointed out that GCED is not a new concept as *“we humans have always acted in support of each other and perhaps global citizenship education requires us to tap into that collective knowledge rather than invent a new paradigm.”* As for the research, it aims to figure out the enabling conditions for effective GCED teaching and learning, teacher and school readiness to implement GCED and GCED monitoring system.

The study was conducted through literature review, curricula, policy documents and assessment review, and focus group workshops and questionnaires, focusing on the cases of South Korea, the Philippines and Australia. The focus group includes teachers, principals and education experts. As for the findings, the first item is related to ‘Describing Global Citizenship’. The researchers asked the participants to describe global citizenship and its meaning. The responses were diverse. However, there is an emerging pattern as the team analyzed the descriptions that aligns with the learning complexities developed by Biggs and Collis (Australian researchers) that seizes a concept that expands from having no idea about anything, preceding to having a single idea, several ideas, ideas are connected, and transfer the connected ideas into a new area. The received descriptions from participants were found to be aligned with different categories. For instance, there was a description that fits into the category of ‘multiple relevant disconnected ideas’. This result is encouraging as it starts to view, describe, and understand GCED in terms of progression. The second finding is regarding ‘Enacting Global Citizenship’. The researchers asked the focus group participants and questionnaire respondents how they would

respond to a typical GCED classroom lesson. Most respondents answered how GCED is taught through certain subjects such as science or real-life examples. The less apparent response is related to the outcomes of GCED, including skills developed through participation in GCED classrooms. The focus group participants were also invited to discuss the ‘Assessing Global Citizenship’ issue. It was perceived that most participants suggested that the assessment can be reductive, and the systems prioritizing scores and ranking are antithetical to GCED. The focus group participants shared that more traditional assessments, such as multiple choices, do not align with the transformative nature of GCED. Some considerations emerged: good practice in GCED assessment equals good practice in assessment in general, and multiple forms of assessment are deemed as more appropriate forms of assessment. The participants discussed journals, portfolios, and performances as assessments more aligned with transformative learning and GCED.

Some key recommendations to be brought into the second phase of this research project includes: 1) examine the role that teachers, schools and systems play in enacting and monitoring GCED, 2) describe GCED on a continuum from superficial learning to deep understanding to help systems identify where they sit and the following steps to improve quality, 3) implement pedagogies that promote curiosity, critical thinking, and open-mindedness, as these align with high-quality, effective GCED, and 4) frame GCED with relevance to the political, economic, historical, and cultural context of systems so it is appropriate and applicable to schools, teachers and students. In particular, Dr Parker mentioned that as *“global citizenship education is a practice that’s situated within a context and a system, so it’s important to get a sense of how ready systems are to enact global citizenship.”* As the next steps for Phase II, the research team will expand the research scope to include Lao PDR, expand the framework with findings from the new country, refine and administer survey based on enabling factors, and develop a GCED system, school and classroom evaluation toolkit.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**Aaron BENAVIDE**

Professor, University at Albany-SUNY, USA

Professor at University at Albany-SUNY in the USA, has been working mainly on the global monitoring of SDG 4.7. He made several preliminary points about monitoring. First, monitoring does not officially appear in the major documents of the Sustainable Development Goals. In particular, Prof. Benavot mentioned that *“Member States, both of UNESCO, but more generally of the UN, were very reluctant, mildly ambivalent, perhaps even antagonistic to incorporating the notion of monitoring in the founding document of the 2030 Agenda for Sustainable Development. So it's important to keep in mind that some of the work here is work that is seen in a less than positive light by many of the countries that are involved in global monitoring of Target 4.7.”* Second, many countries are also overwhelmed with monitoring efforts because there are 17 goals and 200+ indicators. Therefore, providing data and continuous efforts for monitoring actions is challenging. Third, the global monitoring efforts should not be seen as displacing or undermining the legitimate monitoring efforts at national, regional and other levels. All types of monitoring should be welcomed. Fourth, efforts to capture the country's progress in GCED may come from other international policy frameworks—for instance, UNFCCC for climate change education.

Although the world came up with the most transformative agenda in 2015, *“it did not develop, simultaneous to this, a robust measurement reporting and monitoring platform that enabled global monitors to capture the country efforts that were being undertaken.”* The 1974 Recommendation suggested each Member State report the result of their endeavours once every four years. Therefore, there has been a suggestion to add to this endeavour by adding the result of the implementation of SDG 4.7 into the report for the 1974 Recommendation. Prof. Benavot also added that Target 4.7 differentiates knowledge and skills. Moreover, skills are differentiated into soft and hard skills. However, building on

the previous point, only 40% of the Member States submitted their report for implementing the 1974 Recommendation. Even within the 40%, not all Member States answered all the questions. UNESCO also usually sends surveys to the National Commissions. Therefore, we have yet to determine what will happen to the survey once it is sent to the National Commission, and there is an issue of reliability and validity. Prof. Benavot argued that the current reporting mechanism for the 1974 Recommendation proposed for Target 4.7 needs to be revised.

As for the alternative for the monitoring strategy to obtain reliable data and information, Prof. Benavot suggested two ways, expanding existing initiatives or creating a whole new reporting and monitoring platform. He also suggested the idea of combining the two strategies. He also shared about the revised 1974 Recommendation, the 2023 Recommendation, to be adopted by the UNESCO General Conference in November 2023. However, there was no mention of monitoring within the document, merely 'follow-up' and 'report'. In addition, he also shared that there will be a new definition of GCED in the 2023 Recommendation. In terms of monitoring, the follow-up and review according to the document will be held once every four years. Moreover, there is a significant change where a multi-stakeholder approach is implemented to monitor the implementation of SDG 4. Although we must wait for the result of the first monitoring in 2026, Prof. Benavot predicted that Member States will still dominate most monitoring through the National Commissions. However, it might open the windows for other stakeholders to contribute to the monitoring efforts.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

PANEL DISCUSSION

**Esther Care to all panelists:**

Q. Please share the interesting points from your respective research project

Hwanbo Park:

Aside from figuring out the status of the mainstreaming of GCED policies and curriculum, we need to focus more on the student's learning process. It is also interesting to focus not just on the national level but also on the implementation of GCED at the school level. Moreover, rather than looking at the mainstreaming of GCED, we also need to understand how countries perceive the concept of GCED. Building on this, we can then develop a framework to monitor GCED based on the concept perceived rather than relying on a single concept of GCED.

Rachel Parker:

Her previous experiences on a research project related to GCED in Australia were less successful as the responses from the responders were quite biased and affirmative. Therefore, the research has been redirected to see how the school supports the implementation of GCED competencies and assesses the readiness to enact GCED.

Esther Care:

Q. How can we have a standard for monitoring if each country has a different concept of GCED?

Aaron Benavot:

On the one hand, Target 4.7 focuses on all learners' learning outcomes (knowledge and skills inside and outside of schools). On the other hand, Prof. Benavot and his team also look at the inputs (e.g., countries

endeavouring to implement GCED regarding policy, curricula, teacher competence and student assessment). Global monitoring has been challenging because of the input side and other issues, such as how the available data has yet to cover the learners outside of schools.

Since last year, Prof. Benavot and his team have also looked at curricula documents primarily for teachers and principals, looking at how the subject curricula reference climate change and environmental protection. This principle can be applied to GCED, and look at other documents. Therefore, the educational documents not created for monitoring can be used to monitor Target 4.7, mainly the mainstreaming of GCED. Dr Benavot is not looking at how the country implements GCED, but first, whether the countries are mainstreaming GCED in the first place. This effort can be monitored globally.

Rachel Parker:

Dr Parker agreed that the effort to determine the status of GCED mainstreaming can be monitored. However, she is concerned about the enactment. Indeed, some countries have mainstreamed GCED in terms of policy, yet the concept still needs to be implemented entirely in classrooms. This is a genuine concern. Especially, there is a rise of populism and negativity towards the indigenous people in Australia.

Hwanbo Park:

Prof. Park mentioned that if we use the minimum standard to assess the implementation of GCED in Korea, it would be 100%. However, we must determine whether GCED is implemented in classrooms and focus more on the student's competency.

Esther Care:

Q. The assessment of Target 4.7 is an interesting phenomenon because the other assessment of SDG 4 mainly focused on the students' outcomes. However, Target 4.7 focuses more on the inputs which can cause worry as there could be a high positive outcome from the input side. Dr Care continued by asking about the issue that will arise if there is weak connectivity between the input and students' outcomes for SDG 4.7. Moreover, what would be the implication if there is inaccuracy at the input side at the national level and there can't be an association with the students' outcomes?

Rachel Parker:

Dr Parker gave an example of the research on engagement, which is another messy topic. However, engagement might be a way to assess how students incorporate the concept of GCED and their progression.

Question from the floor:

Q. There have been disagreements regarding a definition, including on GCED. There are also many concepts regarding the definition of GCED in the revised 1974 Recommendation. Indeed, the definition is critical for research. Is definition critical?

Rachel Parker:

Dr Parker argued that there is no single definition for all concepts related to GCED. Each individual has a different concept of each term. However, we need to move forward with the definition of GCED that is general enough for us to work on and move forward into practices and shift the directions to sustainable development.

Aaron Benavot:

Previously, Prof. Benavot worked with APCEIU to determine overlapping terms related to GCED in 23

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Asia-Pacific countries. Most documents reviewed were curricula for Grade 8 students. It is found that there is a group of terms shared by numerous regions, but there are also several terms that exclusively exist in particular regions. Therefore, it was suggested to use the terms that are used extensively in numerous regions in the other regions. On the global level, this action could also be applied where the general terms used can be used to understand GCED.

Jeongmin Eom:

Monitoring is always a dialogue-related process. We can agree on several parameters based on the communication of understanding the concepts in different contexts. Indicator 4.7.1 also allows Member States to understand to what extent they have implemented GCED in policy, curricula, student assessment and teacher competence.

She also inquired Prof. Benavot regarding the methods for him to validate the SDG 4.7 global monitoring data. She shared that some countries need help as they are required to submit the 1974 Recommendation report in English.

Esther Care:

In her previous research project, Dr Care shared that although there is no exact similarity between countries, there can be shared values between countries. Like GCED, we can figure out what is common among countries and work from there. If the global monitoring of GCED is not viable or difficult, we need to rethink the functionality of this monitoring for countries. A low response rate needs to be further examined as to whether there is a low need for monitoring or whether it results from different causes.

CLOSING

Hwanbo Park:

We had been mainly interested in the result of GCED monitoring. However, the monitoring process itself is important. It is also a learning process for each country through the monitoring process.

Rachel Parker:

In terms of the way forward for monitoring, a holistic approach is the desired way as it looks at various aspects of GCED. The definition is problematic, but we can move forward with GCED.

Aaron Benavot:

Prof. Benavot disagrees that the monitoring of GCED is impossible. The system could be more effective, and we must think outside the box. The monitoring landscape is unlike everything that existed before. There have been revolutions in how we all work. The information we could mobilize today allows us to see how Target 4.7 performed differently. We need to not rely exclusively on UNESCO. We need a crowd-sourced platform relevant to Target 4.7 led by experts to allow all stakeholders to contribute and transcend the financial constraints for the high-level monitoring we seek. We can also adopt the IBE approach for countries to revise their data rather than providing the data from zero.

Concurrent Sessions 3. Innovative Pedagogies and Resources for GCED	
Time & Date	14:40-16:00, 19 October 2023
Venue	Session 3.1 : Project A (2F) Session 3.2 : Bloom B (LLF) Session 3.3 : Bloom A (LLF)
Description	The concurrent sessions will showcase innovative teaching-learning methods and resources that educators can use to design and implement lessons integrating GCED, particularly towards critical empowerment and transformative learning.

Session 3.1 Storytelling for Transformative Learning (Workshop)



Facilitator

Lisa Van WYK

Global Communications Manager, World Wide Web Foundation, South Africa

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

**Lisa Van WYK,**

Global Communications Manager at the World Wide Web Foundation in South Africa, delves into the concept of transformational learning, describing it as “a process of profound, and fundamental personal change in an individual’s beliefs, values and behaviors...[which] goes beyond acquiring new knowledge”. But when she explains this ‘change’, and she notes that *“you cannot change someone’s mind...[but] what you can do is influence.”* She explores the power of storytelling as a tool for transformative learning, emphasizing that a compelling narrative starts in one place, undergoes a movement or shift, and then returns or progresses to a new place, evoking a change or the desire for change in the audience. A good example would be Cinderella, how we are sad to see her go back to her inferior circumstances after enjoying the ball with the prince (a change has been made, compared to the previous Cinderella who did not experience the happiness yet). Stories impact us by affecting how we remember, understand, feel, and act, since our hardwired brain are designed to remember stories better than other things. Stories engage both logical and emotional brain sectors which induces greater brain activity, being more likely to remember the stories. Lisa further explains the neurochemical aspects. Dopamine is mostly released during emotional storytelling and when our expectation is met which is an anticipation-reward response. This creates a sense of satisfaction, like the children begging to hear the same story over and over, and it aids in memory since we tend to remember when the dopamine is produced. She also highlights oxytocin’s role in creating empathy and reducing anxiety when we meet another human beings/characters, as well as cortisol, a stress hormone’s ability to add urgency and heighten attention in storytelling. Majority of stories combine oxytocin with cortisol, and oxytocin develops as the story develops, eventually ending in happy endings. And this combination of cortisol and oxytocin, is what makes a shift from the place where we were, after listening to a story. Lisa emphasizes that stories offer unique space to consider facts and the bigger picture, taking you out of your situation and allowing you to view it objectively. Differentiating identity—which is externally apparent by the world—with values—internal factor that people identify themselves, she claims that story is usually where values are expressed. She also illustrates social nature of storytelling like neural coupling and mirroring, which is about creating a bond between the teller and the listener, and sharing the feelings of

story character-empathy. She underscores the power of storytelling to influence the audience through how we present a resolution and that the choice is on us whether we give this resolution or not, leading to either tension or satisfaction/dopamine. Lisa concludes with the fact that “no single person can make a change” and change happens in the world, rather than just in a room. Borrowing her expressions, *“stories very seldom does or should live in isolation...You hear multiple stories,”* which is stressing an importance of multiplier effect of the story.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 3. Innovative Pedagogies and Resources for GCED

Time & Date	14:40-16:00, 19 October 2023
Venue	Session 3.1: Project A (2F) Session 3.2: Bloom B (LLF) Session 3.3: Bloom A (LLF)
Description	The concurrent sessions will showcase innovative teaching-learning methods and resources that educators can use to design and implement lessons integrating GCED, particularly towards critical empowerment and transformative learning.

Session 3.2 Transformative Pedagogies of Empowerment



Moderator

Cristián Bravo ARAYA

Associate Programme Coordinator, ESD and Global Citizenship, UNESCO Santiago Office



Yoke Pin CHEN

Senior Manager, Arts-Ed, Malaysia



HWANG Jimin

Homeroom Teacher, Suwon Geumho Elementary School & GCED Lead Teacher, Republic of Korea



Jefferson R. PLANTILLA

Researcher, Hurights Osaka, Japan/Philippines

Monitoring and evaluating GCED in the Asia-Pacific region



Yoke Pin CHEN,

The first presenter Yoke Pin Chen discussed "community-based learning (CBL) for responsible citizenship" in multicultural Malaysia. She highlighted there are global competency gaps resulted from a lack of interconnectedness in schools, and real-world disconnection. She stressed that global citizenship must be viewed as a *"life experience and not just a forum for intellectual debates"*. CBL is presented as a platform for practicing citizenship, promoting inclusion and connecting students to real-world issues.

Case Study 1: School-led Community-Based Learning (CBL): Incorporating soy sauce production to sustain traditional trade teaches students responsibility in food production and consumption. CBL, more authentic than regular lessons, connects to the real world and equips students to identify and address issues based on collected data.

Case Study 2: NPO-led CBL - Waste Management in a Local Market: This project employed typography illustration to help students understand, experience, analyze, and reflect on waste management. It fosters post-project conversations among students, promoting connections between learners, the community, and the environment. Engaging market vendors in waste upcycling with local artists is a successful approach.

CBL effectively contributes to waste management and reconnects young people with society, fostering diversity and inclusion. It aligns with educational goals and enhances the school's reputation, though challenges exist in collaborating across cultural and societal differences.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

GCED in public elementary school

**Jimin Hwang,**

a public-school teacher, discussed "GCED in public elementary school." She leveraged field trips and government-provided digital devices as educational tools for cultivating global citizens. Using Creative Experience Activities (CEA) and textbook content, she integrated GCED into her teaching. Students were tasked with maintaining global citizenship beyond school, including keeping GCED diaries, educating their families, and even creating educational content, like a student who shared GCED lessons on YouTube. Her climate change project spanned multiple subjects and used gamification to teach about carbon footprints. For instance, students learned how their actions impact the environment, and they were given bamboo toothbrushes to promote sustainability. Trying mealworm cookies aimed to reduce meat consumption. Despite not being mandatory in Korea, Hwang continued to educate her students about GCED, seeing a positive shift in their perspectives and a sense of global citizenship, as expressed by one student's diary entry: *"I am a Korean, but now I am a citizen of the world, so people living in other countries are all my friends."* She felt it was her duty to instill the idea that everyone around the world is a friend and a global citizen.

Empowerment and GCED

**Jefferson R. Plantilla,**

the final presenter, talked about "Empowerment and GCED". At first, he addressed the power and challenges of social media. He highlighted issues like the abuse of freedom to express ideas, hate speech, and misinformation, particularly in the context of cyberbullying in countries like Korea and Japan. Plantilla stressed that better communication is the key to understanding one another and preventing attacks. He also discussed the Jordan Model Parliament (JMP), which helps students gain a deeper understanding of their country and its citizens' experiences. The twinning program between public and private schools aimed to sensitize children to each other and break down misconceptions. It involved orientation, interaction, post-interaction, and feedback sessions. Plantilla emphasized the importance of breaking down prejudices among students from different economic classes. He noted the Machizukuri committee's role in engaging children in public relations and raising awareness of child rights, especially given Japan's negative perception of child rights. Plantilla concluded by raising questions of: *"how can empowerment and transformative learning be effectively taught in schools located in societies whose diversity causes inequality?"* and *"what kind of empowerment and transformative learning is needed?"*

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Concurrent Sessions 3. Innovative Pedagogies and Resources for GCED

Time & Date	14:40-16:00, 19 October 2023
Venue	Session 3.1: Project A (2F) Session 3.2: Bloom B (LLF) Session 3.3: Bloom A (LLF)
Description	The concurrent sessions will showcase innovative teaching-learning methods and resources that educators can use to design and implement lessons integrating GCED, particularly towards critical empowerment and transformative learning.

Session 3.3 Innovative Pedagogies and Resources



Moderator

Charles CHIKUNDA

Education Programme Specialist, UNESCO Harare Office



Călin RUS

Director of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe



LEE Yangsook

Deputy Head, Institute of Global Citizenship Education, Asia-Pacific Centre of Education for International Understanding (APCEIU)



Libby GILES

Director, Education, Centre of Asia Pacific Excellence, New Zealand

Moderator



Charles CHIKUNDA

Education Programme Specialist, UNESCO Harare Office

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Using Council of Europe's Reference Framework of Competences for Democratic Culture to Develop Teacher Competences Relevant to GCED

**Călin RUS**

Director of the Intercultural Institute of Timisoara, Romania; WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe

Director of the Intercultural Institute of Timisoara, Romania and WG leader of Reference Framework of Competences for Democratic Culture (RFCDC) by Council of Europe, mentioned that the Intercultural Institute of Timisoara has been working closely with the Council of Europe. Although their works do not explicitly use the term GCED, it is highly related to GCED. The Institute has developed a tool called 'RFCDC Teacher Reflection Tool' to allow teachers to reflect on their competencies in democratic culture and use them to teach their students. The Institute also has outlined a set of descriptors to help people to recognize their competencies. These descriptors can be used for teachers' reflections and teaching-learning processes with students. As the concept of GCED relies heavily on reflection, these descriptors will help the students understand the concept taught by teachers using scenarios of real-life situations. This tool is also beneficial for assessing values as it can be used to discuss sensitive issues and view how students think and feel. He added that the *"challenge in our field is we want our students not just acquiring or developing knowledge. We want students to acquire attitudes and to rely on values. This is something you cannot do just by telling them. An additional way is by having them to reflect with the support of these descriptors on specific situation, especially thematic situations, challenging situations that appear."*

The Institute also uses the framework of competencies for democratic culture (CDC), which focuses on training teachers regarding the issues of anti-Semitism and racism. It has been found that a significant proportion of students have been engaged in anti-Semitism groups/exposure when they are in middle school. Therefore, tools have been developed to engage students in understanding anti-Semitism and actions to be taken through games. Another strategy to tackle anti-Semitism is through peer learning. He mentioned that *"peer influence is very important in the negative sense, where they learn from each other the stereotypes, the prejudices, but also it can be very important in the positive sense so that if we have a group of young teenagers that are involved in activities, and they are willing to*

work with peers." However, through directed activities, students are expected to learn positively with their peers through discussions and idea exchanges. As there is anti-Roma racism in Romania, CDC is applied to increase the awareness of racism and to engage children to address negative phenomena such as discrimination and racism, but also focus on the positive traits, such as equality, equity, etc. As an ongoing effort, there is a clear plan for the next 2-3 years related to the digital world. Romania is working not only on supporting teachers to utilize online tools in their teaching but also on strengthening project-based learning. In particular, he mentioned that *"what we're doing is to pair up the social studies teacher with the technology teacher, so that they both use the time in their class to work together and develop at the same time digital skills and the competencies for democratic culture."* Romania is working to enhance the teachers' digital skills, mainly through collaboration between ICT and social science teachers, to integrate digital citizenship skills among learners.

**Question from Charles Chikunda:**

Q. How widely accepted are the developed tools within Europe?

Answer:

Europe is diverse, including the quality of the democratic system and culture. However, it is noticed that the discussion of sensitive issues is done appropriately; it supports the children to express their opinions and reflect on each other.

Response from Natia (Georgia):

Natia shared her excitement regarding the availability of the tools and encouraged participants to view the resource.

Question from the floor (Bhutan):

Q. Please share specific classroom strategies for addressing anti-Semitism and racism

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Answer:

A publication regarding the strategies and practicalities for teachers to address anti-Semitism will be available soon. Regarding racism, bringing children from various backgrounds and encouraging cooperation among them will help them understand the value of cooperation of people from different backgrounds. Activities such as sports and drama can also be useful methods.

GCED Resources to Support Teachers**LEE Yangsook**

Deputy Head, Institute of Global Citizenship Education, Asia-Pacific Centre of Education for International Understanding (APCEIU)

the Deputy Head, Institute of Global Citizenship Education of the Asia-Pacific Centre of Education for International Understanding (APCEIU), shared the importance of ensuring the availability of resources to support teachers. The essentials that should be made available are GCED-integrated curriculum, capacity-building, transformative pedagogy, and textbooks/teaching learning resources with relevant content and valuable tips for methodologies.

Pedagogy and resources are keys in determining the “what” and “how” of supporting teachers. In particular for the “how” part, she mentioned that *“when you say transformative pedagogy, especially for global citizenship education, we emphasize dialogue and participation, we emphasize holistic approach, we should try to use different kinds of modalities, there is no fixed recipe.”* APCEIU itself has endeavored to support teachers by ensuring the availability of GCED resources. The first one is the GCED Online Campus, which has the main targets of teachers and educators. The available courses are open courses and closed courses based on registrations. The platform is also updated

frequently with new courses on GCED. Some upcoming courses are about violence against women and addressing hate speech through media and information literacy. Within the GCED Online Campus, there is also a dedicated section for educators to share about how GCED is conducted in classrooms. This sharing includes teacher guides and lesson plans to allow teachers to obtain ideas on teaching GCED in their classrooms. She added that *“many teachers and educators will learn from others so sharing exemplary practices can be also very effective.”* Moreover, APCEIU has developed materials that integrate project-based learning, storytelling, gamification, etc. APCEIU also partnered with UNESCO and other organizations to develop educational materials for the wider public, including ‘Bringing Living Heritage in the Classroom in the Asia-Pacific’ and ‘Living with Water Heritage.’ Ms Lee also shared how teachers engaged in APCEIU programmes have utilized living heritage with subject areas to allow students to learn their heritage and connect it to the world they are living in. APCEIU also developed materials related to UN Days, run the UNESCO Clearinghouse to allow the wider public to access materials and research on GCED, and public EIU Best Practices and *SangSaeng* magazines to nurture readers with knowledge of GCED. In her closing, Ms Lee highlighted that *“the most important factor is teacher after all.”* Every teacher has his/her skills and creativity to utilize the available resources. This is how we can induce engaging and meaningful GCED classes.

Question from Charles Chikunda:

Are all resources available for free?

Answer:

Yes, they are all available for free on the APCEIU website.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

The Infinite Game - Learning How to Live Well Together



Libby GILES
 Director, Education, Centre of Asia Pacific Excellence, New Zealand

Director of Education at the Centre of Asia Pacific Excellence in New Zealand, began by mentioning that as we are transforming and not reforming education, *“education is also part of the problem and we cannot just keep doing more of it. We need to do it differently. So maybe it’s time that we started putting values, empathy, ethics at the front instead of competitions.”* She then invited the participant to engage in ‘The Infinite Game’ based on a publication by Niki Harré. Dr Giles introduced the concept of infinite and finite games. Dr Giles shared a piece of paper with the participants and asked them to read out statements that included some characteristics of infinite and finite games. She explained that an infinite value has intrinsic worth. It is sacred, precious, and special for its own sake and it makes the world truly alive. On the other hand, a finite value has extrinsic worth where it represents/signifies something, it does/gets something for you, and it is deemed to be by others. After explaining the differences, Dr Giles invited the participants to write down three things with infinite values for them and showed a word cloud based on the answers of previous respondents. The outcomes are words like love, relationships, etc., which induce warmth. Dr Giles then invited the participants to write down three things with finite values. The word cloud showed highlighted words like money, status, power, etc., which made the participants feel wronged. In the following session, Dr Giles invited the participants to make a paper dart and ensure the dart kept flying within 60 seconds. In the second round, the participants were given 90 seconds to collect as many darts as possible. In the third round, similar to the previous round, the participants were invited to be on the winning team of three. Following the game, the participants were asked to discuss how they feel, behave and think about the parallels between the game and real life. Most participants expressed mixed feelings regarding the game. Some felt positive, and others felt negative about the game. Others shared about being included/excluded. Dr Giles ended her session by asking the participants to ponder how we can ensure that everyone is invited to play

(being part of the community). She added that *“the three big ideas that underpin our framework for global citizenship education are identity, connection, and responsibility. If we know who we are, the ground we stand on, how we connect to each other and the living world, and our responsibilities, then we can all live well together.”*

PANEL DISCUSSION



Question from Charles Chikunda to Libby Giles:
Q. How is the game connected to teaching subjects (science, mathematics, etc.)? How will you convince school leaders to integrate GCED?

Libby Giles:
 When people feel connected and accepted as part of the group, they learn. This principle is also applicable not only in classrooms but also in families, organizations, etc. Dr Giles also shared about the resources developed, which outline ways for schools and other elements of the societies to integrate GCED in different subjects.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Question from the floor to Calin Rus:

Q. Regardless of the efforts, there is unconscious bias. How can education address this?

Calin Rus:

It will never work if we start by telling people they are racists. Instead, we must acknowledge and embrace everyone that it is okay not to be perfect. We can allow learners to reflect on their unconscious bias and engage in interactive activities to see the perspectives of others. In particular, racism should be addressed through empathy for the conditions of others and connect it to equality, equity, etc.

Question from the floor to Calin Rus:

Q. Empathy education is sometimes seen as soft, yet it is central, particularly within GCED. Empathy education should be the foundation of GCED. What is your view on empathy education regarding GCED and its relations to formal and informal education?

Calin Rus:

On one side, it is acknowledged that when everyone is friendly to each other, we can create a conducive learning environment. However, learners must also be taught that empathy can be utilized negatively, such as in populism, terrorism, etc. Therefore, we must be careful that learners learn about empathy connected to values to build and support positive societies.

Comments from Ms Paraluman (the Philippines):

She thanked all speakers, particularly for sharing about the power of individual intentions and actions, and shared the importance of our roles in building peaceful societies.

CLOSING

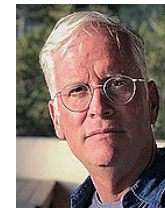
Mr Charles Chikunda shared about the takeaways from the session. Through the session, many resources have been shared. However, we need to be connected with one another, our heritage, and our communities. Moreover, self-reflection is essential to connect with others and enhance empathy. These exercises will induce conducive learning and living environments. Each of us is responsible for our respective actions, yet we have the power to take action and make a difference in creating a peaceful world.

Mr Calin Rus commented by sharing about the training programmes targeting policymakers in Europe to reflect on the criticality of empathy in building educational policy.

Concluding Session

Time & Date 16:30-17:00, 19 October 2023
Venue Bloom A+B (LLF)

Closing Remarks



Christopher CASTLE

Director of the Division for Peace and Sustainable Development, UNESCO

Closing Remarks



LIM Hyun Mook

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

M.C.



LEE Nakyung

Programme Specialist, Office of Research and Development, Asia-Pacific Centre of Education for International Understanding (APCEIU)

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Sharing of Concurrent Sessions

**Prof. Aaron Benavot**

Professor at University at Albany-SUNY, USA, attended three sessions that were “*engaging, fascinating, probing sessions.*” Reporting on Session 1.1, he shared about the countries which integrate GCED, including Lao PDR, Ghana and Bhutan. The process included preparatory actions, situational analysis and plans for the integration process. The audience questioned the assessment and sustainability of reforms taken once the funding concludes. The countries involved did not know what they wanted fully initially, but they were open-minded and worked relentlessly to implement GCED, which they figured out as they went. He then continued with Session 2.1 on GCED competencies for educators, where cases of engaged individuals in community partnership enable teachers to do their best in implementing GCED. Session 3.3 was related to the monitoring of GCED at national (in the case of South Korea), regional (Asia-Pacific) and global levels.

**Natia Natsvlishvili**

Expert on Democratic Citizenship and Member of the Bureau of Education Committee of the Council of Europe from Georgia, mentioned that “*it is absolutely impossible to mention about everything that was said during the last three amazing, absolutely inspiring sessions*” that she attended. However, she began by sharing about Session 1.3 on the pre-service education programme. It is critical for countries to implement GCED although it might be a luxury for certain countries, it is the right way to go forward. If the country fails to do so, it will affect everyone’s life. Preparing actors and ensuring inclusivity for everyone to take action is also important. She continued by sharing Session 2.1 on the GCED competencies for educators. Even though GCED has not formally launched nationally, we can initiate change within our capacity. Therefore, action highly matters. Soft skills are also very powerful skills. If we are not empathetic, we will lose students’ voices, and education cannot be improved. The last session introduced was Session 3.3 on innovative pedagogies and resources, where panellists shared about various GCED materials available. Participants were invited to be active citizens who value various feelings that global citizens can experience.

PART II.

Translating GCED into Practice and Pedagogy

DAY 2



Mr Umair Mushtaq

Senior Manager Development of the Little Art from Pakistan, started by sharing Session 1.2 on GCED as lifelong learning; youth advocates and leaders from around the globe shared their projects. A project from Nominmaa Ulziibat in Mongolia was about developing a manual on digital literacy and has reached six million Mongolians through the programme. IniOluwa Odekunle from Nigeria introduced responsibility, agency and competency using film as a medium. This project demonstrates peaceful co-existence between Christian and Muslim communities over thousands of years. An Hyunsook from Korea introduced a global academy for women integrating environmental human rights and energy education into practical initiatives. They have induced a change in education direction and the rise of non-formal education. For Session 2.2 on youth as change agents, various projects were introduced, including a peace-building project in Colombia called Para la Paz, an art medium to promote peace education in Pakistan, and a GCED for youth programme in Zimbabwe. Last but not least, Mr Mushtaq introduced Session 3.1, a workshop on storytelling for transformative learning. The facilitator talked about how human biology works and how it drives the narrative that engages both speakers and listeners. He added that it was *“a very interesting workshop which engaged the audience with discussions and then the audience actually thought about, connected and also felt that how it is important to have a story while working in our own domains.”*



Summary of the Conference - Highlights of the Conference (Video)

PART II.

Translating GCED into Practice and Pedagogy

DAY 2

Closing Remarks

**Christopher CASTLE**

Director of the Division for Peace and Sustainable Development, UNESCO

Mr Castle started by commenting on the highlights video and how the participants have unpacked various topics related to GCED over the past two days. He also thanked all speakers and participants for sharing their knowledge and ideas during the sessions. It is also impressive for him personally to discover how countries are integrating GCED, training teachers, changing policies, and making impacts on learners around the world. He also thanked APCEIU for organizing such an amazing event and all participants for all the knowledge shared during the conference.

**LIM Hyun Mook**

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

Mr Lim thanked all speakers, moderators, facilitators and participants for their engagements at the conference. He is encouraged by all of the stories and emotions shared over the sessions. It is the first time the conference will be implemented in person following the pandemic. We learned collectively that eye-to-eye contact is critical for empathy.

This conference is intended to allow discussion and reflections on various ideas on GCED. Over the offline and online platforms, we have gathered people worldwide to discuss GCED. Once again, Mr Lim thanked everyone for their sharing and commitment to ensure GCED is better and stronger for the communities, world and planet.

Moreover, he mentioned how all participants have listened to the heartwarming implementation of GCED at schools and communities. Many practices have been undergone in various settings. APCEIU is humbled to witness the implementation. However, APCEIU will not lose strength but instead enhance its endeavour on GCED.

UNESCO will also soon adopt the revised 1974 Recommendation. Once it is adopted, it will give significant momentum to convince government, policymakers and community leaders of the necessity and power of GCED to influence change in this uncertain and dangerous world. He encouraged everybody to take this opportunity to promote GCED further. He closed his remarks by thanking all partners for ensuring the success of this conference and hopes to see everyone at next year's conference.

