The 9th International Conference on Global Citizenship Education
제9회 세계시민교육 국제회의

International Conference on GCED
Platform on Pedagogy and Practice

Revitalizing Multilateralism for Peace through GCED
세계시민교육으로 그려보는 다자주의 회복과 평화

4 –5 September 2024 I 2024년 9월 4일(수) – 5일(목)

JW Marriott Dongdaemun Square Seoul, Republic of Korea
JW 메리어트 동대문 스퀘어 서울

FINAL REPORT

Co-organized by APCEIU Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO · 교육부 Ministry of Education · 외교부 Ministry of Foreign Affairs

In partnership with unesco · Chungnam National University BK21 Four Center for GCER

Final Report on
The 9th International Conference on Global Citizenship Education
“Revitalizing Multilateralism for Peace through GCED”

APCEIU

The Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO. APCEIU is mandated to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED), as it seeks to build a culture of peace in collaboration with UNESCO Member States.

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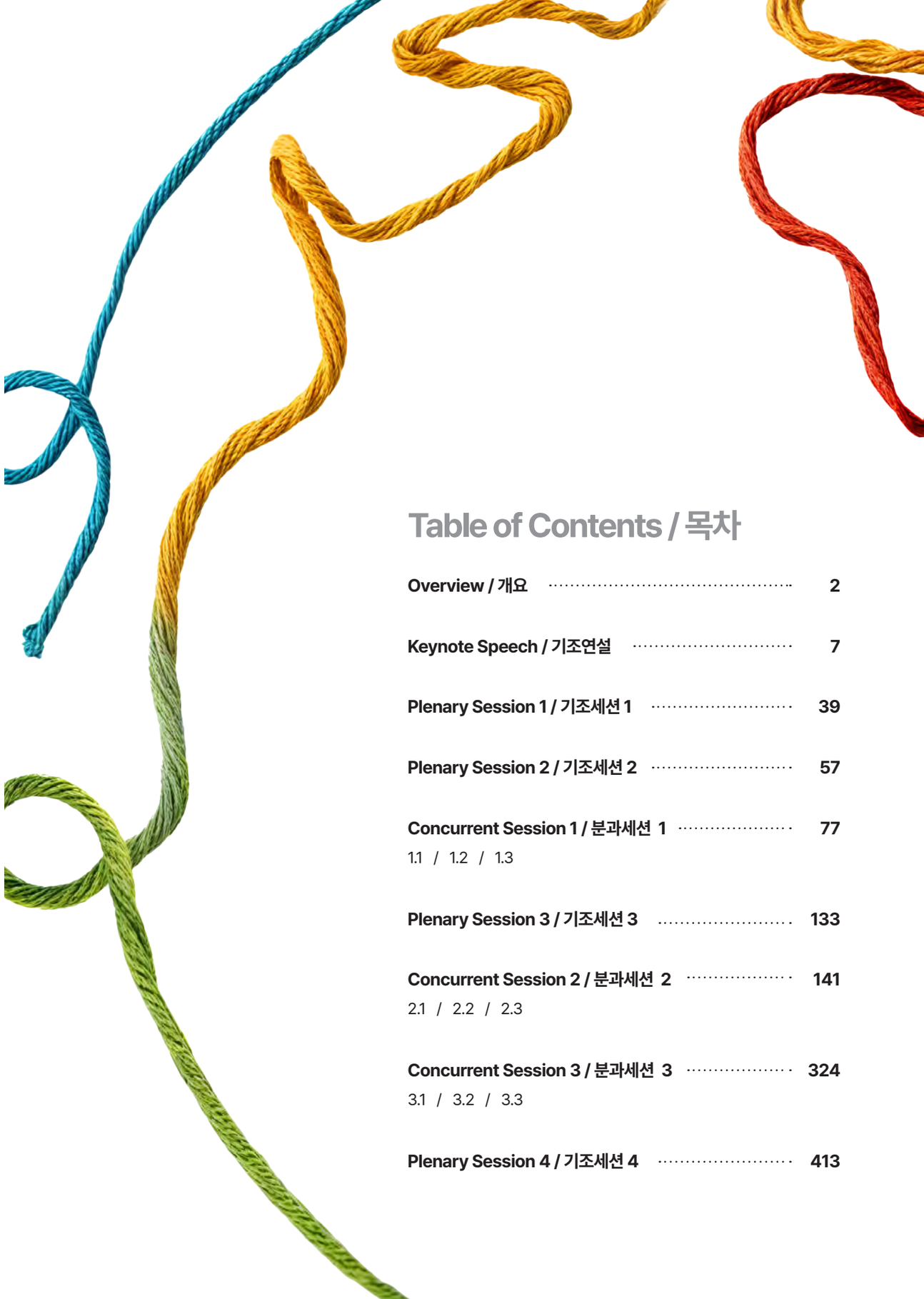

Table of Contents / 목차

Overview / 개요 2

Keynote Speech / 기조연설 7

Plenary Session 1 / 기조세션 1 39

Plenary Session 2 / 기조세션 2 57

Concurrent Session 1 / 분과세션 1 77
1.1 / 1.2 / 1.3

Plenary Session 3 / 기조세션 3 133

Concurrent Session 2 / 분과세션 2 141
2.1 / 2.2 / 2.3

Concurrent Session 3 / 분과세션 3 324
3.1 / 3.2 / 3.3

Plenary Session 4 / 기조세션 4 413

Programme Overview

Since 2016, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) has hosted the International Conference on Global Citizenship Education (IConGCED). This Conference aims to strengthen partnerships by sharing information and exemplary practices in GCED, while also exploring future directions and strategies at international, national, and regional levels.

Now in its ninth year, the Conference acknowledges that today's global issues—interconnected across social, political, economic, environmental, and technological domains—require collaborative partnerships. These partnerships involve not only the United Nations but also various international and regional organizations, governments, academia, civil society, and the private sector. The Conference serves as a platform to underscore the importance of a holistic approach through multidimensional cooperation.

This year's Conference will highlight the role of GCED as a catalyst for multilateral collaboration in addressing complex global challenges faced by the international community, including geopolitical conflicts, climate change, hate and discrimination, cybersecurity, and artificial intelligence ethics. Through diverse thematic discussions, case presentations, and workshop sessions, the Conference aims to envision the transformative roles of educators and learners necessary for revitalizing multilateralism and achieving peace.

Title	The 9th International Conference on GCED: Platform on Pedagogy and Practice
Theme	Revitalizing Multilateralism for Peace through GCED
Dates	4 - 5 September 2024
Venue	JW Marriott Dongdaemun Square Seoul
Participants	Approximately 300 attendees, including policymakers, educators, researchers, practitioners, and education stakeholders from international organizations and civil society groups, as well as the general public interested in GCED
Co-organized by	APCEIU, 교육부 Ministry of Education, 외교부 Ministry of Foreign Affairs
In partnership with	unesco, Chungnam National University BK21 Four Center for GCER

회의 개요

세계시민교육의 증진과 확산을 주요 사명으로 하는 유네스코 아시아태평양 국제이해교육원(이하 유네스코 아태교육원)은 세계시민교육에 관한 경험과 사례 공유를 통해 파트너십을 강화하고 국제·국가·지역 단위에서의 세계시민교육 발전방향 및 실행전략을 모색하기 위해 2016년부터 세계시민교육 실천과 페다고지를 위한 국제회의(이하 세계시민교육 국제회의)를 개최해왔다.

올해 9회를 맞이한 본 회의는 사회, 정치, 경제, 환경, 기술이 상호 연결된 영역에서 발생하는 오늘날의 글로벌 이슈가 유엔의 노력뿐만 아니라 다양한 국제 및 지역 기구, 정부, 학계, 시민사회, 민간 부문 등 협력적 파트너십을 필요로 한다는 점을 이해하고, 다차원적 협력을 통한 총체적 접근의 중요성을 확인하는 자리로 마련되었다.

국제사회가 직면한 지정학적 분쟁, 기후 변화, 혐오와 차별, 사이버 안보, 인공지능 윤리 등 복잡한 글로벌 도전과제와 이러한 문제를 해결하기 위한 다자적 협력의 촉매제로서 세계시민교육의 역할을 조명하고, 다양한 주제 토론, 사례 발표, 워크숍 세션 등을 통해 다자주의 회복과 평화를 위해 필요한 교육자와 학습자의 변혁적 역할에 대해 그려보고자 한다.

회의명	제9회 세계시민교육 실천과 페다고지를 위한 국제회의
회의주제	세계시민교육으로 그려보는 다자주의 회복과 평화
회의일자	2024년 9월 4일(수) - 5일(목)
회의장소	JW 메리어트 동대문 스퀘어 서울
참가자	세계시민교육 관련 정책가, 교육가, 연구자, 국제기구 및 시민단체 소속 실무자 및 세계시민교육에 관심이 있는 일반 대중 등 총 300여명
주최기관	APCEIU, 교육부 Ministry of Education, 외교부 Ministry of Foreign Affairs
협력기관	unesco, Chungnam National University BK21 Four Center for GCER

Programme Schedule

DAY1			
08:30-09:30	Registration		
09:30-10:55	**Opening Ceremony**	Opening Remarks Opening Remarks Congratulatory Remarks Welcoming Remarks	OH Seok Hwan (Vice Minister of Education, Republic of Korea) HONG Seok-in (Ambassador and Deputy Minister for Public Diplomacy, Ministry of Foreign Affairs, Republic of Korea) Stefania GIANNINI (Assistant Director-General for Education of UNESCO) LIM Hyun Mook (Director of APCEIU)
	Keynote	**Hope, Justice, and Compassion in a Fractured World: Reviewing Our Role as Global Citizenship Educators** Audrey OSLER (Emeritus Professor of University of Leeds)	
10:55-11:10	Coffee break		
11:10-12:40	**Plenary 1**	**Navigating Current Challenges Where Multilateral Efforts Are Most Required**	
12:40-14:00	Lunch break		
14:00-15:30	**Plenary 2**	**Storytelling for Peace**	
15:30-16:00	Coffee break		
16:00-17:30	**Concurrent 1**	**Transformative Learning for Collaboration: From ME to WE** Session 1.1. (Workshop) Promoting Diversity, Equity, and Inclusion for Coexistence through Roleplaying Session 1.2. (Workshop) Fostering Social-Emotional Resilience and Cooperation in Arts Session 1.3. (Workshop) Addressing Ethical Dilemmas through Critical Thinking and Innovative Problem-Solving ApproachesInnovative Problem-Solving Approaches	

DAY2		
08:30-09:30	Registration	
09:30-10:45	**Plenary 3**	**Youth Voices: Advocating for Peace as Change Agents**
10:45-11:15	Coffee break	
11:15-12:45	**Concurrent 2**	**GCED in Action across Borders** Session 2.1. (Case Presentation) Enhancing Teacher Development and the Learning Environment Session 2.2. (Case Presentation) Renewing Curriculum, Pedagogy, and Assessment Session 2.3. (Panel Discussion) Reshaping Governance, Policy, and Partnerships
12:45-14:00	Lunch break	
14:00-15:30	**Concurrent 3**	**All Hands on Deck: Unlocking the Potentials of Multilateral Efforts** Session 3.1.(Workshop) Leveraging Global Guidance and the Asia-Pacific Roadmap for Effective Implementation of UNESCO's 2023 Recommendation Session 3.2. (Panel Discussion) Pooling Collective Wisdom for Evidence-Based Accountability through Effective Data Collection and Utilization Session 3.3. (Panel Discussion) Accelerating Collective Efforts: Bridging Local, Regional, and Global Initiatives
15:30-16:00	Coffee break	
16:00-17:00	**Plenary 4**	**A Way Forward: Revitalizing Multilateralism by Transforming the Learning Landscape**
	Closing Ceremony	LIM Hyun Mook (Director of APCEIU)

프로그램

1일차			
08:30-09:30	등록		
09:30-10:55	**개회식**	개회사 개회사 축사 환영사	오석환 (대한민국 교육부 차관) 홍석인 (대한민국 외교부 공공외교 대사) 스테파니아 지아니니 (유네스코 교육 사무총장보) 임현묵 (유네스코 아시아태평양 국제이해교육원 원장)
	기조연설	**분열된 세계에서의 희망, 정의, 그리고 연민: 세계시민교육자로서 우리의 역할 재고** 오드리 오슬러 (리즈대학교 명예교수)	
10:55-11:10	휴식시간		
11:10-12:40	**기조 세션 1**	**다자간 노력이 필요한 주요 도전과제**	
12:40-14:00	오찬		
14:00-15:30	**기조 세션 2**	**평화를 위한 스토리텔링**	
15:30-16:00	휴식		
16:00-17:30	**분과 세션 1**	**협력을 위한 변혁적 학습, '나'에서 '우리'로** 세션 1.1. (워크숍) 역할극으로 배우는 공존을 위한 다양성, 형평성, 포용성 세션 1.2. (워크숍) 예술을 통한 사회정서적 회복력 증진 세션 1.3. (워크숍) 비판적 사고와 혁신적 문제 해결을 통한 윤리적 딜레마 대응	

2일차		
08:30-09:30	등록	
09:30-10:45	**기조 세션 3**	**청년들의 목소리: 평화를 위해 우리가 만들어가는 변화**
10:45-11:15	휴식	
11:15-12:45	**분과 세션 2**	**국경을 넘고 경계를 허무는 세계시민교육 실천 사례** 세션 2.1. (사례 발표) 교사 개발과 학습 환경 세션 2.2. (사례 발표) 교육 과정, 페다고지, 교육 평가 세션 2.3. (패널 토론) 거버넌스, 정책, 파트너십
12:45-14:00	오찬	
14:00-15:30	**분과 세션 3**	**우리 모두의 협력: 다자주의적 노력이 지닌 잠재력** 세션 3.1. (워크숍) 유네스코 2023 교육권고 이행을 위한 레버리지: 글로벌 가이드와 아태지역 로드맵 세션 3.2. (패널 토론) 교육데이터와 증거가 말해주는 현재와 미래: 모니터링과 평가의 중요성 세션 3.3. (패널 토론) 지역 및 글로벌 수준에서 일궈나가는 공동의 노력
15:30-16:00	휴식	
16:00-17:00	**기조 세션 4**	**나아가며: 학습 환경의 혁신을 통한 다자주의 활성화**
	폐회식	임현묵 (유네스코 아시아태평양 국제이해교육원 원장)

"The struggle for human rights is universal, and we must stand together in our quest for justice.

인권을 위한 투쟁은 보편적이며, 우리는 정의를 추구하는 데 함께 나서야 합니다.

The 9th International Conference on Global Citizenship Education

Keynote Speech 기조연설

Hope, Justice, and Compassion in a Fractured World
: Reviewing Our Role as Global Citizenship Educators

분열된 세계에서의 희망, 정의, 그리고 연민: 세계시민교육자로서 우리의 역할 재고

Keynote Speech 기조연설

Audrey OSLER
오드리 오슬러

Emeritus Professor of University of Leeds
리즈대학교 명예교수

Hope, Justice, and Compassion in a Fractured World: Reviewing Our Role as Global Citizenship Educators

Audrey OSLER, Emeritus Professor at the University of Leeds with 40 years of experience in human rights and GCED, delivered a thought-provoking keynote speech at the Conference. Her address centered on the critical issues of justice and compassion in our increasingly divided world, with a particular focus on their implications for GCED.

OSLER began by highlighting the turbulent times we live in, pointing to the rise of populist campaigns and their impact on societal cohesion. She presented compelling evidence of how these movements have led to increased violence, particularly against migrants, and emphasized the profound effect this has on children - our future leaders. OSLER argued passionately that educators must listen more attentively to young people's voices and learn from their insights to shape a more just future.

Drawing from her extensive research, OSLER presented sobering statistics on ongoing global conflicts. She used the example of Palestine, noting that as of August 30, 2024, over 42,000 deaths had been reported, with 70% being civilians. This stark reality, she argued, underscores the urgent need for humanitarian action that transcends borders and political divides.

A significant portion of OSLER's speech was dedicated to discussing the multifaceted challenges we face, including climate change, intergenerational injustice, and the demonization of migrants and refugees. She praised the remarkable response of young people to these issues, highlighting the climate

strikes that saw over a million people demonstrating across 125 countries. OSLER emphasized the pivotal role of education in realizing human rights, referencing the Universal Declaration of Human Rights and its upcoming 75th anniversary. She discussed the challenges faced in European classrooms, particularly the negative public debates about diversity and integration, and the securitization of education policies that often target marginalized communities.

As a powerful response to these challenges, OSLER proposed storytelling. She shared insights from her book, "Where Are You From? No, Where Are You Really From?", demonstrating how personal narratives can illuminate complex histories of migration and empire.

OSLER concluded her speech by calling for a reimagining of GCED. In her final remarks, OSLER stressed that human rights must serve as the foundation for citizenship learning in our global age. She called for fostering a sense of belonging and engagement within communities, recognizing that human rights depend on solidarity across borders. Quoting Malcolm X, she reminded the audience that the struggle for human rights is universal, and we must stand together in our quest for justice.

Keynote Speech 기조연설

분열된 세계에서의 희망, 정의, 그리고 연민 : 세계시민교육자로서 우리의 역할 재고

인권 및 세계시민교육 분야에서 40년의 경력을 가진 오드리 오슬러 리즈대학교 명예교수가 기조연설로 회의를 열었다. 오슬러 교수의 연설은 점점 더 분열되어가는 세상에서 정의와 연민의 주요 이슈에 초점을 두었으며, 특히 이러한 이슈들이 세계시민교육에 미치는 영향에 초점을 맞추고 있다.

오슬러 교수는 먼저 사회 통합에 포퓰리즘 캠페인의 부상과 그 임팩트가 미치는 부분들을 지적하며 우리가 살고 있는 격동의 시대를 강조했다. 오슬러 교수는 교육자들이 젊은 세대들의 목소리에 더 집중하고 그들의 인사이트를 통해 계속해서 배워나가야 더 정의로운 미래를 만들 수 있다고 주장했다. 오슬러는 광범위한 연구를 통해 현재 진행 중인 글로벌 분쟁에 대한 통계를 발표했다. 오슬러 교수는 팔레스타인의 사례를 인용하여 2024년 8월 30일 현재 42,000명 이상의 사망자가 보고되었으며 70%가 민간인이라고 언급했다. 이러한 현실은 국경과 정치적 분열을 뛰어넘는 인도주의적 조치의 시급한 필요성을 강조한다.

오슬러 교수의 연설의 상당 부분은 기후 변화, 세대 간 불공정, 이민자와 난민의 혐오 등 우리가 직면한 다각적인 도전에 대해 논의하는 데 있다. 오슬러 교수는 125개국에서 100만 명 이상이 시위를 벌인 기후 파업을 강조하며 이러한 문제에 대한 젊은이들의 놀라운 반응을 소개했다. 오슬러 교수는 세계인권선언과 다가오는 75주년을 언급하며 인권 실현을 위한 교육의 중추적인 역할을 강조했다. 오슬러 교수는 유럽 교실에서 직면한 과제, 특히 다양성과 통합에 대한 편향적인 공개 토론, 소외된 지역사회를 대상으로 하는 교육 정책의 자본화에 대해 논의하였다.

이러한 도전에 대한 강력한 대응책으로 오슬러는 스토리텔링을 제안했다. 오슬러 교수는 자신의 저서(“Where Are You From? No, Where Are You Really From?”)에서 얻은 인사이트를 공유하며 개인의 내러티브가 이민과 제국주의의 복잡한 역사를 어떻게 조명할 수 있는지 보여주었다.

오슬러 교수는 교육자와 정책 입안자들에게 국제적 이상과 국가 현실 사이의 간극을 좁히기 위해 학생들의 다양한 현실을 인정하는 보다 포용적인 접근 방식이 필요하다고 강조하였다. 오슬러 교수는 마지막 발언에서 인권이 글로벌 시대에 시민권 학습의 토대가 되어야 한다고 강조하였다. 오슬러 교수는 인권이 국경을 초월한 연대에 달려 있다는 점을 인식하고 지역사회 내에서 소속감과 참여를 촉진할 것을 촉구하였다. 오슬러 교수는 말콤 엑스의 인용구와 함께 연설을 마쳤다. “인권을 위한 투쟁은 보편적이며, 우리는 정의를 추구하는 데 있어 함께 나서야 한다”

Keynote Speech 기조연설

1 Our fractured world and its impact on teachers, schools and children

Populist election campaigns

Referendum on leaving EU: Britain 2016

US presidential election 2016 2024

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The Weimarization of Europe?

Weimar Republic 1919-1933

* Cultural innovation, artistic development, creativity
* Attempts to create a fair humane society
* Democracy fragile
* hyper-inflation and depression
* gender and generational conflict
* political violence and terrorism
* Racism and antisemitism
* **Processes of exclusion which eventually led to war and genocide**

Democracy undermined: attack on US Capitol 6 January 2021

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War in Palestine, Ukraine; Sudan +

Photo: Gaza January 2024

Photo: April 2022

What does this mean for humanitarianism and human rights?

* 30 August 2024: over 42,000 people (40,602 Palestinian and 1,478 Israeli) have been reported as killed in Israel's war in Palestine, mostly civilians (more than 70% of Palestinians women and children) including 116 journalists (111 Palestinian, 2 Israeli and 3 Lebanese) and over 224 humanitarian aid workers, including 179 employees of UNRWA
* Ceasefire is provoked by polio outbreak (which knows no checkpoints or borders) + child vaccination programme
* Human rights standards devalued

Challenges facing us include …

* Climate crisis
* Intergenerational injustice (Osler & Kato,
* Online threats including AI and political interference, sexual abuse of children)
* Demonisation of migrants and refugees

What are human rights?

* UDHR 75th anniversary: 10 December 2023
* "Where, after all do universal human rights begin? In small places, close to home, so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. … where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination."
  * Eleanor Roosevelt 1958

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What is the impact on children and young people?

* Graffiti Melbourne 2018

Response of children and young people (1)

Global Climate Strike for Future: 15 March 2019

* school strikes urging adults to take responsibility and stop the climate change
* More than a million people demonstrated in about 2,200 events worldwide, across 125 countries

Response of children and young people (2)

Response of children and young people (3)

UK Black Lives Matter Protests: UK

US

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Human rights, identities and education

* 1948 UDHR – gave a central place to education -means of enabling rights
* 2011 UN Declaration on Human Rights Education and Training: working definition of human rights education (HRE) as a minimal entitlement

Sustainable development goal 4

SDG) 4.7 aims to ensure that all learners have the knowledge and skills to promote sustainable development by 2030. This includes:

- Education for sustainable development and sustainable lifestyles
- Human rights
- Gender equality
- Promotion of a culture of peace and non-violence
- Global citizenship
- Appreciation of cultural diversity and of culture's contribution to sustainable development

Key challenges to human rights and social justice in European classrooms

* unprecedented number of refugees and migrants - "super-diversity" (Vertovec, 2007) and opposition to them :
* Negative public debates about diversity, integration, and multiculturalism, & the role of education in promoting national identity (culture wars)
* the securitization of education policy, which has led to problematic educational initiatives addressing radicalization and the targeting of Europe's Muslim populations

Norway builds Arctic border fence as it gives migrants the cold shoulder

Sunday Times 4 September 2016

* unprecedented number of refugees and migrants - the continent as a whole now faces the reality of "super-diversity" (Vertovec, 2007): requires shift of social and political policy responses from seeing migrants as a problem to recognizing them as an asset (ageing demographic)

Stein Kristian Hansen is building a 'friendly, Norwegian' fence on the Russian border

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Human rights group condemns Prevent anti-radicalisation strategy

The Guardian 13 July 2016

* the securitization of education policy, which has led to problematic educational initiatives addressing radicalization and the targeting of Europe's Muslim populations

UK government's Prevent strategy aimed at combating terrorism is "stifling freedom of expression within the classroom and risks being counterproductive" Human Rights Watch UK

2 Reviewing global citizenship education

Challenges for global citizenship: Need for inclusive global education agendas/ policies at national & institutional levels

* GCE responds to globalisation in multiple ways
* Global citizenship education founded in human rights & a cosmopolitan vision (Osler, 2011; Osler & Starkey, 2003; 2018) stands in contrast to neoliberal policy interpretations e.g. in universities
* prevailing neoliberal environment and powerful interests of the Global North frequently shape global citizenship education as instrumental competencies for competition (Andreotti, 2006; Robertson, 2021).
* narrow expressions of GCE highlight the need for critical approaches (Ferguson & Brett, 2023; Smith & Neoh, 2023).
* HRE also shows potential for bringing empathy and compassion to citizenship education (von Berg, 2023), leading to more inclusive global education agendas
* **GAP** between international and national interpretations and policies .

The problem of traditional citizenship education

* In classrooms we have many students who are not citizens
* Some don't aspire to citizenship
* Some are refugees, undocumented migrants, stateless persons
* Others, although citizens, feel excluded and are 'othered'
* BUT ALL ARE HOLDERS OF HUMAN RIGHTS

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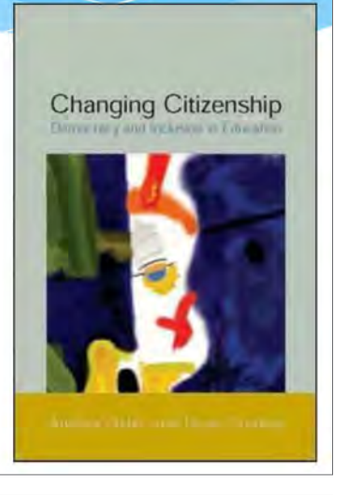
Human rights as a framework for citizenship learning in a global age

* Education for cosmopolitan citizenship, based on human rights
* STATUS
* Citizenship (nationality): exclusive status
* Human rights: inclusive
* FEELING
* Sense of belonging (physical, psychological and social security
* PRACTICE
* Engagement in community



Learning *about*, *through* and *for* rights (UN Declaration on HRE and training, 2011)

* Human rights education:
* Learning *about* rights (knowledge);
* Learning *through* rights (democratic upbringing and school practices e.g. student councils; learning to live together, recognition of difference);
* Learning *for* rights: making a difference, critical patriotism (Banks et al., 2005; HRE as transformation, Osler & Starkey, 1996, 2010)

Human rights are necessarily cosmopolitan

* Human rights depend on human solidarity across borders -national, ethnic, religious
* In struggles for justice, an individual who experiences a violation of their rights cannot always depend on the immediate community or neighbours.
* U.S. civil rights leader Malcolm X argued for human rights, rather than civil rights:
* since then 'anybody, anywhere on this earth can become your ally' (1965, in Clark, 1992: 175).
* 'We can never get civil rights in America until our human rights are first restored. We will never be recognised as citizens there until we are first recognized as humans' (1964)

The 'endtimes' of human rights?

(Hopgood 2013)

Sergio Veiria de Mello –UN High Commissioner for Human Rights

2003

* The culture of human rights must be a popular culture if it is to have strength to withstand the blows that will inevitably come. Human-rights culture must be a popular culture if it is truly to innovate and to be truly owned at the national and sub-national levels.

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What are human rights?

* human rights are 'an expression of the human urge to resist oppression'
* Then HRE must necessarily be about supporting students to name inequality, challenge injustice, make a difference, develop solidarities at local, national and global levels

Some contradictions about teaching for human rights in schools

* HRE is a cosmopolitan project, stressing our common humanity
* BUT… schooling is generally a nationalist project

Schooling is generally part of a a national project

Connected to public policies which support the nation-state:

- national history
- national myths
- national symbols
- national literature
- national media
- national military
- sometimes a national religion (Kymlicka)

Them and us: human rights heaven and hell (Okafor and Agbakwa, 2001): an ongoing process of othering

Teachers consider human rights abuses in Norway as 'peanuts' (Vesterdal, 2016)

So they teach about human rights abuses elsewhere- linked to Nordic HR paradox

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Equality and sameness…

* 'I treat them all as children, I don't see differences…'
* Ignores structural inequality, different learning needs, such as those of developing bilinguals
* Ignores research on culturally responsive teaching (Geneva Gay, Gloria Ladson-Billings)
* Fails to engage with family expectations of school…
* Norwegian policy framework has tended to assume that language competence will realise genuine equality: failure to engage with minority perspectives (Osler and Lybæk, 2014)

A Europe founded on human rights? 2015 human rights crisis: conflict, migration, security

3 Challenges and barriers to change

theorizing and applying human rights within education for social justice

Combining conceptual frameworks in scholarship and struggle for justice

* In a global age, need tools for educational research and development which can be applied at a range of scales: local, cultural, national and international
* In this context, can we successfully combine 2 frameworks - intersectionality and human rights- to inform education research for social justice?
* Work-in-progress

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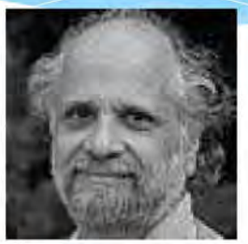
Universality: how are rights applied in different cultural settings?

* Universality: a key concept in human rights
* Minority cultures fear homogenizing impact of mainstream culture and education
* Asymmetrical power relationships need to be acknowledged and explored

The narrative imagination

* Narrative as pedagogical tool
* Successful (& on-going) struggles for rights
* Students can tell own individual and collective stories
* Narrative troubles the dominant national narrative



Homi Bhabha
Post-colonial theorist

The right to narrate

* 'the right to narrate'(Bhabha, 2003)
* *To protect the 'right to narrate' is to protect a range of democratic imperatives: it assumes there is an equitable access to those institutions – schools, universities, museums, libraries , theatres – that give you a sense of a collective history and the means to turn those materials into a narrative of your own*

One response: Using narrative (either real life stories or film)

* 'On the Bride's Side' (Italy, 2014) used in Osler 2016
* Yesterday (South Africa, 2004) used alongside family narrative in Osler & Starkey 2010
* –

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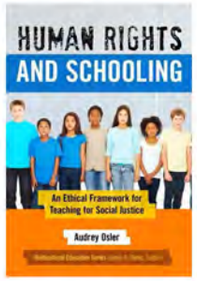
Work on narratives and human rights… HRE as transformative learning, underpinned by narrative

Teachers College Press, Columbia University, New York, 2016



Osler & Starkey, 2010

Education for human rights: remembering the past and looking to the future

* Human rights project is about our common humanity- a cosmopolitan project
* The task is first to imagine ("I have a dream") and then to work towards a better – a more just future
* Remembering that greater justice can come out of conflict

Intersectionality theory

* **Kimberlé Crenshaw:**
* Distinguished Professor of Law at University of California Los Angeles and Professor of Law at Columbia Law School

Intersectionality: Black feminist theory

Intersectionality:

"signifying the complex, irreducible, varied, and variable effects which ensue when multiple axis of differentiation – economic, political, cultural, psychic, subjective and experiential – intersect *in historically specific contexts*. The concept emphasizes that different dimensions of social life cannot be separated out into discrete and pure strands"

Avtar Brah and Ann Phoenix (2004: 76)

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Human rights and intersectionality theory

In teaching for human rights, a key starting point is an acknowledgement of multiple axes of differentiation – including economic, political, cultural and experiential. It is important to recognize the complexity of subsequent human experiences and societal developments, rather than reducing or artificially separating these dimensions.

It is more than accepting individuals' multiple identities – it is about acknowledging and building on complex contexts in human rights theory and human rights practice – including in human rights education

How do we do this?

Intersectionality and human rights

* Intersectionality: a tool for theorising, researching, and applying research – acknowledging multiple and complex identities in education
* human rights: framework of analysis which is premised on intersectionality, and on the equal dignity of all human subjects
* *Both can support social justice in education*
* *HUMANITY is basis on which rights are claimed, not nationality*

Re-thinking the role of the teacher

* Moral obligations vs political obligations
* A just society is worth struggling for in a spirit of solidarity
* "pedagogy of the oppressed" (Freire, 1970)
* teaching has a political as well as a moral dimension. It is a political act.
* "Teaching involves both intended and unintended lessons, and it is often in the unintended hidden lessons that oppression finds life and reinforcement"(Kumashiro 2012).
* the teacher's self-awareness, is an essential step in avoiding the processes of "banking education" which Freire challenged

Realizing a culture of rights

* The culture of human rights must be a popular culture if it is to have strength to withstand the blows that will inevitably come...
* 'Education' is the word we use to describe this process, and it deserves more attention. We must work harder at communicating the human rights story through all available means, not least electronic media. Security will be advanced as we fill in the lacunae of ignorance, empower the dispossessed and enable them to recognize their rights.

* Sergio Vieira de Mello
* 2003

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Cosmopolitanism and human rights at home

* To revitalise education for social justice we need to re-imagine the nation as cosmopolitan and as multicultural
* Involves reconceptualising the curriculum so it does not promote an exclusive national identity or encourage learners to see themselves as part of a nation whose interests are which is necessarily opposed to other nations/ regions/ religions
* A form of education which equips students to challenge injustice in the here and now

* What would a student who had experienced this kind of education – human rights-based, socially just, critical, cosmopolitan and culturally responsive, look like?

Such a student would be:

* A curious, confident and enthusiastic learner with skills to go on learning
* Feel part of a learning community
* Would believe that her teachers cared for and about her
* Open to new and different perspectives
* Would know there are always new things to learn
* Knowledgeable about arts, literature, history sciences and social sciences
* bilingual, if not multilingual
* Caring
* Ready to struggle for justice

4 Ways forward

* And what kind of teachers do we need? (What kind of teacher education does this imply?)

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Two teachers whose practice has inspired me (1)

Mr OJIMA, Nara, Japan

* Kitayama, Y., Osler, A. & Hashizaki, Y. (2017). Reimagining Japan and fighting extremism with the help of a superhero: A teacher's tale. *Race Equality Teaching*, 32(2): 21-27.

Two teachers whose practice has inspired me (2)

Addressing structural inequality
Facing "the difficult past "
Building students' political skills

Min-Ji, Osaka, Japan

* Osler, A. (2018). Reflections on structural inequality, struggle and the meanings of citizenship: a *zainichi* Korean teachernarrative. *Multicultural Education Review*, *10*(1), 52–70. https://doi.org/10.1080/2005615X.2018.1423541

Teachers educating for global citizenship: recognising political and moral responsibilities to students

* Draw on theory and put it into practice (reflexive)
* Know there are always new things to learn
* Recognise and build on students multiple identities
* Respect children's rights
* Prepare their students to participate in their local communities
* Help students to understand and contribute to an interdependent nation and an interdependent world
* Equip students with skills to be politically efficacious
* Care for and about their students (Noddings, 2013)
* Are ready to struggle for justice

The 9th International Conference on Global Citizenship Education

Plenary Session 1 기조세션 1

Navigating Current Challenges Where Multilateral Efforts Are Most Required
다자간 노력이 필요한 주요 도전과제

Moderator 진행자

HAN Seung-Mi
한승미

Associate Professor, Graduate School of International Studies, Yonsei University
연세대학교 국제대학원 교수

Panelists 발제자

Rawan ARAR
라완 아라르

Assistant Professor, University of Washington
워싱턴대학교 조교수

H.E. Peter K. NGURE
피터 응구레

Ambassador, Permanent Delegation of Kenya to UNESCO
주유네스코 케냐 대표부 대사

Ai KIHARA-HUNT
기하라 아이

Professor, The University of Tokyo
일본 도쿄대학교 교수

YI Sang-Wook
이상욱

Professor, Hanyang University
한양대학교 교수

Panel Discussion 1 패널 토론 1

Refugees and Forced Migration : Mapping (Im)mobility

Rawan ARAR | Assistant Professor, University of Washington

Rawan ARAR delivered a compelling presentation on the complexities of humanitarian crises and refugee systems, focusing on global governance approaches. She introduced the concept of the refugee-migrant binary, explaining its crucial role in shaping legal and social distinctions that affect displaced individuals' rights and protections.

ARAR presented her innovative "immobility chessboard" framework, which categorizes degrees of movement from domestic migration to international displacement. This framework challenges traditional state-centered approaches to displacement, advocating for non-state-centric solutions. ARAR argued that the refugee crisis is often misframed as a state issue, emphasizing the need to rethink global approaches to displacement. She highlighted the ongoing refugee crisis in Gaza as an example of displacement becoming a multi-generational issue, stressing that displacement is often a complex, enduring phenomenon requiring long-term strategies.

ARAR discussed how politics and international relations shape aid availability and access to basic human rights for displaced populations. ARAR called for a shift in multilateral efforts, advocating for a focus on restoring displaced people's dignity rather than treating displacement as a state management issue. She critiqued the urgency narrative that often racializes and marginalizes displaced populations, instead promoting a humanitarian approach that transcends borders and governments.
In conclusion, ARAR emphasized the importance of addressing both symptoms and root causes of displacement, calling for increased multilateral cooperation and innovative approaches to solve the refugee crisis. Her presentation provided valuable insights for policymakers, humanitarian workers, and researchers in the fields of refugee studies and global migration.

난민과 이주 : 난민 체계 안에서 이동성과 비이동성 그려보기

라완 아라르 | 워싱턴대학교 조교수

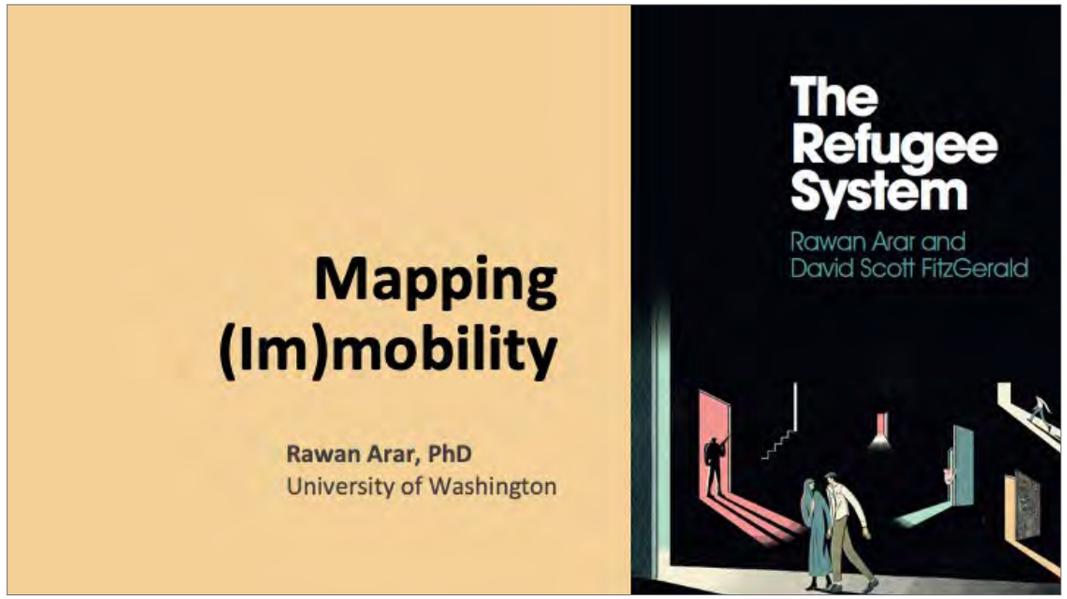
라완 아라르 교수는 글로벌 거버넌스 접근 방식에 초점을 맞춰 인도주의적 위기와 난민 시스템의 복잡성에 대해 설득력 높은 발표를 했다. 아라르 교수는 난민-이민자 이분법의 개념을 소개하며 난민 개인의 권리와 보호에 영향을 미치는 법적, 사회적 구분을 형성하는 데 그러한 이분법이 중요한 역할을 한다고 설명했다.

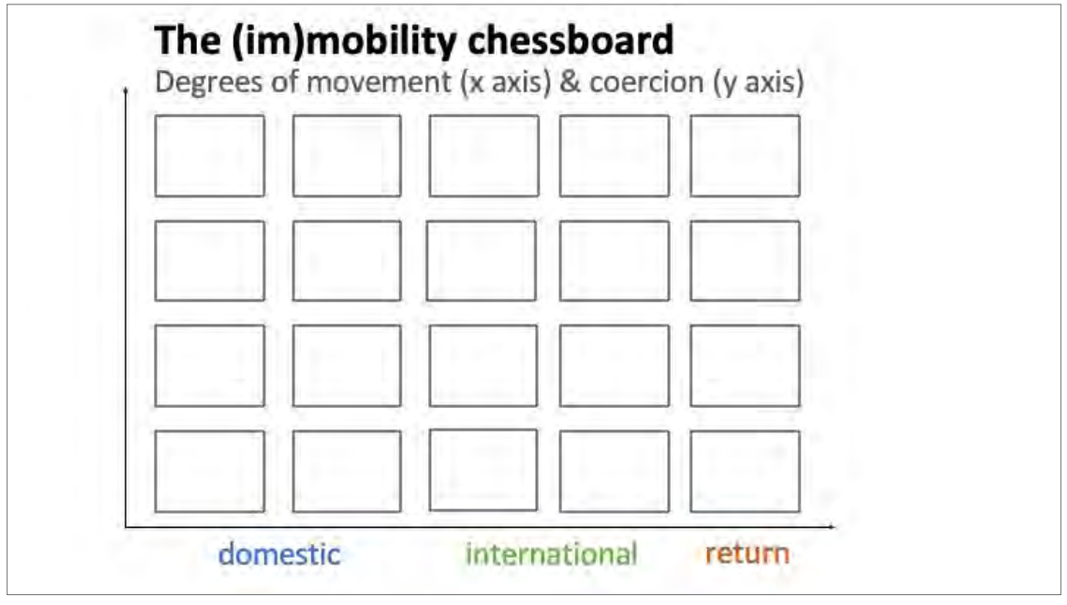
아라르 교수는 국내 이주에서 국제 이주까지 이동 정도를 분류하는 혁신적인 '이동성 체스판' 프레임워크를 소개했다. 이 프레임워크는 비국가 중심적 해결책을 옹호하며 전통적인 국가 중심적 난민 접근 방식을 비판하는 접근법이다. 아라르 교수는 난민 위기가 종종 국가 문제로 잘못 분류된다고 주장하며 난민에 대한 글로벌 접근 방식을 재고해야 한다고 강조한다.

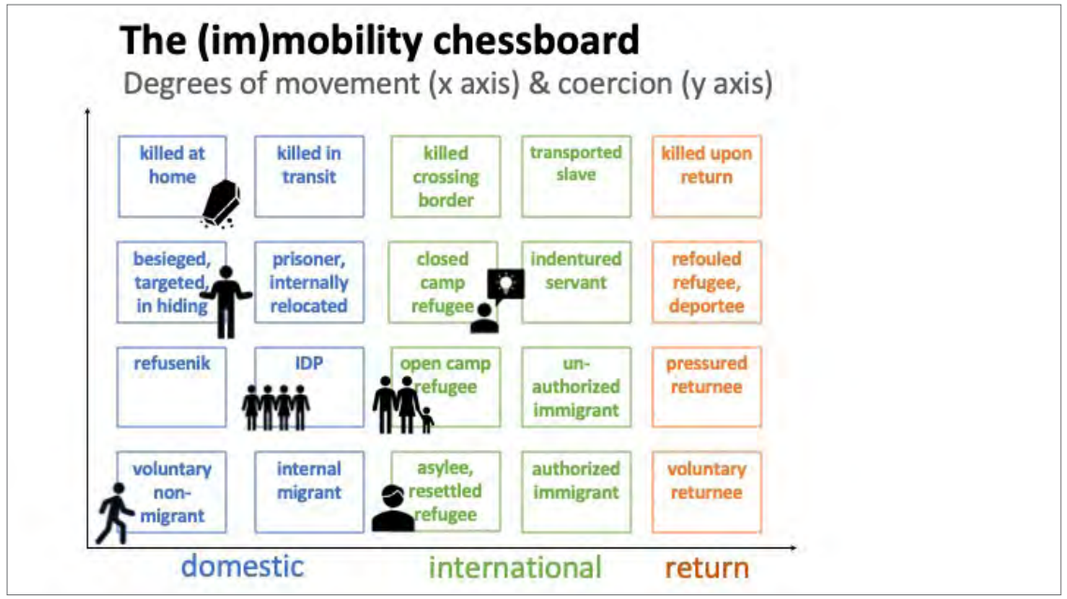
또한, 난민 문제가 다세대 문제가 된 사례로 가자지구의 현재 진행 중인 난민 위기를 강조하며 난민 문제는 종종 장기적인 전략이 필요한 복잡하고 지속적인 현상임을 언급했다. 아라르 교수는 난민을 국가 관리 문제로 취급하기보다는 난민의 존엄성 회복에 초점을 맞추자고 주장하며 다각적인 노력의 전환을 촉구하였다. 난민 인구를 인종화하고 소외시키는 긴급한 내러티브는 비판 받아 마땅하며 국경과 정부를 초월한 인도주의적 접근 방식이 장려되어야 한다.

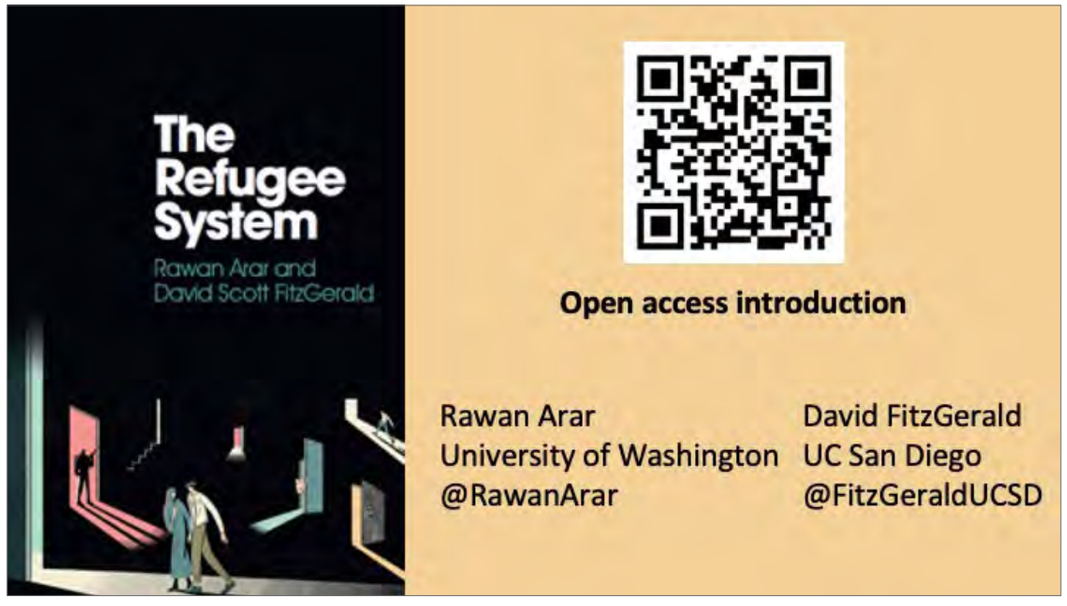
결론적으로 난민 위기를 해결하기 위해 다자간 협력과 혁신적인 접근 방식을 강화할 것을 촉구하며 난민 문제의 증상과 근본 원인을 모두 해결하는 것이 중요하다고 강조했다. 난민 연구와 글로벌 이주 분야에서 정책 입안자, 인도주의 분야의 종사자, 연구자들에게 귀중한 인사이트를 제공했다.

Mapping (Im)mobility

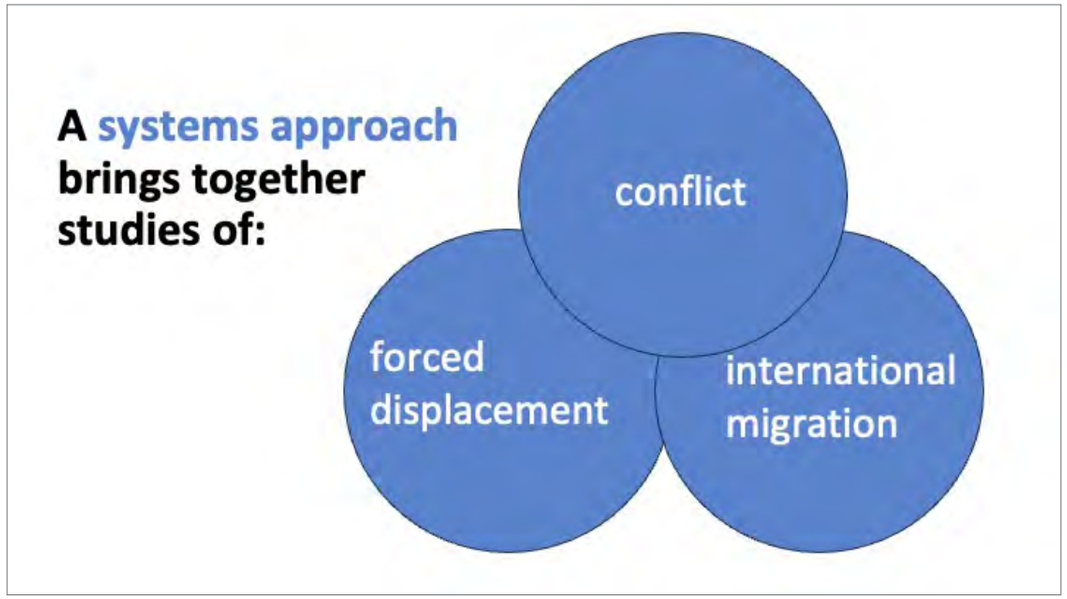


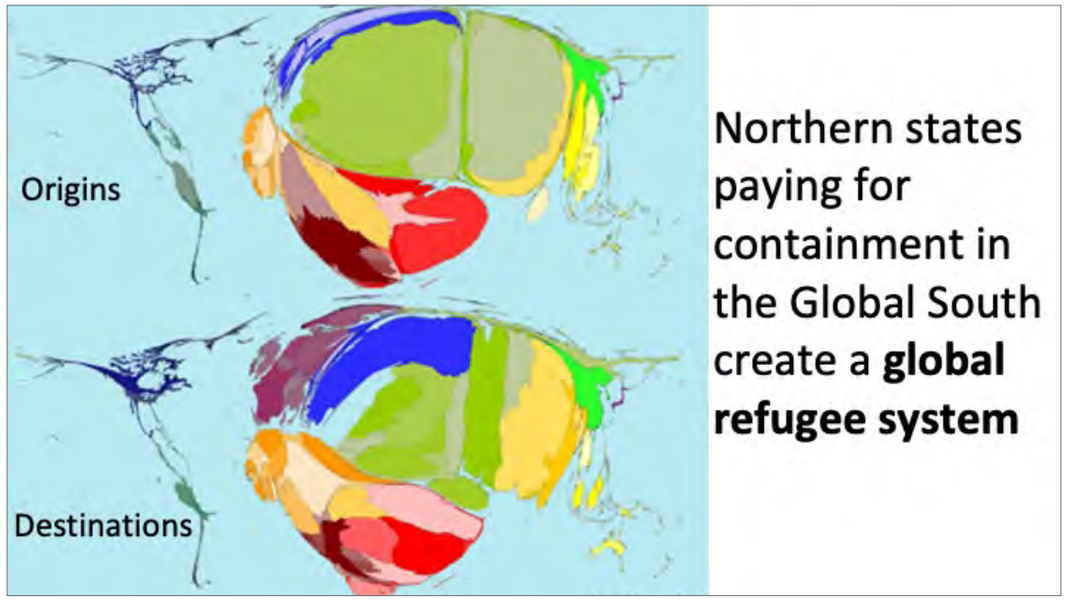






Mapping (Im)mobility





Panel Discussion 2 패널 토론 2

Racism and Hate Speech

H.E. Peter K. NGURE | Ambassador, Permanent Delegation of Kenya to UNESCO

H.E. Peter K. NGURE's presentation addressed the pressing issues of racism and hate speech, both in physical and online spaces, particularly in relation to global mobility and migration. NGURE shared personal experiences to illustrate the realities of racial discrimination, including a 2014 incident in China where he faced racial profiling and hotel rejection, contrasting it with a positive experience in Korea.

NGURE highlighted the rise of hate speech in virtual spaces, especially among younger generations like Gen Z. He emphasized that while youth are increasingly vocal about social issues, this often leads to backlash and hate speech on social media platforms.

The presentation focused on the crucial role of GCED in combating racism and hate speech. NGURE advocated for scaling up GCED initiatives globally, stressing the importance of educating young people to recognize and challenge racist narratives. He proposed arts education as a valuable platform for promoting empathy, solidarity, and understanding.

NGURE concluded by calling for concrete actions to combat racism and hate speech. These included crafting global agreements and statements to foster inclusive dialogue and cooperation, integrating GCED into educational systems worldwide, using arts as a medium to foster empathy and combat hate speech, and organizing roundtable discussions to explore how arts education can promote inclusivity. He emphasized that education remains the most powerful tool for societal change and urged multilateral efforts to end racism through these initiatives.

인종 차별과 혐오 발언

피터 응구레 | 주유네스코 케냐 대표부 대사

피터 응구레 주유네스코 케냐 대표부 대사는 글로벌 이동성 및 이주와 관련하여 물리적 공간과 온라인 공간 모두에서 인종 차별과 혐오 발언의 시급한 문제를 다루었다. 응구레 대사는 2014년 중국에서 인종 프로파일링과 인종차별에 따른 호텔 숙박 거부와 같은 사건을 포함하여 인종 차별의 현실을 설명하기 위한 개인적인 경험을 공유하여 한국에서의 긍정적인 경험과 대조하였다.

응구레 대사는 특히 Z세대와 같은 젊은 세대 사이에서 가상 공간에서 혐오 발언이 증가하고 있다고 강조했다. 그는 청소년들이 사회적 이슈에 대해 점점 더 목소리를 높이고 있지만, 이는 종종 소셜 미디어 플랫폼에서 반발과 혐오 발언으로 이어진다고 강조했다.

이 발표에서는 인종차별과 혐오 발언에 맞서 싸우는 세계시민교육의 중요한 역할에 초점을 맞췄다. 응구레 대사는 전 세계적으로 세계시민교육 이니셔티브를 확대할 것을 지지하며 젊은이들이 인종차별적 내러티브를 인식하고 도전하도록 교육하는 것의 중요성을 강조했다. 그는 공감, 연대, 이해를 증진하는 귀중한 플랫폼으로 예술 교육을 제안했다.

응구레 대사는 인종차별과 혐오 발언에 맞서기 위한 구체적인 조치를 촉구하였다. 여기에는 포용적 대화와 협력을 촉진하기 위한 글로벌 협약과 성명서 작성, 전 세계 교육 시스템에 세계시민교육 통합, 공감을 촉진하고 혐오 발언에 맞서기 위한 매체로 예술 활용, 예술 교육이 포용성을 증진할 수 있는 방법을 모색하기 위한 원탁 토론회 개최 등이 포함되었다. 그는 교육이 사회 변화를 위한 가장 강력한 도구임을 강조하며 이러한 이니셔티브를 통해 인종차별을 종식시키기 위한 다각적인 노력을 촉구했다.

Panel Discussion 3 패널 토론 3

Guarding Common Values : Sustainable Peace and Human Security

Ai KIHARA-HUNT | Professor, The University of Tokyo

In her discussion on the challenges of achieving sustainable peace and human security amid rising geopolitical tensions, Ai KIHARA-HUNT critically examined the current global security framework. She highlighted that the state-centered approach, where powerful nations act as protectors of peace and security, is increasingly ineffective in addressing the root causes of conflict. KIHARA-HUNT pointed out that human rights, though meant to be universal, are often manipulated in geopolitical disputes, leading to divisions such as “Western” vs. “Eastern” values. She emphasized that human rights should be recognized as a universal principle, not as an issue of opposing ideologies.

KIHARA-HUNT advocated for a shift towards a people-centered approach to security, focusing on individuals and communities rather than states. This approach considers the dignity, cultural practices, and lived experiences of those affected by conflict. She illustrated this with an example of how cultural practices, like funeral rites, are often neglected in state-centric frameworks, though they are vital to understanding the human impact of conflict. She also noted the growing role of non-state actors, including businesses and NGOs, in protecting human rights, especially in instances where states have failed, as demonstrated during the COVID-19 pandemic.

In her concluding remarks, KIHARA-HUNT called for a rethinking of the global security framework to include a wider range of actors, such as civil society, younger generations, and businesses. She urged policymakers to adopt more flexible, innovative approaches to peacebuilding and conflict resolution, stressing that human security is not just a legal construct but a holistic way of safeguarding the dignity and rights of all people, particularly in the face of global challenges like inequality, political instability, and conflict.

공통의 가치 지키기 : 지속 가능한 평화와 인간 안보

기하라 아이 | 일본 도쿄대학교 교수

기하라 아이 교수는 지속 가능한 평화와 인간 안보 달성에 관한 토론에서 현재의 글로벌 안보 프레임워크에 대해 비판적인 견해를 제시했다. 그녀는 강대국 주도의 국가 중심 접근 방식이 분쟁의 근본 원인을 해결하는 데 효과적이지 않다고 지적했다. 아이 교수는 인권이 보편적 가치임에도 불구하고 지정학적 분쟁에서 종종 조작되어 ‘서양’ 대 ‘동양’과 같은 가치 대립으로 변질되는 현상을 설명하면서, 인권을 이념 대립이 아닌 보편적 원칙으로 인식해야 한다고 강조했다. 이에 대한 대안으로, 그녀는 국가보다 개인과 지역사회에 초점을 맞춘 사람 중심의 안보 접근 방식을 제안했다.

이 접근법은 분쟁 피해자들의 존엄성, 문화적 관행, 개인적 경험을 고려한다는 점에서 중요하다. 아이 교수는 장례식과 같은 문화적 관행이 분쟁의 인간적 영향을 이해하는 데 중요하지만, 국가 중심 접근에서는 간과되는 경우가 많다고 지적했다. 또한, 코로나19 팬데믹 상황에서 볼 수 있듯이, 국가의 역할이 미흡할 때 기업과 NGO 등 비국가 행위자들이 인권 보호에 중요한 역할을 한다고 강조했다. 아이 교수는 결론적으로 글로벌 안보 프레임워크의 재고를 촉구하며, 시민사회, 젊은 세대, 기업 등 다양한 주체의 참여 필요성을 강조했다. 그녀는 정책 입안자들에게 평화 구축과 분쟁 해결에 있어 더욱 유연하고 혁신적인 접근을 채택할 것을 요구했으며, 이러한 접근이 불평등, 정치적 불안정성, 분쟁 등 글로벌 도전에 직면한 모든 이의 존엄성과 권리를 보호하는 총체적인 방법이라고 주장했다.

Guarding Common Values: Sustainable Peace and Human Security

Guarding Common Values: Sustainable Peace and Human Security

Ai Kihara-Hunt
The University of Tokyo

For the 9th International Conference on Global Citizenship Education: Revitalizing Multilateralism for Peace through GCED

Challenge to Multilateral Solutions: Peace and Security

- Geopolitical tensions involving big powers
  →multilateral solutions difficult
- Breaches of norms
- Big Powers' guardianship does not work

Human Rights norms

- Application of human rights norms: where and how to look
- Challenges to the norms themselves.

Old/Revived challenges:

Civil Political Rights vs Economic, Social Cultural Rights; Justiciability

"Western Values" vs "Asian Values"

"Western Values", Colonial

Recent:

States' own human rights

Connecting: human security?

- Human Security

People-centered "security" concept, going over state-centered security

Freedom from Fear, Freedom from Want, Dignity, Empowerment

Objective and subjective

Human Rights Law, International Humanitarian Law and Refugee Law are within Human Security

Close link to "Sustainable Peace", "Sustaining Peace"

More than the absence of armed conflict

Address root causes of conflict

Machinery to solve problems

Guarding Common Values:
Sustainable Peace and Human Security

Human Security: its use

- Allows discussion on security matters more comprehensively, using many more factors.
- Looks into objective and subjective security, covering a wide range of elements that influence people's security.
- Allows looking into people's lives, livelihoods and rights outside the lens of legal accountability, inviting more and various processes.
  → Some States accept Human Security but do not like discussion of Human Rights
- Invites many actors to work together on security and rights.

Thank you!

Comments: to Ai Kihara-Hunt
aikiharahunt@gmail.com

Panel Discussion 4 패널 토론 4

Ethical Dilemmas of Generative AI

YI Sang-Wook | Professor, Hanyang University

YI Sang-Wook's presentation focused on the ethical challenges posed by the rapid rise of artificial intelligence (AI) and the importance of establishing global governance frameworks to manage its development. YI emphasized that AI is increasingly becoming a global issue, with countries at various levels of technological advancement seeking to leverage AI for progress. However, he cautioned that without proper regulation, AI could exacerbate existing inequalities, particularly in less industrialized nations. YI pointed out that discussions surrounding AI governance are currently dominated by powerful countries, raising concerns that the perspectives and needs of less technologically developed nations might be overlooked. A major concern raised by YI was the "deskill problem," where overreliance on AI may lead to the erosion of essential human skills. He highlighted the need for AI literacy as part of GCED, emphasizing that individuals must be equipped to critically engage with AI technologies rather than becoming overly dependent on them. YI also touched on the dual-use dilemma of AI, where technologies designed for positive purposes could potentially be weaponized for military use, underscoring the need for ethical guidelines and regulations that address the potential misuse of AI on a global scale. YI stressed the importance of creating a truly global governance framework that includes all nations, ensuring equitable access to the benefits of AI. He emphasized the need to develop ethical frameworks that are not only comprehensive but also affordable and accessible to less-developed nations. YI warned that if the governance of AI remains concentrated in the hands of powerful countries, the benefits will be unevenly distributed, potentially deepening global inequalities. He concluded by calling for an inclusive, multilateral dialogue on the ethics of AI, bringing together stakeholders from all sectors, including technologists, educators, and policymakers, to ensure AI is used to promote equity and human rights globally.

인공지능과 윤리적 딜레마

이상욱 | 한양대학교 교수

이상욱 교수는 인공지능(AI)의 급속한 발전에 따른 윤리적 과제와 이를 관리하기 위한 글로벌 거버넌스 프레임워크 구축의 중요성을 조명했다. 그는 AI가 글로벌 이슈로 부상하고 있으며, 기술 발전 수준에 관계없이 많은 국가들이 AI를 통한 발전을 모색하고 있다고 강조했다. 그러나 적절한 규제 없이는 AI가 특히 저개발 국가에서 기존의 불평등을 심화시킬 수 있다고 경고했다.

이상욱 교수는 '비숙련 문제'를 주요 우려 사항으로 제기했다. 이는 AI에 대한 과도한 의존이 필수적인 인간 기술을 퇴화시킬 수 있다는 것이다. 이에 대한 해결책으로 그는 세계시민교육의 일환으로 AI 리터러시 교육의 필요성을 강조했다. 또한, AI 기술의 이중 용도 딜레마를 언급하며, 전 세계적으로 AI의 잠재적 오용을 방지하기 위한 윤리적 지침과 규정의 필요성을 역설했다.

이상욱 교수는 모든 국가를 포괄하는 진정한 글로벌 거버넌스 프레임워크 구축의 중요성을 강조했다. 이는 AI 혜택에 대한 공평한 접근을 보장하기 위함이다. 그는 포괄적이면서도 저개발 국가에서도 적용 가능한 저렴하고 접근성 높은 윤리적 프레임워크 개발의 필요성을 설명했다. AI 거버넌스가 강대국에 집중될 경우, 혜택의 불균형 분배로 인해 글로벌 불평등이 심화될 수 있다고 경고했다.

결론적으로, 이상욱 교수는 AI가 전 세계적으로 형평성과 인권 증진에 기여할 수 있도록 기술자, 교육자, 정책 입안자 등 모든 부문의 이해관계자들이 참여하는 포용적이고 다각적인 대화를 촉구했다. 이를 통해 AI의 윤리적 발전과 공정한 활용을 위한 글로벌 협력의 중요성을 강조하며 발표를 마무리했다.

The 9th International Conference on Global Citizenship Education

Plenary Session 2 기조세션 2

Storytelling for Peace
평화를 위한 스토리텔링

Facilitator 진행자

Dylan WRAY
딜런 레이

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

Speaker 발표자

Ludivina BORJA-DEKIT
루디비나 보르하 데킷

Professor of the Western Mindanao State University
필리핀 웨스턴민다나오 주립대학교 부교수

Tania SAEED
타니아 사이드

Associate Professor, Lahore University of Management Sciences
파키스탄 라호르 경영과학대학교 부교수

Plenary Session 2 기조세션 2

Storytelling for Peace

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

Dylan WRAY emphasized the transformative power of storytelling in peacebuilding during a recent session. He began with an engaging exercise, inviting participants to write about moments when their work positively impacted others' lives. Participants were prompted to encapsulate their experiences in a single word reflecting their contributions to peace.

After selecting their words, attendees paired up with strangers to share their stories, using a designated sentence starter to narrate the significance behind their chosen word. This exercise encouraged deep listening and reflection on how personal narratives can foster understanding and promote peace.

To illustrate the impact of storytelling, he introduced Ludivina BORJA-DEKIT to share her inspiring journey, showcasing how individual experiences can drive meaningful change and enhance community harmony. Her narrative served as a powerful example of how personal stories can inspire collective action toward peace, reinforcing the session's message about the crucial role of storytelling in building a more peaceful world.

평화를 위한 스토리텔링

딜런 레이 | 남아공 하이리졸브그룹 글로벌디렉터

진행을 맡은 딜런 레이 글로벌디렉터는 스토리텔링이 평화 구축에 미치는 힘과 영향력을 언급하며 세션을 열었다. 그리고 참여자들에게 자신이 한 행동이 타인의 삶에 변화를 가져온 순간을 떠올리며 스토리를 작성해보는 활동을 이끌었다.

"스토리의 첫 번째 부분부터 시작해 보겠습니다. 모든 스토리는 한 단어로 시작되기 때문입니다. 한 단어로 평화에 기여하는 데 가장 중요한 긍정적 영향을 어떻게 설명하시겠습니까? 다른 사람들의 웰빙에 기여하거나, 이해를 촉진하거나, 어떤 식으로든 적극적으로 평화를 구축하는 등, 직장에서 실제로 변화를 만들어냈다고 느낀 순간을 떠올려 보세요."

참가자들은 모르는 사람과 짝을 지어 자신이 선택한 단어를 공유하고 그 단어 뒤에 있는 이야기를 만들어 서로에게 들려주는 시간을 가졌다. 상대의 이야기를 듣는 동안 이러한 개인적인 경험이 평화를 촉진하는 데 어떻게 기여할 수 있는지 생각해보도록 유도했다.

이후 스토리텔링이 평화 구축에 어떤 영향을 미칠 수 있는지에 대한 구체적인 사례로 루디비나 보르하 데킷 교수를 무대로 초대하여 개인적 서사가 어떻게 긍정적인 변화를 이끌고 지역 사회 내에서 조화를 증진할 수 있는지 살펴보았다.

Plenary Session 2 기조세션 2

Finding Peace : My Journey of Healing and Resilience

Ludivina BORJA-DEKIT | Professor of the Western Midanao State University

Ludivina BORJA-DEKIT shared her transformative journey following a traumatic kidnapping in 2008, which profoundly shifted her perspective on addressing violence in her community. This harrowing experience in Basilan led her to realize that providing aid alone was inadequate to combat the deep-rooted issues affecting her community, such as poor education and inadequate health services.

Motivated by her experiences, BORJA-DEKIT shifted her focus to education and dialogue as tools for fostering understanding and harmony. As the director of Peace Education, she now leads initiatives aimed at empowering communities through knowledge, advocating for the idea that education is crucial for promoting peace and unity. She emphasizes that the roots of conflict often stem from systemic issues, including a lack of community support and access to essential services.

BORJA-DEKIT passionately believes in the power of small actions to create significant change, quoting Nelson Mandela's assertion that "Education is the most powerful weapon to change the world." Through her efforts, she aims to inspire a new generation to pursue peace in a fractured society, reinforcing the belief that informed communities can break the cycle of violence and build a more hopeful future.

평화를 찾아서 : 치유와 회복력의 여정

루디비나 보르하 데킷 | 필리핀 웨스턴민다나오 주립대학교 부교수

루디비나 보르하 데킷 교수는 2008년 겪은 납치 사건 이후의 변화의 여정을 공유했다. 그녀의 여정은 지역 사회의 폭력에 대처하는 그녀의 관점을 크게 바꾸어 놓았다. 바실란에서의 이 참혹한 경험을 통해 그녀는 지원만으로는 열악한 교육과 부적절한 의료 서비스와 같은 지역 사회에 영향을 미치는 뿌리 깊은 문제를 해결하는 데 충분하지 않다는 것을 깨달았다.

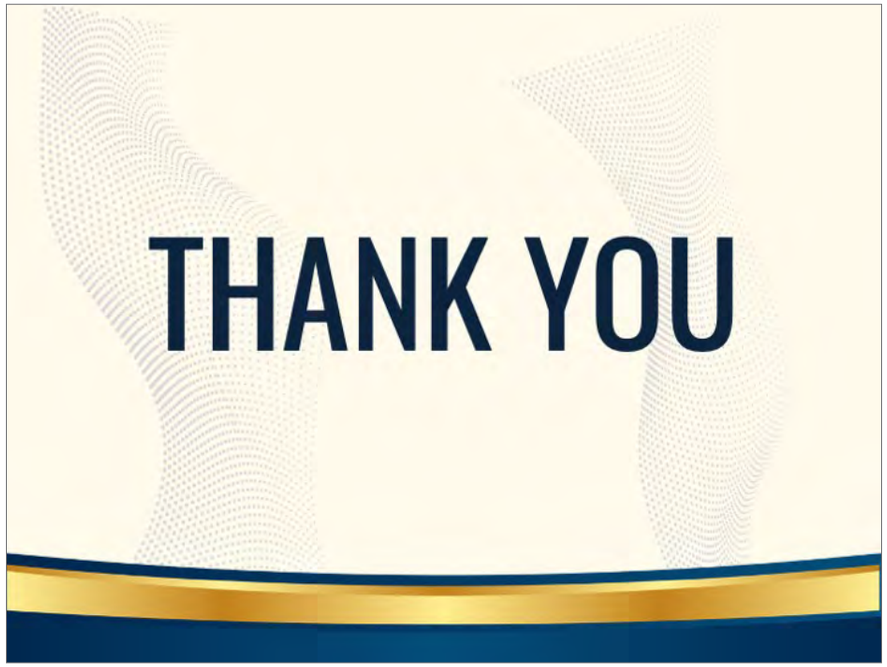
그녀는 자신의 경험에 근거해 이해와 조화를 촉진하는 도구로서 교육과 대화에 초점을 맞추었다. 그녀는 평화 교육 책임자로서 지식을 통해 지역 사회에 힘을 실어주는 이니셔티브를 이끌고 있으며, 교육이 평화와 단결을 촉진하는 데 필수적이라는 생각을 옹호한다. 그녀는 갈등의 근원은 종종 지역 사회 지원 부족과 필수 서비스 접근성을 포함한 체계적 문제에서 비롯된다고 강조했다.

또한 그녀는 넬슨 만델라의 "교육은 세상을 바꾸는 가장 강력한 무기"라는 주장을 인용하며, 작은 행동이 상당한 변화를 만들어낼 수 있는 힘을 강조했다. 그녀는 자신의 노력을 통해 분열된 사회에서 새로운 세대가 평화를 추구하도록 영감을 주고, 지역 사회가 폭력의 악순환을 끊고 더욱 희망적인 미래를 건설할 수 있다는 믿음을 강화하기 위해 노력하고 있다.

Finding Peace
: My Journey of Healing and Resilience

Finding Peace
: My Journey of Healing and Resilience

Finding Peace
: My Journey of Healing and Resilience



Plenary Session 2 기조세션 2

Empowering Local Narratives in Pakistani Childhood Literature

Tania SAEED | Associate Professor, Lahore University of Management Sciences

Tania SAEED discussed a significant project funded by the Arts and Humanities Research Institute in Pakistan, which focuses on crafting stories that resonate with local communities. She emphasized the critical need for representation in childhood literature, highlighting that stories should reflect the local landscape and cultural context. The project aims to bridge the gap between English-language storybooks and the realities faced by many Pakistani children, ensuring that the narratives and images are relatable and familiar.

SAEED reflected on her own experiences, noting, "Growing up, I never realized what was being lost by encouraging English and losing the essence of Punjabi or Urdu." She recognized the value of English as a language with social and economic benefits but stressed the importance of retaining local languages and cultural identities. This initiative incorporates local colors, names, and landscapes, allowing children to see themselves in the stories they read and correcting the historical imbalance where narratives were often created by outsiders.

SAEED concluded by stating, "There are a lot of stories on the ground but very few heard. These stories allow us to listen, read, and see ourselves represented." Through this project, the goal is to illustrate how local communities perceive themselves in the world, fostering a sense of identity and belonging through literature.

파키스탄 아동 문학에서 로컬 내러티브 강화하기

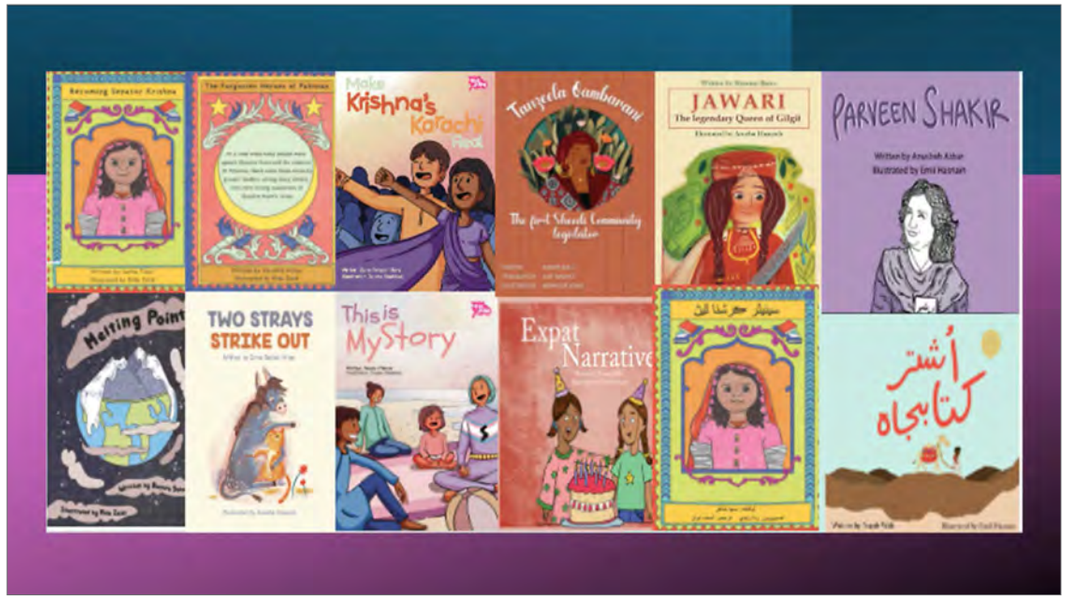
타니아 사이드 | 파키스탄 라호르 경영과학대학교 부교수

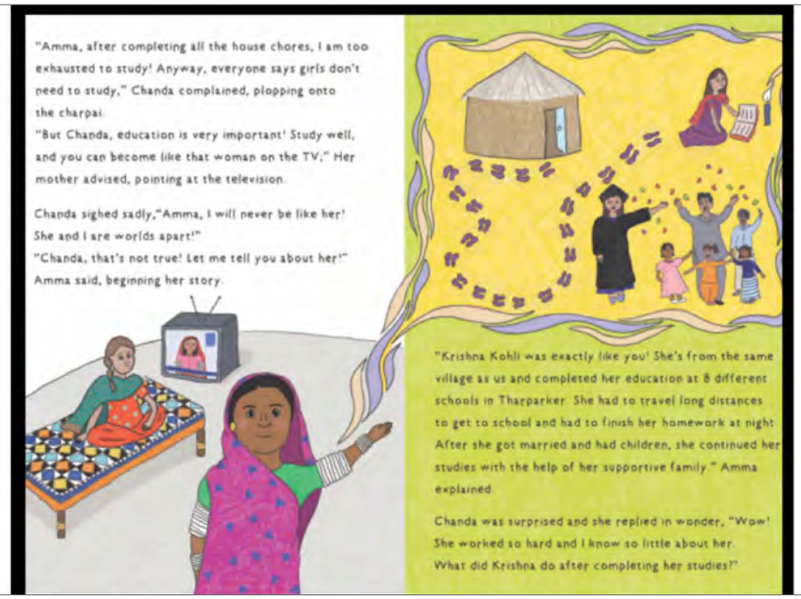
타니아 사이드 교수는 파키스탄 예술 및 인문학 연구소에서 지원을 받은 한 프로젝트를 소개했다. 이 프로젝트는 지역 사회에 공감을 불러일으키는 이야기를 만드는 데 중점을 두고 있다. 그녀는 아동 문학에서 표현의 중요성에 대해 강조하면서, 이야기가 지역적 상황과 문화적 맥락을 반영해야 한다고 강조했다. 이 프로젝트는 영어 동화책과 많은 파키스탄 어린이들이 직면한 현실 간의 격차를 메우고, 이야기와 이미지가 공감할 수 있고 친숙하도록 하는 것을 목표로 한다.

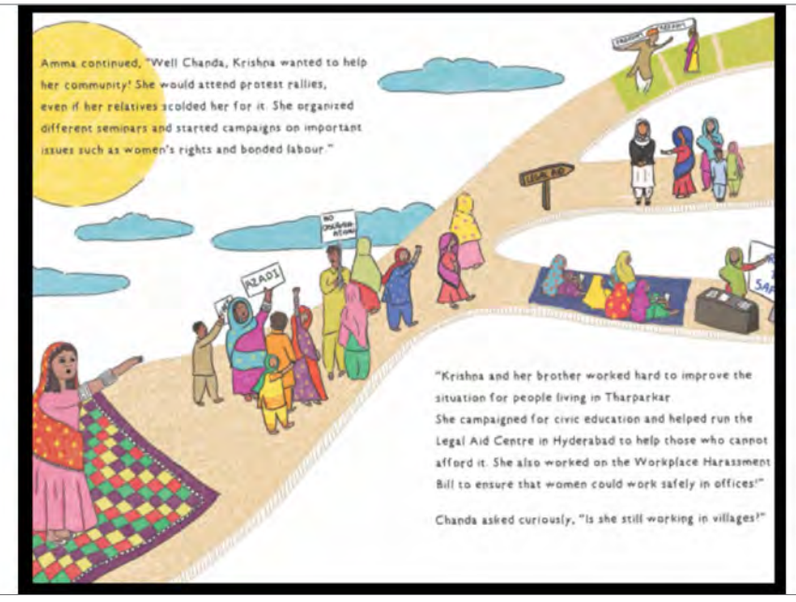
그녀는 자신의 경험을 되돌아보며 "어렸을 때 영어를 장려하고 펀자브어나 우르두어의 본질을 잃음으로써 무엇을 잃고 있는지 깨닫지 못했다"며, 사회적, 경제적 이점이 있는 언어로서 영어의 가치를 인정하면서도 지역 언어와 문화적 정체성을 유지하는 것의 중요성을 강조했다. 이 이니셔티브는 지역적 색채, 이름, 환경을 통합하여 어린이들이 읽는 이야기에서 자신을 볼 수 있도록 하고, 종종 외부인이 이야기를 만드는 역사적 불균형을 바로잡게 도와준다.

그녀는 "현장에 많은 이야기가 있지만 들리는 이야기는 거의 없다. 이러한 이야기를 통해 우리는 자신이 표현되는 것을 듣고, 읽고, 볼 수 있다"며 이 프로젝트를 통해 지역 사회가 세상에서 자신을 어떻게 인식하는지 보여주고 문학을 통해 정체성과 소속감을 키운다고 강조했다.

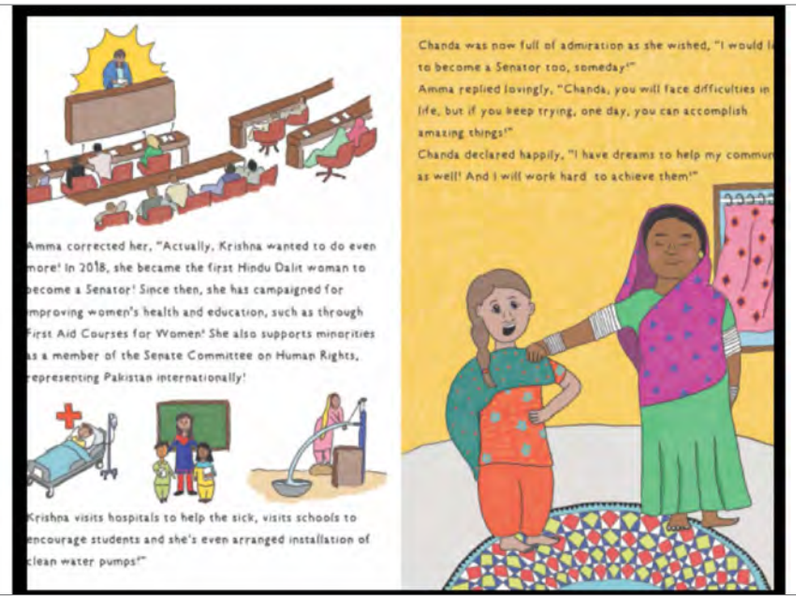
Empowering Local Narratives in Pakistani Childhood Literature

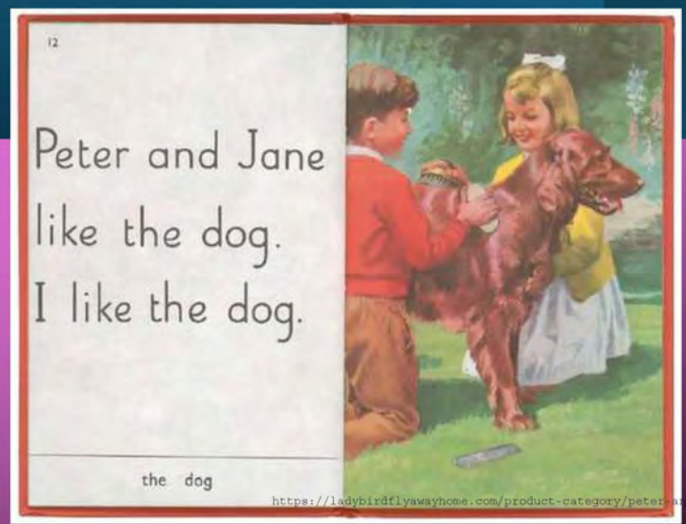






Empowering Local Narratives in Pakistani Childhood Literature





Empowering Local Narratives in Pakistani Childhood Literature

https://ladybirdflyawayhome.com/product/part-set-of-peter-and-jane-books-1970s-versions/

Information about EdJAM

- To learn more about our projects, see https://edjam.network/
- Pakistan EdJAM team: Dr Tania Saeed (LUMS) (tania.saeed@lums.edu.pk) and Dr Sameen M. Ali (University of Birmingham) (s.a.m.ali@bham.ac.uk)
- Pakistan Storybook Writers: Anusheh Azhar, Shamim Bano, Wasib Iftikhar, Emaan Jafer, Zoha Batool Khan, Nayab Wali Khan, and Sanha Tahir.
- Pakistan Storybook Artists: Mahliqa Baloch, Areeba Haseeb, Emil Hasnain, Bushra Saleem, Tooba Shahbaz and Rida Zaidi.
- Pakistan Storybook Translators: Asif Nawaz and Ishaque Rahim
- All storybooks are open access and can be downloaded from the following website: https://edjam.network/project/edjam-pakistan-childrens-series-beautifully-illustrated-booklets-of-historical-and-contemporary-figures/
- EdJAM is funded by the UK Research and Innovation (UKRI) Global Challenges Research Funding (GCRF) Collective Programme.

The 9th International Conference on Global Citizenship Education

Concurrent Session 1 분과세션 1

Transformative Learning for Collaboration: From ME to WE
협력을 위한 변혁적 학습, '나'에서 '우리'로

Session 1.1 세션 1.1

Promoting Diversity, Equity, and Inclusion for Coexistence through Roleplaying
역할극으로 배우는 공존을 위한 다양성, 형평성, 포용성

Moderator 진행자

Jefferson PLANTILLA
제프 필란틸라

Researcher, Hurights Osaka, Japan/Philippines
일본/필리핀 휴라이츠 오사카 연구원

Facilitator 발표자

OH Jina
오진아

Representative designer,
Social Designer Doing
소셜디자이너두잉 공동대표

CHOI Daehyeun
최대헌

Head designer,
Social Designer Doing
소셜디자이너두잉 공동대표

Session 1.1 세션 1.1

Promoting Diversity, Equity, and Inclusion for Coexistence through Roleplaying

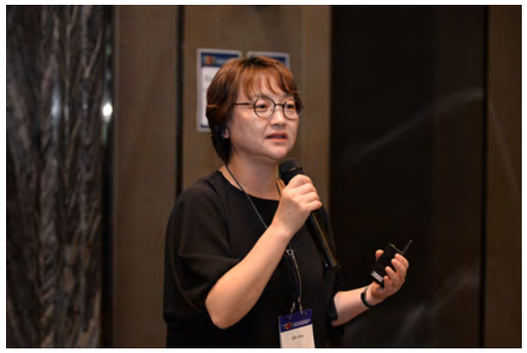
Social Designer Doing

The session, moderated by Jefferson R. PLANTILLA from Hurights Osaka, aimed to promote coexistence among participants from diverse social backgrounds through role-play activities. Facilitators Oh Jin-A and CHOI Daehyeun from Social Designer Doing facilitated discussions on communication and conflict management, using interactive methods to deepen understanding of discrimination based on race, gender, and social status.

OH introduced the DIE (Diversity, Inclusion, Equity) model, emphasizing the global impact of discrimination. Participants engaged in role-playing exercises, adopting different social identities to experience and empathize with various societal challenges. For example, a participant portraying an LGBT blue-collar worker recognized significant barriers compared to a white-collar worker, illustrating disparities in treatment.

CHOI expanded on these themes through dramatized scenes addressing issues like gender discrimination and the struggles of disabled and migrant workers. Breakout groups presented scenarios highlighting systemic discrimination's multifaceted nature, demonstrating how different identities intersect to create unique challenges.

The session concluded with reflections on the experience, emphasizing the importance of communication and collaboration in overcoming discrimination. A final activity symbolized the need for collective action, encouraging participants to embrace empathy and courage in dismantling systemic barriers. Overall, the session highlighted the necessity of understanding diverse circumstances to foster a more inclusive society.



Session 1.1 세션 1.1

역할극으로 배우는 공존을 위한 다양성, 형평성, 포용성

소셜디자이너두잉

휴라이츠 오사카 연구원인 제퍼슨 R. 필란틸라는 이 세션의 전체적인 진행을 맡아 롤플레잉 활동을 통해 다양한 사회적 배경을 가진 참가자들 간의 공존을 촉진하는 것을 목표로 했다. 소셜디자이너두잉의 오진아, 최대헌 대표는 퍼실리테이터로서 인종, 성별, 사회적 지위에 따른 차별에 대한 이해를 심화하기 위해 상호 작용 방식을 사용하여 의사소통과 갈등 관리에 대한 워크숍을 이끌었다.

오진아 대표는는 차별의 세계적 영향을 강조하면서 DIE (다양성, 포용성, 공평성) 모델을 언급하는 것으로 활동을 열었다. 참가자들은 롤플레잉 연습에 참여하여 다양한 사회적 도전을 경험하고 공감하기 위해 다양한 사회적 정체성을 부여받았다. 예를 들어 성소수자 블루칼라 근로자를 연기한 참가자는 화이트칼라 근로자를 연기한 참가자에 비해 인식의 장벽과 대우의 차이를 보여주었다.

최대헌 대표는 성차별과 장애인 및 이주 노동자의 어려움과 같은 문제를 다루는 극화된 장면을 통해 이러한 주제를 확장했다. 소그룹 활동을 통해 체계적 차별의 본질을 강조하는 시나리오를 제시하여 서로 다른 정체성이 어떻게 교차하여 고유한 과제를 만들어내는지 보여주었다.

마지막 활동은 집단적 행동의 필요성을 강조하며 참가자들이 체계적 장벽을 해체하는 데 공감과 용기를 갖도록 격려했다. 본 분과 세션은 경험에 대한 성찰로 마무리되었다. 참가자들은 차별을 극복하는 데 있어 소통과 협력의 중요성을 강조했다. 또한 보다 포용적인 사회를 육성하기 위해 다양한 상황을 이해해야 할 필요성을 강조했다.

The 9th International Conference on Global Citizenship Education

Concurrent Session 1 분과세션 1

Transformative Learning for Collaboration: From ME to WE
협력을 위한 변혁적 학습, '나'에서 '우리'로

Session 1.2 세션 1.2

Fostering Social-Emotional Resilience and Cooperation in Arts
예술을 통한 사회정서적 회복력 증진

Moderator 진행자

Lea ESPALLARDO
레아 에스파야르도

Artist-Teacher, PETA
필리핀연극교육협회(PETA) 예술가 겸 교육자

Speaker 발표자

LEE Hyewon
이혜원

Chief Mission Officer, Mtree, Inc.
Mtree 상임이사

SIN Youngeun
신영은

Director of Art and Learning, Mtree, Inc.
Mtree 예술 및 학습 담당 이사

Selah KANG
셀라 강

Director of Program and Operations, Mtree, Inc.
Mtree 프로그램 및 운영 책임자

PARK Mijae
박미재

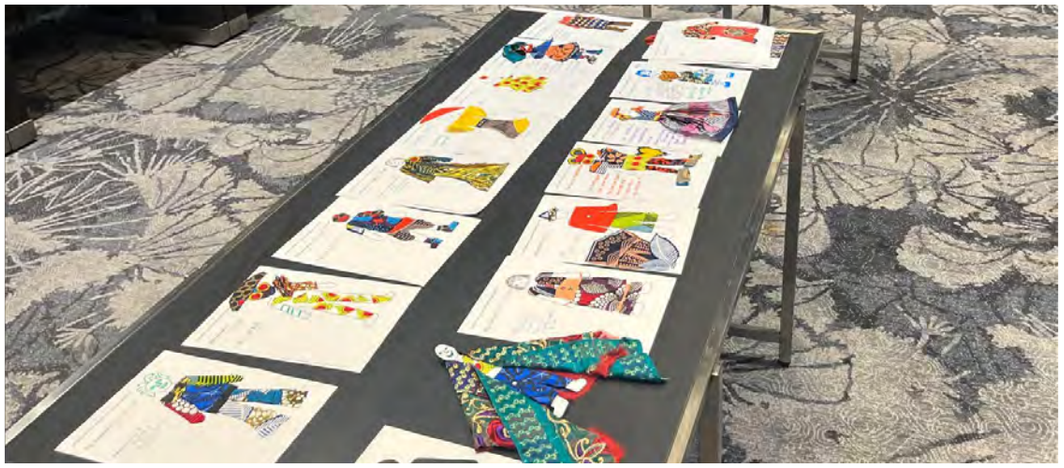
Graduate Student,
Chungnam National University
전 인천생활고등학교 미용과교사 /
충남대학교 교육학과 박사과정생

Session 1.2 세션 1.2

Fashion Meets GCED

MTREE

LEE Hyewon, Chief Mission Officer of Mtree, Inc., presented on their innovative projects integrating GCED with art and design education. The Mtree Artful Change project provides art materials and education to children who have never used them, incorporating GCED principles. The Fashion Meets GCED project focuses on integrating fashion education with GCED, encouraging self-affirmation and reflection. LEE emphasized that access to art and design education is a fundamental human right, allowing students to express themselves and embrace diversity. These projects aim to empower future generations and their communities with limited resources to thrive creatively. Mtree's core values include a sense of self and community, aligning with GCED values of interconnectedness, empathy development, and interactive responsibility. SIN Youngeun, Director of Art and Learning at Mtree, detailed the Mukuru Project in Nairobi, Kenya. This project involved a 5-day teacher training workshop introducing GCED concepts, followed by a 5-day program implementation with 160 students across 8 schools. The curriculum, designed with six sessions, covers topics such as sense of self, sense of others, and sense of community, integrating GCED lectures with art and fashion activities. The research aimed to evaluate how Mtree's training workshops improved teachers' understanding of fashion education and GCED, and how their program builds a sense of self and community among students as global citizens. The Kirkpatrick Model was used to assess teacher satisfaction, with feedback indicating that teachers valued the new student-centered and collaborative teaching methods. A preview of the documentary "MUKURU is the name" was shown, and participants engaged in a hands-on fashion design activity, creating their own designs and sharing affirmations. In her closing remarks, LEE highlighted the effectiveness of using art and design to introduce GCED, noting how it fosters hope and unity. She shared a poignant moment when students named their imaginary city "Mukuru," demonstrating their affection for their community. LEE emphasized the importance of building vocational schools in rural areas to strengthen local communities and the crucial role of dedicated teachers in shaping educational experiences. Overall, these projects showcase innovative approaches to incorporating GCED into various educational contexts, emphasizing creativity, personal expression, and community engagement in areas with limited opportunities.



Fashion Meets GCED in Mukuru Informal Settlements

패션과 세계시민교육의 만남

엠트리(Mtree)

엠트리의 이혜원 상임이사는 세계시민교육을 미술 및 디자인 교육에 통합하는 혁신적인 프로젝트들에 대해 발표했다. Mtree Artful Change 프로젝트는 세계시민교육 원칙을 통합하여 어린이에게 미술 자료와 교육을 제공하고, Fashion Meets GCED 프로젝트는 패션 교육과 세계시민교육를 통합하여 자기 확인과 반성을 장려하는 데 중점을 둔다. 이혜원은 미술 및 디자인 교육에 대한 접근이 학생들이 자신을 표현하고 다양성을 수용할 수 있도록 하는 기본적 인권이라고 강조했다. 이러한 프로젝트는 미래 세대와 자원이 부족한 지역 사회가 창의적으로 번창할 수 있도록 힘을 실어주는 것을 목표로 한다. 엠트리의 핵심 가치에는 상호 연결성, 공감 개발 및 상호 작용적 책임의 세계시민교육 가치와 일치하는 자아와 지역사회에 대한 인식이 포함된다.

다음으로 엠트리의 미술 및 학습 책임자인 신영은 팀장은 케냐 나이로비의 무쿠루 프로젝트에 대해 자세히 설명했다. 이 프로젝트는 세계시민교육개념을 소개하는 5일간의 교사 교육 워크숍과 8개 학교의 160명의 학생을 대상으로 하는 5일간의 프로그램 구성되었다. 6개 세션으로 구성된 커리큘럼은 자아감, 타인에 대한 감각, 공동체 의식과 같은 주제를 다루며, 세계시민교육 강의를 예술 및 패션 활동과 통합하였다. 이 연구는 엠트리의 교육 워크숍이 교사들의 패션 교육과 세계시민교육에 대한 이해를 어떻게 개선했는지, 그리고 그들의 프로그램이 어떻게 학생들에게 세계 시민으로서 자아감과 공동체감을 형성하는지 평가하는 것을 목표로 했다. Kirkpatrick 모델을 사용하여 교사 만족도를 평가했으며, 피드백을 통해 교사들이 새로운 학생 중심적이고 협력적인 교육 방법을 중요하게 여겼다는 것을 알 수 있었다.

이어서, 다큐멘터리 “MUKURU is the name” 미리보기가 상영되었고, 참가자들은 직접 패션 디자인 활동에 참여하여 자신의 디자인을 만들고 긍정적 확언을 공유하였다. 이혜원 상임이사는 마무리 발언에서 세계시민교육을 소개하기 위해 예술과 디자인을 사용하는 것의 효과를 강조하면서, 그것이 어떻게 희망과 단결을 촉진하는지 언급하였다. 이혜원 상임이사는 학생들이 상상의 도시를 “Mukuru”라고 명명하여 지역 사회에 대한 애정을 보여준 감동적인 순간을 공유하였다. 또한, 지역 사회를 강화하기 위해 농촌 지역에 직업 학교를 짓는 것과 교육 경험을 형성하는 데 있어 헌신적인 교사의 중요한 역할의 중요성을 강조했다. 전반적으로 이러한 프로젝트는 다양한 교육적 맥락에 세계시민교육을 통합하는 혁신적 접근 방식을 보여주며, 기회가 제한된 지역에서 창의성, 개인적 표현 및 지역 사회 참여를 강조했다.

Fashion Meets GCED in Mukuru Informal Settlements

AGENDA

01 | Opening - Mtree, Mission and Programs
02 | Fashion Meets Global Citizenship Education (GCED)
03 | Fashion & GCED Activity
04 | Evaluations
05 | Documentary Trailer
06 | Closing remarks

MTREE: MISSION AND PROGRAMS

Hyewon Lee
Chief Mission Officer, Mtree Inc.

mtree
ARTFUL CHANGE

Photo credit: Mtree.org, Seungho Park

Fashion Meets GCED in Mukuru Informal Settlements

ART AND DESIGN EDUCATION IN RURAL COMMUNITIES IN KENYA

ACCESS TO ART AND DESIGN EDUCATION IS A FUNDAMENTAL HUMAN RIGHT.

- **Through art and design education, each child and youth are able to EXPRESS THEMSELVES + EMBRACE DIVERSITY.**
- **Vocational skills in art and design can EMPOWER THE FUTURE GENERATION and their communities with limited resources TO THRIVE IN CREATIVE WAYS.**

Photo credit: Mtree.org, Seungho Park

Current and Previous Programs

- ✓ Visual art
- ✓ Fashion Design
- ✓ Technology
- ✓ Poetry
- ✓ Global Citizenship Education
- ✓ Reproductive Health Education
- ✓ Music
- ✓ Dance

ART / DESIGN / TECH as tools to build sense of self and sense of community.

MTREE'S CORE VALUES

- ✓Sense of Self
- ✓Sense of Community

GLOBAL CITIZENSHIP VALUES

- ✓Interconnectedness
- ✓Empathy Development
- ✓Interactive Responsibility

FASHION MEETS GLOBAL CITIZENSHIP EDUCATION (GCED)

Young Eun Sarah Sin
Director of Art and Learning, Mtree

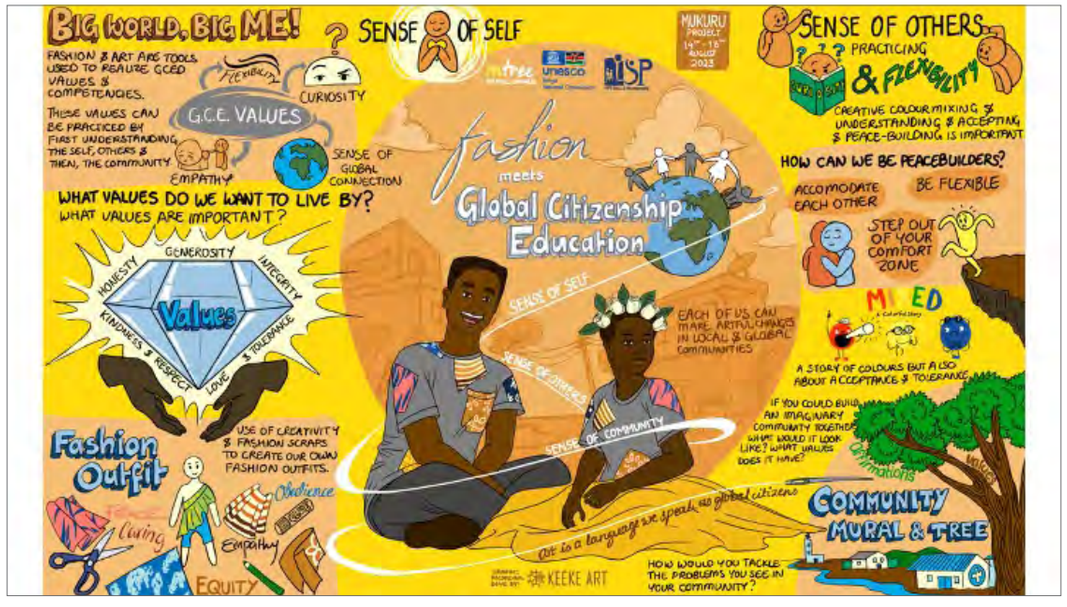
Fashion Meets GCED in Mukuru Informal Settlements

Mtree's Core Values

- ✓Sense of Self
- ✓Sense of Others & Communit

Global Citizenship Values

- ✓Curiosity
- ✓Flexibility
- ✓Empathy
- ✓Interconnectedness



Program Framework

1. Partner identification
2. Co-design and plan with community characteristics study
3. 5 day teacher training (20 teachers, 8 volunteers)
4. 5 day program implementation and real time monitoring (8 schools, 160 students)
5. Reflection

5-day curriculum, monitoring matrix: journal pre and post test, interviews

13

14

Fashion Meets GCED in Mukuru Informal Settlements

Curriculum is designed with 6 sessions, with a total of 1.5-2 hours per session, and can be adapted to a 6 week after school or extra curricular program.

Session 1. Sense of Self Part A

GCED Lecture. Big World, Big Me
GCE Activity 1. What values do you live by?
Fashion Activity 1. Create Your Own Fashion Outfit"
Each day will have a wrap-up session

Session 2. Sense of Self Part B

GCE Lecture. Building a healthy sense of me, Pre-Survey
GCE Activity. Affirmation Activity
Fashion Activity 1 & 2.
Learn Basic Sewing, Affirmation Pillow Making

Session 3. Sense of Others Part A

GCE Lecture. Curiosity and Flexibility
GCE Activity. Read the story "Mixed"
Activity 1. Color Mixing and Exchange

Session 4. Sense of Others Part B

GCE Lecture. Interdependence
GCE Activity. Clay Tower Building
Fashion Activity 1. Friendship bracelet

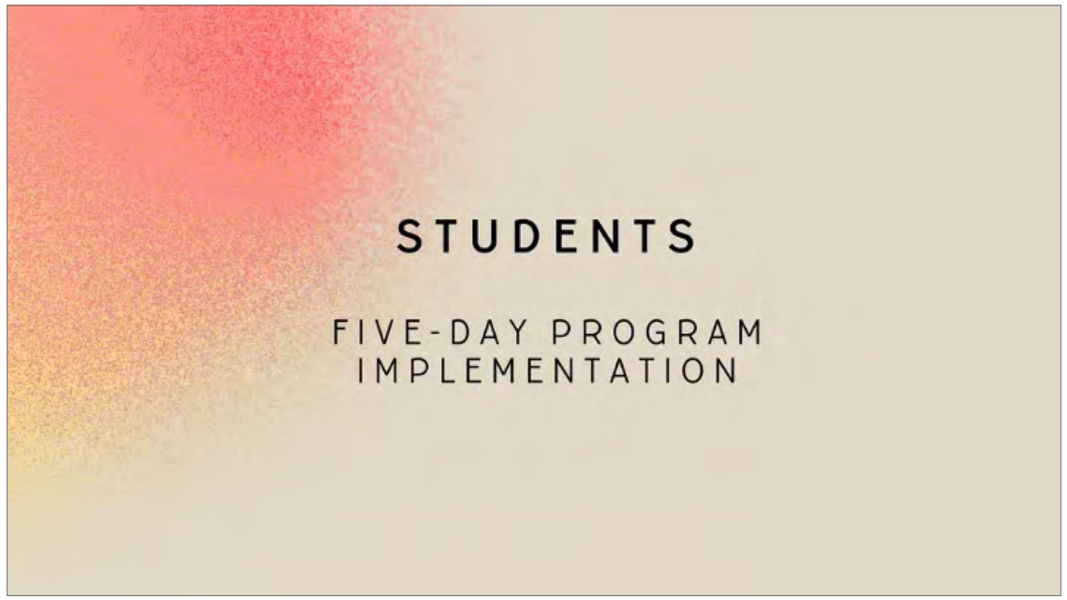
Session 5. Sense of Community Part A

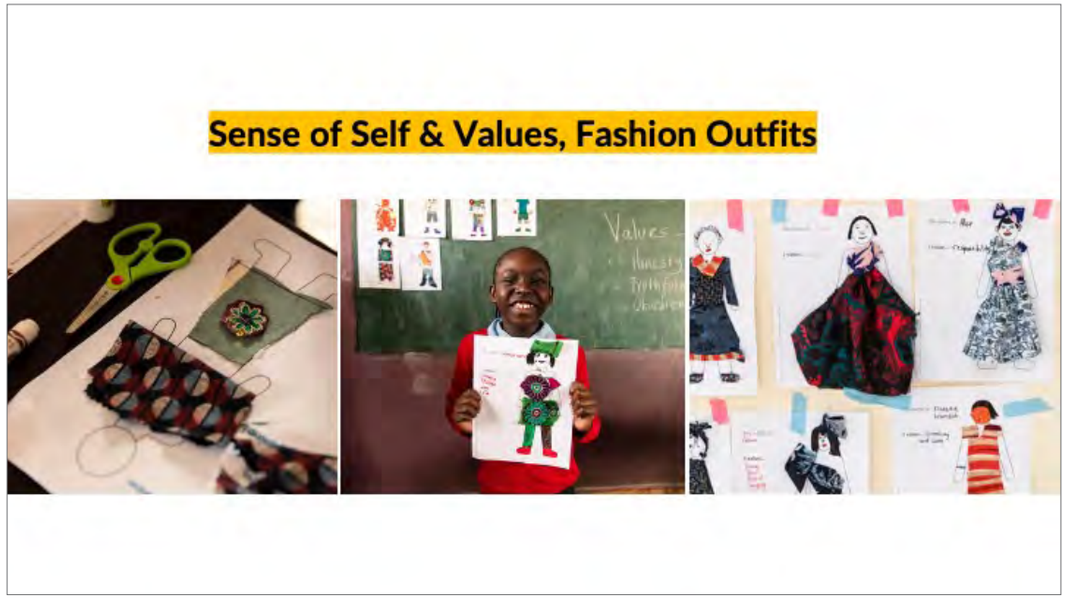
GCE Lecture. Empathy, Global Connection:
Looking into other informal settlements
GCE & Art Activity. Imagination Community Mural

Session 6. Sense of Community Part B

Final Presentation of Imagination City
Post-Survey

Fashion Meets GCED in Mukuru Informal Settlements





Fashion Meets GCED in Mukuru Informal Settlements

Self - Affirmations

Sense of Others & Colors

Interconnectedness

Sense of Community

Fashion Meets GCED in Mukuru Informal Settlements

GCED Lecture: Affirmations

Time: 25 minutes | Grouping: Individual

Materials: Fashion activity sheet, scissor, scrap fabric, pen/pencil, marker, glue

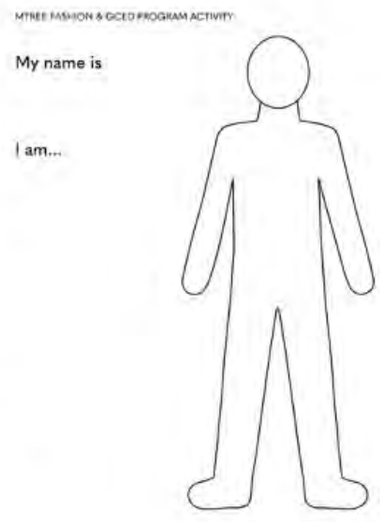
Talking Points: Ask students if they know what affirmations are. Explain that an affirmation is **usually a sentence, a sentence of powerful words put together, like a positive statement.** These sentences **motivate you, challenge you, and push you to remind you of your self worth and importance.**

Affirmations repeated and reminded often help to develop a **positive understanding of oneself.** You **build mind muscles** that help you stand strong and block out negative messages.

Fashion Making Activity

Activity Points: This activity will combine self-affirmations and a fashion making activity.

- Use the scrap fabrics and markers to design your own outfit that best represents you
- While making your outfit, think of an affirmation or an affirmations you would like to be encouraged
- Write it on your activity sheet



Fashion Meets GCED in Mukuru Informal Settlements

Activity in Action Using Self-Affrimations

Example: Participant says **"I am worthy of respect!"**, and the rest of the participants affirm them by saying, **"Yes, you are worthy of respect!"**

Fashion Meets GCED in Mukuru Informal Settlements

Research Questions

Question 1. To what extent does Mtree's training workshop improve *the knowledge and skills of fashion education and GCED topics* among ***teachers*** in Mukuru community

Question 2. To what extent does Mtree's Fashion for All and GCED program build *a sense of self and community* among ***students*** as global citizens

Theoretical Framework: Kirkpatrick Model

: Based on each question, **Teachers** are asked to evaluate their personal reactions to the training (Level 1) and their knowledge and skills of Fashion and GCED Topics (Level 2) on a 7-point likert scale (1 = Strongly Disagree to 7 = Strongly Agree).

Level 1 Reaction	Level 2 Learning	Level 3 Behavior	Level 4 Results
Satisfied with the content, enjoyed the materials Relevance of content and delivery formats	Teachers acquired the knowledge, skills, attitudes, confidence and commitment to the content of the training	Teachers plan to change their behaviors based on the training itself (actionable change)	Measure targeted outcomes, impacts

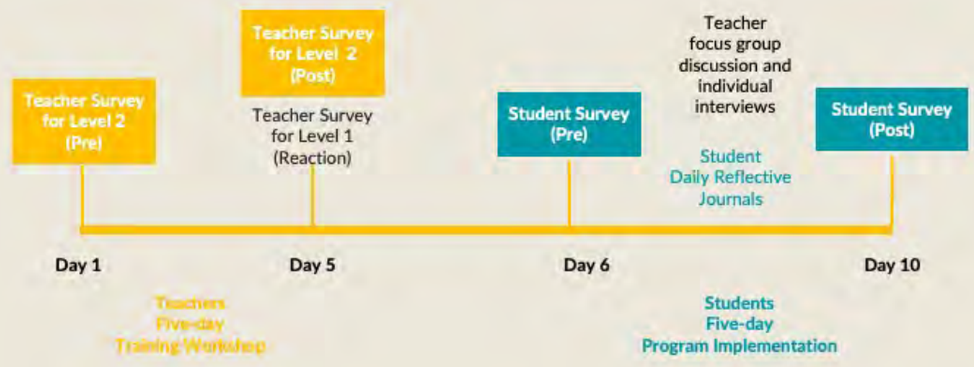
Source: https://poorvucenter.yale.edu/Kirkpatrick

Mtree's Design-centered GCED Learning Matrix

Based on each question, **Students** are asked to evaluate their fashion skills and global competencies on a 3-point likert scale (1 = Strongly Disagree to 3 = Strongly Agree) with a smiley face.

Sense of Self Expressing individual and cultural identities			Sense of Others / Sense of Community / Sense of Global Connection Appreciation of diversity and the meaning of collaboration for the common good			Skills Having basic fashion skills
Expression	Identity	Creativity	Diversity	Inter-connectedness	Interdependence /Sustainability	Basic Fashion Skills

Data Collection Methods



Fashion Meets GCED in Mukuru Informal Settlements

Participants

Brine Academy School
Kenya Kids School
PCEA Elite School
Lunga Lunga Baptist School
River Bank PEFA School
Lunga Lunga SDA School
South Baptist School
Mwangaza Tumaini School

Teachers from Each School (8 schools): 20
Youth Advocates: 8
TOTAL 28 TEACHERS PARTICIPATED

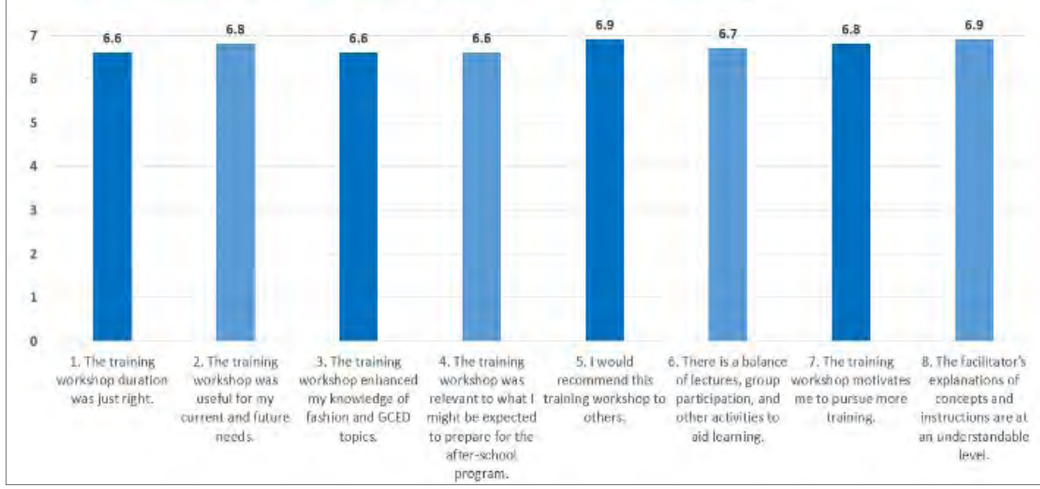
10 Primary School Students in Grade 5 and 6 from Each School (8 schools):
TOTAL 80 STUDENTS PARTICIPATED

EVALUATION OF THE TRAINING WORKSHOP FOR TEACHERS

Teacher Survey

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
Level 1. Reaction							
1. The training workshop duration was just right.							
2. The training workshop was useful for my current and future needs.							
3. The training workshop enhanced my knowledge of fashion and GCED topics.							
4. The training workshop was relevant to what I might be expected to prepare for the after-school program.							
5. I would recommend this training workshop to others.							
6. There is a balance of lectures, group participation, and other activities to aid learning.							
7. The training workshop motivates me to pursue more training.							
8. The Facilitator's explanations of concepts and instructions are at an understandable level.							

Kirkpatrick Model: Level 1. Reaction



Fashion Meets GCED in Mukuru Informal Settlements

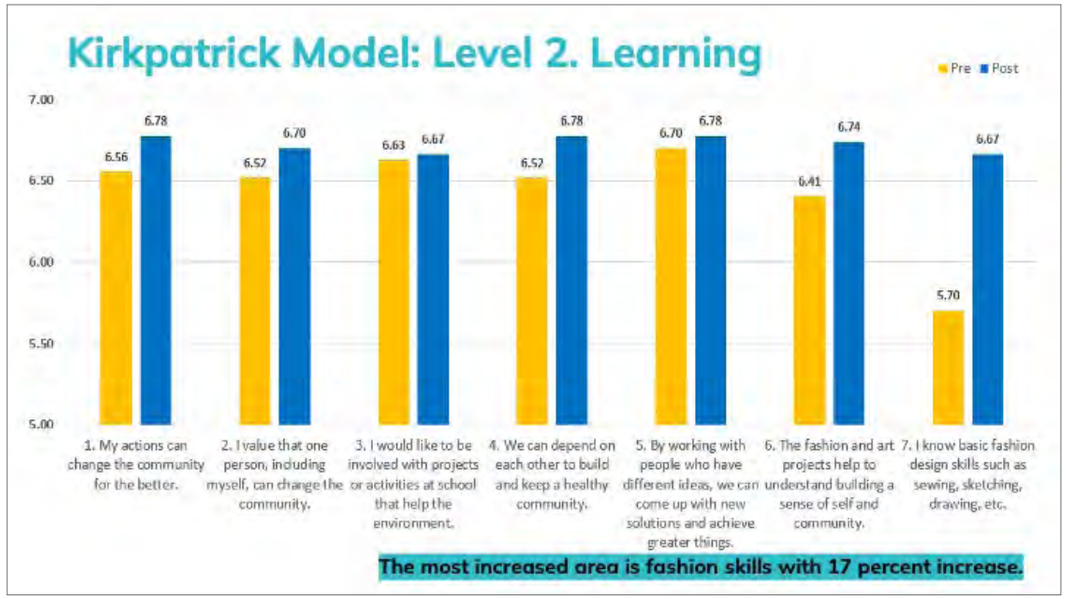


Table 3. t-test Results Comparing Teachers' Knowledge and Skills of Fashion and GCED Topics at the beginning and the end of the Program, paired data (n=27)

	Mean (D) D=PRE-POST	SE (D) D=PRE-POST	t	df	P
1. My actions can change the community for the better.	-0.22	0.58	-2.00	26	0.056*
2. I value that one person, including myself, can change the community.	-0.19	0.74	-1.31	26	0.202
3. I would like to be involved with projects or activities at school that help the environment.	-0.04	0.65	-0.30	26	0.769
4. We can depend on each other to build and keep a healthy community.	-0.26	0.66	-2.05	26	0.050*
5. By working with people who have different ideas, we can come up with new solutions and achieve greater things.	0.07	0.47	0.81	26	0.424
6. The fashion and art projects help to understand building a sense of self and community.	-0.33	0.73	-2.36	26	0.026**
7. I know basic fashion design skills such as sewing, sketching, drawing, etc.	-0.96	1.16	-4.31	26	0.000***

Note: ***p<0.01, **p<0.05, *p<0.1

Teacher Focus Group Discussion

1. Humility, Flexibility, Child as Agent and Power Dynamic Shift can create an environment of learning and exploration
Art - language to explore solutions/ideas

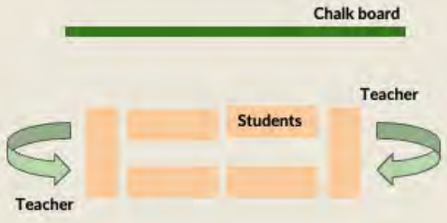
" I learned the simplest way of teaching. **You talk less** and allow the learners to practice what you are trying to say. **So it's more about students doing themselves** than teachers are teaching."

"I learned a new method of teaching from you. They are interceding with learners, socializing with the learners, and group work. They work as a team. Through grouping, they can understand very well."

Introduction of Different Classroom Arrangement

- Front facing, partner seating
- Lack of collaboration or teamwork or engagement between student to student, student and teachers

- Group, cluster seating
- Encourage collaboration, sharing of ideas, materials, and more engagement between students and teachers



Fashion Meets GCED in Mukuru Informal Settlements

Teacher Focus Group Discussion

2. Collaboration with Respect

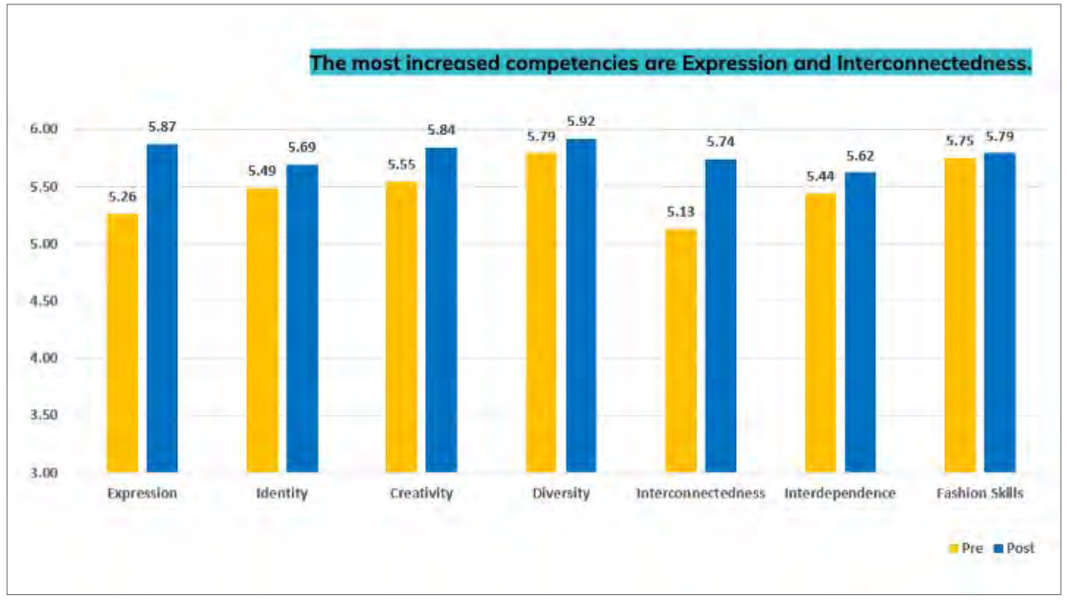
"Not faster and right answer but creative and collaborative learning. Looking at different angles can bring better ideas."

"Safe environment. Most schools in Kenya, say something and it's wrong, and they laugh. **But this project had taught them that everyone has to respect every opinion.** So when someone says something, we tell them anything is right. So for the first time, everyone can give their opinion without being laughed at."

Evaluation of the Fashion for All and GCED Program for Students

Student Survey

	Strongly Disagree	Neutral	Strongly Agree
Sense of Self: Understand the Self – Expression			
1. I can say my opinions clearly.			
2. I understand that my opinions and ideas and others opinions and ideas are important.			
Know who I am: Identity			
1. I appreciate who I am, my ideas, and my opinions.			
2. I value that one person, including myself, can change the community.			
3. I am able to describe to others my hope for the future.			
What I can do: Creativity			
1. I understand that there are different ways to look at and solve a problem.			
2. I understand that there is no right or wrong answer to creativity.			

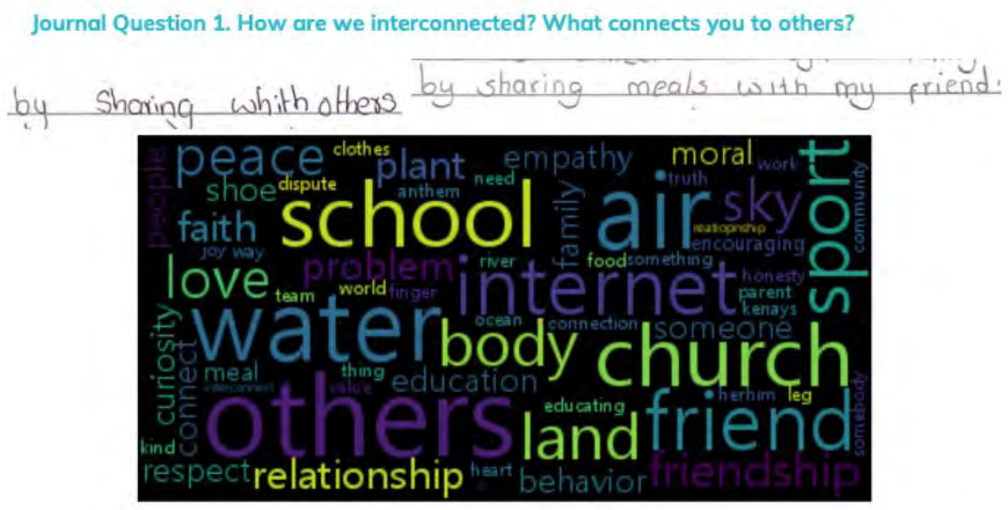


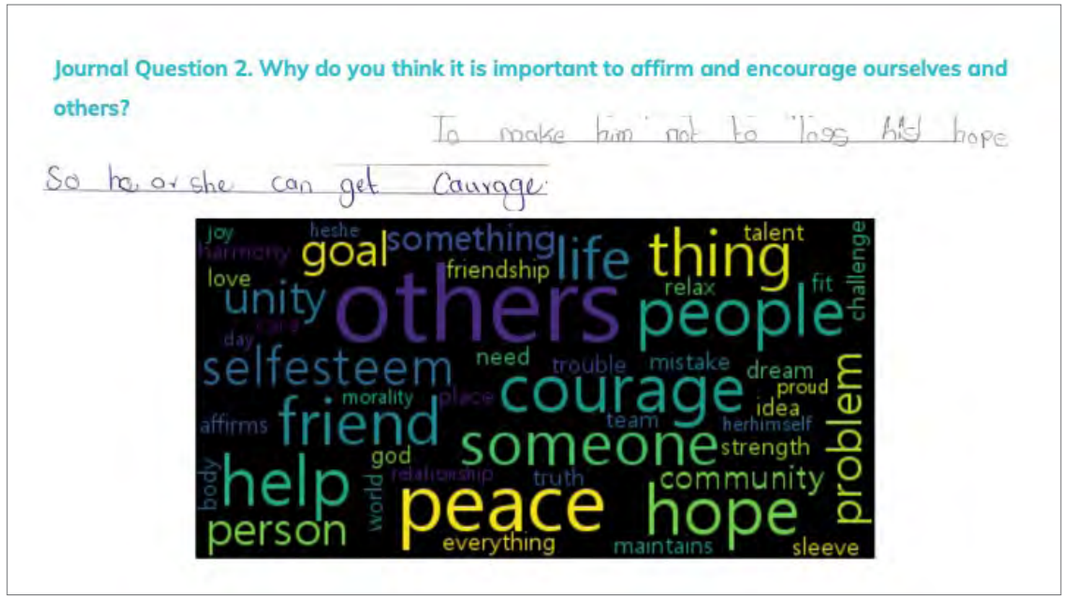
Fashion Meets GCED in Mukuru Informal Settlements

Table 4. t-test Results Comparing Students' Global Competencies and Fashion Skills at the beginning and the end of the Program, paired data (n=77)

	Mean (D) D=PRE-POST	SE (D) D=PRE-POST	t	df	P
Expression	-0.61	0.98	-5.49	76	0.000***
Identity	-0.30	1.10	-2.38	76	0.020**
Creativity	-0.30	0.80	-3.29	76	0.001***
Diversity	-0.13	0.47	-2.43	76	0.017**
Interconnectedness	-0.61	0.93	-5.73	76	0.000***
Interdependence/ Sustainability	-0.18	0.77	-2.06	76	0.043**
Fashion Skills	-0.04	0.68	-0.50	76	0.615

Note: ***p<0.01, **p<0.05, *p<0.1

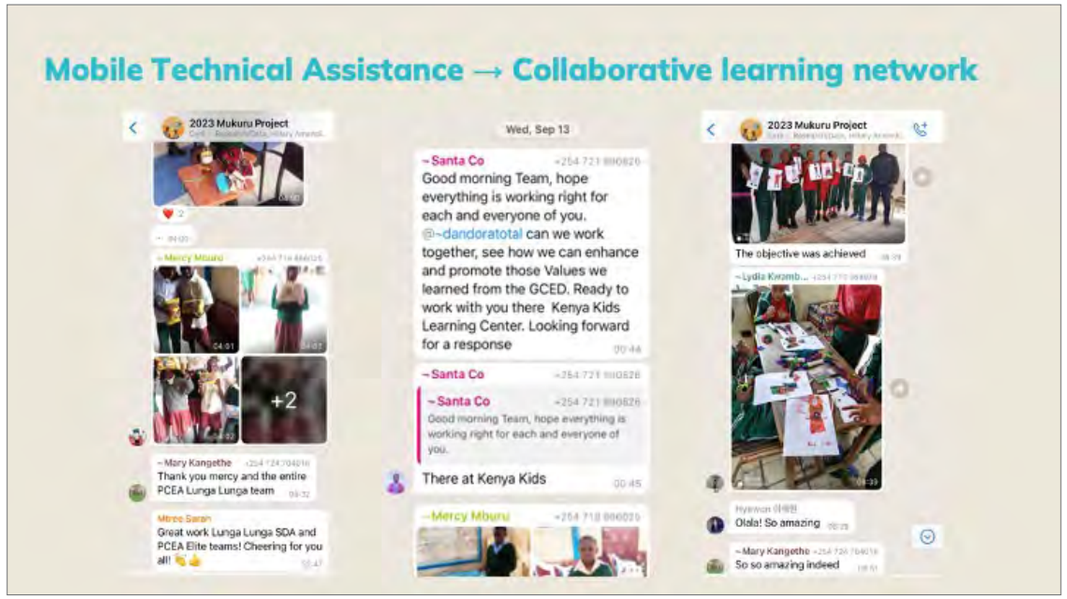


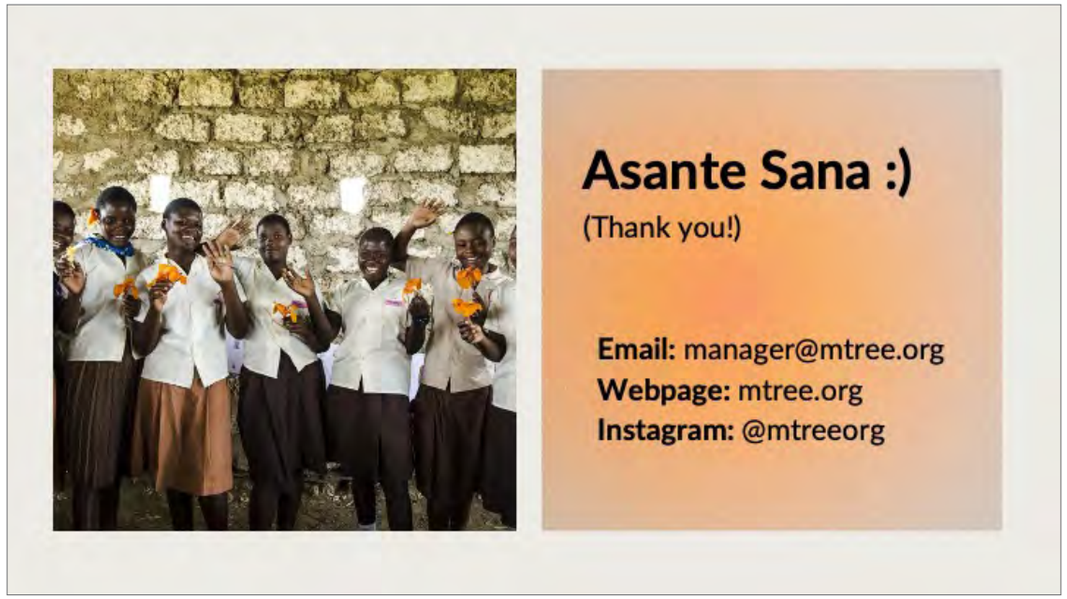


Our findings shed light on:

- Introduce a different way of "teaching" → "learning"
- Implement a training-the-trainer model to integrate a maker-centered GCED curriculum into community schools in Mukuru slum
- Provide experiential opportunities to children and youth to highlight GCED values through the language of fashion design

Fashion Meets GCED in Mukuru Informal Settlements





Session 1.2 세션 1.2

A Case Study on Integrated Global Citizenship Education in TVET :Focusing on the Beauty Curriculum

PARK Mijae | Graduate Student, Chungnam National University

PARK Mijae has been integrating global education with beauty education, specifically through a beauty curriculum. As a beauty teacher for 7 years, PARK collaborated with GCED professors to create a curriculum where makeup design serves as a creative expression of global citizenship concepts. The curriculum includes a step-by-step process and video resources to teach GCED concepts. Assessments involved group activities and emotional storytelling rather than quantitative methods. Students connected personal experiences with GCED issues, such as war and environmental crises, and expressed these through their art.

"The purpose of the GCED education project is to learn about the concept of global citizenship and global issues such as peace, violence, human rights, cultural diversity, environment and exploring individual topics of interest and collecting materials. Planning aspects included creating image planning scenarios based on topics of interest. And we combined it with makeup in the project implementation part. This process included presenting topics of interest and sketching ideas, selecting art masks and object creation tools and finally creating one's own work. At the peer evaluation part we included the presentation and exhibition of the finished work..."

Overall, she has integrated GCED into beauty education by using makeup design as a creative medium to explore global issues, with students reflecting these themes through their art in a curriculum that combines GCED concepts with practical beauty skills.The art pieces of the students were exhibited in the Conference with the presence of the the students who created the art pieces.

직업기술교육훈련(TVET)에 통합된 세계시민교육 사례 연구 : 미용 커리큘럼을 중심으로

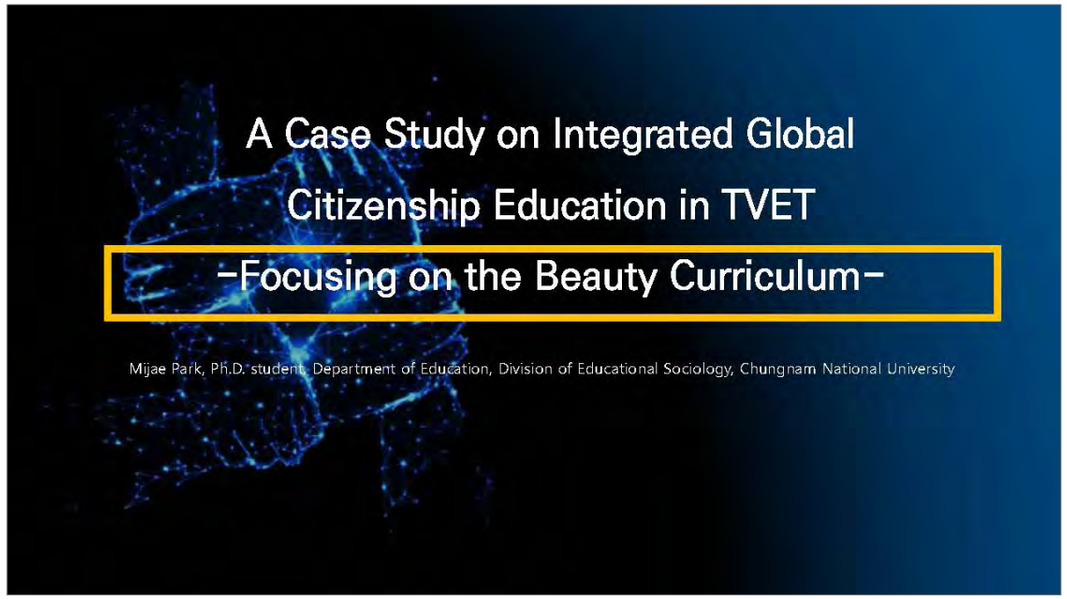
박미재 | 전 인천생활고등학교 미용과교사 / 충남대학교 교육학과 박사과정생

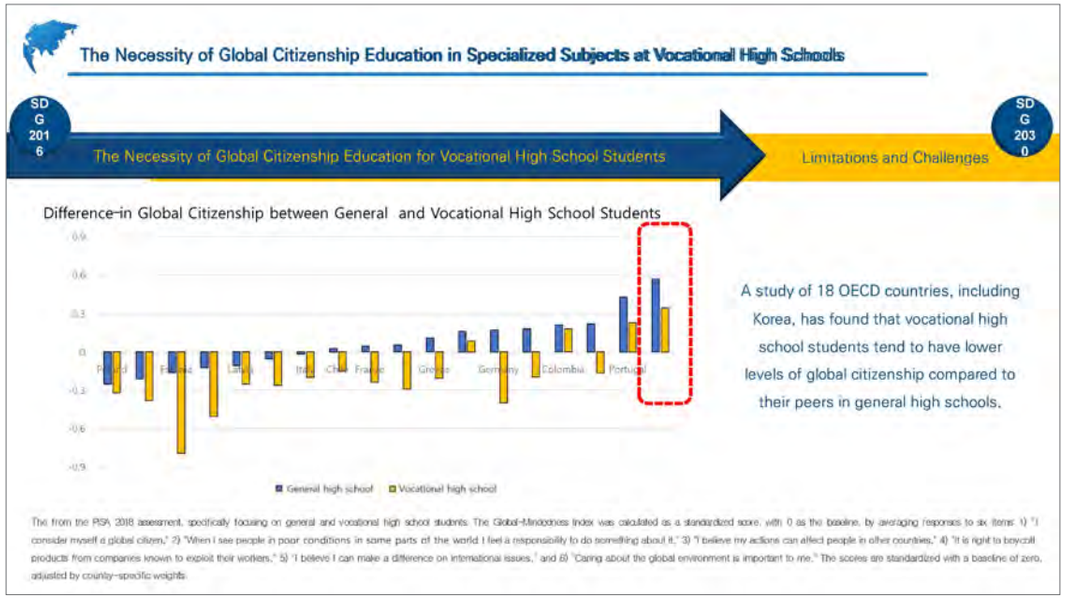
박미재 충남대 박사과정생은 미용 커리큘럼을 통해 세계시민교육과 미용 교육을 통합해 왔으며, 7년 동안 미용 교사로서 세계시민교육 교수들과 협력하여 메이크업 디자인이 세계시민 개념을 창의적으로 표현하는 커리큘럼을 만들었다. 커리큘럼에는 단계별 프로세스와 세계시민교육 개념을 가르칠 수 있는 비디오 리소스가 포함되어 있다. 평가에는 정량적 방법이 아닌 그룹 활동과 정서적 스토리텔링이 포함되었다. 학생들은 개인적 경험과 전쟁 및 환경 위기와 같은 세계시민교육 이슈를 연결하고 예술을 통해 이를 표현했다.

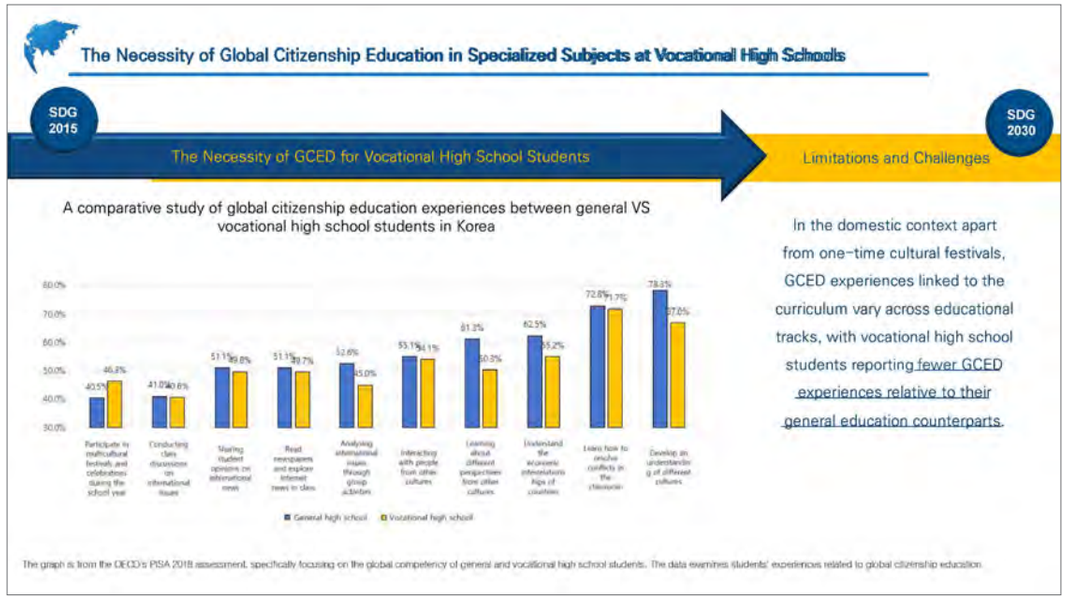
"이 교육 프로젝트 목적은 세계시민성 개념과 평화, 폭력, 인권, 문화 다양성, 환경과 같은 글로벌 이슈에 대해 배우고 관심 있는 개별 주제를 탐구하고 자료를 수집하는 것이다. 계획 측면에는 관심 있는 주제를 기반으로 이미지 계획 시나리오를 만드는 것이 포함되었다. 그리고 프로젝트 실행 부분에서 이를 보완했다. 이 과정에는 관심 있는 주제를 제시하고 아이디어를 스케치하고, 아트 마스크와 사물 제작 도구를 선택하고 최종적으로 자신의 작품을 만드는 것이 포함되었다. 동료 평가 부분에는 완성된 작품의 발표와 전시가 포함되었다.... "

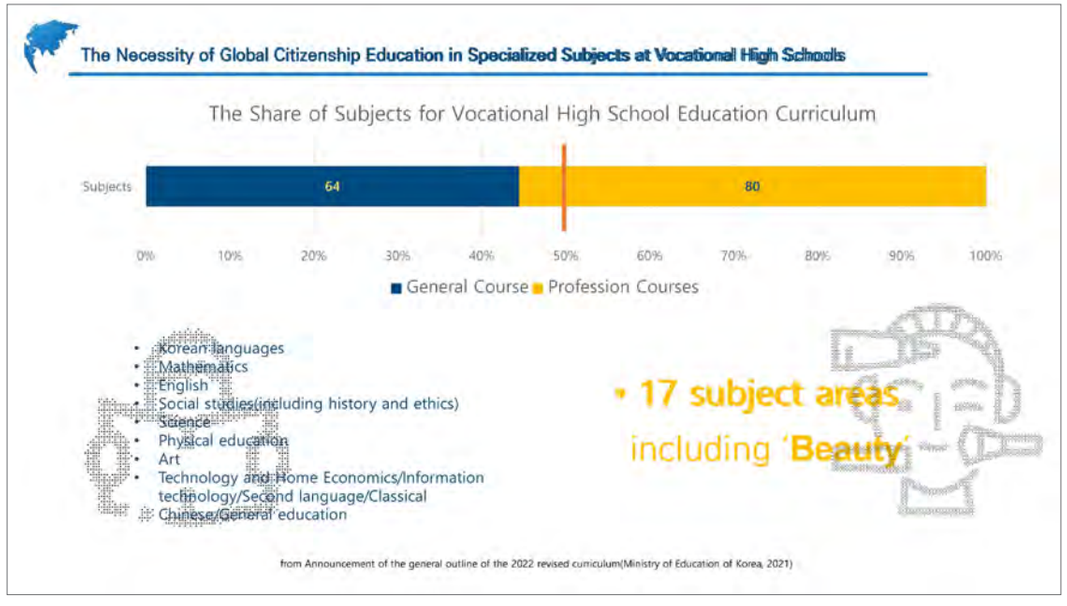
그녀는 메이크업 디자인을 창의적인 매체로 사용하여 글로벌 이슈를 탐구함으로써 세계시민교육을 미용 교육에 통합했으며, 학생들은 이러한 주제를 예술을 통해 실제 미용 기술과 결합한 커리큘럼에 반영하였다. 학생들의 예술 작품은 회의장 내 전시되었다.

A Case Study on Integrated GCED in TVET
-Focusing on the Beauty Curriculum-









A Case Study on Integrated GCED in TVET
-Focusing on the Beauty Curriculum-

Beauty education integrated global citizenship education model

Aims of Integrating beauty education with global citizenship education

As a beauty professionals, one can utilize practical skills to create innovative makeup designs; At the same time, as a global citizenship, they actively engage with global issues, understand their personal experiences from a global perspective, and apply related topics to their makeup artistry.

Aims of Integrating Beauty Education with Global Citizenship Education

Development stage		Class	Learning activities	Integrated Learning Objectives of the Program: World citizenship education Learning objectives	Integrated Learning Objectives of the Program: Art makeup Learning objectives
Purpose		1-3	• What is global citizen • What I think about global citizen • Presenting various world issues (global citizenship, peace, human rights, cultural diversity, environment) • Deciding according to each student's topic of interest	Knowledge: Global Citizenship and Awareness on Global Issues	Knowledge: Advantages and disadvantages of materials. Color matching principles
Plan	Topic exploration and Image setting	4-5	• Deciding subtopics according to individual interests • Explore images related to subtopics (Making mind maps) • Writing stories according to subtopics • Collecting image data using a mobile phone	Attitude: Exploration and Critical Reflection on Global Issues at the Local-World Level	Attitude: Cultivating creative sense and developing aesthetic sense through various experiences
	Plan writing	6	• Presenting the makeup plan according to the sub-theme image • Makeup idea sketch (illustration)		
Implementation	Make up execution (Mask making)	7-13	• Making art masks based on illustrations • Making materials based on topics • Completing the art work	-	Skills: Appropriate use and utilization of materials and tools for expression
Evaluation	Present the works Exhibit the works	14	• Presenting the completed works • Exhibiting the works		

Linked areas

Note: Apply the Project Learning Model (Kilpatrick, 1925)

A Case Study on Integrated GCED in TVET
-Focusing on the Beauty Curriculum-

Vocational high school students majoring in beauty have gained valuable experience in reinterpreting their personal experiences and global issues through global citizenship education. They were deeply impressed by a classroom activity where they utilized their specialized skills to express their experiences and thoughts as global citizens for the first time.

The students resolved to continually reflect on the meaning of global citizenship as they defined it for themselves and to actively strive to practice it. Throughout this process, the beauty instructor felt a great sense of fulfillment in supporting students as they expressed emotions that were difficult to convey through words or writing, allowing them to freely articulate their feelings through their technical skills.

Moreover, discussions about global citizenship provided students with opportunities for personal reflection, helping them to redefine their values and roles. These experiences serve as a foundation for students to grow as members of a global society.

The 9th International Conference on Global Citizenship Education

Concurrent Session 1 분과세션 1

Transformative Learning for Collaboration: From ME to WE
협력을 위한 변혁적 학습, '나'에서 '우리'로

Session 1.3 세션 1.3

Addressing Ethical Dilemmas through Critical Thinking and Innovative Problem-Solving Approaches
비판적 사고와 혁신적 문제 해결을 통한 윤리적 딜레마 대응

Facilitator 진행자

Meredith Jane HARBORD
메러디스 제인 하보드

Co-founder, Harbord & Khan Educational Consultants
Harbord & Khan 공동설립자

Sara Riaz KHAN
사라 리아즈 칸

Co-founder, Harbord & Khan Educational Consultants
Harbord & Khan 공동설립자

Session 1.3 세션 1.3

Innovation & Transformation: Visual Thinking Tools to Develop Global Citizen

Harbord & Khan Educational Consultants

Meredith Jane HARBORD and Sara Riaz KHAN introduced visual thinking tools to navigate ethical dilemmas using critical thinking and innovative problem-solving and allowed participants to practice exploring the solutions to global issues through participatory sessions. HARBORD presented the "Time Tunnel", which allows participants to "travel" through different historical and future scenarios to understand how past decisions shape current and future outcomes. It was used to discuss the refugee crisis, highlighting the ethical conflicts between national interests and humanitarian obligations. Participants explored how historical choice could have altered the present crisis and envisioned how GCED could reshape future responses.

KHAN introduced the "Clock Tool" to structure group discussions on ethical dilemmas by allocating specific timeframes for problem-solving. The session focused on the tension between individual autonomy and public health in the context of mandatory vaccination. Participants reflected on the conflict between the right to choose and the collective responsibility to protect public health. Both tools aim to deepen critical thinking and creative, ethical decision-making, with GCED fostering these skills for addressing global ethical issues.

Participants applied these tools to read-world dilemmas in group work, focusing on mandatory vaccination. The Clock Tool helped to balance discussion between public health and personal autonomy, promoting systematic evaluation of government policies. The Time Tunnel enabled imaginative exploration of past influences on current challenges. Participants valued the tools for breaking down complex issues into manageable parts. This collaborative approach not only fostered critical analysis but also encouraged empathy and understanding of multiple viewpoints. Harbord and Khan emphasized the importance of integrating these visual thinking tools into educational curricula within GCED to equip global citizens for future ethical challenges.

Session 1.3 세션 1.3

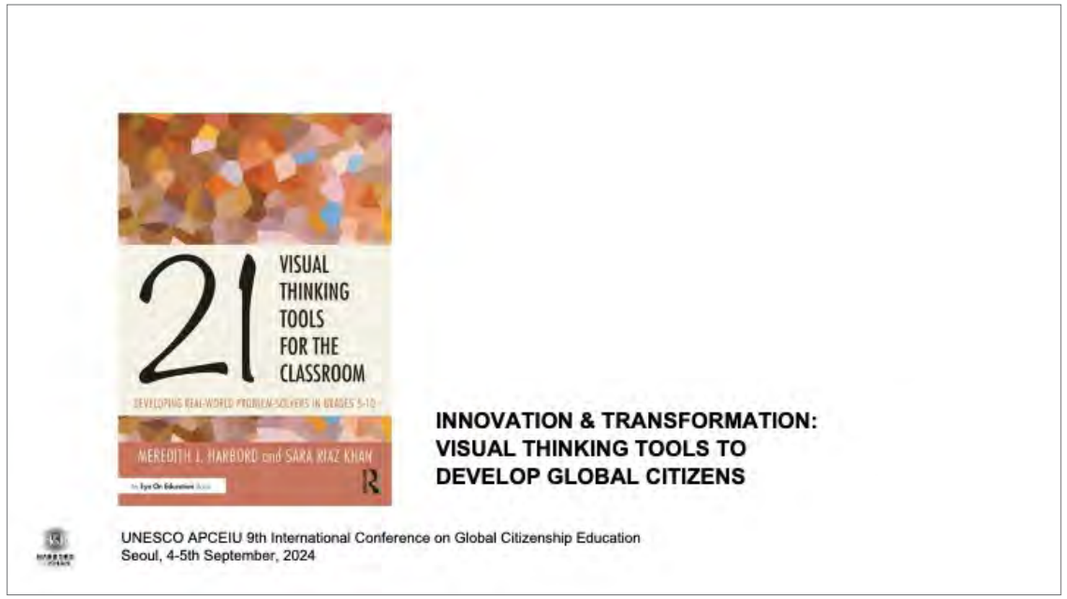
혁신과 변혁: 세계시민을 육성하기 위한 시각적 사고 도구

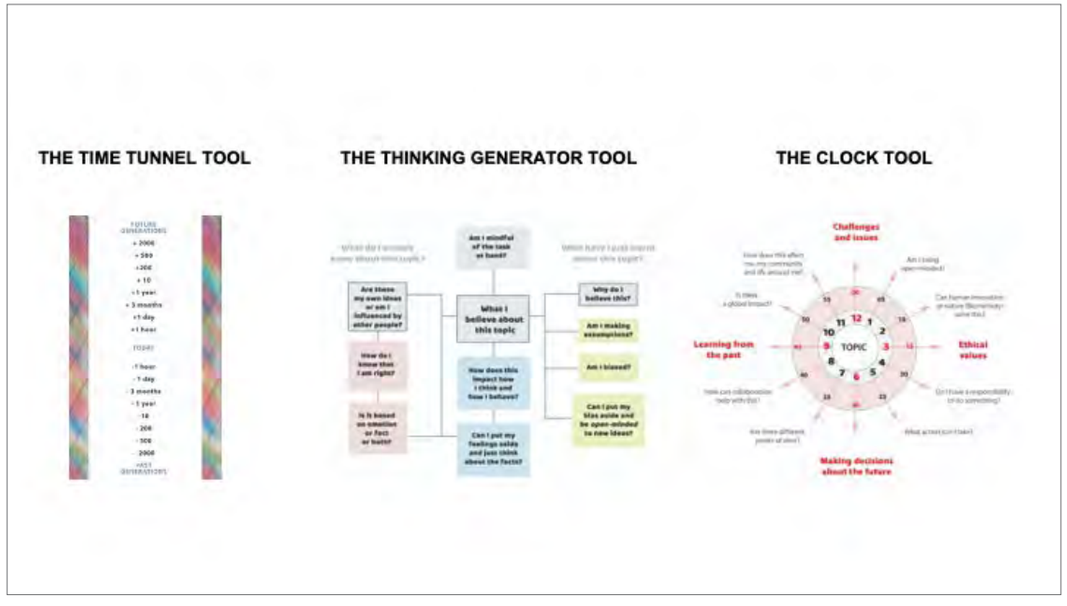
하보드 & 칸 교육 컨설턴트

메러디스 제인 하보드와 사라 리아즈 교육 컨설턴트는 비판적 사고와 혁신적인 문제 해결을 통해 윤리적 딜레마를 탐색할 수 있는 비주얼 씽킹 도구를 소개하고, 참여형 세션을 통해 참가자들이 직접 글로벌 이슈의 해결 방안을 탐색하도록 도왔다. 첫 번째로 '타임 터널(Time Tunnel)'은 참가자들이 다양한 역사와 미래 시나리오를 '여행'하며 과거의 결정이 현재와 미래의 결과에 미치는 영향을 이해하도록 한다. 이 도구는 특히 난민 위기를 논의하는 데 사용되어 국가적 이익과 인도주의적 의무 간의 윤리적 갈등을 강조하였다. 이를 통해 참가자들은 역사적 선택이 현재의 위기를 탈바꿈시킬 수 있음을 탐구하고 세계시민교육이 미래의 대응을 재구성하는데 어떻게 활용될 수 있는지 고민했다.

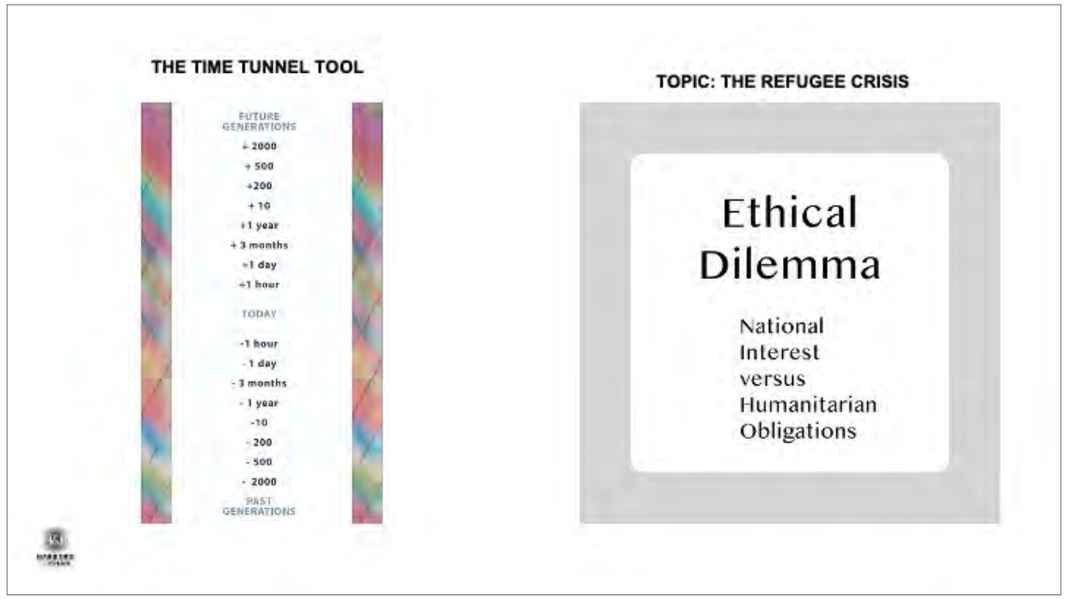
다음으로 소개된 '시계 도구(Clock Tool)'는 문제 해결을 위한 특정 시간을 할당하여 구조화된 그룹 토론을 촉진한다. 참가자들은 시계 도구를 활용하여 의무적 백신 접종에 대한 개인의 자율성과 공중 보건 간의 갈등을 탐색하였다. 특히 백신 접종을 거부할 권리와 공중 보건의 집단적 책임 간의 충돌에 대해 성찰할 수 있었다. 두 도구는 모두 비판적 사고와 창의적이며 윤리적인 의사 결정 심화를 목표로 두며, 세계시민교육은 이러한 기술을 배양하고 글로벌 윤리 문제를 해결하도록 돕는 매개체이다.

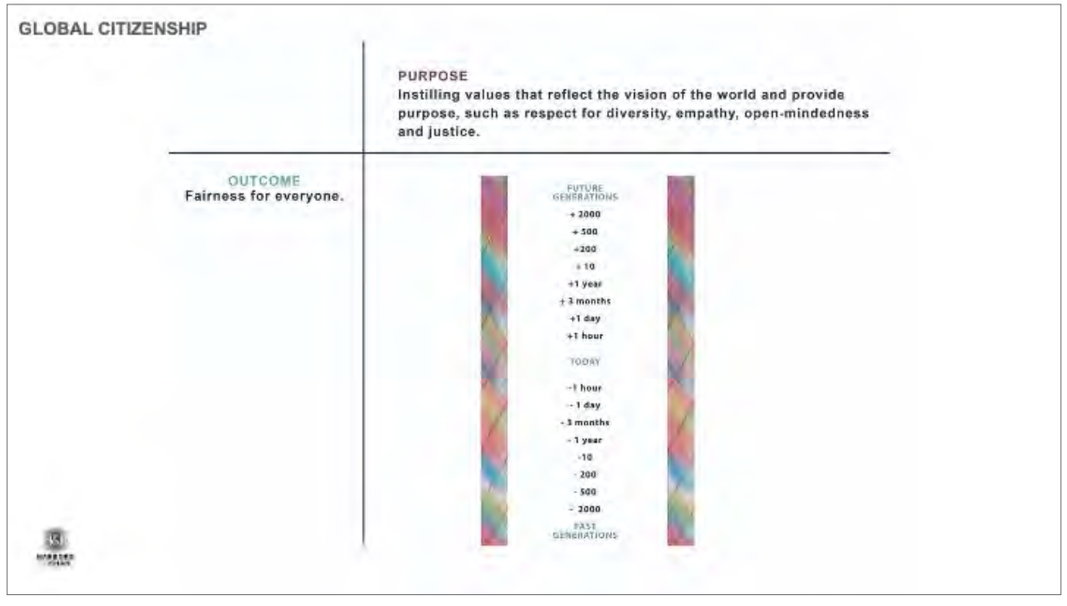
참가자들은 45분 간 그룹 활동을 통해 두 도구들을 의무적 백신 접종이라는 실제 윤리 딜레마에 적용해보았다. '시계 도구'는 공중 보건과 개인 자율성 간의 논의의 균형을 맞추며 정부 정책을 체계적으로 평가하도록, '타임 터널'은 상상력을 동원하여 현 문제에 영향을 끼치는 과거를 탐구할 수 있도록 도왔다. 참가자들은 이 도구들이 복잡한 문제를 다루기 쉽게 분해하는데 유용하다고 평가했다. 이러한 협력적 접근은 비판적 분석을 촉진할 뿐만 아니라 다양한 관점을 이해하고 공감하는 데도 기여한다. 마지막으로 하보드와 칸은 비주얼 씽킹 도구를 세계시민교육 교육과정에 통합하여 미래의 윤리적 도전에 대비된 세계시민을 양성하는 것이 중요하다고 권고하였다.

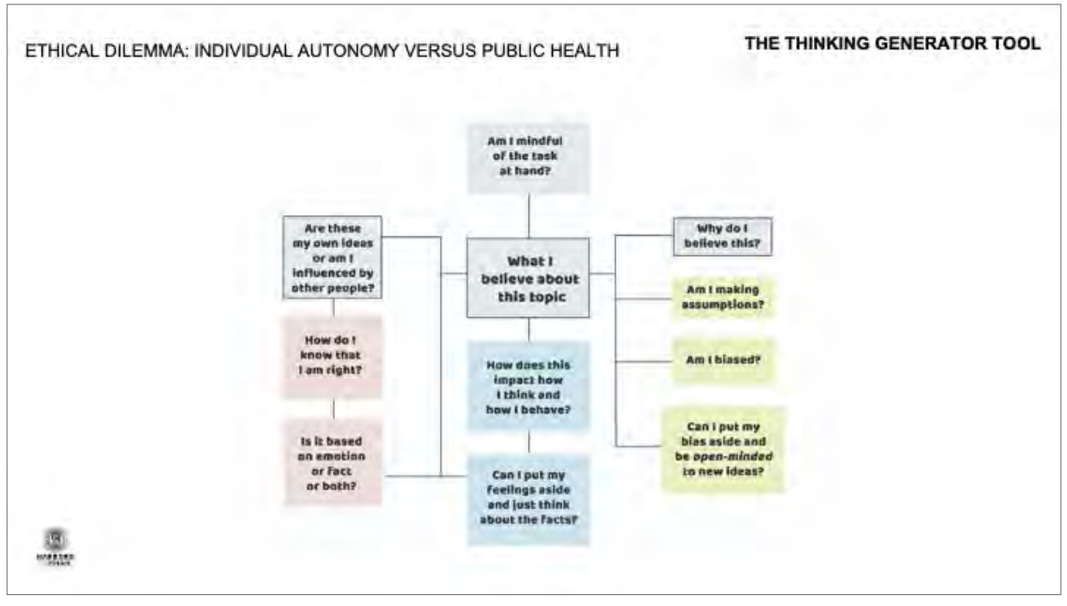




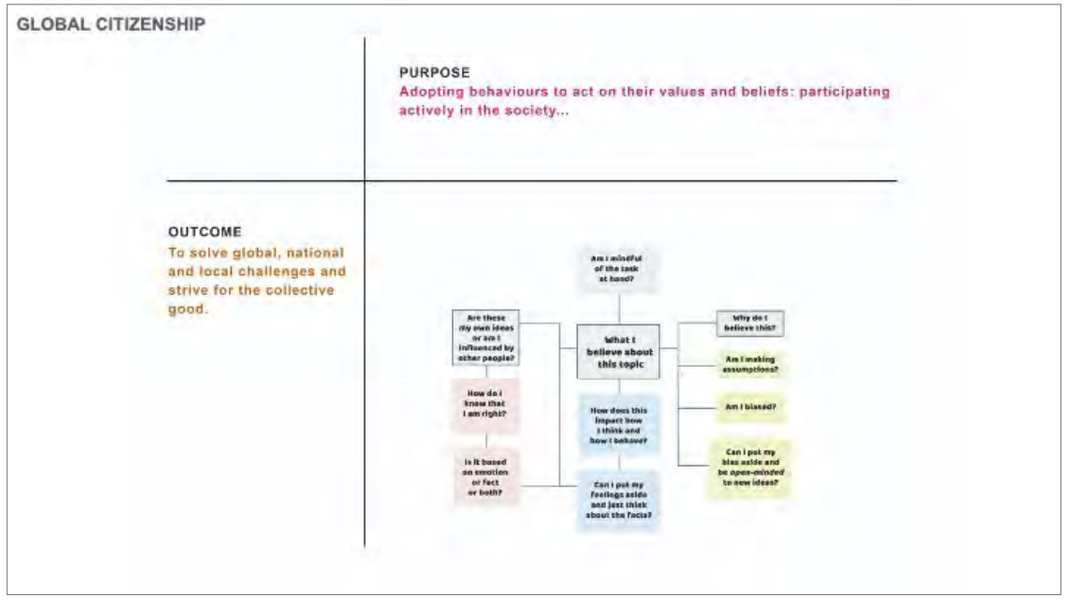
Innovation & Transformation: Visual Thinking Tools to Develop Global Citizen

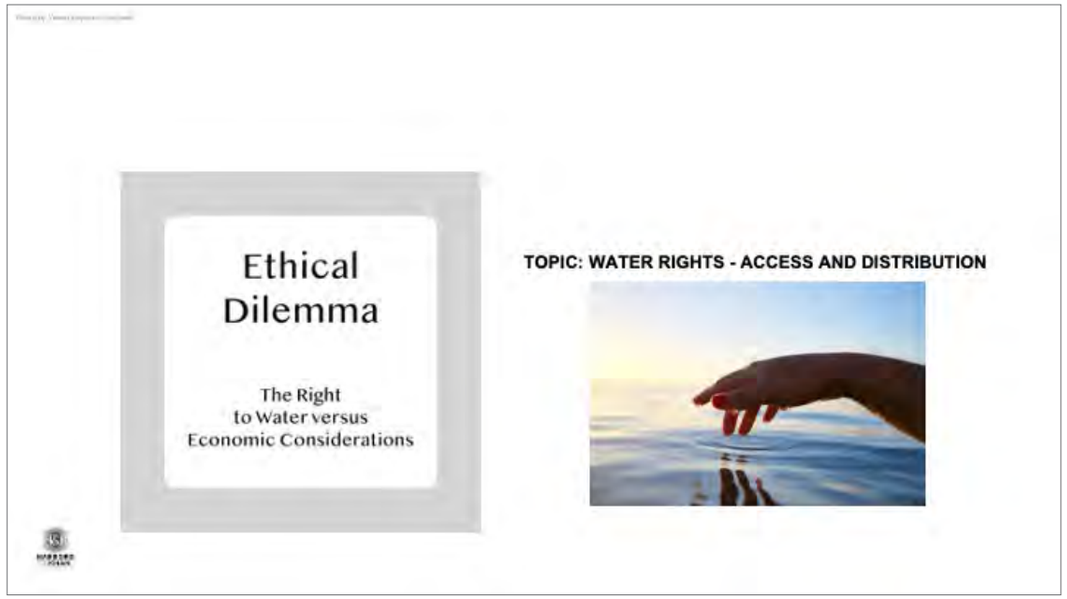


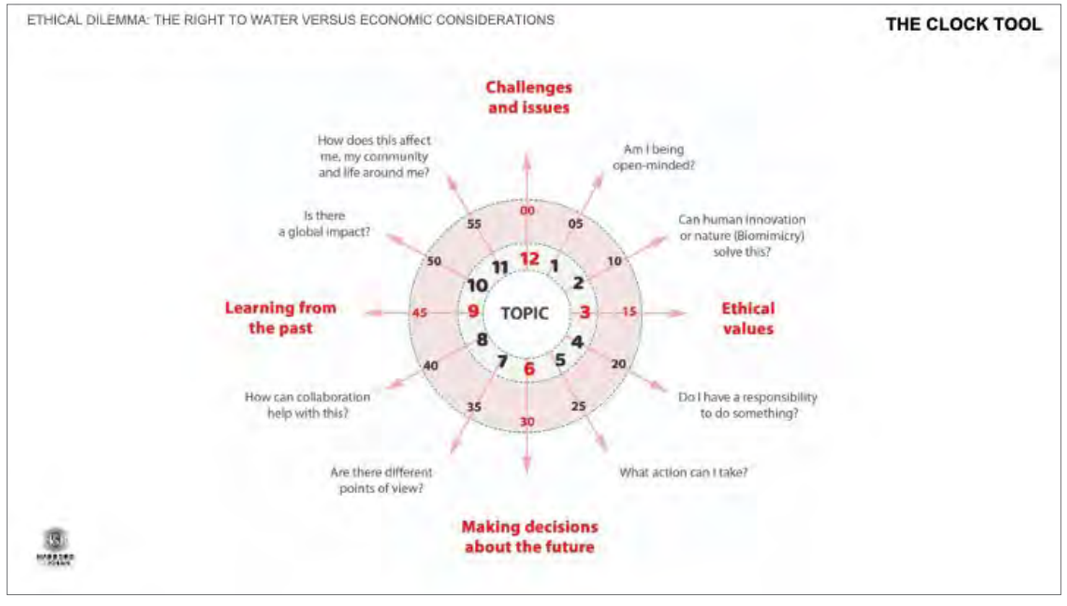




Innovation & Transformation:
Visual Thinking Tools to Develop Global Citizen







Innovation & Transformation: Visual Thinking Tools to Develop Global Citizen

TOPIC	THEME HOURS	QUESTION MINUTES	INQUIRY
WATER RIGHTS	9:00 Learning from the past	35 MINUTES Are there different points of view?	9:35 What can we learn from indigenous, past practices relating to sustainable water usage and allocation?

ETHICAL DILEMMAS

- AI **versus** Perpetuation of Bias
- Globalization, Urbanization and Homogenisation **versus** Cultural Preservation and Indigenous Ways of Living.
- Need to Provide More Food **versus** Loss of Biodiversity, Atmospheric Pollutants and Land Erosion.

QUESTIONS

- Your own response to using the tools.
- How did the tool support your group's critical thinking about the issue?
- How can you use the tool in your field of work to support Global Citizenship Education?

THE THINKING GENERATOR TOOL

THE CLOCK TOOL

GOOGLE FORM

Feedback

ETHICAL EQUATION

ETHICAL VALUE + REAL WORLD INQUIRY + SUBJECT/GLOBAL SKILLS

= PURPOSEFUL IMPACT

The 9th International Conference on Global Citizenship Education

Plenary Session 3 기조세션 3

Youth Voices: Advocating for Peace as Change Agents
청년들의 목소리: 평화를 위해 우리가 만들어가는 변화

Moderator 진행자

Karena MENZIE-BALLANTYNE
카레나 멘지-발런타인

Senior Lecturer in Education, CQ University, Australia
호주 CQ대학교 교육학과 선임강사

Speaker 발표자

Noora ELKENAWIE
누라 엘케나위

Egypt Youth Activist, GCED Youth Network Core Team
이집트 세계시민교육 청년활동가

Oshan GUNATHILAKE
오샨 구나틸라케

Education, Sustainability and Development Practitioner, GCED Youth Network Core Team
세계시민교육 청년 네트워크 청년활동가

KIM HAN Minyeong
김한민영

Action Research Manager, Peace Momo
피스모모 액션 리서치 팀장

Plenary Session 3 기조세션 3

Noora ELKENAWI | Egypt Youth Activist, GCED Youth Network Core Team
누라 엘케나위 | 이집트 세계시민교육 청년활동가

Noora ELKENAWI, a youth advocate from Egypt, opened her speech by illustrating multilateralism through a metaphor of superheroes uniting to combat common foes like conflict, ignorance, and prejudice. She highlighted how nationalism and division have weakened multilateral efforts, underscoring the vital role of GCED in countering this trend. ELKENAWI emphasized that GCED promotes human rights education, global awareness, intercultural understanding, and active citizenship.

She shared a poignant story about a refugee mother and daughter separated for eight months, only to reunite just before the mother was admitted to the ER in Egypt. This narrative highlighted the urgent need for efficient systems to reconnect displaced families, as current mechanisms often fall short. ELKENAWI called for more state-centered solutions to protect refugees' rights and improve their access to essential services, noting that while Egypt provides free access to public hospitals, this access is not universal.

ELKENAWI explained that refugees face bureaucratic hurdles, such as reporting infectious diseases and undergoing vaccinations before registration. In a powerful moment, she asked, "Are we only concerned about how to protect ourselves from the refugees but not how we can benefit them?" This question reinforced her call for global solidarity and inclusion.

In her concluding remarks, she stressed that GCED is not just an academic concept but a call to action. She urged participants to share the knowledge gained from the Conference with their communities, advocating for the principles of global citizenship to foster cooperation in a world often overshadowed by conflict. Through collective action, she emphasized, we can educate others and become catalysts for a peaceful, inclusive future.

이집트의 청년 옹호가인 누라 엘케나위는 갈등, 무지, 편견과 같은 공통의 적에 맞서기 위해 연합하는 슈퍼히어로의 은유를 통해 다자주의를 설명하면서 연설을 시작했다. 그녀는 민족주의와 분열이 다자간 노력을 어떻게 약화시켰는지 강조하면서 이러한 추세에 맞서는 데 있어 세계시민교육의 중요한 역할을 강조했다. 또한 세계시민교육이 인권, 글로벌 인식, 문화 간 이해, 적극적인 시민권을 증진한다고 강조했다.

그녀는 8개월 동안 헤어진 난민 어머니와 딸이 이집트의 응급실에 입원하기 직전에 재회한 가슴 아픈 이야기를 공유했다. 이 이야기는 이주민 가족을 다시 연결하는 매커니즘이 주로 부재하며 시스템이 시급히 필요하다는 것을 강조했다. 그녀는 난민의 권리를 보호하고 필수 서비스에 대한 접근성을 개선하기 위한 보다 국가 중심적인 솔루션을 요구하면서 이집트가 공립 병원에 무료로 접근할 수 있지만 이러한 접근성이 보편적인 것은 아니라고 지적했다.

그녀는 난민들이 등록 전에 전염병을 신고하고 예방 접종을 받는 것과 같은 관료적 장애물에 직면한다고 설명했다. 그녀는 "우리는 난민으로부터 자신을 보호하는 방법에만 관심이 있고 그들에게 어떻게 혜택을 줄 수 있는지에 대해서는 관심이 없는가?"라고 물었다. 이 질문은 세계적 연대와 포용에 대한 그녀의 요구를 강화했다.

그녀는 마무리 발언에서 세계시민교육이 단순한 학문적 개념이 아니라 행동 촉구라고 강조했다. 그녀는 참석자들에게 회의에서 얻은 지식을 지역 사회와 공유하고 갈등으로 인해 종종 그늘진 세상에서 협력을 촉진하기 위한 세계시민성 원칙을 옹호할 것을 촉구했다. 그리고 집단 행동을 통해 다른 사람들을 교육하고 평화롭고 포용적인 미래를 위한 촉매제가 될 수 있다고 강조했다.

Plenary Session 3 기조세션 3

Oshan GUNATHILAKE | Education, Sustainability and Development Practitioner, GCED Youth Network Core Team

오샨 구나틸라케 | 세계시민교육 청년 네트워크 청년활동가

Oshan GUNATHILAKE, a peace educator and social development practitioner from Sri Lanka, presented a compelling discussion on the role of youth in peacebuilding and the significance of multilateralism within GCED. Drawing from his extensive experience across South Asia and the Asia-Pacific region, GUNATHILAKE highlighted that young people are not only vulnerable to violent extremism but also serve as first responders during crises, emphasizing their capacity to quickly mobilize and reshape local narratives.

He identified three key aspects of youth involvement in peacebuilding: innovation, ethics, and volunteerism. GUNATHILAKE shared inspiring examples of youth leveraging technology and entrepreneurship to tackle issues such as climate change and social inequality. He noted that these initiatives often emerge with minimal external support, driven by a commitment to sustainable futures. He also stressed the importance of ethical leadership, urging GCED practitioners to empower young activists to adopt values-based approaches in their efforts.

GUNATHILAKE remarked, “Young people are the first to know when a crisis hits their community, and they possess a unique power to shift narratives and influence change.” He called for supporting the next generation in redefining peacebuilding, rooted in ethics and collective responsibility. His focus on volunteerism highlighted how many young individuals engage in peace efforts out of genuine belief rather than financial incentives. However, he acknowledged the challenges of sustaining these efforts, particularly in the wake of the COVID-19 pandemic, which disrupted global volunteer activities.

In conclusion, he emphasized the need to nurture the spirit of volunteerism to advance both GCED and sustainable peacebuilding. His message underscored the immense potential of youth as change agents, whose contributions require ongoing support and recognition at local and global levels.

남아시아와 아시아 태평양 지역에서의 광범위한 경험을 바탕으로 오샨은 청소년이 폭력적 극단주의에 취약할 뿐만 아니라 위기 상황에서는 최초 대응자 역할을 하며, 지역 내러티브를 신속하게 동원하고 재구성할 수 있는 능력을 강조했다.

그는 평화 구축에 대한 청소년 참여의 세 가지 핵심 측면으로 혁신, 윤리, 자원봉사를 꼽았다. 기후 변화와 사회적 불평등과 같은 문제를 해결하기 위해 청소년이 기술과 기업가 정신을 활용하는 고무적인 사례를 공유하며 이러한 이니셔티브가 지속 가능한 미래에 대한 헌신에 의해 주도되어 외부 지원이 최소화된 상태에서 종종 나타난다고 지적했다. 그는 또한 윤리적 리더십의 중요성을 강조하면서 세계시민교육 실천가들이 노력에 가치 기반 접근 방식을 채택하도록 젊은 활동가에게 권한을 부여할 것을 촉구했다.

그는 “청소년은 지역 사회에 위기가 닥쳤을 때 가장 먼저 알게 되며, 서사를 바꾸고 변화에 영향을 미칠 수 있는 독특한 힘을 가지고 있다”고 말하며, 윤리와 집단적 책임에 기반한 평화 구축을 재정의하는 데 있어 미래세대를 지원해야한다고 촉구했다. 자원봉사에 대한 그의 초점은 많은 젊은이들이 재정적 인센티브가 아닌 진정한 믿음으로 평화 활동에 참여하는 방식을 강조했다. 그러나 그는 특히 글로벌 자원봉사 활동을 방해한 코로나19 팬데믹의 여파로 이러한 노력을 지속하는 데 어려움이 있음을 인정했다.

결론적으로 그는 세계시민교육과 지속 가능한 평화 구축을 발전시키기 위해 자원봉사 정신을 키워야 할 필요성을 강조했다. 또한 변화의 주체로서 청소년의 엄청난 잠재력과 지역 및 글로벌 수준에서의 지속적인 지원과 인정이 필요함을 강조했다.

Plenary Session 3 기조세션 3

KIM HAN Minyeong | Action Research Manager, Peace Momo
김한민영 | 피스모모 액션 리서치 팀장

KIM HAN Minyoung, a member of Peace Momo, delivered a passionate presentation on her journey in the peace movement and activism against militarism. Speaking in Korean, she recounted her awakening to the human cost of the arms industry, particularly her shock upon discovering that weapons produced in Korea were being used in conflicts like the war in Yemen. This realization propelled her into action, leading to the organization of rallies and direct actions aimed at challenging Korea's military-industrial complex.

A pivotal moment in her activism occurred when she and her colleagues protested at a weapons fair in Korea. They climbed onto tanks and unfurled banners to highlight the deadly consequences of the arms trade. Despite facing legal battles and fines for their actions, KIM HAN viewed this resistance as a vital responsibility to expose how her country's economy benefits from global violence. "As I stood on that tank, I realized that for every weapon sold, a life somewhere was being lost," she reflected.

Throughout her speech, she emphasized the need for civil society education that encourages resistance and critical questioning of global militarism. She urged the audience to examine how their daily lives are connected to systems that perpetuate war and to actively resist them. In closing, she posed a powerful question: "When the systems that sustain war are deeply intertwined with our societies, how can we resist, and what responsibility do we bear?" Her presentation served as a clarion call for activism that challenges oppressive systems while promoting peace and justice in everyday life.

피스모모의 일원이자 평화 운동가인 김한민영은 군국주의에 대항하는 평화 활동에서의 자신의 여정을 나누었다. 그녀는 무기 산업의 인적 비용과 한국에서 생산된 무기가 예멘 전쟁과 같은 곳에서 사용되고 있다는 사실을 알고난 후의 충격을 전했다. 이러한 깨달음은 그녀를 행동으로 이끌었고, 한국의 군산복합체에 도전하는 집회와 직접 행동을 조직하게 했다.

그녀의 활동에서 중요한 순간은 동료들과 함께 한국에서 무기 박람회에 시위를 했을 때였다. 그들은 탱크에 올라타 현수막을 펼쳐 무기 거래의 치명적인 결과를 강조했다. 행동에 대한 법적 싸움과 벌금에 직면했음에도 불구하고 그녀는 이러한 저항을 자국의 경제가 세계적 폭력으로부터 어떻게 이익을 얻는지 폭로하는 중요한 책임으로 여겼다. 그녀는 "탱크에 섰을 때, 무기가 팔릴 때마다 어딘가에서 생명이 희생된다는 것을 깨달았다."라고 회상했다.

그녀는 연설 내내 세계 군국주의에 대한 저항과 비판적 의문을 장려하는 시민 사회 교육의 필요성을 강조하며, 청중에게 일상 생활이 전쟁을 영속시키는 시스템과 어떻게 연결되어 있는지 살펴보고 적극적으로 저항할 것을 촉구했다. 그녀는 마무리로 강력한 질문을 던졌다. "전쟁을 지속시키는 시스템이 우리 사회와 깊이 얽혀 있을 때, 우리는 어떻게 저항할 수 있고, 어떤 책임을 져야 합니까?" 그녀의 발표는 일상 생활에서 평화와 정의를 증진하는 동시에 억압적인 시스템에 도전하는 행동을 촉구하는 경종이었다.

The 9th International Conference on Global Citizenship Education

Concurrent Session 2 분과세션 2

GCED in Action across Borders
국경을 넘고 경계를 허무는 세계시민교육 실천 사례

Session 2.1 세션 2.1

Enhancing Teacher Development and the Learning Environment
교사 개발과 학습 환경

Moderator 진행자

Rahimi Che AMAN
라히미 체 아만

Dean of School of Educational Studies, Universiti Sains Malaysia
말레이시아 과학대학교 교육학부 학장

Speaker 발표자

Andy SMART
앤디 스마트

Co-convener, NISSEM
NISSEM 공동의장

Suzanne CHOO
수잔 추

Associate Professor,
Nanyang Technological University
난양이공대학 부교수

Jovelyn DELOSA
조블린 델로사

Vice-President for Academic Affairs Northern Bukidnon State College, Philippines
필리핀 북부 부키드논 주립대학교 교무부총장

Vijayan K
비자얀 케이

Professor, National Council of Educational Research and Training, India
인도 국립교육연구·연수원 교원교육학과 교수

Session 2.1 세션 2.1

What Kind of Learning Outcomes Do We Seek?

Andy SMART | Co-convener, NISSEM

"Textbooks are as anchors for teaching, and they are guides, frameworks for exploring our behaviours and attitudes"

Andy SMART, NISSEM Co-Chairman, discussed the importance of textbooks in education, arguing that they are not outdated but crucial guides for learning. He addressed the misconception that there is a divide between textbook-centered and student-centered learning, emphasizing that textbooks, if used effectively, can support both personal and societal development.

He questioned the assumption that broader educational goals, such as fostering global awareness and personal growth, hinder academic achievement or cultural and social development. He argued against the notion that textbooks constrain teacher and student autonomy, asserting that these are all false dichotomies. SMART also highlighted the need to revisit these long-standing debates, pointing out that textbooks still play a vital role in the digital age. They act as anchors and frameworks that guide both present and future learning. He challenged the idea that educators must choose between life skills and academic knowledge or between global awareness and national values.

Furthermore, he critiqued the concept of a purely textbook-centered educational system and questioned whether centralized education systems can effectively use textbooks to enhance both individual and societal growth. He described textbooks as both anchors and liver for teaching that becomes a framework for exploring behaviors and attitudes, serving the needs of both teachers and students. SMART emphasized that the focus should not be on whether an educational approach is textbook-centered, but on how textbooks can be used to support diverse educational objectives.

우리는 어떤 종류의 학습 성과를 추구하는가?

앤디 스마트 | NISSEM 공동의장

"교과서는 교육을 위한 '닻'이며, 우리의 행동과 태도를 탐구하는 지침이자 틀이다"

NISSEM의 공동 의장인 앤디 스마트는 교과서가 교육에서 여전히 중요한 학습 지침서임을 강조하며, 교과서에 시대에 뒤쳐졌다는 인식을 반박한다. 그는 교과서 중심의 학습과 학생 중심의 학습이 대립된다는 오해를 지적하며, 교과서가 효과적으로 사용될 경우 개인과 사회의 발전을 모두 지원할 수 있다고 이야기 한다

그는 글로벌 인식 함양이나 개인적 성장을 목표로 하는 포괄적인 교육 목표가 학업 성취도와 문화적, 사회적 발전을 저해한다는 가정에 의문을 제기했다. 또한, 교과서가 교사와 학생의 자율성을 제한한다는 인식을 반대하며 잘못된 이분법적 접근임을 강조하였다. 이러한 오랜 논쟁은 재검토되어야 하며, 교과서는 디지털 시대에서도 여전히 주요 역할을 맡고 있다. 교과서는 현재와 미래의 학습을 안내하는 지침서이자 틀로 작용한다. 그는 교사들이 생활 기술과 학문적 지식 또는 글로벌 인식과 국가적 가치를 놓고 양자택일해야 한다는 인식 또한 잘못된 이분법임을 드러내었다.

그렇지만 순전히 교과서 중심의 교육 시스템과 교과서를 활용한 중앙집권적 교육 시스템이 개인과 사회의 성장을 효과적으로 도모하는 것은 아니다. 그는 교과서가 교육의 닻과 같다고 비유하며 우리의 행동과 태도를 탐구하는 프레임워크로서 교사와 학생 모두에게 필요하다고 주장했다. 교과서 중심 교육의 여부가 아닌, 교과서를 활용하여 다양한 교육 목표를 지원하는 것에 초점을 두어야 한다고 언급했다.

What Kind of Learning Outcomes Do We Seek?

WHAT KIND OF LEARNING OUTCOMES DO WE SEEK?

Andy Smart, NISSEM.org
andinadia@gmail.com
IConGCED, 5 September 2024

FALSE DICHOTOMIES …

- … the idea that considering wider purposes of education may constrain academic achievement FALSE DICHOTOMY
- … the idea that global awareness and personal development constrain a cultural and social emphasis FALSE DICHOTOMY
- … the idea that textbooks are old-fashioned and constrain teacher and student autonomy FALSE DICHOTOMY

Improving personal and societal outcomes contributes to improving academic outcomes. They are valuable aims in their own right.

TEXTBOOKS CAN PROVIDE AN ANCHOR FOR TEACHING AND LEARNING

- Teacher autonomy and excellence are not in tension with textbooks.
- Pupils in classroom learn best by engaging with learning opportunities that have personal and societal meaning, guided by good teaching, and supported by good learning materials.
- Good textbooks can be carriers of good learning not barriers to learning.

Teacher's materials,
Tongan Language, Class 6, Kingdom of Tonga

So, can textbooks
in centralized education systems
support better learning
for personal and societal development?

What Kind of Learning Outcomes Do We Seek?

WELCOME TO THE KINGDOM OF TONGA

THE GENERAL APPROACH

The values and 21st c skills in the mother tongue syllabus aim to develop personal and societal outcomes.

The syllabus and textbooks reflect these values and skills, develop language and literacy through personal and societal content, and engage pupils' interest.

Extract from the introduction to the teacher's guide, Tongan Language, Class 6

1. What's new in the new Tongan Language curriculum?

1.1 Values, 21c skills and a connected curriculum

The pupils' book consists of eight units. Each unit has three lessons. The eight units represent important values and cross-cutting 21st c skills.

Values

Most of the topics include texts. The topics and texts emphasise important values.

- They link to the daily lives and interests of students
- They link to Tongan values
- They reflect cultural contexts in Tonga and elsewhere in the world, to develop students' awareness of the outside world as well as their Tongan heritage.

21st c skills

The new curriculum promotes key skills that are important for how we live our daily lives today and for the future. In the new National Curriculum Framework, the 21st century skills cut across the units. These skills include:

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Collaboration
- Information literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Innovation skills
- Thinking skills

Some of these values and cross-cutting skills are included within the themes of the units (examples):

- Unit 1: Compassion (kindness, empathy and helping others in need)
- Unit 2: Giants (critical thinking, imagination and reality, global awareness)
- Unit 3: Traditional medicine (traditional medicine, passing on cultural knowledge and skills through generations)
- Unit 4: Storytelling (communication)
- Unit 5: Art and artists (creativity, sustainability of artistic practices, innovation)
- Unit 6: Stop, think! (critical thinking)
- Unit 7: Environmental heroes (sustainability and helping the community)
- Unit 8: Poetry (creativity and communication, innovation)

The approach in practice

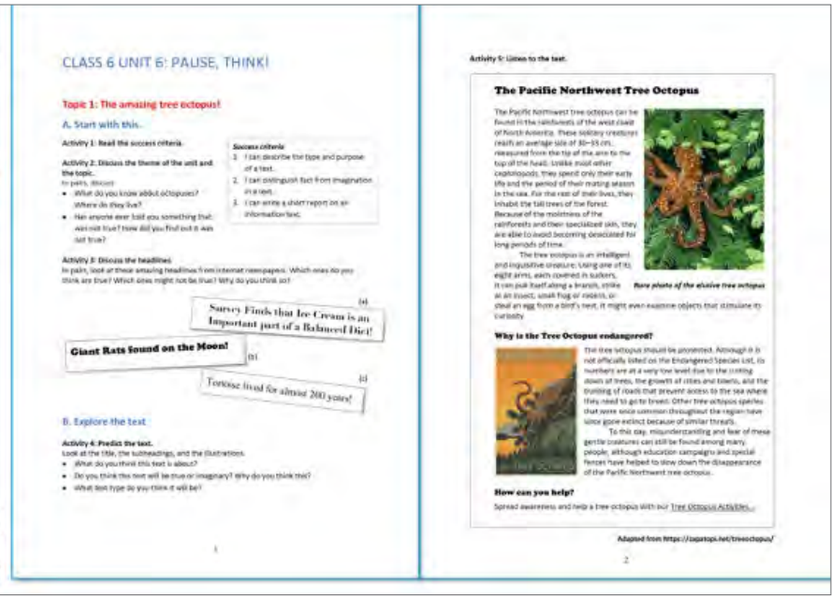
THEMES: TONGAN LANGUAGE, CLASSES 5 AND 6

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
6	Compassion	Giants	Traditional medicine	Storytelling	Art and artists	Pause, think!	Environmental heroes	Poetry and creativity
5	Respect	A magical plant	Good health	Grandparents	Traditional knowledge	Communications	Trees	Traditional dance

What Kind of Learning Outcomes Do We Seek?

Topics 1 & 2 in each unit follow the same stages:

- Start with this
- Explore the text
- Build your language knowledge and skills
- Apply your learning
- Review the outcome



CLASS 6 UNIT 6: PAUSE, THINK!

Topic 1: The amazing tree octopus!

A. Start with this.

Activity 1: Read the success criteria.

Activity 2: Discuss the theme of the unit and the topic.

Activity 3: Discuss the headlines.

Survey Finds that Ice Cream is an Important part of a Balanced Diet!

Giant Rats found on the Moon!

Tortoise lived for almost 200 years!

B. Explore the text

Activity 4: Predict the text.

Activity 5: Listen to the text.

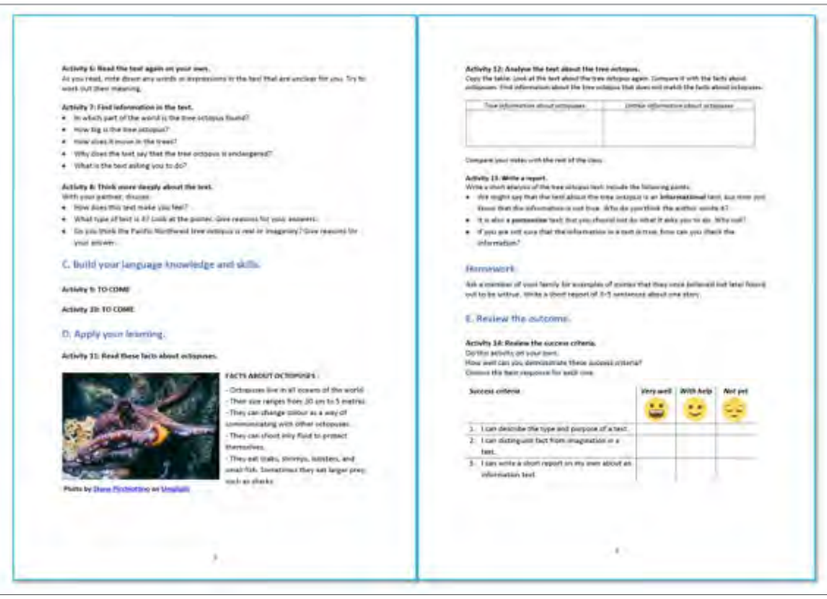
The Pacific Northwest Tree Octopus

Why is the Tree Octopus endangered?

How can you help?

Adapted from https://zapatopi.net/treeoctopus/

Tongan Language
Pupil's book Class 6
Unit 6, Topic 1
(manuscript)



Activity 6: Read the text again on your own.

Activity 7: Find information in the text.

Activity 8: Think more deeply about the text.

C. Build your language knowledge and skills.

Activity 9: TO COME

Activity 10: TO COME

D. Apply your learning.

Activity 11: Read these facts about octopuses.

FACTS ABOUT OCTOPUSES :

Activity 12: Analyse the text about the tree octopus.

Activity 13: Write a report.

Homework

E. Review the outcome.

Activity 14: Review the success criteria.

Success criteria | Very well | With help | Not yet

1. I can describe the type and purpose of a text.
2. I can distinguish fact from imagination in a text.
3. I can write a short report on my own about an information text.

FRAMING THE TRAINING

In January 2025, the teacher training for Classes 5 and 6 will focus on a small and manageable number of features of the new approach to teaching Tongan Language:

1. What's new in the new Tongan Language curriculum?
   - Values, 21c skills, and a connected curriculum
   - The selection of themes and texts
   - An integrated approach to skills development
   - Class routines
   - Classroom assessment
2. The structure of the pupil's book
   - Unit structure
   - Topic structure
   - Activities

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Recent publication:

From big ideas to small practice: Competency-based curricula in low-resource, centralised education systems

IARTEM e-journal

Recent podcast:

Interview on Asian Education Podcast

Session 2.1 세션 2.1

Character-driven Approach to Global Citizenship Education: Perspectives from Singapore

Suzanne CHOO | Associate Professor, Nanyang Technological University

Suzanne CHOO focused on character and values in education and noted a shift towards value-based programmes that encompass ethics, sustainability, and global exposure, aiming to promote empathy and global awareness. CHOO highlighted the growing emphasis on social justice, human rights, sustainability, and global citizenship, while noting a decline in nationalism and patriotism. She called for a balanced approach to GCED, one that integrates both Asian and Western concepts and philosophies.

CHOO argued that Western critical post-structuralism often critiques citizenship education in Asia, especially in Singapore, without fully appreciating Asian perspectives. She advocated for a more nuanced understanding that values Asian viewpoints, which prioritize character and values over critically and individual rights. She emphasized the need for an intellectual framework that includes Asian histories, philosophies, and concepts in discussions of citizenship, rather than perpetuating a false dichotomy between Eastern and Western ideologies.

CHOO stressed the importance of integrating both national and global citizenship values in classrooms by incorporating not only Western norms but also Asian philosophies. She highlighted Singapore's efforts to train teachers in GCED and to continuously update their skills. She underscored the need for a curriculum that promotes diversity, inclusivity, and a sense of international citizenship from a young age.

세계시민교육에 대한 인성 중심 접근 방식: 싱가포르의 관점

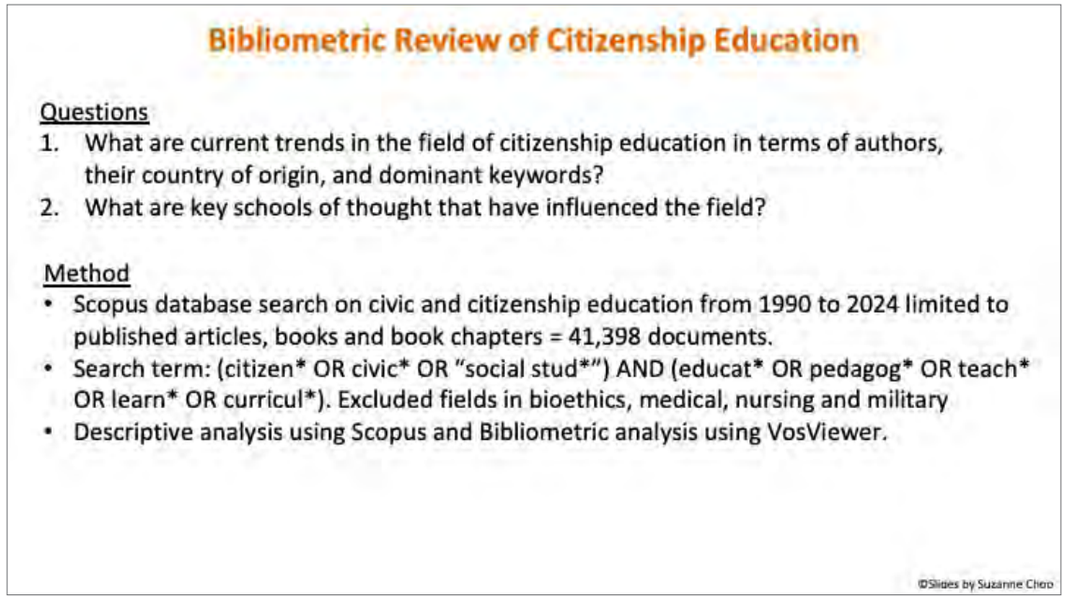
수잔 추 | 난양이공대학 부교수

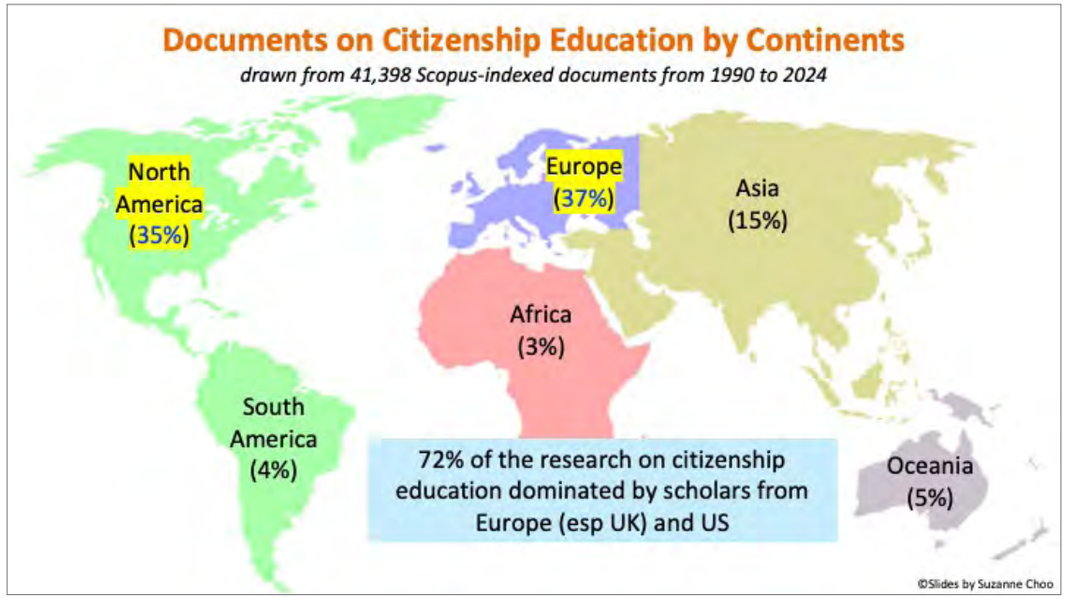
수잔 추 교수는 인성 중심 접근 방식을 강조하며, 공감과 글로벌 인식을 증진하기 위한 가치 기반 프로그램으로의 전환을 논의하였다. 사회 정의, 인권, 지속가능성, 세계시민성에 대한 관심은 커지고 있는 반면, 민족주의와 애국심이 간과되고 있는 현상에 대해 논하며, 서양의 개념과 철학을 통합한 균형 잡힌 세계시민교육이 필요하다고 주장했다.

서양의 비판적 후기 구조주의는 싱가포르와 같은 아시아 국가의 시민 교육을 비판하면서도 아시아의 관점을 충분히 이해하지는 못한다며, 비판적 사고와 개인의 권리에 앞서 인성과 가치를 중시하는 아시아의 관점을 존중하는 보다 세심한 접근이 필요하다고 주장했다. 세계시민교육에 있어 동양과 서양의 이념을 이분법적으로 나누는 것이 아닌, 아시아의 역사, 철학, 개념을 포함하는 인지적 틀을 마련할 필요가 있다고 보았다.

수잔 추 교수는 교실 내에서 서양의 규범과 아시아의 철학을 통합하여 국가적 시민성과 세계시민성을 함께 가르쳐야 한다고 강조했다. 싱가포르에서 교사들에게 세계시민교육과 그들의 지속가능한 역량 개발을 위한 노력을 기울이고 있다는 점을 강조하는 한편, 학습자들이 어릴 때 부터 다양성, 포용성, 국제적 시민 의식을 고취할 수 있도록 돕는 교육과정의 필요성을 강조했다.

Character-driven Approach to GCED: Perspectives from Singapore

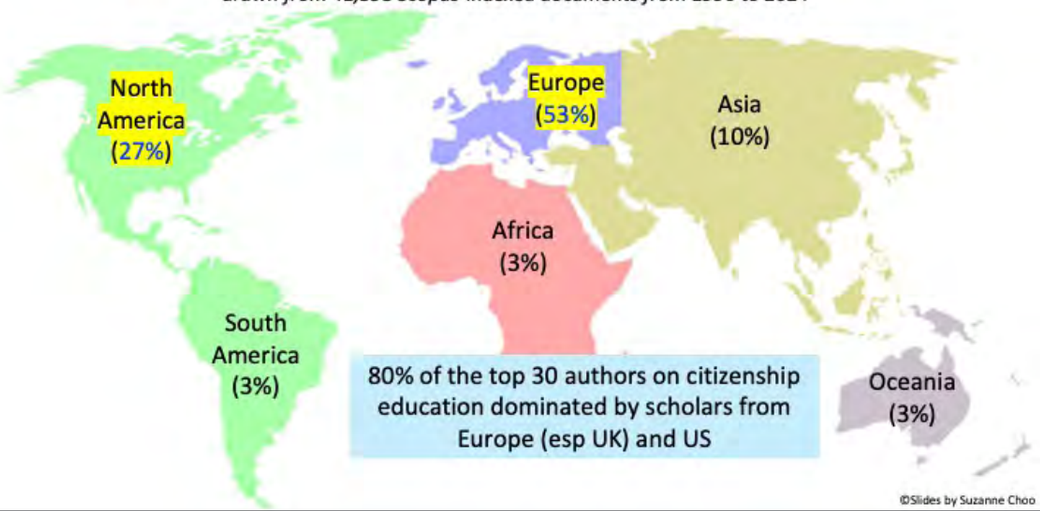




Character-driven Approach to GCED: Perspectives from Singapore

Documents on Citizenship Education by Top 30 Authors

drawn from 41,398 Scopus-indexed documents from 1990 to 2024



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Bibliometric Analysis (Author Co-citation)

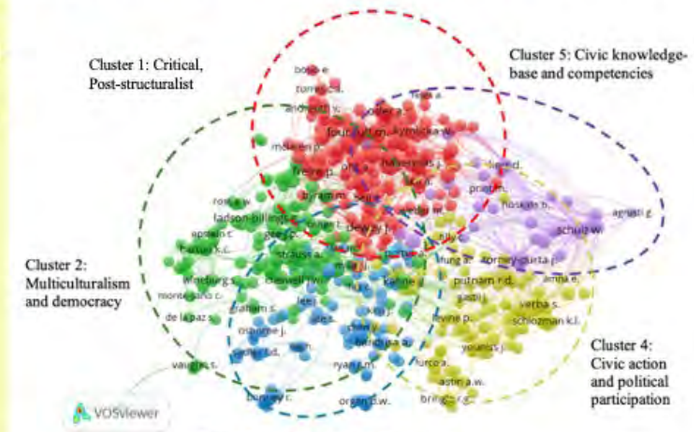
drawn from the references of 41,398 Scopus-indexed documents from 1990 to 2024 (citation threshold 250)

Cluster 1 represents the dominant school of thought representing the intellectual structure of the field (Hallinger, 2020).

Key scholars:

- Michel Foucault
- Paulo Freire
- Jürgen Habermas
- Pierre Bourdieu
- John Dewey

Commonality: Critical Post-structuralist Tradition



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Bibliometric Analysis (Co-occurrence of Keywords)

drawn from the references of 41,398 Scopus-indexed documents from 1990 to 2024 (citation threshold 80)

Co-occurrence of keywords maps the conceptual space of the field. Some patterns:

1. Social justice related topics e.g. civic engagement, sustainability, human rights are among top keywords.

1. Global citizenship is more dominant (ranked 7) compared to national identity (ranked 55), nationalism (ranked 75), and patriotism (ranked 246).

Top 15 Keywords	Occurrences
1. Democracy	884
2. Social studies	760
3. Civic engagement	713
4. United states	659
5. Sustainability	580
6. Experiment	545
7. Global citizenship	415
8. Gender	414
9. Psychology	413
10. Social justice	413
11. China	409
12. Sustainable development	399
13. Participation	379
14. Covid-19	378
15. Human rights	363

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Eurocentric Dominance: Justice from a Critical, Post-structuralist Perspective

Historical Roots

- **Totalitarianism:** "The emergence of critical pedagogy in Western Europe after the Second World War can be understood as a response to the failure of an educational system and a system of educational reflection to prevent Auschwitz" (Biesta, 2005, p. 143).
- **Enlightenment rationality:** Western Enlightenment (17/18th centuries) inaugurated an age of disenchantment and a reliance on individual rationality that in some ways has contributed to postmodernism (Rorty, 2002).

Approach to Justice

- **Conscientization**: Critical awareness of social reality and injustice (Freire, 1970)
- **Counter-practice**: Exposing, interrupting, disrupting totalizing knowledge (Biesta, 2005)
- **Hermeneutics of suspicion**: Sceptical interpretations – gaps, bias, contradictions, ideology (Ricoeur, 1970)

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Character-driven Approach to GCED: Perspectives from Singapore

Western Critiques of Citizenship Education in Asia

This critical post-structuralist emphasis drawn from European continental philosophers have been employed to critique citizenship education in Asia. Examples:

- **Michel Foucault's** notion of governmentality and biopolitics to critique civic nationalism (Koh, 2007; Koh, 2010)
- **Basil Bernstein's** pedagogic recontextualization to critique instrumental critical thinking (Lim, 2014)
- **Pierre Bourdieu's** notions of power and habitus to critique good citizenship (Baars, 2017).

Western stereotypes about citizenship education in Singapore typically as lacking in criticality and promoting passive indoctrination:

"Many Asian states are quasi-paternalistic about character education, regarding it as justifiable to interfere in the lives of students because they will in the end be better off as a result. There is a tendency towards a nationalist based character education which demands loyalty to the ideology of the state" (Arthur, 2020, p. 149)

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How Can We Conceptualize Citizenship Education beyond a Eurocentric Worldview?

Decolonization does not mean rejection of Western concepts

- To do so would perpetuate a binary logic of 'East' versus 'West', Us versus Them, and create the false assumption that these are monolithic cultures

The Goal is to expand perspectives

- One way is by giving attention to histories, philosophies and contexts about Asia as way to understand Asia.
- Scholars who have studied citizenship education in Asia argue that personal morality and character development are integral to citizenship education as compared to the foregrounding of criticality, freedom and democracy in North America and Europe (Fraillon, Schulz, & Ainley, 2012; Kennedy, 2021).

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Character-driven Global Citizenship Education in Singapore

Singapore is a city, a country, a state and an island all in one! It is among the 20 smallest countries in the world, with a total land area of about 700 square km

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Character-driven Approach to GCED: Perspectives from Singapore

Singapore's history is a mix of East and West!

It is a multiracial country formerly colonized by the British

The New General Post Office, Singapore.

Source: https://thefullertonheritage.com/our-heritage

Source: https://www.roots.gov.sg/resources-landing/online-exhibitions/raffles-in-southeast-asia-exhibition

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"To succeed, Singapore must be a cosmopolitan centre, able to attract, retain and absorb talent from all over the world."

– Lee Kuan Yew, former Prime Minister of Singapore, 2000

- **Port** – world's busiest container transhipment port, connected to 600 ports globally, with 120 inter- & multi-national shipping companies.
- **Airport** – voted the world's best airport 12 times; one of the busiest passenger hubs for Southeast Asia; connected to over 250 cities around the world.
- **Finance** - ranked the most open and competitive economy by the World Economic Forum in 2019, leading financial centre in Asia and 3rd in the world in 2022. Over 7000 multinational corporations in Singapore including Microsoft, google, Rolls-Royce etc.

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Shifts in Singapore's Education Policies

Since 2011, there has been a shift away from an achievement-oriented to a values-centric education system (Choo & Chua, 2023)

Survival Driven
1965-1978

- Nation-building (national anthem, pledge-taking)
- Bilingual education – English as a first language; mother tongue as carrier of values

Efficiency Driven
1979-1997

- Streaming students based on academic ability
- High-stakes assessment as 'sorting' mechanism
- National education

Ability Driven
1997-2011

- Thinking Schools, Learning Nation
- Emphasis on critical thinking and creativity
- Valuing diversity & multiple pathways

Values Driven
2011-present

- Reduced emphasis on exams
- Emphasis on values and soft skills
- New character and citizenship ed, more emphasis on experiential and constructivist pedagogies

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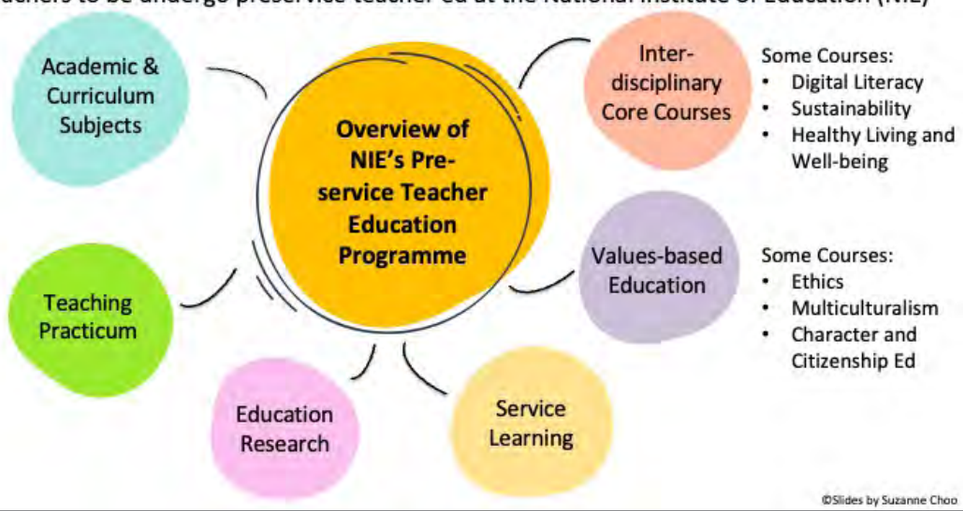
Character-driven Approach to GCED: Perspectives from Singapore

Overview of Teacher Education in Singapore

All teachers to be undergo preservice teacher ed at the National Institute of Education (NIE)



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GCED in Teacher Education in Singapore

Global exposure and exchanges as a vital part of the undergraduate experience. Students can do a semester exchange or international practicum.

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Real-world private sector internships

Service-learning trips

Webinars with external speakers, social online exchanges with peers from external universities, MOOC courses etc...

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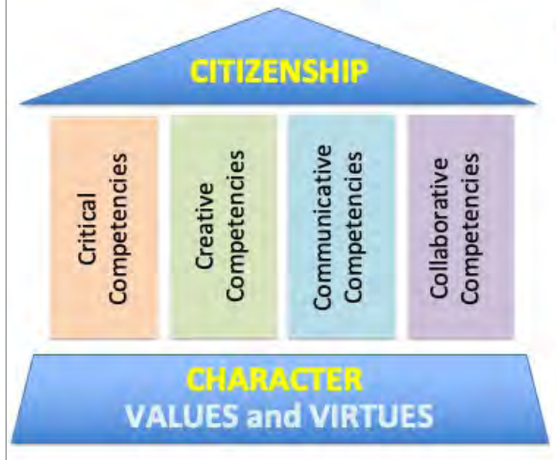
Principles of Character-Driven GCED in Singapore's Teacher Education



Principle 1. Values as the ultimate end and driver of competencies

Many global education frameworks tend to emphasize future-ready competencies.

We emphasize that it is values and virtues that drive twenty-first century competencies (21CC). The emphasis is **E21CC = Ethically grounded 21CC**

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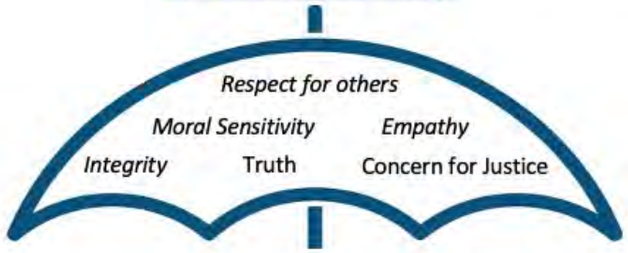
Character-driven Approach to GCED: Perspectives from Singapore

Character-Driven GCED in Singapore's Teacher Education

The curricula model is a **character-oriented global citizenship education** where forms of civic engagement (including criticality) is grounded on the meta-virtue of harmony.

The ideal student and teacher is one who is **locally rooted** and embodies **cosmopolitan openness and humanistic inclusivity**.

Meta-virtue of Harmony



These harmony-related virtues are not exhaustive.

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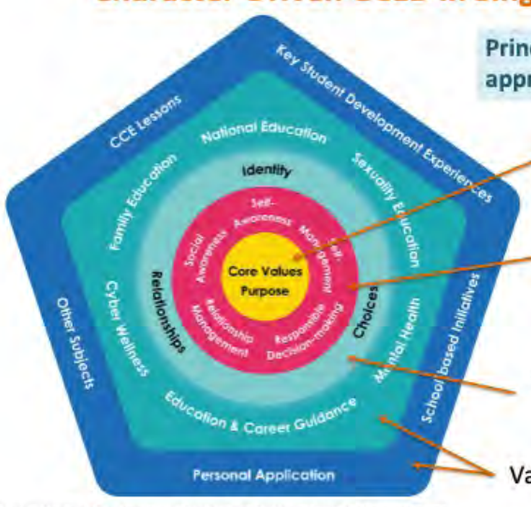
Character-Driven GCED in Singapore's Teacher Education



Principle 2. A holistic and integrated ecological approach to values

Values are at the heart of education

Strengthening of socio-emotional competencies and well-being is an expression of a caring school culture as well as the individual's internalizing of values

Values are enacted in identity, relationships choices in personal and social contexts

Values are infused in all aspects of schooling

Source: Student Development Curriculum Division. (2020). *Character and citizenship education syllabus – secondary*. Ministry of Education.

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The Place of Criticality in Character-Driven GCED

3. Criticality is important for harmony but criticality is a means not the ends of education

- **Harmony is not homogeneity**: It recognizes co-existence with difference without individuals losing their identities.
- **Harmony is not conformity**: The principle of remonstrance involves the duty of a junior to correct his superior when the latter compromised on moral issues.
  - But criticality is directed towards achieving harmony such as by respecting/considering the other rather than imposing one's rights.

"If confronted by reprehensible behaviour on his father's part, a son has no choice but to remonstrate with his father and if confronted by reprehensible behavior on his ruler's part, a minister has no choice but to remonstrate with his ruler. **Hence, remonstrance is the only response to immorality. How could simply obeying the commands of one's father be deemed filial?"** (Rosemont & Ames, 2009)

"When a state is governed according to the moral way, be exact in speech and action. When the state is not governed according to the moral way, **be exact in action but soften your speech**." (Analects 14.3, cited in Chin, 2014)

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Provision of Space for the Discussion of Sensitive Issues

One of the major changes to the CCE curriculum is the regular discussion of contemporary issues even sensitive geopolitical issues.

THE STRAITS TIMES SINGAPORE

Israel-Hamas conflict not the only emotive topic students will encounter: Chan Chun Sing

"There will be other equally, if not more, challenging circumstances that we have to deal with, and (we have to) allow our students a safe space to understand their emotions, grapple with the issues, verify the information they come across and take positive actions," said Mr Chan (Minister of Education, Singapore).

Source: https://www.straitstimes.com/singapore/politics/israel-hamas-conflict-not-the-only-emotive-topic-that-can-be-addressed-in-cce-lessons-chan-chun-sing

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Character-driven Approach to GCED: Perspectives from Singapore

Asian Philosophers: Justice is tied to Character Virtues

Confucius
(551-479 BCE)

Moral duty to the family that extends to community, nation and world (highest virtue).

Al-Farabi
(870-950)

Flourishing of societies occurs through multiculturalism and international cooperation

Rabindranath Tagore
(1861-1941)

Importance of deepening intercultural empathy and cosmopolitan commitments

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Conclusion

Character-driven GCED centres the goals of education on ethical rather than instrumental, future-ready grounds.

It reinforces the important role education plays in disrupting egoism, parochialism, fundamentalism and all forms of intolerance **to promote harmonious societies where all can flourish.**

Zigong asked, "Is there a single word that can serve as the guide to conduct throughout one's life?" The Master said, "It is perhaps the word *shu*. Do not impose on others what you yourself do not want [others to impose on you]." (*Analects*, 15.24)

女 + 口 → 恕 [*shu*] ≈ listening to the heart of another i.e. empathy (Wu, 2013).

Woman *Mouth* 心 *Heart*

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SINGAPORE CENTRE FOR CHARACTER AND CITIZENSHIP EDUCATION

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Session 2.1 세션 2.1

Promotion of GCED by enhancing teacher development and learning environment

Jovelyn DELOSA | Vice-President for Academic Affairs,
Northern Bukidnon State College, Philippines

"Teaching is not a task but a way of living"

Joselyn DELOSA, Vice President for Academic Affairs at Bukidnon State University in the Philippines, discussed her project aimed at integrating GCED values into higher education. She emphasized the importance for teacher training and aligning educational practices with values such as interconnectedness and harmony.

DELOSA explained that GCED has been integrated into the Philippine education system with support from APCEIU and Philippine Normal University, leading to the establishment of Global Citizenship Centers across the country. With her extensive experience from primary school teaching to higher education administration, she described her project, LIHOK, which seeks to enhance the capacity of higher education teachers to incorporate GCED values into their lessons using a design thinking framework.

LIHOK, a Filipino term meaning "action" or "to act", focuses on five core concepts: Leading the community to value, Interconnectedness, Harmony, Open-mindedness, and Kindness. By introducing the LIHOK project, DELOSA aims to empower higher education teachers in the Philippines to embed GCED values into their teaching, underscoring that the quality of education is contingent upon effectively supporting and guiding educators. She highlighted that the quality of education is closely linked to the quality of teachers, emphasizing the need to provide support and guidance to educators so that educational changes and reforms can be genuinely adopted.

교사 역량 강화 및 학습 환경 개선을 통한 세계시민교육 확산

조블린 델로사 | 필리핀 북부 부키드논 주립대학교 교무부총장

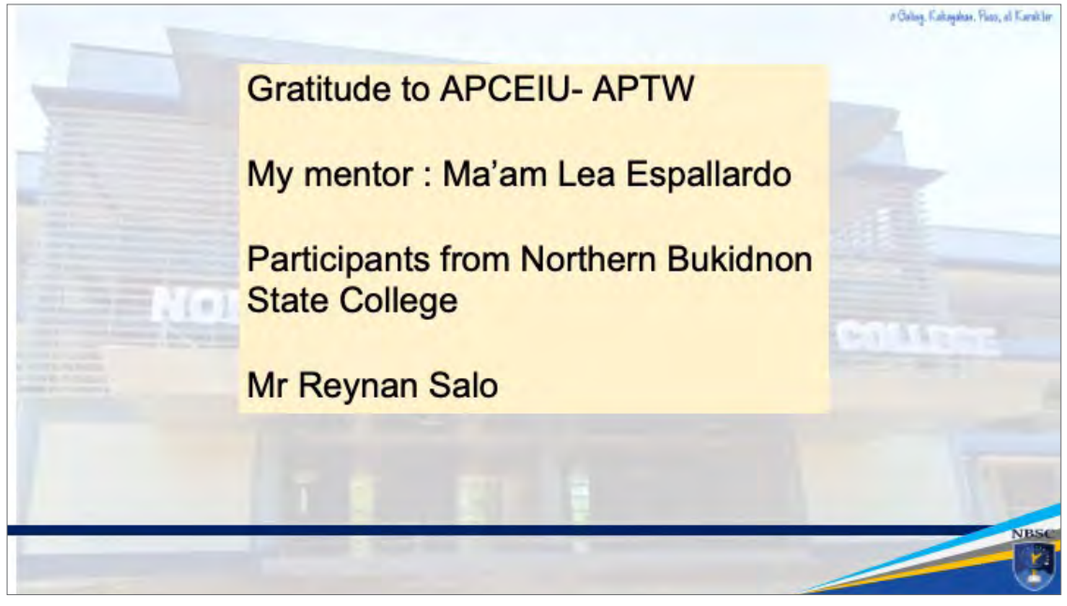
"가르침은 단순한 과제가 아닌 삶을 살아가는 방식이다"

필리핀 부키드논 주립대학교 학술 부총장인 조블린 델로사는 고등교육과 세계시민교육 가치 통합 프로젝트를 소개하였다. 그녀는 교사 훈련의 중요성을 강조하고 교육 방식을 상호 연결성과 조화와 같은 가치와 일치시키는 것이 필요하다고 주장한다.

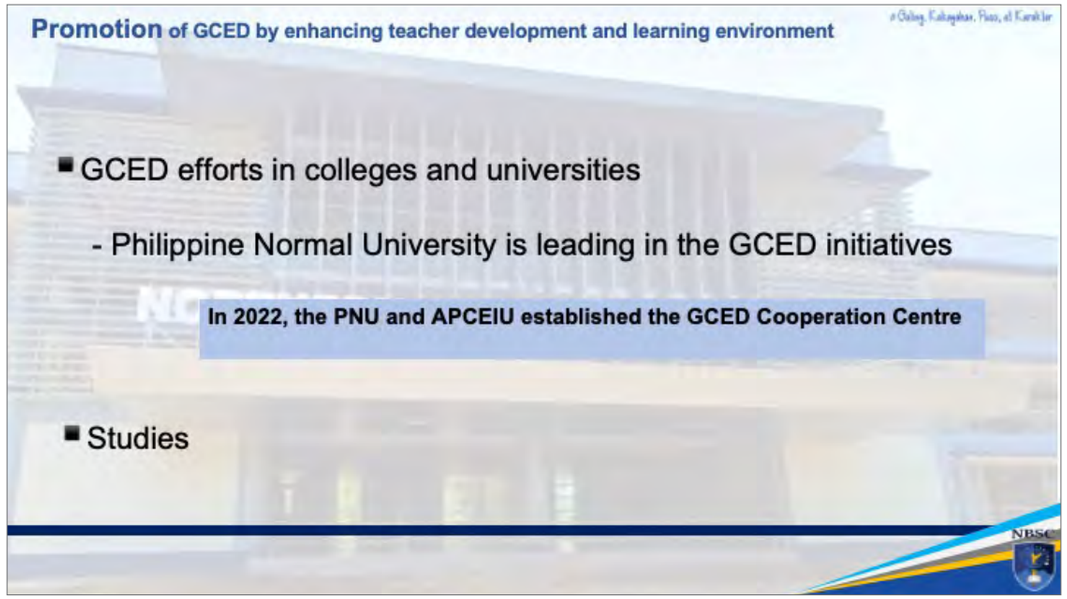
유네스코 아태교육원과 필리핀 사범대학교의 지원으로 세계시민교육이 필리핀 교육 시스템에 통합되고 있으며, 전국에 세계시민센터가 설립될 수 있었다. 초등학교 교사부터 고등교육 행정가까지 그녀의 폭넓은 경험을 바탕으로 설계된 'LIHOK' 프로젝트는 디자인 씽킹 프레임워크를 사용하여 고등교육 교사들이 세계시민교육의 가치를 수업에 통합할 수 있도록 역량을 강화하는데 효과적이다.

'LIHOK'은 필리핀어로 '행동' 또는 '실천'을 의미하며, 다섯 가지 핵심 개념인 공동체 가치 두기 (Leading the community to value), 상호 연결성 (Interconnectedness), 조화 (Harmony), 개방성(Open-mindedness), 친절(Kindness)을 중심으로 이루어져 있다. LIHOK 프로젝트는 필리핀의 고등교육 교사들이 세계시민교육 가치를 교육에 내재화할 수 있는 역량 강화를 목표로 두며, 교육의 질은 교사의 질과 밀접하게 연관되어 있기에 그들을 효과적으로 지원하고 지도해야 한다고 알린다. 교육적 변화와 개혁이 진정으로 자리 잡기 위해서는 교사들을 위한 지원과 지도가 필요하다.

Promotion of GCED by enhancing teacher development and learning environment



Promotion of GCED by enhancing teacher development and learning environment



Promotion of GCED by enhancing teacher development and learning environment

The project is guided by these principles:

- Clarity of focus
- Commitment
- Evidence of learning
- Sustainability

Action towards equipping teachers and students with the knowledge, skills, and attitudes needed to address global challenges and promote a more inclusive, just, safe, and sustainable world.

Global citizens

Promoting a sense of global citizenship among students and teachers is crucial, enabling them to understand diverse ideas from different contexts, take collective action, and contribute to solving local and global issues.

The project emphasizes five concepts:

Leading the community to value

Interconnectedness

Harmony

Open-mindedness and

Kindness

Four GCED values

Clarity of focus

Promotion of GCED by enhancing teacher development and learning environment

The LIHOK program aims to **equip** higher education instructors with knowledge and skills in **integrating GCED values** in their syllabi using the design thinking framework. Northern Bukidnon State College sent out a Call for **Expression of Interest** to the entire faculty. In the end, **23** participants were selected from different academic programs and units

Commitment

The project has the following **components** and expected **outputs**:

1. Basic orientation on 4 GCED values

(component: **capacity building**)

(output- **workshop**)

Participants: 23 higher education teachers (
Teacher Education
Information Technology
General Education
Business Administration

Thus,
By the end of the training program, teachers should be able to:

1. **Discuss** the importance of **global citizenship education**.
2. **Identify** GCED **values**.
3. **Identify** entry **points** of curriculum integration.
4. **Acquire** skills and tools in **utilizing Design thinking** in the integration of GCED values in their lessons.
5. **Apply** learning by writing their **syllabus** integrating GCED values.

Teacher development

2. Integration of these 4 GCED values in the subjects

(component: **curriculum integration**)

(output: **syllabus**)

How was the integration done?
Teachers identified a specific course where they could integrate the **4 GCED values**

Articulate clearly the **course learning outcome/s**
(integration starts)

Design clearly the assessment task (design thinking is utilized)

3. Utilizing Design Thinking in curriculum integration

(component: capacity -building on the use of **design thinking** as a **methodology**)

(output: **syllabus showing how design thinking is utilized**)

Evidence of learning

How was the integration done?
Teachers identified a specific course where they could integrate the **4 GCED values**

Articulate clearly the **course learning outcome/s**
(integration starts)

Design clearly the assessment task (design thinking is utilized)

Promotion of GCED by enhancing teacher development and learning environment

3. Utilizing Design Thinking in curriculum integration

(component: capacity -building on the use of **design thinking** as a methodology)

(output: **syllabus showing how design thinking is utilized**)

Design Thinking, a human-centered problem-solving approach, provides an ideal framework for engaging students in GCED-themed projects. By integrating design thinking principles into GCED initiatives, we can ensure that students are facilitated towards ideating and creating solutions to the problems around them not iust as individuals but as globa

Learning environment

Empathize, Ideate, Prototype, Test, Implement

Waloszek(2012)

In implementing the project, it is essential to **identify the courses** in the curriculum where GCED will be comprehensively integrated.

To sustain GCED practice, it should be **embedded** and part of the school curriculum.

sustainability

Output

Key Activity 1

Seminar-Workshop on GCED and Design Thinking Framework

Discussion about global citizenship

GCED values: interconnectedness, harmony, open-mindedness, kindness

Connect these values to global citizenship

Establish the relevance of these four values to GCED.

Example: The teacher can discuss interconnectedness in relation to the global pandemic

I can discuss open-mindedness in relation to the critical understanding of diversity

Kindness in shaping citizenship

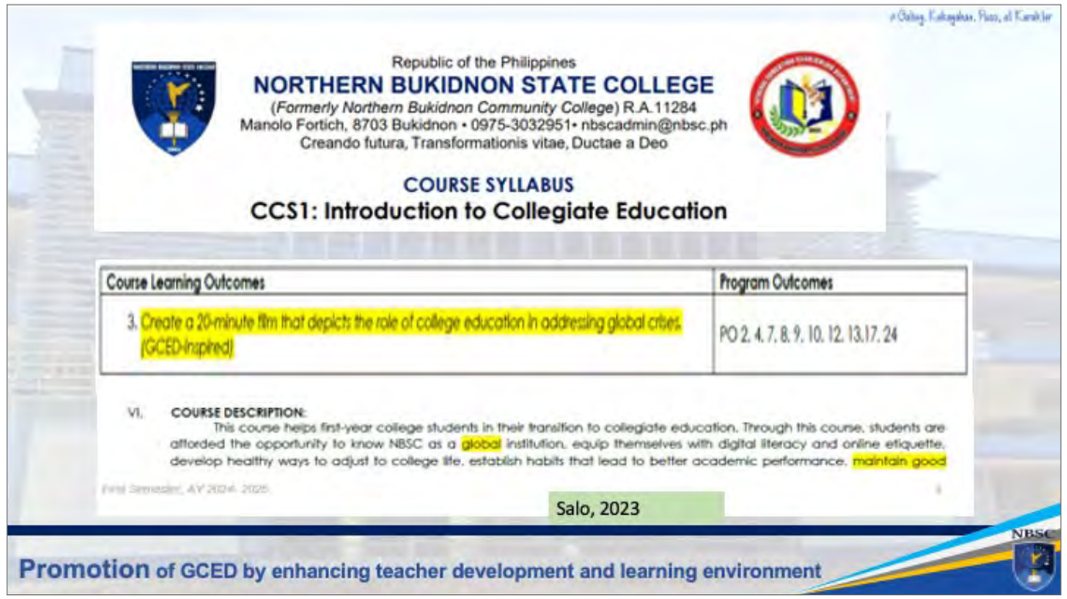
Promotion of GCED by enhancing teacher development and learning environment

Output

Key Activity

GCED-Integrated Syllabus Presentation

The participants highlighted the changes they made to their syllabi, identifying the specific GCED value they incorporated, the design thinking framework steps they followed, and the resulting CLOs (course learning outcomes).



Republic of the Philippines
NORTHERN BUKIDNON STATE COLLEGE
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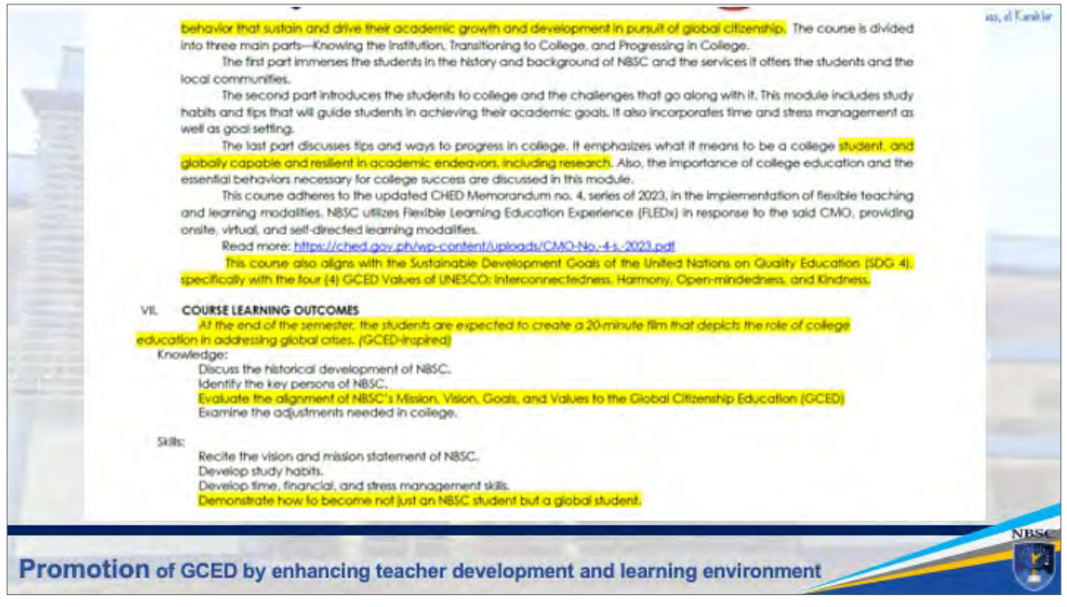
Creando futura, Transformationis vitae, Ductae a Deo

COURSE SYLLABUS
CCS1: Introduction to Collegiate Education

Course Learning Outcomes	Program Outcomes
3. Create a 20-minute film that depicts the role of college education in addressing global cities. (GCED-inspired)	PO 2, 4, 7, 8, 9, 10, 12, 13,17, 24

VI. COURSE DESCRIPTION:
This course helps first-year college students in their transition to collegiate education. Through this course, students are afforded the opportunity to know NBSC as a global institution, equip themselves with digital literacy and online etiquette, develop healthy ways to adjust to college life, establish habits that lead to better academic performance, maintain good

Salo, 2023



behavior that sustain and drive their academic growth and development in pursuit of global citizenship. The course is divided into three main parts—Knowing the Institution, Transitioning to College, and Progressing in College.

The first part immerses the students in the history and background of NBSC and the services it offers the students and the local communities.

The second part introduces the students to college and the challenges that go along with it. This module includes study habits and tips that will guide students in achieving their academic goals. It also incorporates time and stress management as well as goal setting.

The last part discusses tips and ways to progress in college. It emphasizes what it means to be a college student, and globally capable and resilient in academic endeavors, including research. Also, the importance of college education and the essential behaviors necessary for college success are discussed in this module.

This course adheres to the updated CHED Memorandum no. 4, series of 2023, in the implementation of flexible teaching and learning modalities. NBSC utilizes Flexible Learning Education Experience (FLEDx) in response to the said CMO, providing onsite, virtual, and self-directed learning modalities.

Read more: https://ched.gov.ph/wp-content/uploads/CMO-No.-4-s.-2023.pdf

This course also aligns with the Sustainable Development Goals of the United Nations on Quality Education (SDG 4), specifically with the four (4) GCED Values of UNESCO: Interconnectedness, Harmony, Open-mindedness, and Kindness.

VII. COURSE LEARNING OUTCOMES

At the end of the semester, the students are expected to create a 20-minute film that depicts the role of college education in addressing global cities. (GCED-inspired)

Knowledge:
- Discuss the historical development of NBSC.
- Identify the key persons of NBSC.
- Evaluate the alignment of NBSC's Mission, Vision, Goals, and Values to the Global Citizenship Education (GCED)
- Examine the adjustments needed in college.

Skills:
- Recite the vision and mission statement of NBSC.
- Develop study habits.
- Develop time, financial, and stress management skills.
- Demonstrate how to become not just an NBSC student but a global student.

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Values

High regard towards NBSC as a global academic institution.
Internalizing the value of college education.
Belief in one's self as a global citizen.
Multidisciplinary and intercultural engagement in college education (Interconnectedness)
Promote peace and inclusivity in college education (Harmony)
Willingness to learn, unlearn, and relearn (Open-mindedness)
Empathy and advocacy for global understanding (Kindness)

VIII. **NUMBER OF HOURS:** 3 hours every week for 18 weeks or 54 hours in a semester

IX. **GRADING SYSTEM AND COURSE REQUIREMENTS**

A. **Grading System**

Written Output:	30 %	negotiable
Performance Task:	35 %	negotiable
Term Requirement:	35 %	nonnegotiable
TOTAL:	**100** %	

*Based on the Guidelines on the Implementation of Flexible Learning CMO 4 s. 2020

B. **COURSE REQUIREMENTS**

CULMINATING TASKS (Summative Tasks)		
CLOs	Tasks	Deadlines
Create a 20-minute film that depicts the role of college education in solving global crises. (GCED-inspired)	Submit a 20-minute film that depicts the role of college education in addressing global crises. (GCED-inspired)	December 6, 2024
ENABLING TASKS		
CLOs	**Tasks**	**Deadlines**
Create a 20-minute video that showcases a prototype that provides a solution to a global issue	Design Thinking-Enabled Tasks Prelim Tasks • Empathize	• September __ 2024

Promotion of GCED by enhancing teacher development and learning environment

that students of NBSC experience as global citizens (GCED-inspired)	Learning about globalization and global issues that matter to the world, students will explore, learn, and understand one global issue that the college students of NBSC experience. • Define Identify how and why this global issue is experienced by the college students of NBSC.	• September __ 2024
	Midterm Tasks: • Ideate Brainstorm for possible solutions to this global issue that is experienced by NBSC students.	• October __ 2024
	• Prototype Develop an advocacy video that addresses the students' chosen global issue.	• October __ 2024
	Final term Tasks: • Test Test the effectiveness and efficiency of the prototype in addressing the global issue.	• November __ 2024
	• Implement Advocate for the implementation of the prototype using social media and other global platforms through a 20-minute video that showcases a prototype that provides a solution to a global issue that students of NBSC experience as global citizens	• December __ 2024

Promotion of GCED by enhancing teacher development and learning environment

SPECIFIC LEARNING OUTCOMES (Enabling Outcomes)	COURSE CONTENT	GCED Value(s) and Global Issue(s) Addressed	ASSESSMENT OF TASKS	TEACHING AND LEARNING ACTIVITIES	TIMEFRAME	SCORING TOOL
	r. Budget s. Procurement t. Finance Management u. COA v. Introduction to RA 10931 (Universal Access to Quality Tertiary Education Act)					
D. Integrate global citizenship in students' journey in college.	4. Special topic: NBSC, Global Citizenship, and GCED Values	GCED Value: Open-mindedness and Kindness Global Issue targetted: Intolerance of Diversity and Disunity of Nations	N/A Reflection Paper	Activating Content Group sharing and processing using Socratic method Written output: Which of the GCED Values you believe you possess can you integrate in your journey as a global student of NBSC? Establishing Feedback 1. How do you find NBSC's institutional and student services?		N/A Rubric

Promotion of GCED by enhancing teacher development and learning environment

Republic of the Philippines
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Creando futura, Transformationis vitae, Ductae a Deo

SPECIFIC LEARNING OUTCOMES (Enabling Outcomes)	COURSE CONTENT	GCED Value(s) and Global Issue(s) Addressed	ASSESSMENT OF TASKS	TEACHING AND LEARNING ACTIVITIES	TIMEFRAME	SCORING TOOL
sources of academic motivation				How do you handle yourself in times of mental and emotional challenges? Establishing Feedback 1. What have you learned from the topic on mental health? 2. How was your teacher's performance in the conduct of this module? 3. How was your learning during this module?		
A. Acknowledge and appreciate the impact of higher education in the attainment of the Sustainable Development Goals of the United Nations and	Eye on the Prize 1. Introduction to the UN SDG and GCED of UNESCO.	GCED Value: Open-mindedness and Kindness Global Issue targetted: Intolerance of Diversity and Disunity of Nations	N/A	Activating Content • Video Clip https://www.youtube.com/watch?v=fPdtGmj7sU • Interactive discussion on global citizenship. Setting Application	Week 16 3 Hours	N/A

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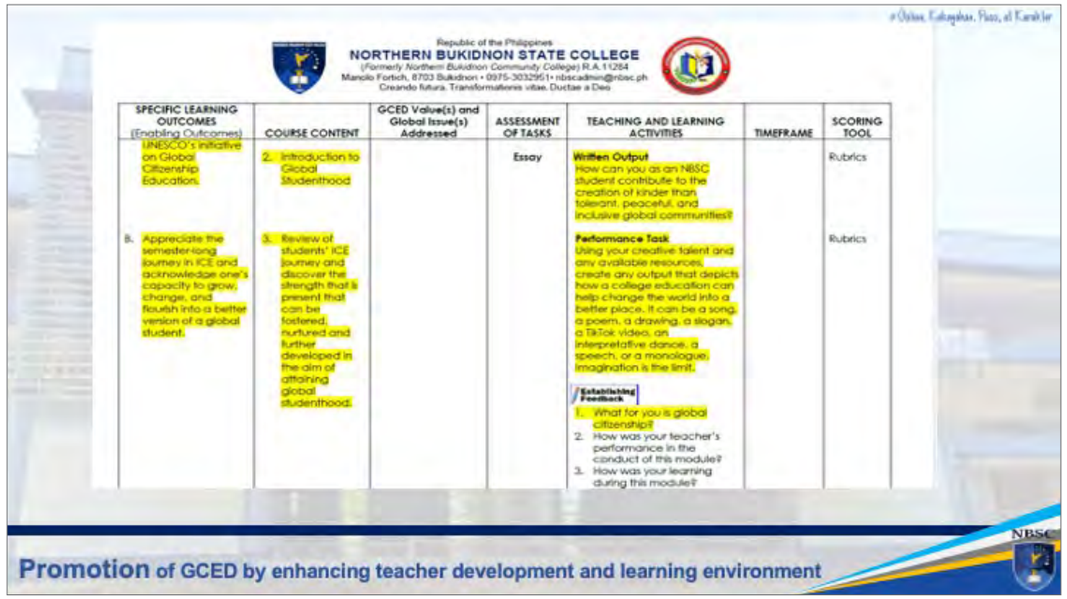

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SPECIFIC LEARNING OUTCOMES (Enabling Outcomes)	COURSE CONTENT	GCED Value(s) and Global Issue(s) Addressed	ASSESSMENT OF TASKS	TEACHING AND LEARNING ACTIVITIES	TIMEFRAME	SCORING TOOL
UNESCO's initiative on Global Citizenship Education.	2. Introduction to Global Studenthood		Essay	**Written Output** How can you as an NBSC student contribute to the creation of kinder than tolerant, peaceful, and inclusive global communities?		Rubrics
8. Appreciate the semester-long journey in ICE and acknowledge one's capacity to grow, change, and flourish into a better version of a global student.	3. Review of students' ICE journey and discover the strength that is present that can be fostered, nurtured and further developed in the aim of attaining global studenthood.			**Performance Task** Using your creative talent and any available resources, create any output that depicts how a college education can help change the world into a better place. It can be a song, a poem, a drawing, a slogan, a TikTok video, an interpretative dance, a speech, or a monologue. Imagination is the limit. **Establishing Feedback** 1. What for you is global citizenship? 2. How was your teacher's performance in the conduct of this module? 3. How was your learning during this module?		Rubrics

Promotion of GCED by enhancing teacher development and learning environment

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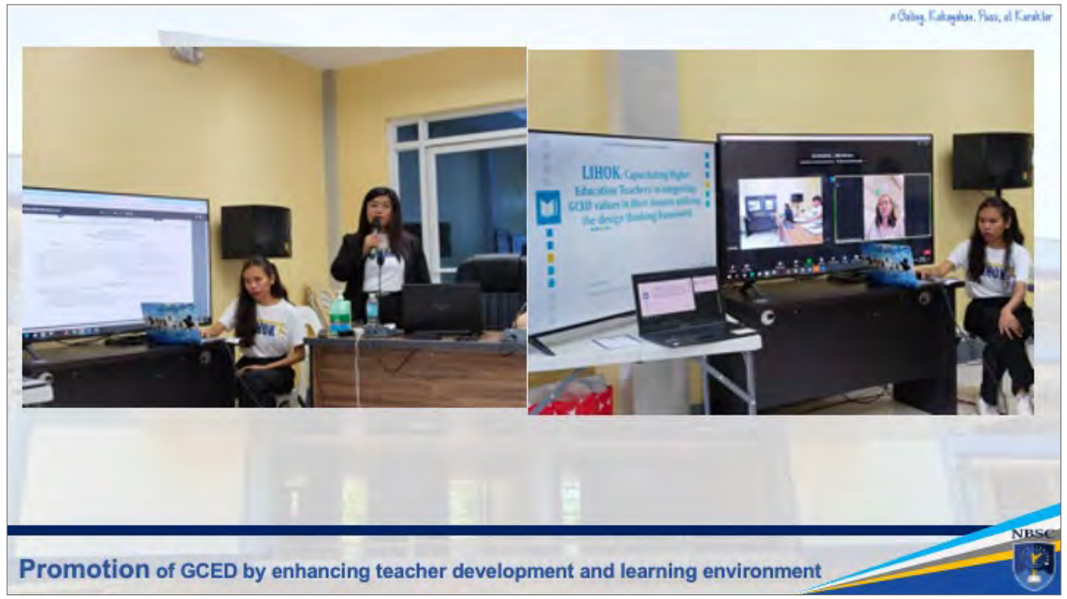

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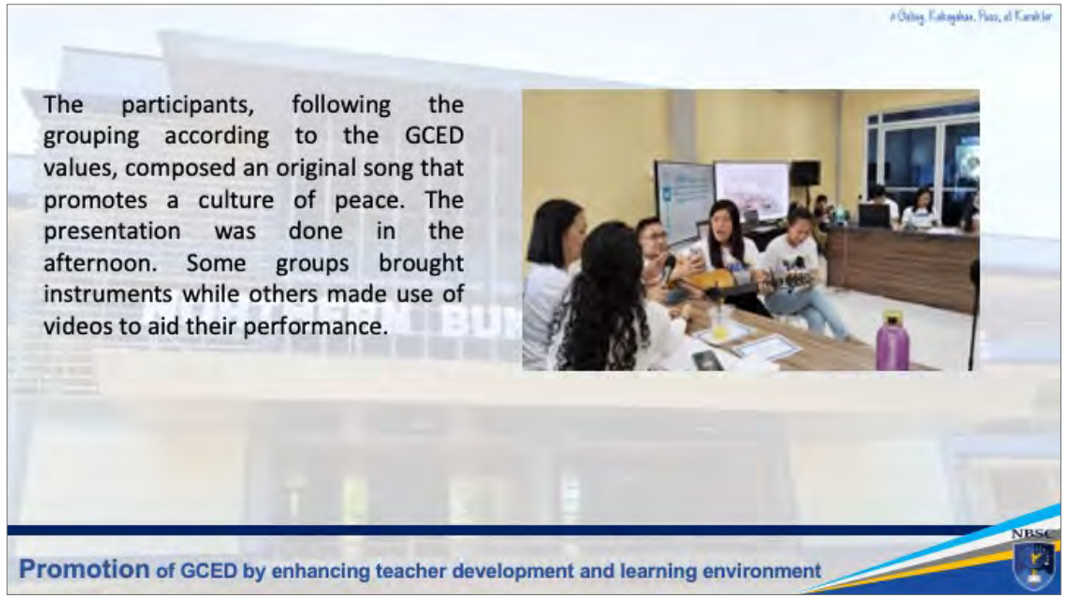

The participants, following the grouping according to the GCED values, composed an original song that promotes a culture of peace. The presentation was done in the afternoon. Some groups brought instruments while others made use of videos to aid their performance.

Promotion of GCED by enhancing teacher development and learning environment

Promotion of GCED by enhancing teacher development and learning environment

23 teachers in higher education from Teacher Education, Business Administration, Information Technology, and General Education are trained in the integration of GCED values in their courses and the use of design thinking as a framework for integration

23 syllabi integrating GCED values/concepts are crafted

1) (Seminar-Workshop) Participants remarked that their learning experience was excellent and that they were encouraged to continue integrating GCED values in their other courses. They were proud to be part of a global project.
2) (Group Activities: Song Presentation and Art) The participants expressed positive sentiments about creating group outputs like a song presentation and artwork. They said working with other open-minded people encouraged them to be more confident in sharing their ideas and opinions.
3) (Syllabus Presentation) They were happy to be able to present their GCED-integrated syllabi to everyone, especially the program heads and some executives. They said they had no regrets about joining the program.

Moving forward:

Implementation

Monitoring and evaluation
Follow up on the design thinking projects

Enduring understanding and lessons

GCED integration has to be " intentional", deliberate

GCED initiative has to stem from one's 'ikigai'

Moving forward:

Implement the syllabus this semester

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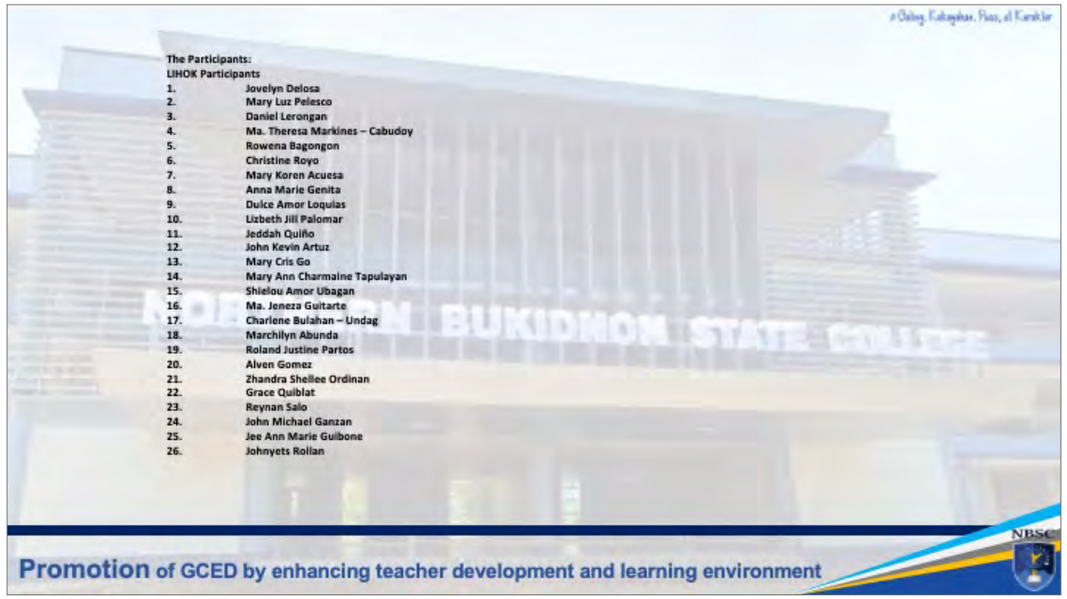


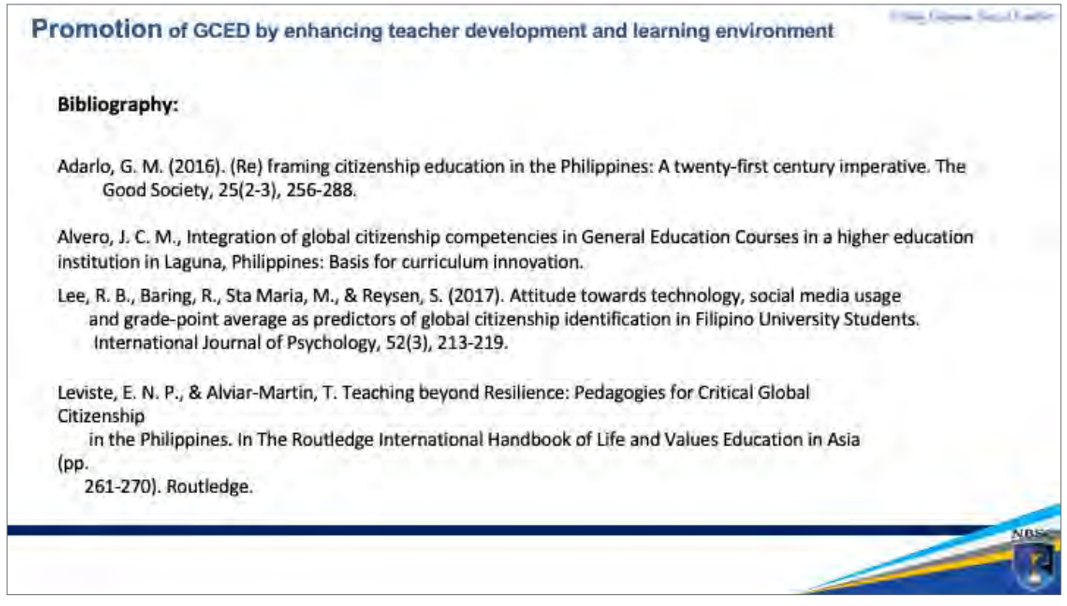
Dr Catherine Roweeen C Almaden. PhD
Northern Bukidnon State College

Dr Joy M Mirasol, OIC College President

Internationalization Office , Mr Alven Gomez
OVPAA

Promotion of GCED by enhancing teacher development and learning environment
NBSC

Promotion of GCED by enhancing teacher development and learning environment



Promotion of GCED by enhancing teacher development and learning environment

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Session 2.1 세션 2.1

Enhancing Teacher Development and the Learning Environment- Indian Experience

Vijayan K | Professor, National Council of Educational Research and Training, India

Vijayan K, Professor, Department of Teacher Education, National Institute of Educational Research and Training, India, outlines India's NISHTA programme, which aims to enhance teacher capabilities and integrate GCED values into curricula. He stresses the importance of holistic assessment and feedback in policy development to improve educational practices.

He highlighted that the NISHTA initiative, or National Initiative for School Heads' and Teachers' Holistic Advancement, is designed to significantly enhance the educational system by empowering teachers across all levels from foundational to secondary education in India. This programme emphasizes GCED, aiming to equip educators with both knowledge and values needed to foster responsible and socially aware students. The initiative features a combination of intensive five-day training sessions and an innovative online platform, successfully training over 33,000 state resource group members and focusing on the comprehensive development of both teachers and students.

The NISHTA programme includes components such as physical health, ICT integration, and the development of personal and social qualities in students, using diverse pedagogical strategies like role play and research-based learning to create engaging classroom environments. The release of the National Curriculum Framework for Foundational Stage 2022 and the National Curriculum Framework for School Education was noted as a significant advancement in the educational sector, reflecting the programme's commitment to improving educational standards and fostering a dynamic learning atmosphere.

교사 개발 및 학습 환경 강화 - 인도 사례

비자얀 케이 | 인도 국립교육연구•연수원 교원교육학과 교수

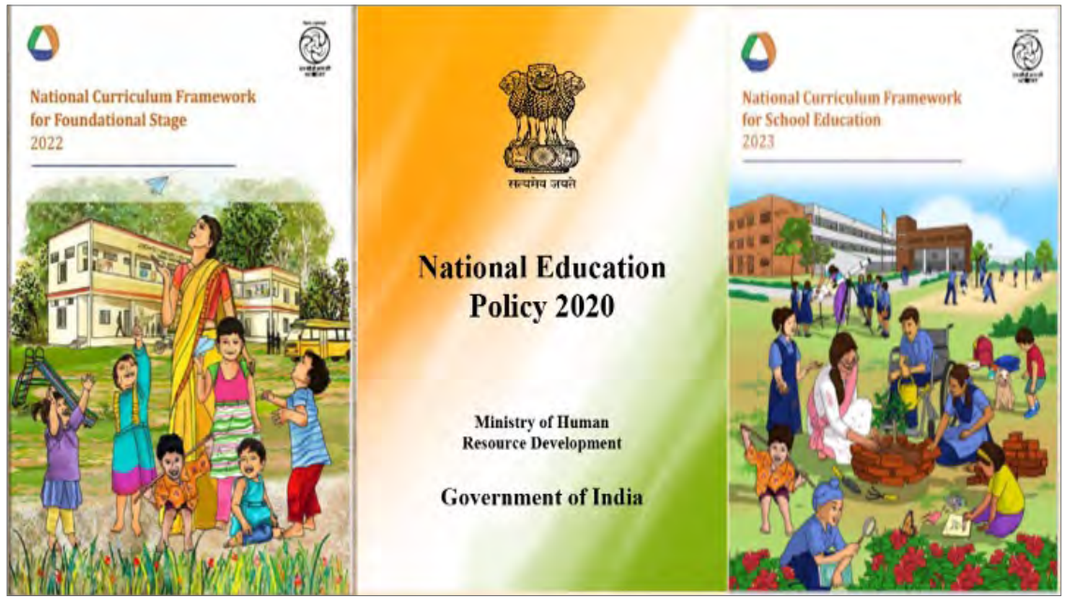
비자얀 케이 인도 국립교육연구훈련원 교사교육학과 교수는 교사 역량 강화와 세계시민교육의 교육과정 통합을 실천하는 인도의 NISHTA 프로그램을 소개했다. 무엇보다 교육 실천을 개선하기 위해 정책 개발의 총체적 평가의 중요성을 강조했다.

NISHTA 이니셔티브 (National Institute for School Heads' and Teachers' Holistic Advancement)는 인도의 기초 교육부터 중등 교육까지 모든 단계의 교사들을 지원하여 교육 시스템을 발전시키기 위해 설계되었다. 이 프로그램은 세계시민교육을 강조하며 교사들이 책임감 있고 사회적 인식을 갖춘 학생들을 양성하는데 필요한 지식과 가치를 갖추도록 지원한다. 5일 간의 집중 교육 세션과 혁신적인 온라인 플랫폼을 결합하여 33,000명 이상의 구성원들을 성공적으로 훈련시키고 교사와 학생의 전인적 발전에 초점을 맞추었다.

NISHTA 프로그램은 학생들의 신체 건강 ICT 통합, 개인과 사회적 자질 개발과 같은 요소를 포함하며, 역할극과 연구 기반 학습과 같은 다양한 교수법을 사용하여 교실 환경을 흥미롭게 조성한다. 2022년 기초단계 국가 교육과정 프레임워크와 학교 교육을 위한 국가 교육과정 프레임워크의 발표는 교육 기준을 개선하고 역동적인 학습 분위기를 조성하기 위한 반영한 주요 진전이다.

Enhancing Teacher Development and the Learning Environment - Indian Experience

Enhancing Teacher Development and the Learning Environment - Indian Experience



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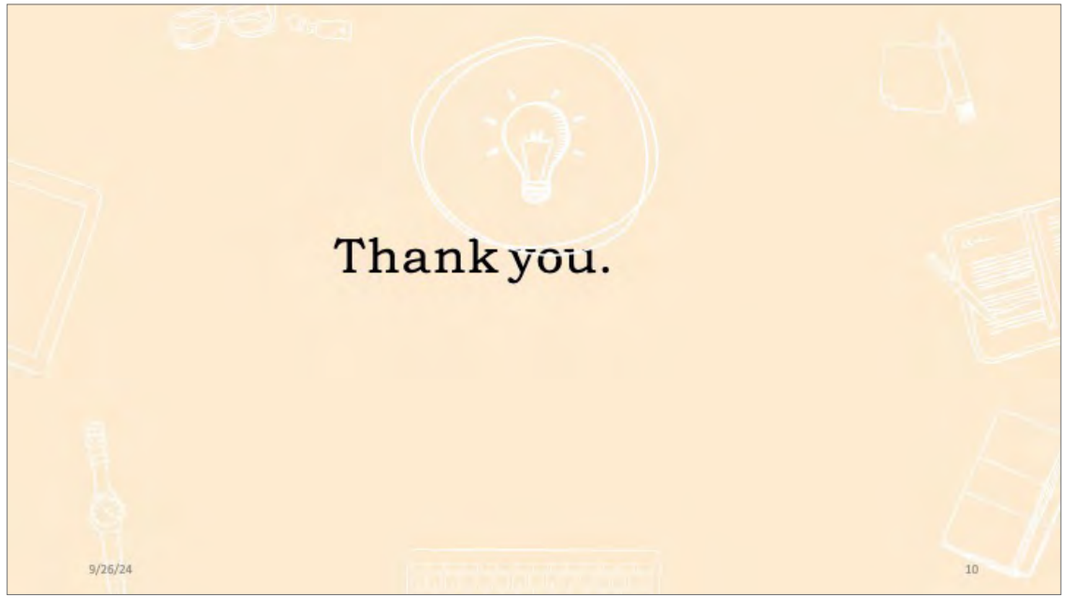


The 9th International Conference on Global Citizenship Education

Concurrent Session 2 분과세션 2

GCED in Action across Borders
국경을 넘고 경계를 허무는 세계시민교육 실천 사례

Session 2.2 세션 2.2

Renewing Curriculum, Pedagogy, and Assessment
교육 과정, 페다고지, 교육 평가

Moderator 좌장

JHO Daehoon
조대훈

Professor, Department of Social Studies Education, Sungshin Women's University
성신여자대학교 사회교육과 교수

Speaker 발표자

Genevieve MENSAH
지네비브 멘사

Principal Curriculum Development Officer and Project Lead, National Council for Curriculum and Assessment
국립교육과정평가위원회
세계시민교육과정 담당자

CHOI Sunjoo
최선주

Chief Executive Officer, Hi-bud
하이벗 대표

HA Yoonyoung
하윤영

Teacher, Wolchon Middle School
(Seoul Metropolitan Office of Education)
월촌중학교 교사

Yoke Pin CHEN
욕 핀 첸

Senior Manager, Arts-ED
Arts-ED 수석팀장

Session 2.2 세션 2.2

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Genevieve MENSAH | Principal Curriculum Development Officer and Project Lead, National Council for Curriculum and Assessment

Genevieve MENSAH, Principal Curriculum Development Officer at Ghana's National Council for Curriculum and Assessment, outlines the country's significant strides in enhancing language proficiency and integrating GCED into the curriculum. MENSAH's presentation detailed the comprehensive review and reform of Ghana's educational framework, aimed at addressing critical gaps revealed by national assessments. These assessments highlighted proficiency levels among students, driving the need for substantial curriculum improvements.

The new framework of transition from an objective-based curriculum to a standards-based system emphasizes clear competencies and learner-centered pedagogy. The integration of GCED from the policy level was a notable achievement, embedding global competencies across various subjects and enhancing teacher training.

"By embedding global citizenship into our curriculum we are not just teaching facts but fostering a generation equipped to tackle global challenges."

The GCSE-CDI Project launched in 2022 supports the integration of global competencies in education. The project provides resources and support to teachers and educational leaders, leading to improved pedagogical skills and reduced teacher stress. Early pilot programmes have demonstrated promising results, with students actively participating in environmental conservation initiatives, such as creating dustbins from local materials, showcasing the project's practical impact.

Challenges such as space constraints and aligning assessments with new curriculum's goals persist, however, effective integration of GCED is not mere addition but a vital shift towards preparing students for a more interconnected world. MENSAH underscores the transformative potential of a well-integrated curriculum in preparing students for global challenges.

가나에서 세계시민교육 학교를 촉진하기 위한 커리큘럼, 페다고지 및 평가 쇄신 노력

지네비브 멘사 | 가나 국립교육과정평가위원회 세계시민교육과정 담당자

가나 국가교육과정평가위원회의 교과 개발 책임자인 지네비브 멘사는 가나가 이룬 언어 능력 향상과 세계시민교육 교육과정 통합을 설명했다. 가나 교육 체계를 전면적으로 검토하고 개혁하는 과정에서 학생들의 역량 수준과 교육과정 개선에 대한 필요성이 촉발되었다.

목표 기반 교육과정에서 기준 기반 시스템으로의 전환을 위한 새로운 교육과정은 명확한 역량과 학습자 중심의 교육 방식을 강조한다. 정책 차원에서 세계시민교육을 통합한 것은 중요한 성과로, 이를 통해 다양한 교과목에 글로벌 역량을 내재화하고 교사 훈련 강화를 가능케 하였다.

"우리 교육과정에 세계시민성을 내재화함으로써, 단순한 지식 전달을 넘은 글로벌 문제를 해결할 수 있는 세대를 길러내고 있다"

2022년에 시작된 GCSE-CDI 프로젝트는 교육에 글로벌 역량을 통합하기 위해 교사와 교육 지도자들에게 자원을 제공하여 교수법 개선과 스트레스 감소에 기여하였다. 초기 파일럿 프로그램에서는 학생들이 지역 재료를 활용해 쓰레기통을 만드는 등 환경 보호 활동에 적극적으로 참여하며 실질적인 효과를 입증하였다.

공간 부족과 새로운 교육과정 목표에 맞춘 평가 체계 정렬 등의 과제가 남아 있지만, 세계시민교육의 효과적인 통합은 단순히 추가 요소가 아닌 학생들이 더 상호연결된 세상에서 준비된 인재로 성장할 수 있도록 돕는 중요한 변화이다. 잘 통합된 교육과정은 학생들을 글로벌 과제에 대비시키는 분명한 변혁적 잠재력이 있다.

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Presenter: Genevieve MENSAH

Principal Curriculum Development Officer

National Council for Curriculum and Assessment Ghana

9th International Conference on Global Citizenship Education
September 4-6, Seoul, South Korea

outline

- Background
- Contextual Issues Informing the Curriculum review
- The Review Process
- How GCED was Integrated
- GCED CDI Intervention and outcomes
- Key Impact
- Lessons learnt
- Challenges
- The way forward

• Background

Population : about 35m

- **Education system 2:6:3:3:4yrs**
- 15,532 public Kindergartens
- **15,622 public primary schools**
- 11,696 Public Junior High Schools
- **Over 700 Senior high schools**
- **Centralised curriculum**

Contextual Issues informing the review

Written Curriculum

- ❖unclear defined standards
- ❖inexplicit statement of core competencies
- ❖over emphasis on content knowledge with little emphasis on the Core, STEM
- ❖focus on summative assessment
- ❖little opportunities for teachers to: use learning-centred pedagogies to promote active learning

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Contextual Issues informing the review

Implemented Curriculum

❑**Teacher focus**
- content, delivered largely by interactions with whole class
- passing examinations

❑**Students' learning: usually**
- listening passive to teacher's exposition
- memorising facts, no conceptual understanding
- little engagement

5

Contextual Issues informing the review

The LEARNING CHALLENGE: Systemic underachievement across school levels

1. NEA: National Education Assessment (2016)

Competency levels	Percentage of pupils in competency range, by grade and subject tested			
	P4		P6	
	Mathematics	English	Mathematics	English
Below Minimum Competency	45.2	29.3	29.2	28.4
Minimum Competency	32.8	33.5	45.9	33.7
Proficiency	22.0	37.2	24.9	37.9
Total	100.0	100.0	100.0	100.0

Less than 25% of the pupils achieved proficiency in P4 and P6 mathematics
Less than 40% of the pupils achieved proficiency in P4 and P6 English.

28% to 45% failed to achieve minimum competency levels in the subjects tested; - *they failed to answer even 35% of the items correctly on a particular test.*

https://sapghana.com/data/documents/2016-NEA-Findings-Report_17Nov2016_Public-FINAL.pdf

https://shared.rti.org/content/ghana-2015-egra-and-egma-report-findings

2. EGRA Early Grade Reading Assessment & EGMA: Early Grade Mathematics Assessment**(2013;2015):**

Solution? → **Curriculum Reform in 2018**

Review of Content, Pedagogy and Assessment Practices

Address learning gaps and improve learning outcomes

Respond to Global SDG 4.7.1
Mainstreaming (i) global citizenship education and (ii) education for sustainable development (including gender equality and human rights) in:
(a)national education policies; (b) curricula; (c) teacher education; d) student assessment

7

The Process

1. National Education Policies

❑Education Sector Plan (2018-2030)

❑National Pre-tertiary Education Curriculum Framework (2018)

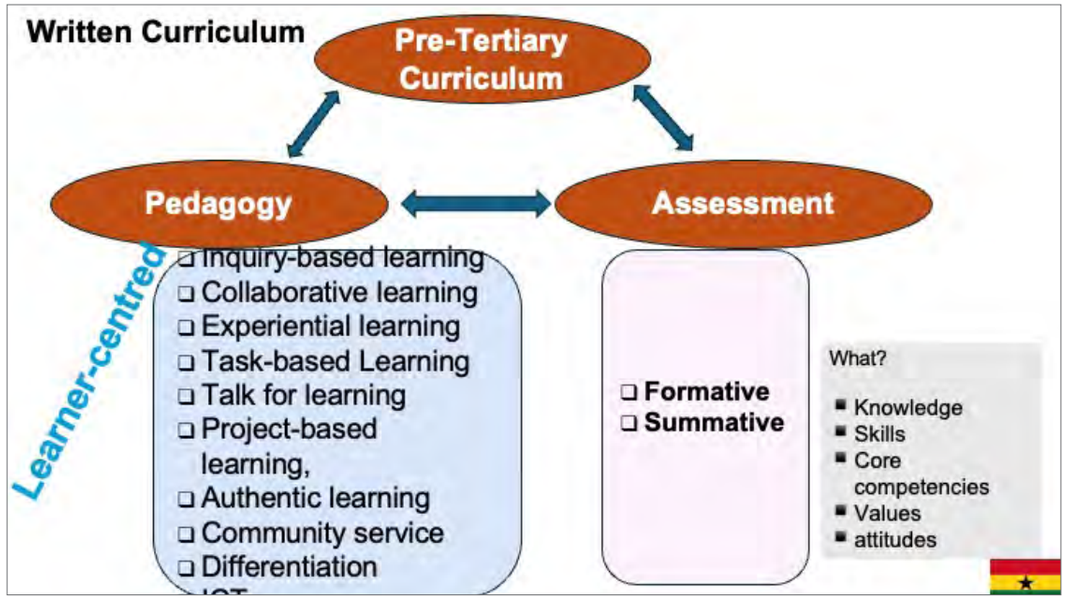
❑National Pre-tertiary Learning Assessment Framework (2020)

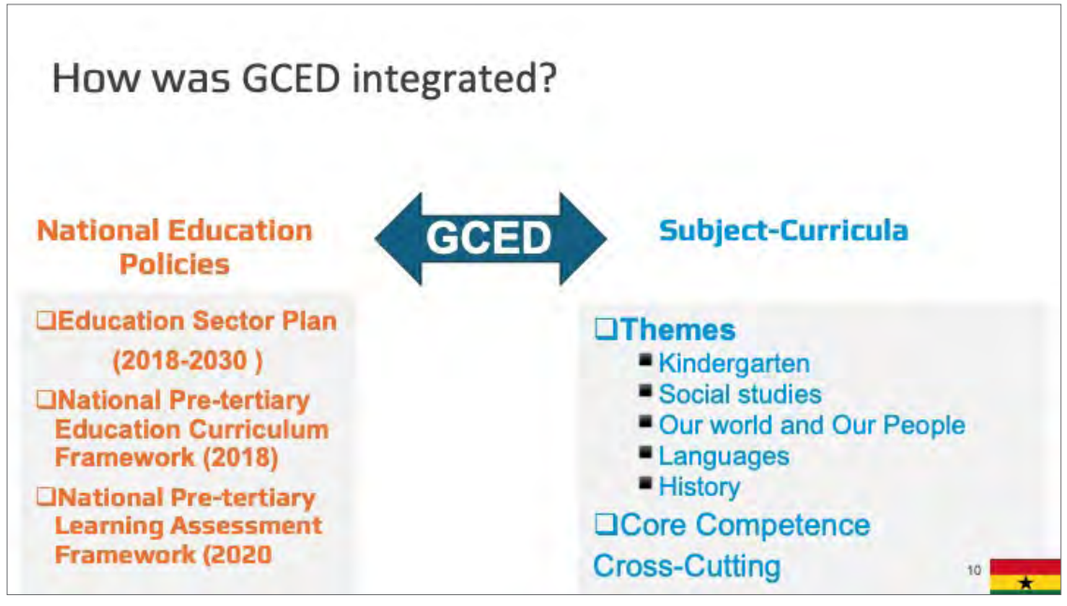
2. Review Subject-Curricula

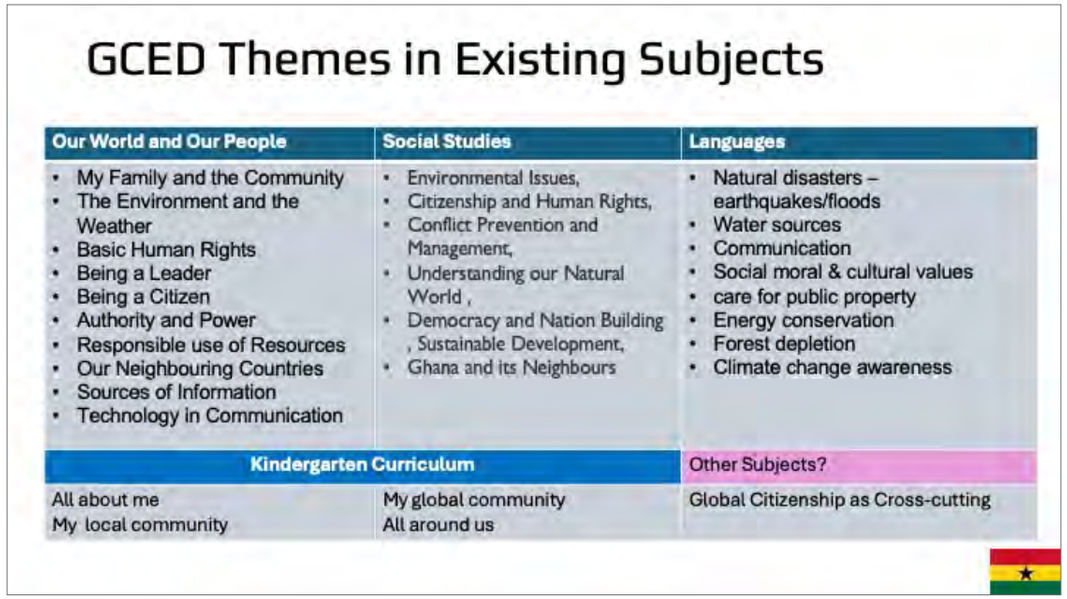
❑Kindergarten 2018
❑Primary 2018
❑Junior High 2020
❑Senior High 2024

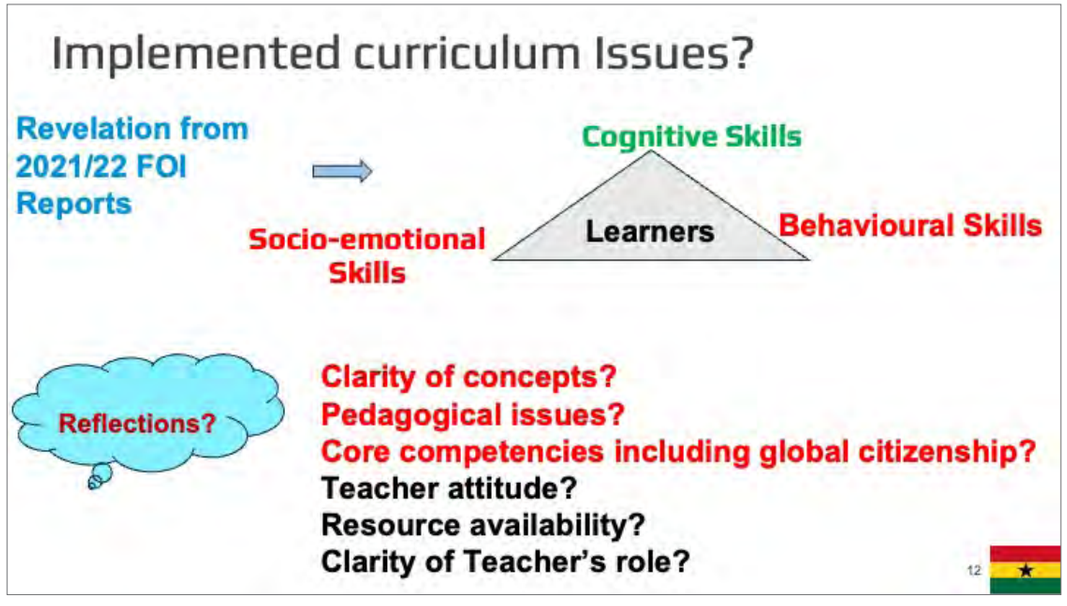
8

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools









Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Any intervention?

GCED/CDI 2022-2024 in collaboration with APCEIU
MOU signed: Minister of Education & APCEIU

1. Gap analysis
by
(APCEIU, NaCCA and IEPA)
through External consultant

2022

2. Supplementary teaching and learning materials
3. Capacity building for school leaders
by
NaCCA & IEPA

4. Capacity building for practitioners and stakeholders
5. Pilot-Testing
6. Finalise materials for publication
By NaCCA & IEPA

2023-2024

GCED/CDI Outputs

Curriculum improvement
- Situational analysis
- Refine and enhance concept

Facilitating Curriculum Practice
- Contextualised GCED Framework
- Teacher Resource Pack
- Training Guide
- Training for teachers
- Pilot-testing GCED Integration

NaCCA

Trainers Manual
Capacity building for education and school leaders

IEPA

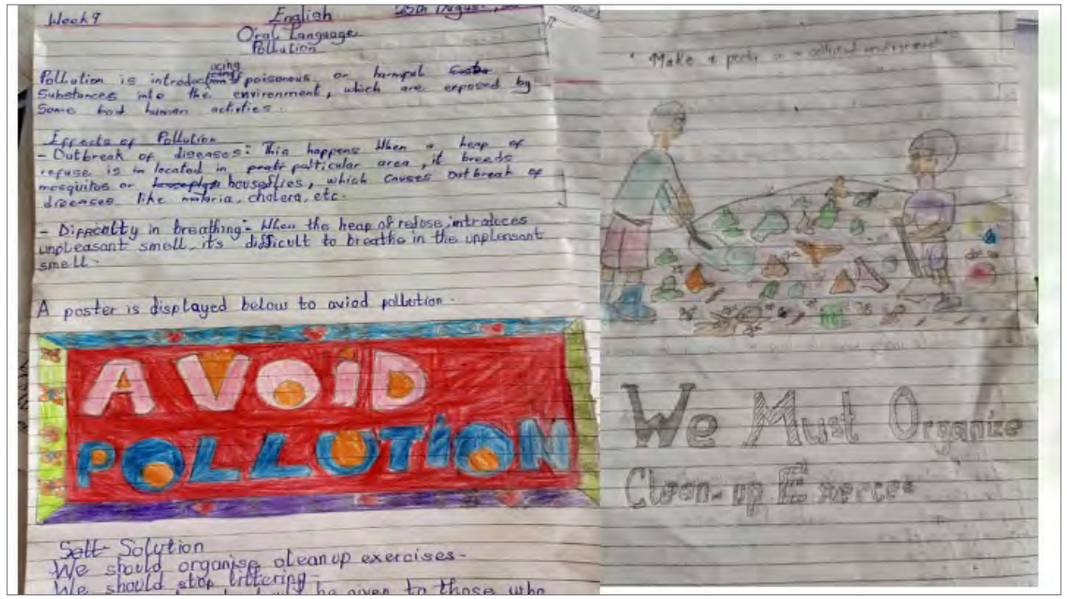
Key Impact- Teachers

- Strengthened pedagogical skills
- Innovative and transformative pedagogies leading enhanced quality of teaching and learning
- Boosted Confidence in lesson preparation and delivery
- Delivery of lessons relevant and applicable to real-life situations making teaching enjoyable
- Reduced stress due to varied strategies engaging activities & active learner participation
- Consciousness about value formation
- Collaboration and networking

Key Impact- Learners

1. Environmental consciousness and learner agency
2. Increased learner engagement and excitement due to practical activities

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools



Key Impact- School Community and Beyond

- Awareness about GCED during PLC sessions
- Application of best practices by neighbouring schools
- Positive behavioural change at home
- Improved school-parents relationship

GCED TEAM

- Enhanced pedagogical, and facilitation skills of material development
- Collaboration & Teamwork,
- GCED ambassadors,

Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools

Key Lessons Learnt

GCED integration enhances teacher's pedagogical skills

GCED integration encourages formative assessment practices

Integration of GCED into the curriculum does not necessarily guarantee integration into instruction.

Teacher support is critical

Promotion of healthy relationships in the school community and beyond

Exposure of curriculum implementation gaps

Key Challenges

- **Inadequate classroom space**
- Assessment: assessment for learning Vs Output of work requirement by implementing agency
- Availability of learning resources
- Perceived additional work

Way Forward

- Finalise and publish GCED materials
- Stakeholder sensitisation
- Establish a sustainable mechanism for implementation
- Monitor and Evaluate impact

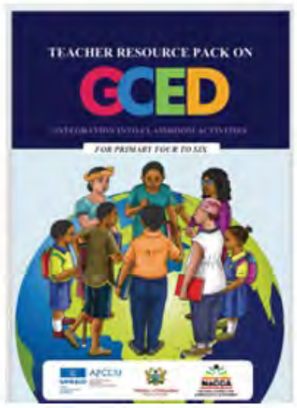
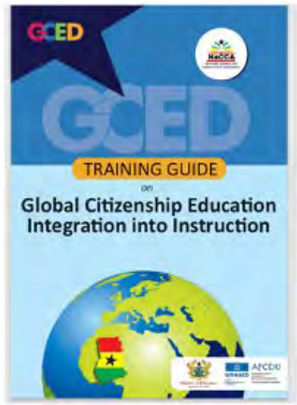
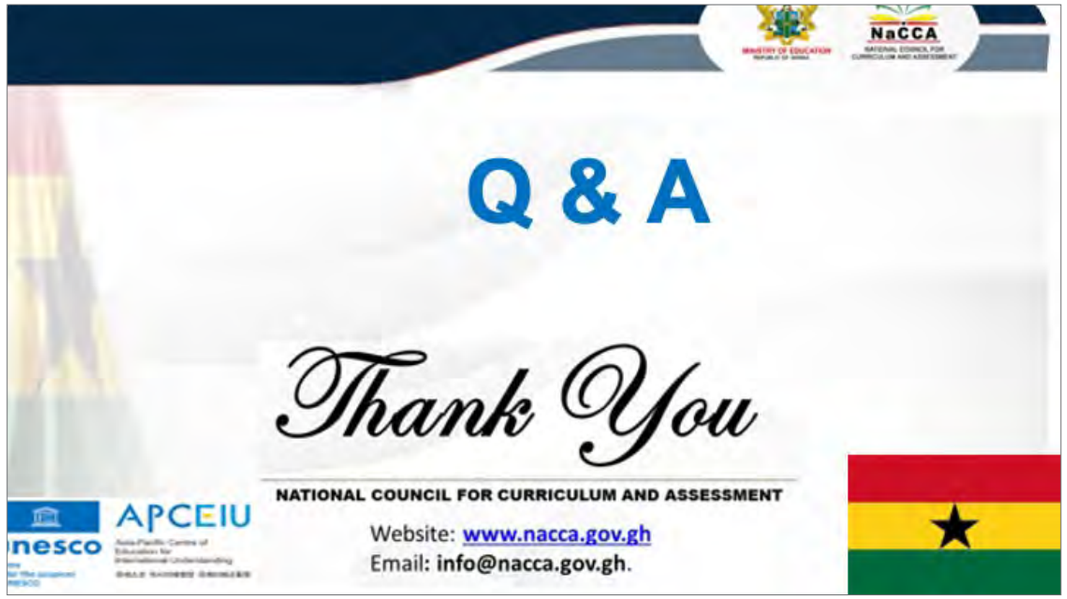


Figure 6: Ghana GCED Conceptual Framework



Renewing Curriculum, Pedagogy and Assessment to Promote GCED Ghanaian Schools



Thank you

Q & A

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Session 2.2 세션 2.2

Implementing Social-Emotional Learning in South Korean Public Schools : A Focus on Early Education

CHOI Sunjoo | Chief Executive Officer, Hi-bud

"Education is about empowering students to think critically and solve real-world problems. Our programming is not just about providing knowledge; it's about shaping the thinkers, problem-solvers, and leader of tomorrow"

CHOI Sunjoo, an expert in educational programming with 13 years of experience, shared insights into her innovative approach to developing social-emotional learning (SEL) in early childhood education. As the CEO of Hyva Incorporation, CHOI has dedicated her career to enhancing emotional recognition and communication skills among young learners. She emphasized the critical need for SEL in today's digital age, where emotional intelligence is increasingly vital for academic and personal success.

Her showcase of children's drawing of 'worry monsters' depicted a creative tool to externalize and discuss their anxieties and feelings. This engaging activity is part of her Emotion Coding programme designed to help children recognize and manage their emotions effectively. CHOI highlighted that the pandemic significantly impacted children's ability to analyze and express their feelings, which underscores the importance of integrating SEL into the curriculum.

The Emotion Coding programme is a structured approach embedded into regular school hours rather than being an extracurricular activity. It spans three days with six sessions, focusing on self-awareness, emotional regulation, and relationship-building. The programme incorporates activities such as multi-checking, art-related exercise, and scenario-based practice to help students articulate their emotions and develop coping strategies. The SEL framework not only improves children's communication skills but also builds a foundation for their future interpersonal relationships and cognitive growth.

The programme's pilot conducted in 2023 showed promising results with a 4% increase in social-emotional knowledge and competency scores among first-grade students. Following the successful pilot, the programme has expanded to reach 1,900 students across 81 classes in Seongnam City, with plans for statewide implementation by 2025. She concluded her presentation by stressing the need for ongoing teacher training and robust assessment development to sustain and scale the programme's impact.

한국 공립학교에서의 사회-정서적 학습 구현: 영유아 교육 중심으로

최선주 | 하이벗 대표

"교육은 학생들의 비판적 사고력과 현실 세계의 문제를 해결할 수 있는 능력을 길러주는 것이다. 단순한 지식 전달이 아닌, 미래의 사상가, 문제 해결사, 그리고 리더를 양성하는 데 목적을 두고 있다"

13년간 교육 프로그램 개발 전문가로 활동해온 최선주 대표는 유아 교육에서 사회정서학습 (SEL: Social-Emotional Learning)을 발전시키기 위한 혁신적인 접근법을 공유했다. 그녀는 하이벗 대표로서 어린 학습자들의 감정 인식 및 소통 능력 향상에 경력을 쏟아왔으며, 오늘날 디지털 시대에 감성 지능이 학업 및 개인적 성공을 위해 점점 중요해지고 있음을 강조하며 SEL의 필요성을 역설하였다.

아이들이 그린 '걱정 괴물' 그림을 보여주며 불안과 감정을 외화하고 논의할 수 있는 창의적인 도구를 소개하였는데, 이는 아이들이 감정을 효과적으로 인식하고 조절할 수 있도록 돕기 위해 설계되었다. 팬데믹은 아이들이 자신의 감정을 분석하고 표현하는 능력에 큰 영향을 주었으며, 그렇기에 더욱 SEL을 교육과정에 통합해야 할 필요성이 부각되고 있다.

감정 코딩 (Emotion Coding) 프로그램은 정규 수업 시간 내에 통합된 구조화된 접근 방식으로, 방과 후 활동이 아닌 3일 간의 여섯 세션으로 진행된다. 이 프로그램은 자기 인식, 감정 조절, 관계 형성에 중점을 두고, 감정 다중 체크, 예술 관련 활동, 상황 연습 등을 통해 학생들이 자신의 감정을 표현하고 대처 전략을 개발하도록 돕는다. 프로그램의 SEL 프레임워크는 아이들의 의사소통 능력을 향상시킬 뿐만 아니라, 향후 대인 관계 및 인지 성장의 기초를 다져준다.

2023년 진행된 시범 프로그램에서는 1학년 학생들의 사회정서적 지식과 능력 점수가 4% 향상되는 등 유망한 결과가 나타났다. 성공적인 파일럿 이후, 이 프로그램은 성남시의 81개 학급, 1,900명의 학생들에게 확대 적용되었으며, 2025년까지 전국적으로 도입될 계획이다. 프로그램의 지속가능성과 영향력 확대를 위해 지속적인 교사 훈련과 체계적인 평가 개발이 필요한 순간이다.

Implementing SEL in South Korean Public Schools: A Focus on Early Education

Implementing Social-Emotional Learning in South Korean Public Schools: A Focus on Early Education

Sunjoo CHOI
CEO, hibud Inc.

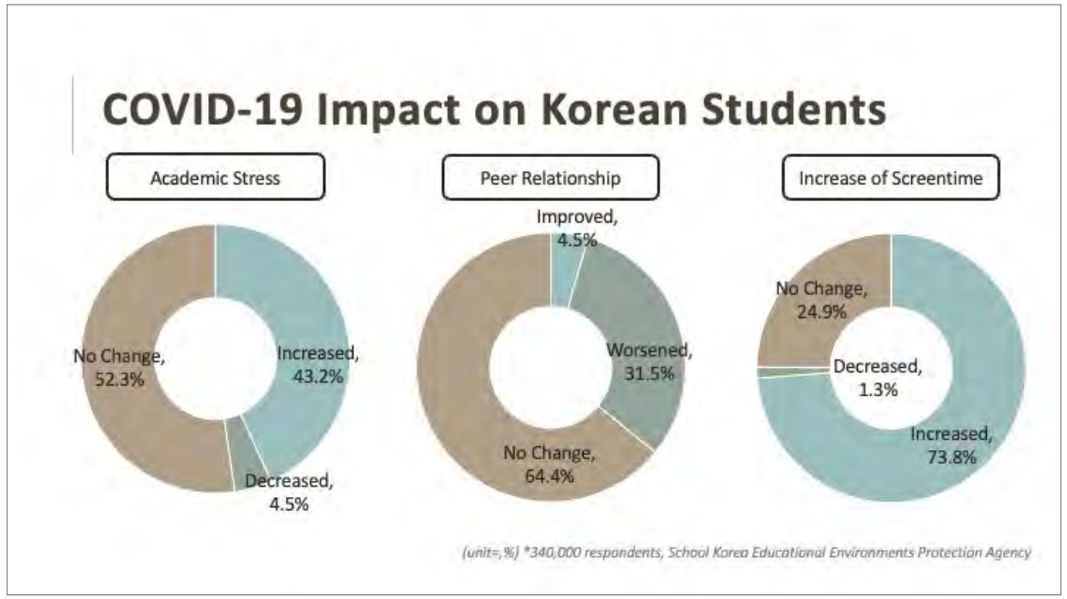
CONTENTS

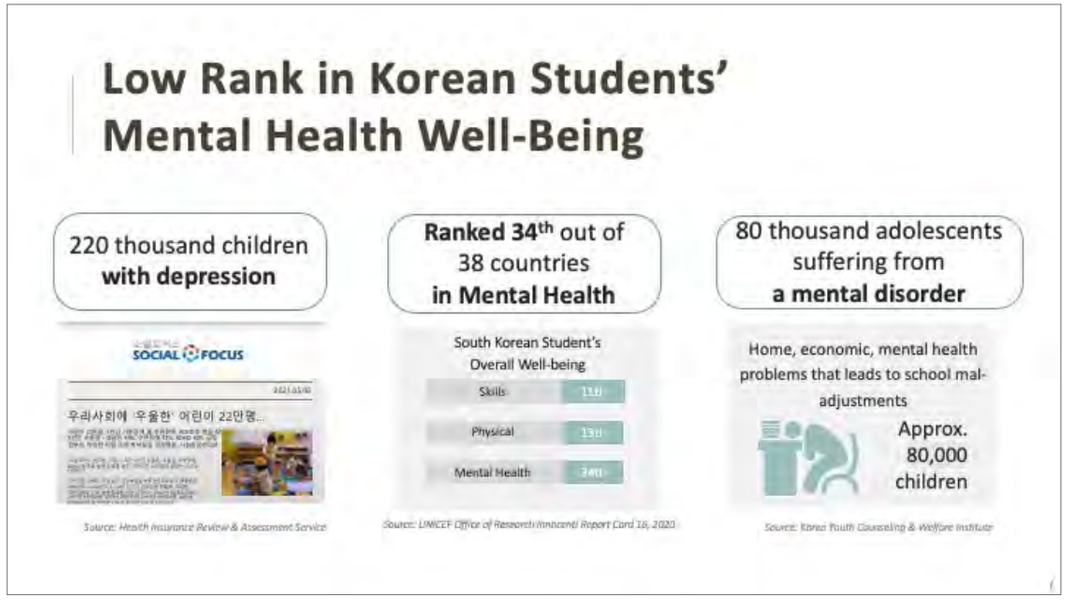
0. Introduction
1. Background
2. Why SEL
3. Program Structure
4. Program Analysis
5. Next Step

1

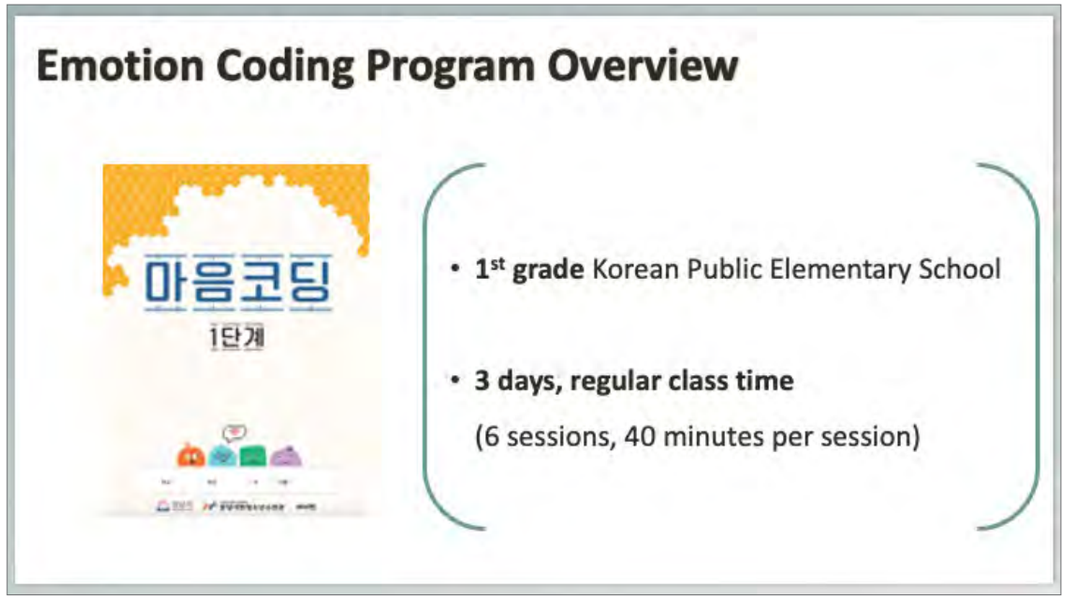
Background

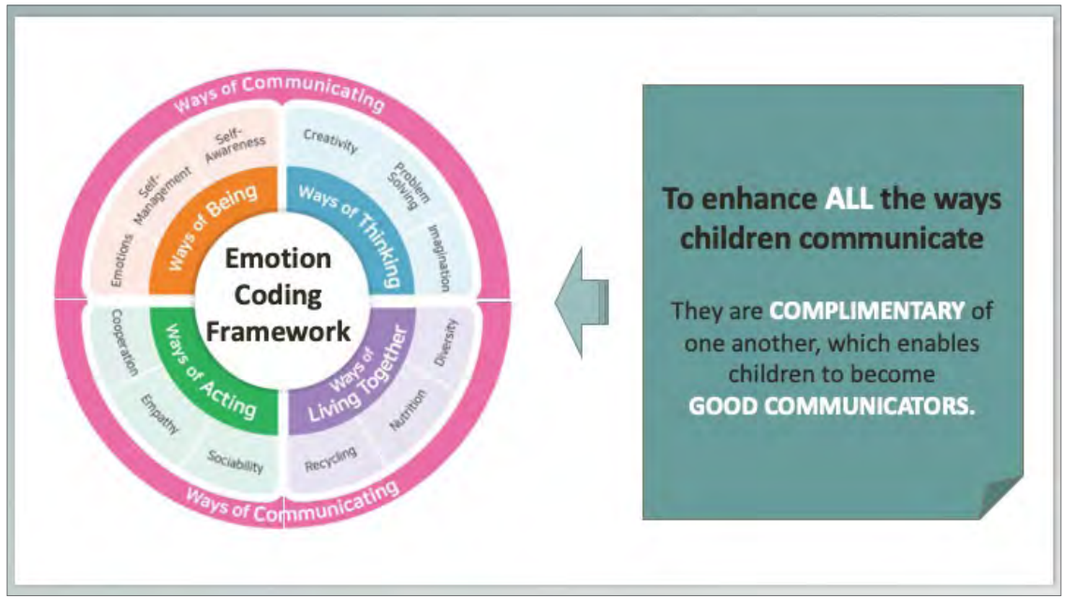
Implementing SEL in South Korean Public Schools: A Focus on Early Education





Implementing SEL in South Korean Public Schools: A Focus on Early Education





Implementing SEL in South Korean Public Schools: A Focus on Early Education

Program Scope and Sequence

Objectives	Lessons
Unit 1 – Emotional Awareness ➢ Expand emotional vocabulary, and practice using vocabularies in appropriate circumstances.	• Pre-assessment • Emotional vocabulary • Characteristics of emotions • Think-Speak-Act Triangle • Coping Strategies
Unit 2 – Emotional Management ➢ Learn about how to manage anxiety and anger.	• What is anxiety? • Winning over my worry monster • When I am worried, I can ... • What is anger? • Managing my anger? • When I am mad, I can...
Unit 3 – Becoming a Good Friend ➢ Learn about building a positive relationship with friends and problem-solving skills.	• Problem-solving • Perspective-taking • Conversational skills • Creating a problem-solver mentality • Post-assessment

Program Principle

- ➢ Based on CBT
- ➢ Effective pedagogy, multi-modal learning strategies
- ➢ Bandura's Social Learning Theory

Core Components

- Mood Check
- Self-Expression through Art Activities
- Scenario-Based Dialog Practice
- Diverse Interactive Activities

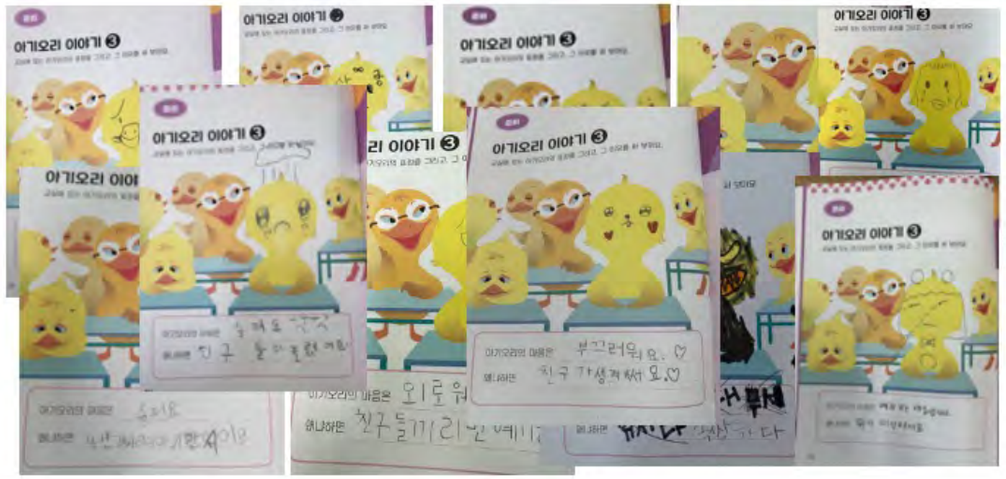
✓ Mood Check Using Meme Cards

Implementing SEL in South Korean Public Schools: A Focus on Early Education

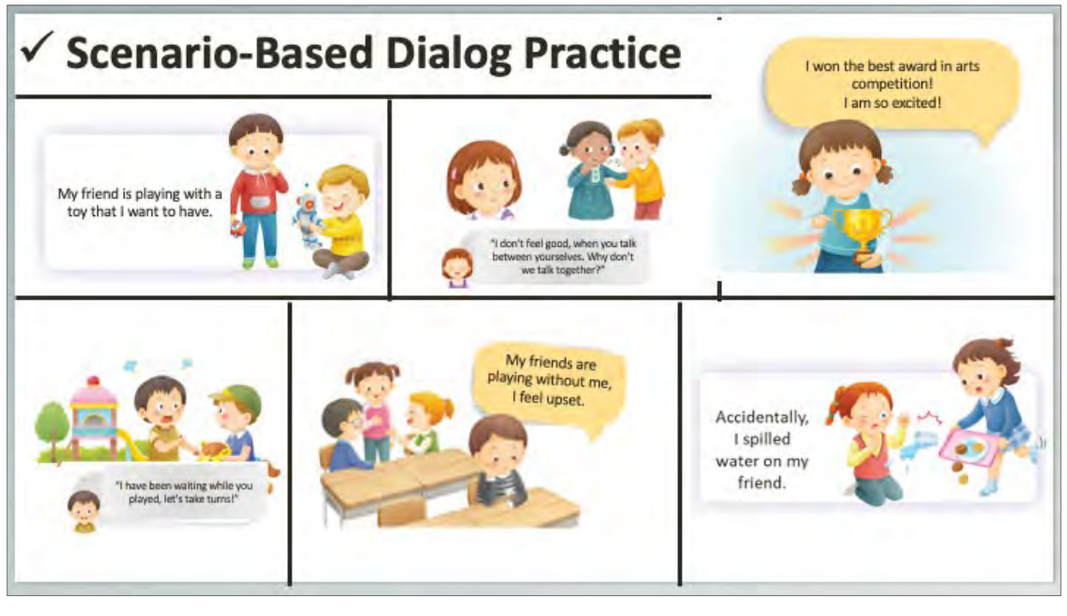
✓ Self-Expression through Art Activity

▪ Students' Initial Responses _1st session ▪

▪ Students' Improved Expressions_5th session ▪

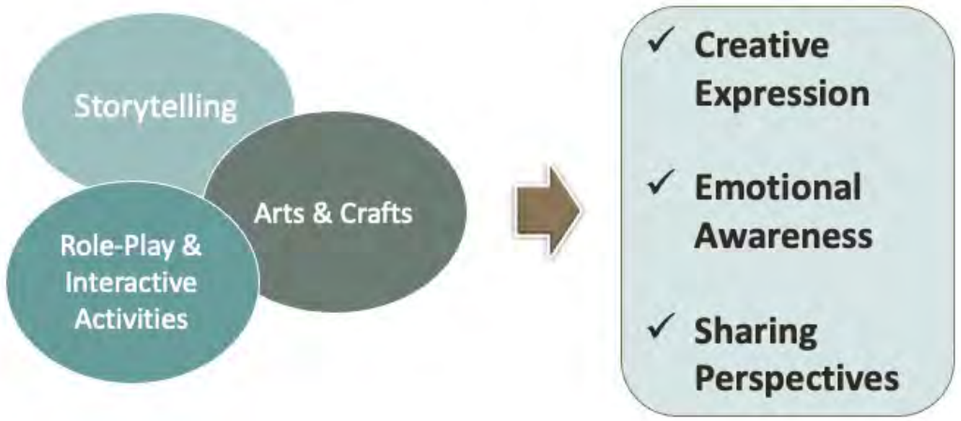


✓ Scenario-Based Dialog Practice



Implementing SEL in South Korean Public Schools: A Focus on Early Education

Transformative Pedagogies



4

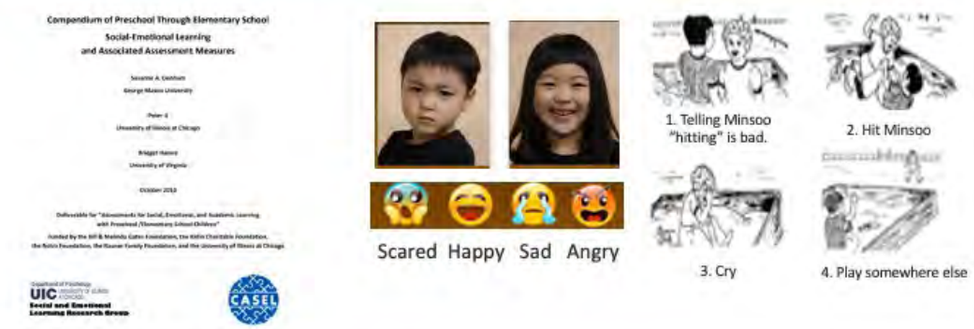
Program Analysis

Assessment Development in 2023

Review of CASEL's Compendium of Preschool through Elementary School SEL and Associated Assessment Measures

Review of Assessment of Children's Emotion Skills (ACES) – Korean

Adaptation of Assessment Tools



Assessment Results in 2023

- **Date of Assessments:** 2023. 6. 12. (Pre) / 6. 15. (Post)
- **Participants**: Eighteen 1st Grade Students in Elementary School in Seongnam City
- **Methods**: Self-Report SEL Knowledge Check
- **Responders**: Pre-Assessments (18 Students), Post-Assessments (17 Students)

No	Items	Number of Items	Scores
1	Facial Expression	5	5
2	Social	4	4
3	Behavioral	4	4
4	Self-Esteem	1	5
5	School Climate	1	5
	Total	**15**	**23**

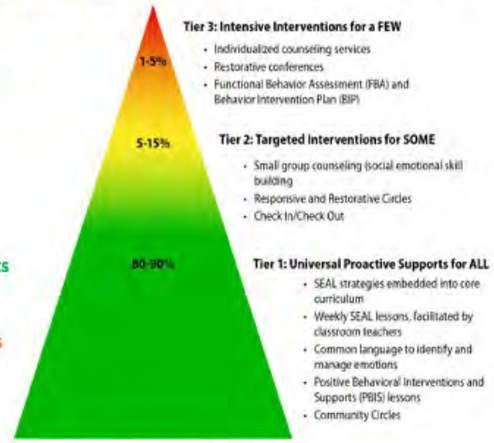
Implementing SEL in South Korean Public Schools: A Focus on Early Education

Assessment Results in 2023_4% Increase in SEL Knowledge

PRE	POST
47.83%	69.57%
69.57%	86.96%
73.91%	82.61%
78.26%	82.61%
78.26%	91.30%
82.61%	78.26%
82.61%	91.30%
82.61%	91.30%
86.96%	91.30%
86.96%	91.30%
91.30%	95.65%
91.30%	78.26%
91.30%	91.30%
91.30%	95.65%
91.30%	91.30%
91.30%	86.96%
95.65%	91.30%

Sig. Risk: 3 student (18%)
At-Risk: 2 students (12%)
Avg.: 12 students (70%)
Sig. Risk: 1 student (6%)
Avg.: 14 students (82%)
At-Risk: 2 students (12%)

Significant Risk (~75%), At-risk (75~80%), Average (80%~)



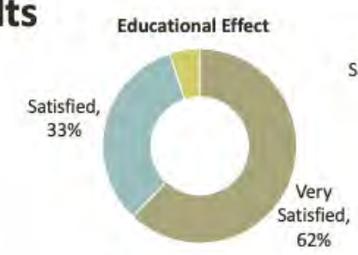
Tier 3: Intensive Interventions for a FEW
- Individualized counseling services
- Restorative conferences
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

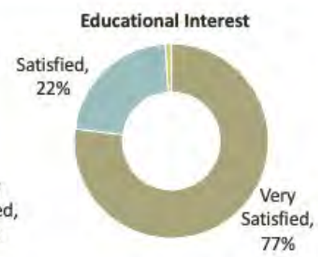
Tier 2: Targeted Interventions for SOME
- Small group counseling (social emotional skill building
- Responsive and Restorative Circles
- Check In/Check Out

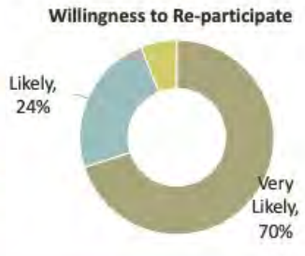
Tier 1: Universal Proactive Supports for ALL
- SEAL strategies embedded into core curriculum
- Weekly SEAL lessons, facilitated by classroom teachers
- Common language to identify and manage emotions
- Positive Behavioral Interventions and Supports (PBIS) lessons
- Community Circles

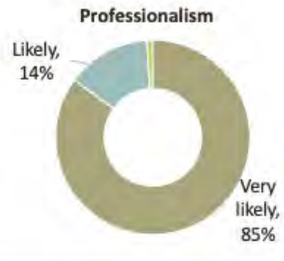
Multi-tiered Systems of Support

Satisfactory Results in 2024









Emotion Coding Implementation Process

2023
- Collaboration with the Future Education Team in Seongnam City Youth Foundation
- Developed SEL program for 1st grade students in Seongnam City for the 2024 AY.
- Local government meetings to discuss school site for a pilot study
- Trained teacher, staffs, and the Ministry of Education personnel to validate the program
- Modification of the Program

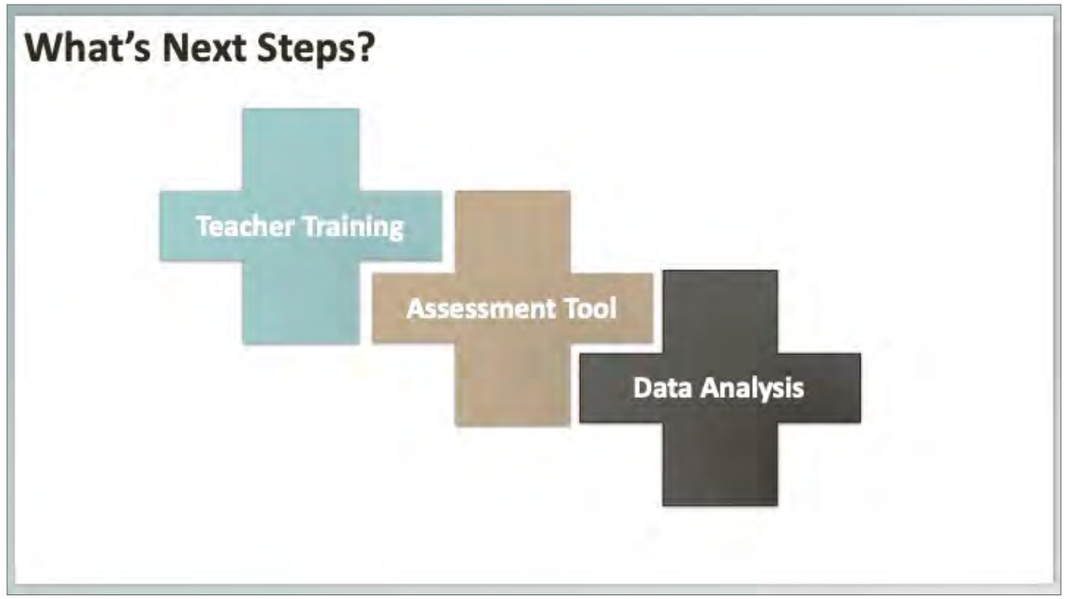
2024
- Program expansion in 2024
- About **1,900 students** and **81 classrooms** in elementary schools **in Seongnam-city**

2025
- Expected to expand of usage as **a Sustainable Program**
- About **4,000 students, 150 classrooms** minimum in elementary schools in **Seongnam-city**

5

Next Steps

Implementing SEL in South Korean Public Schools: A Focus on Early Education



All education is about learning to think.

It's about learning to solve problems.

THANK YOU

Session 2.2 세션 2.2

2030 Peace Maker Project: The Beginning of Media Practice

HA Yoonyoung | Teacher, Wolchon Middle School
(Seoul Metropolitan Office of Education)

"Innovative media education empowers students to navigate and contribute to a complex world."

HA Yoon-young, an expert in global citizenship and conflict resolution education, presented her innovative approach to media education, particularly during the challenges posed by the COVID-19 pandemic. With a background in Ethics Education and North Korean Studies, she discussed how the global crisis reshaped her views on media literacy. The 2022 UNESCO event where students used the Metaverse to express their perspectives on COVID-19 inspired her to rethink and innovate her media education strategies.

She detailed how she addressed the specific needs of North Korean students who faced significant difficulties due to the limited and often biased information available to them. She conducted an in-depth investigation into their media sources and identified a critical need to reform the media education process. This led to the integration of a global citizen perspective into her curriculum, aiming to foster a more nuanced and empathetic understanding of media among students.

A key element of HA's approach involved using both online and offline environments to engage students in media creation and critical discussions. For example, students utilized platforms like Gather Town to create and share media projects, which not only enhanced their media skills but also connected their work to community initiatives such as exhibitions and local cultural foundations. This dynamic approach enriched their learning experience and encouraged the practical application of media literacy.

She reflected on her educational practices and innovations, including the integration of AI tools and international collaborations. One significant project involved students creating a community calendar that highlighted their understanding of regional and global issues. She underscored her commitment to advancing media literacy in an ever-changing global landscape.

2030 피스메이커 프로젝트: 미디어 실천의 시작

하윤영 | 월촌중학교 교사

"혁신적인 미디어 교육은 학생들이 복잡한 세상을 탐색하고 기여할 수 있는 역량을 길러준다."

하윤영 교사는 세계시민교육과 갈등해결 교육 전문가로서, 특히 코로나19 팬데믹이라는 어려운 시기에 미디어 교육을 혁신적으로 접근한 사례를 발표했다. 윤리교육과 북한학을 전공한 그녀는 세계적 위기를 마주하며 미디어 리터러시에 대한 자신의 관점이 변화했음을 설명한다. 특히 2022년 유네스코 행사에서 학생들이 메타버스를 통해 코로나19에 대한 자신들의 견해를 표현한 활동은 그녀의 미디어 교육 전략 혁신의 영감이 되었다.

정보가 제한적이고 종종 편향된 상황에 놓인 북한 학생들의 특정 필요가 다루어져야 했다. 그녀는 학생들의 미디어 출처를 심층적으로 조사하고, 미디어 교육과정을 개혁해야 할 절실한 필요성을 발견했다. 이를 통해 세계시민 관점을 교육과정에 통합하여, 학생들이 미디어를 더 세심하게 공감하며 이해하도록 도왔다.

접근 방식의 핵심 요소는 온라인과 오프라인 환경을 모두 활용해 학생들이 미디어 창작과 비판적 토론에 참여하도록 하는 것이다. 예를 들어, 학생들은 게더 타운(Gather Town)과 같은 플랫폼을 이용해 미디어 프로젝트를 만들고 공유했으며, 학생들의 미디어 기술 향상 뿐만이 아니라 전시회와 지역 문화재단과 같은 공동체 활동과도 연결되었다. 이러한 역동적인 접근 방식은 학생들의 풍부한 학습 경험을 독려하고, 미디어 리터러시의 실제적인 적용을 증진한다.

그녀는 IT 도구의 통합 및 국제적 협력 등 자신의 교육 실천과 혁신을 돌아보며, 학생들이 지역 및 세계 문제를 이해하며 커뮤니티 달력을 만드는 활동을 예시로 들었다. 변화하는 글로벌 환경에서 미디어 리터러시를 발전시키기 위한 다양한 노력을 공유했다.

2030 Peace Maker Project
- The Beginning of Media practice

2030 Peace Maker Project

The Beginning of Media practice

A STORY WITH NORTH KOREAN DEFECTOR STUDENTS
AT A MIDDLE SCHOOL IN 2022

2021 story

"Media declaration for children and youth that leaves no one behind"

This is a declaration announced at the 2021 Media Information Utilization Day event (held on October 19, 2021). This declaration contains hope for a safe media world that is easily accessible to everyone and respects and considers children and youth.

In particular, it emphasizes that knowing how to use digital devices and selecting and utilizing the information contained therein are very different abilities, and requests to strengthen the media information literacy education

The Children and Youth Committee, comprised of 11 elementary, middle, and high school students, directly participated in drafting the declaration, and about 600 students from across the country entered Gathertown, a metaverse platform, and left their opinions. This opinion was also reflected in the declaration.

2021 STORY

-Big school
-Overcrowded classes
-Lack of space for school events
-A small number of students with a North Korean defector background

"There was no doubt because he is a famous Youtuber."

"I believed it because it was a video and it seemed real."

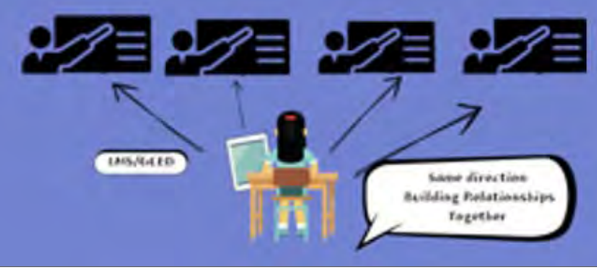
"I actually believed it was real because a North Korean spoke in the video"

"I thought, of course I could distinguish between fake and real."

"I thought it must be right because the data was on the screen."

2022 STORY

How can we actively participate in the rapidly changing digital media environment and achieve peace through new imaginations?



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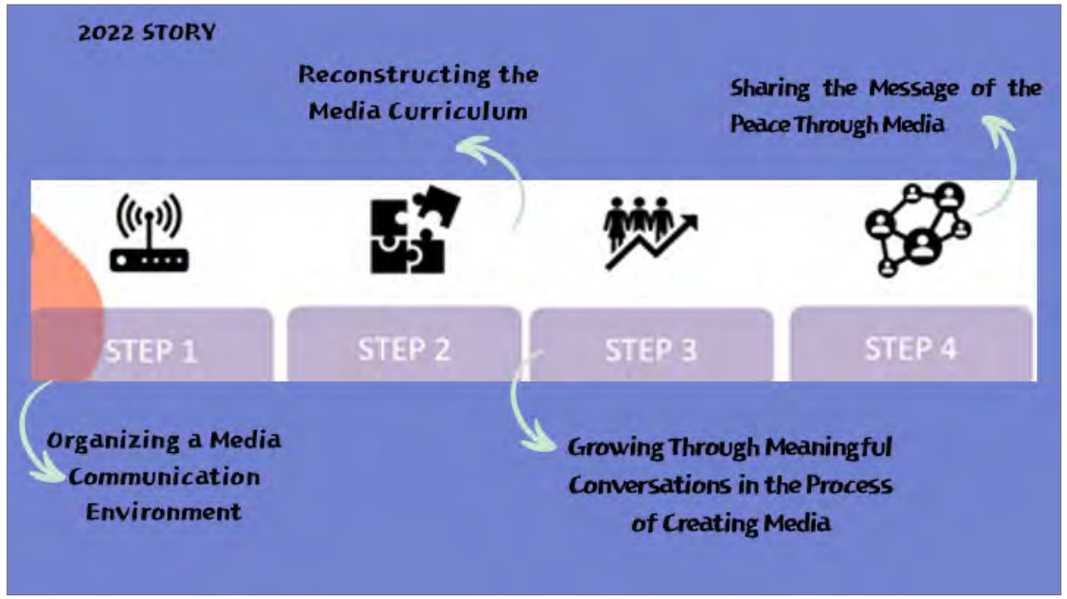

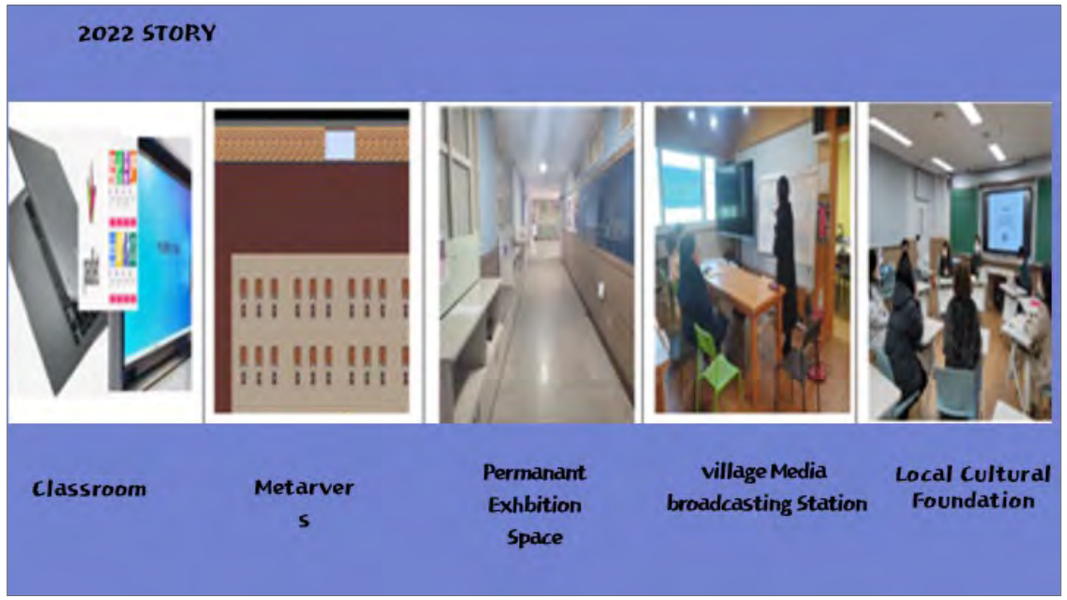

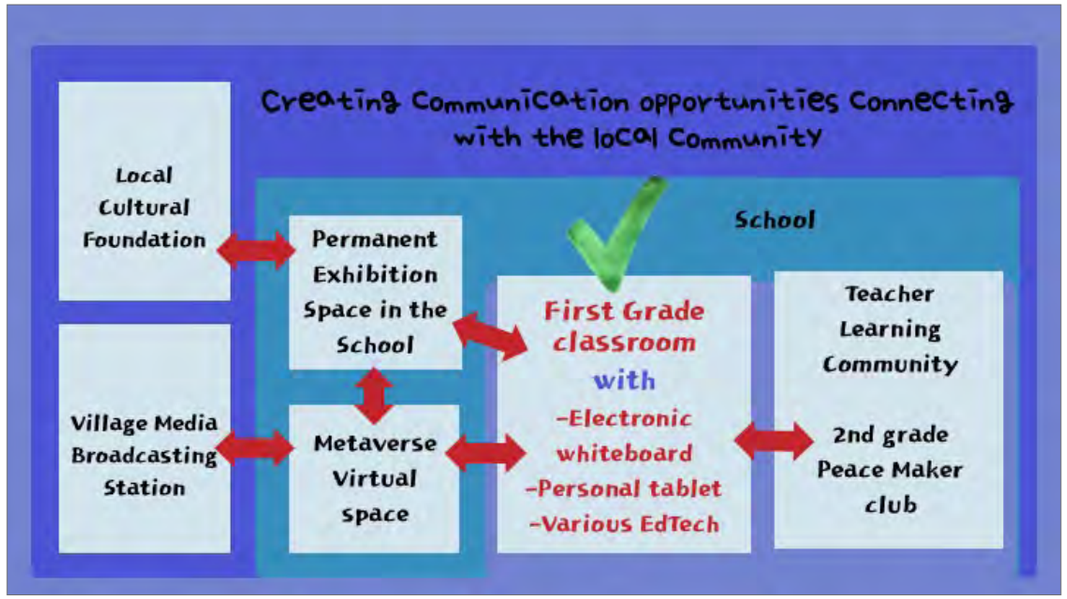

Questions arising after the PeaceMaker Club's book discussion

"1.What should we do to start talking about war and take a step toward peace?

"Is peace really deeply connected to capital?"

"What changes happen to me when I pay attention and listen to global news ?"

"What do you think unification would look like in peace on the Korean Peninsula?"

"Why do those who are discriminated against stand out, while those who discriminate go unnoticed?"

"Why do we fall for fake news and why do we consume it?"

"How can we become enlightened if we are stuck in the framework of thinking created in our daily lives?"

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2022 STORY

Plot

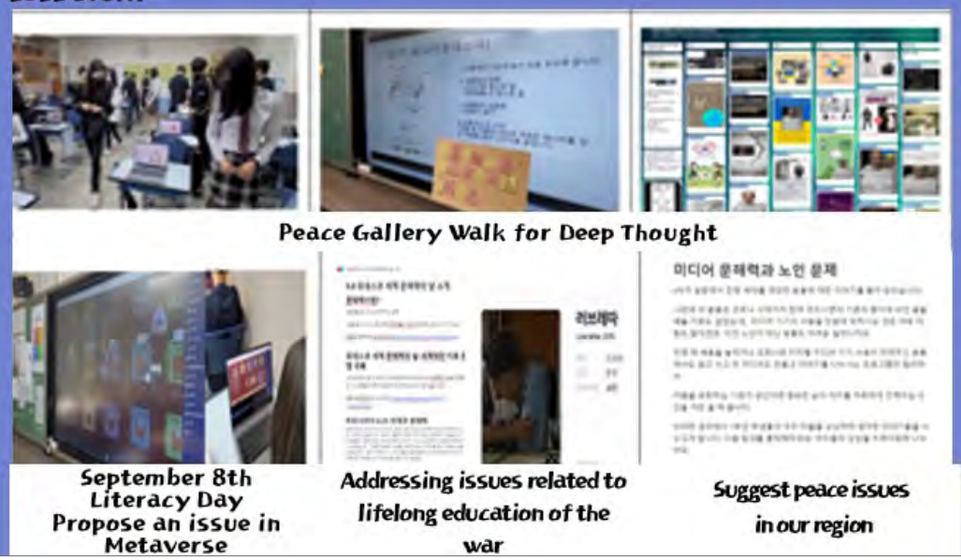
Okja, who married 20-year-old Won-seok at the young age of 18, separates from her husband when he served in military during the Korean War, leaving her to raise their 5-month-old son alone.

After 55 years of hardship, she learns Korean for the first time and writes a letter to her husband. Miraculously, the letter reaches him on the battlefield. But strangely, the letters arrive one by one....

2022 STORY

러브레따, 숨은 목소리 찾기	관련 영상자료 찾아 아카이빙하며 공감하기	러프보드로 평화재현작업 스케치하기
Finding hidden voices in Love Letter Movie	Find related news materials, analyze the movie background, and empathize with it.	Recreate the appearance of the war generation with a rough board

2022 STORY



September 8th Literacy Day Propose an issue in Metaverse	Addressing issues related to lifelong education of the war	Suggest peace issues in our region

2022 STORY

2030 우리마을의 평화를 상상하며 편지 녹음하기	2030 우리 마을에 보내는 피스레따	지역문화재단과 편지교환하고 함께 평화 파티하기
1.Record a letter to send to our region, imagining the future in 2030	2. Peace letter sending to our village in 2030	3. Meet at Metaverse during class to exchange letters with the local cultural foundation

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2022 STORY

Currently, our country tends to have poor communication between generations that experienced war and generations that do not know much about war are born over time. I thought it was because of the generation gap, but is it really a bad thing? If we make an effort , the generation gap can become a good thing. By communicating with one another, we can fix and build upon what the previous generation may have missed, turning it into an opportunity to achieve something essential for humanity.

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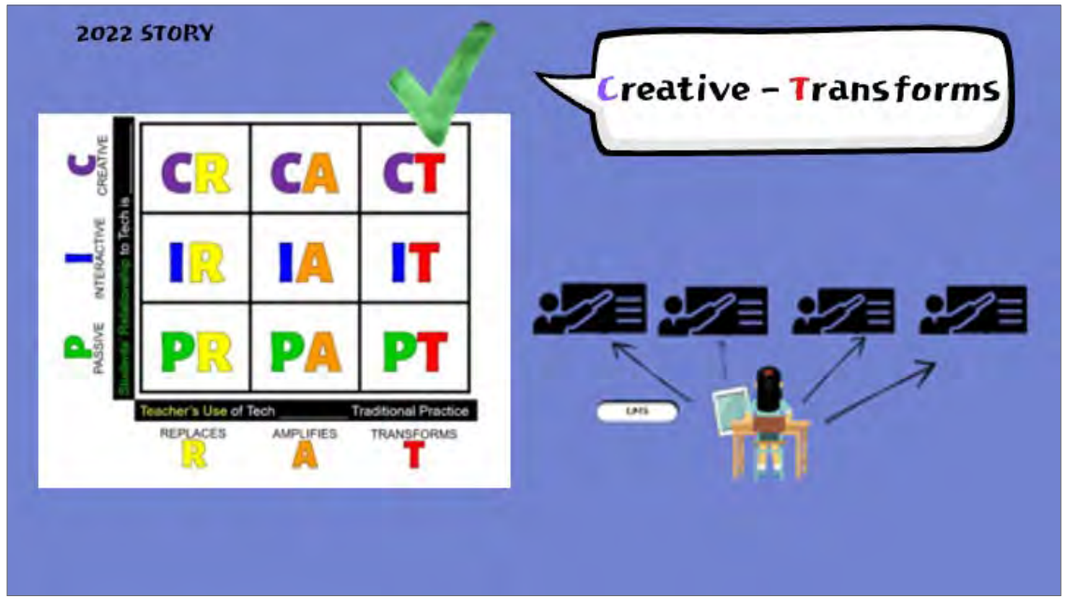
2022 STORY

We all watched a video about peace and used digital design tools to 'recreate' peace. Many of our friends used designs that had already been created. We displayed all the people we recreated in a gallery activity, and the teacher asked to identify which one Ai could not recreate among these works. I paused for a moment. What is the difference between what I recreated and what AI media recreated? What if there were no posters that AI could create like the countless posters I created? Isn't it ultimately an "expression of my heart"? AI learns from the posters it sees and creates 'similar' posters, but to make a difference, we need to be able to express empathy. We need to feel more sincerely, think more deeply, and try to share more. This activity made me think about what I felt and the expression of my heart about the war generation.



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2023년

Created by 2030 Peacemaker

"Artificial Intelligence Ethics" Statement

BASED ON UNESCO'S ARTIFICIAL INTELLIGENCE MANAGEMENT RECOMMENDATIONS AND GUIDES

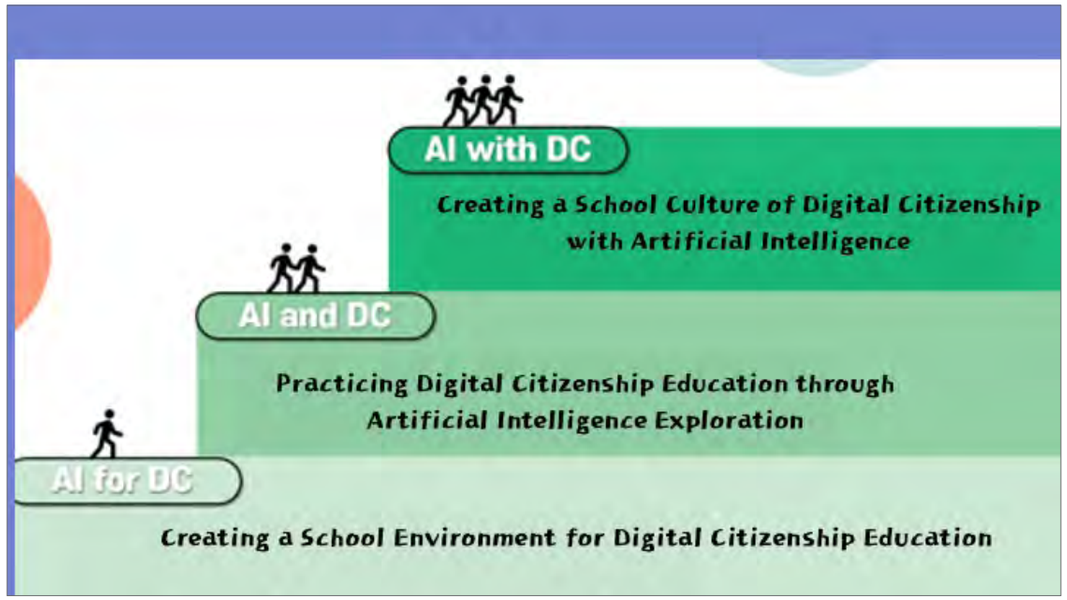
Respose to the artificial intelligence media environment.

Students are the main actors who will have to reach a social consensus on AI ethics issues in the near future based on their rights and obligations as digital citizens.

〈Human dignity〉
Guarantee of human rights
Personal information protection
〈Public interest in AI society〉
Respect for diversity
Prohibition of infringement
Publicness
Solidarity
〈Technical suitability for coexistence〉
Data management
Accountability
Safety
Transparency

서울특별시교육청

Seoul Metropolitan Office of Education Artificial Intelligence Ethics Standards



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Checklist for Developing an Experience-Based AI Ethics Education Program

1. Restructuring the achievement criteria by subject to set growth stages.
2. Based on appropriate AI ethics exploration issues by subject.
3. Discussion and exploration of current issues including AI ethics issues.
4. Reviewing experiences of directly utilizing, producing, and experiencing AI.
5. Linked to 10 topics of Seoul-type AI ethics education.

Browse by Subject Characteristics	• English: How to communicate correctly with generative AI? • Information: Can we trust the results of AI? • Technology: How will the development of AI change the world of work?
Free Semester System Club	• Artificial Intelligence Convergence Education Club Production - Creating AI programs and non-competitive discussions Experience - Implementing DUP programs at Future Lab 4.0 Experience Center
Topic-Centered Fusion Class	• Digital Citizenship in the AI Era - Flipped Learning and Action Learning Based English, Information, Technology, and Morality Convergence Classes

Source: 〈Beautiful Internet World〉 NIA Promotional Video

- What will the future society look like If LOVE EGO products are commercialized?
- What kind of news will we see in the social section of the news if LOVE EGO is commercialized?

- What does language mean to you today?
- How will the meaning of language change in the future world where artificial intelligence is rapidly developing?
- What should we think about to protect the unique value of language?

- Should I allow my personal information to be collected for the performance and development of AI? If so, to what extent?
- To what extent do you usually refer to AI's judgment (prediction)?
- To what extent should you refer to AI's judgment (prediction) when making decisions in the future?
- Happiness also means satisfaction From a happiness perspective, what does 2% dissatisfaction mean on the satisfaction index?

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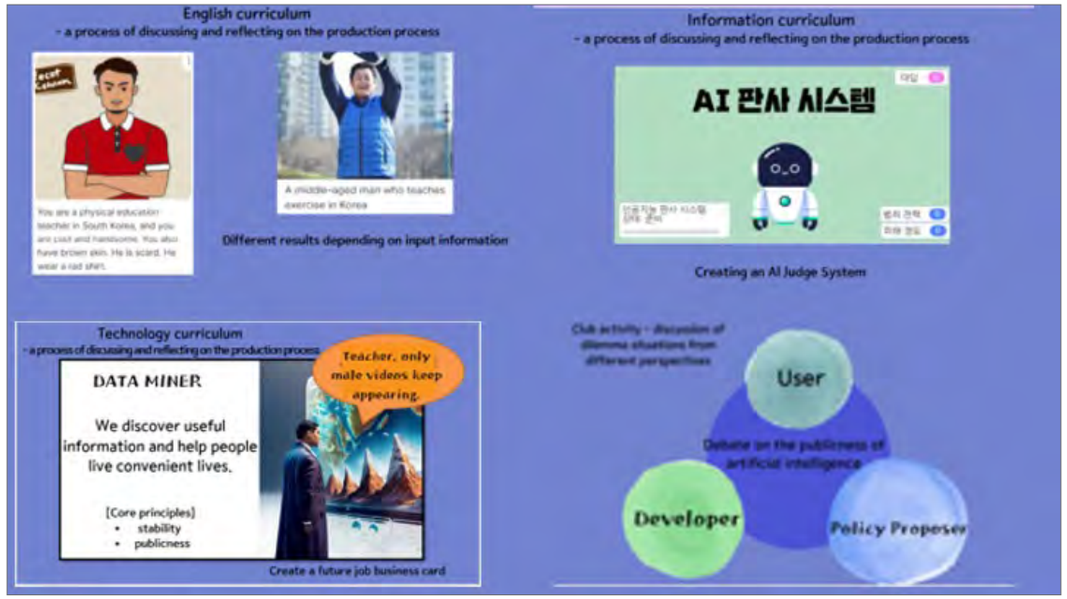

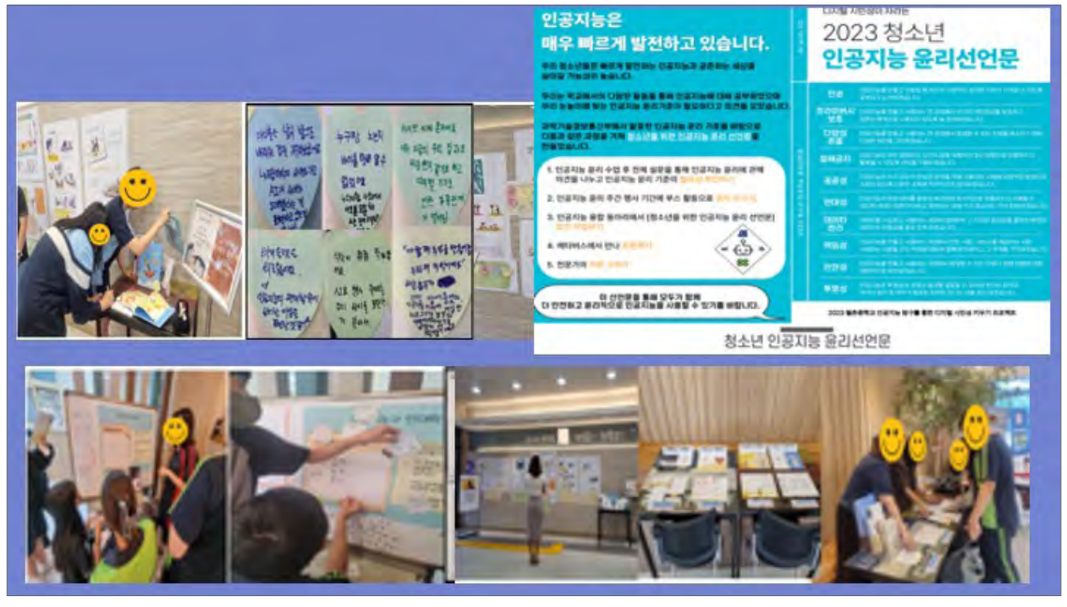

"Is AI protecting our personal information?"

"How does AI cause discrimination?"

"How much does AI use our personal information?"

"How helpful is AI to humans?"

"How safe should AI be to coexist with humans?"

"How much should we trust AI?"

"How helpful is AI to humans?"

"Which is safer, AI-ized humans or humanized AI?"

"Is AI helpful or harmful to humans?"

"Can we guarantee human rights in the AI era?"

"Is AI a fraud or does it guide us?"

"How much can we trust AI if we assume that we live together?"

"How much should we limit AI development to guarantee human rights?"

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The story of Wolchon Middle School this year in 2024

2030 PeaceMaker, Dreaming of a Hybrid Calendar

CONNECT WITH THE WORLD THROUGH THE INTERNATIONAL DAY CALENDAR

〈Digital〉

- High acceptance of digital innovation
- Recognizing digital competencies as learner competencies
- Striving for a healthy online life based on reflection on online life
- Online activities guaranteed by parents

〈Social〉

- Familiar with group communication in online spaces
- Move between face-to-face and non-face-to-face worlds and take what they want
- Content-based communication in interaction

-Online characteristics of middle school students as learners-

EXPLORING AND RESTRUCTURING
THE MORAL EDUCATION CURRICULUM

LESSON. 1. Relationships with others

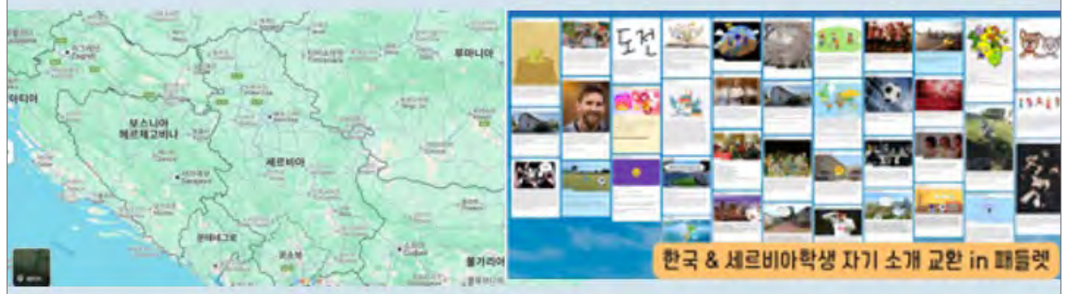
1. How should we communicate in the information age?

01.What are some ethical issues that arise in the information age?

02.Why is ethical responsibility necessary in the information age?

03.What attitude is needed to use information and communication media correctly?

Online international joint class (asynchronous)



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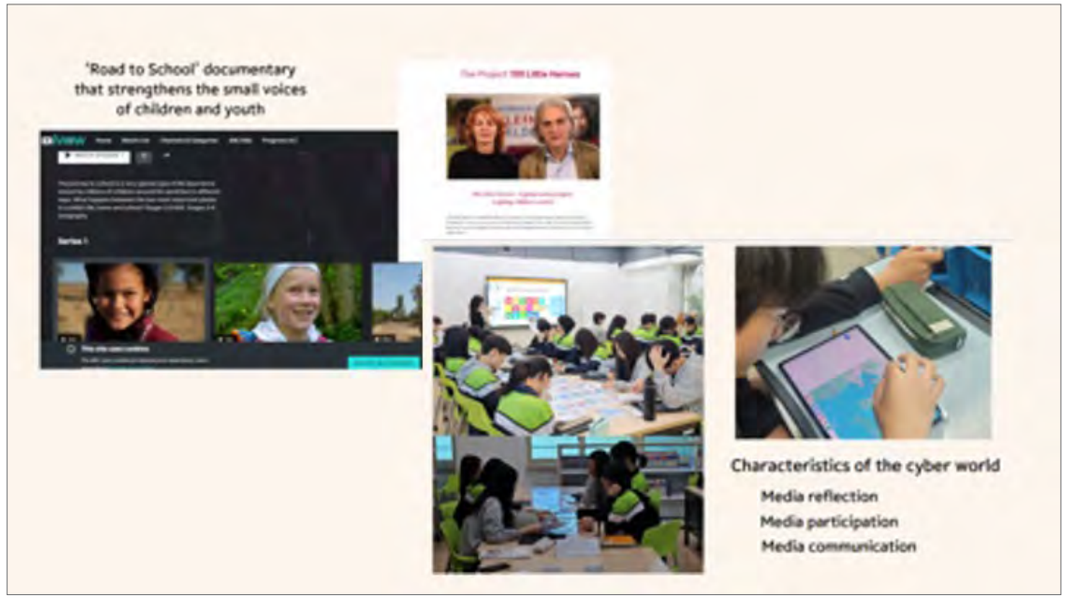

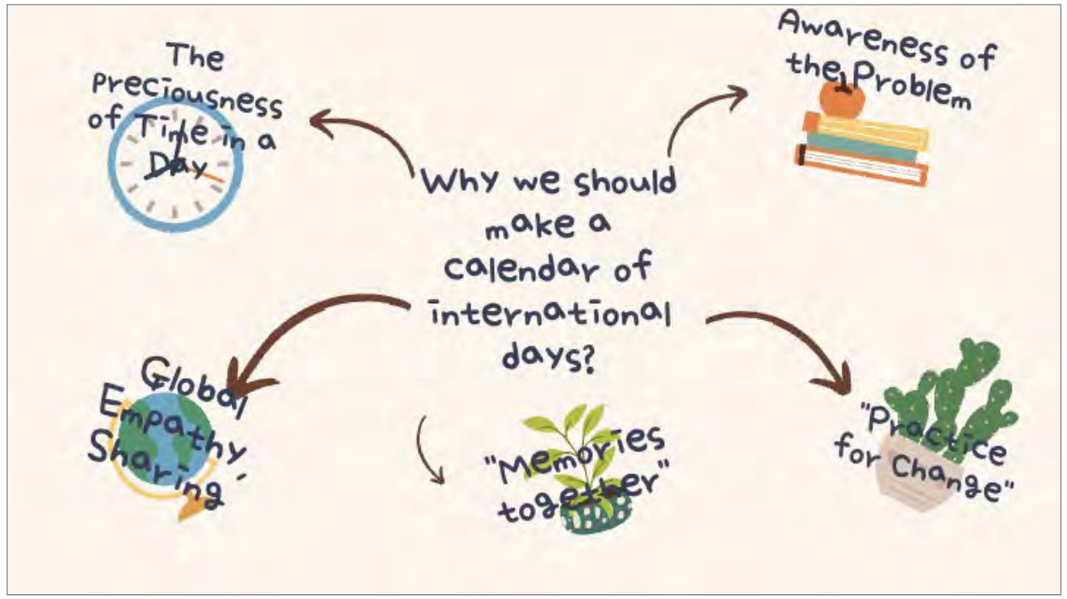

How to make a calendar

1. Create a calendar for the month with the anniversary of your choice.
2. Write it on your calendar for 2030 so that we can put it into practice together by 2030.
3. And we work together based on the following checklist.

CHECKLIST

- How would someone who closely relate to the meaning of Universal Day feel when they look at my calendar?
- Is it authentic enough to be conveyed despite the many differences?
- If the message I created is real and not fake, why is that?

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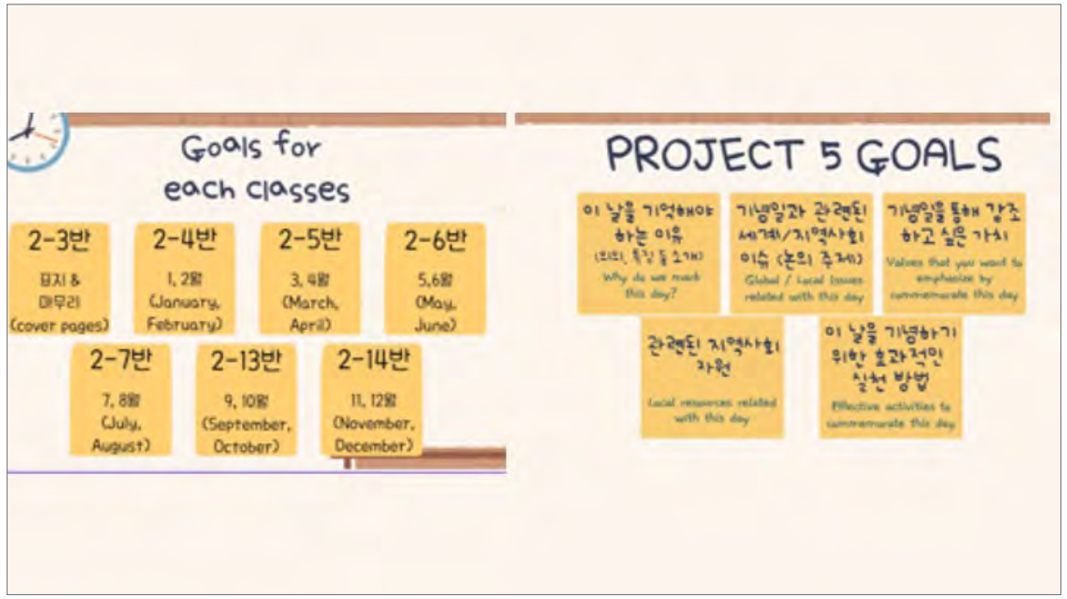

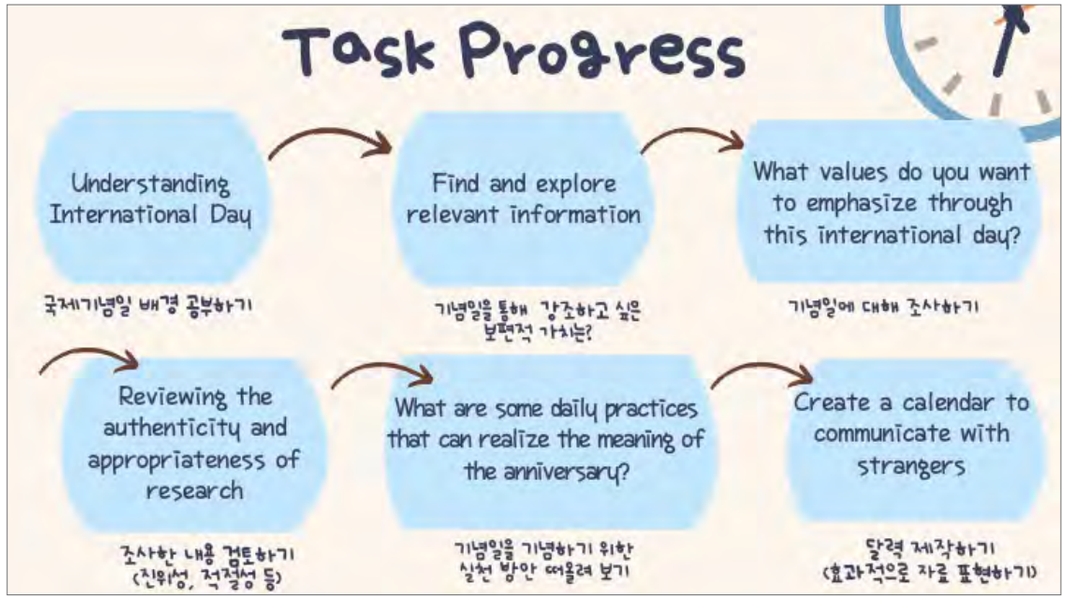

We encourage lots of dialogue throughout the process and value student questions.

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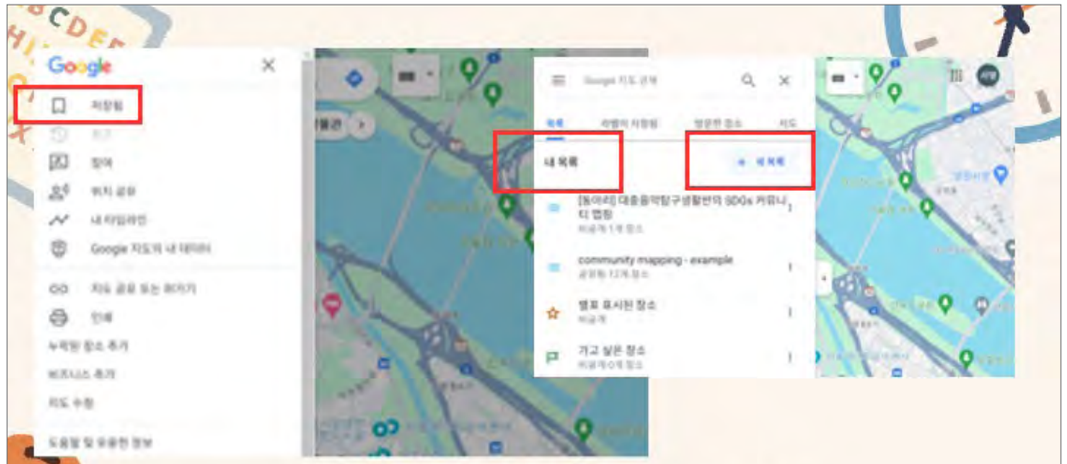
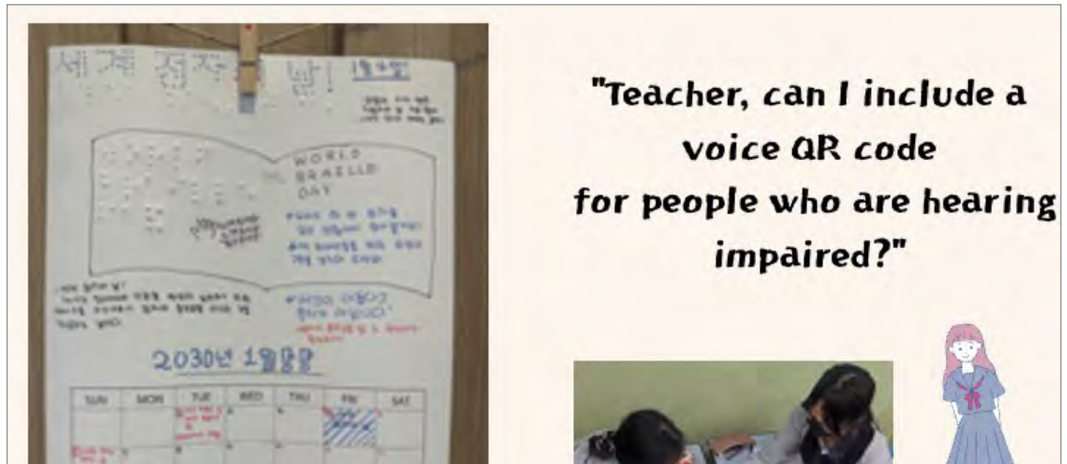


Use Google Maps to create a community map by indicating the location of relevant organizations or location

In the course of the lesson freely share, modify, and showcase the work process of multiple classes.



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What students felt at the exhibition

"There are many problems in the world, and we have established numerous anniversaries to solve these problems. Therefore, in line with the purpose of establishing this anniversary, we must strive to solve the world's problems."

"I was grateful that I exist in a world where so many precious things are protected. So, even though I am young , I decided to take an interest in the world's problems and think about ways to solve them."

"I checked your list and showed it to my students as well. The list of the days is good, my students are very interested in many of them.

How can my students contribute to this list? Would you like them to add some information in English or Serbian?"

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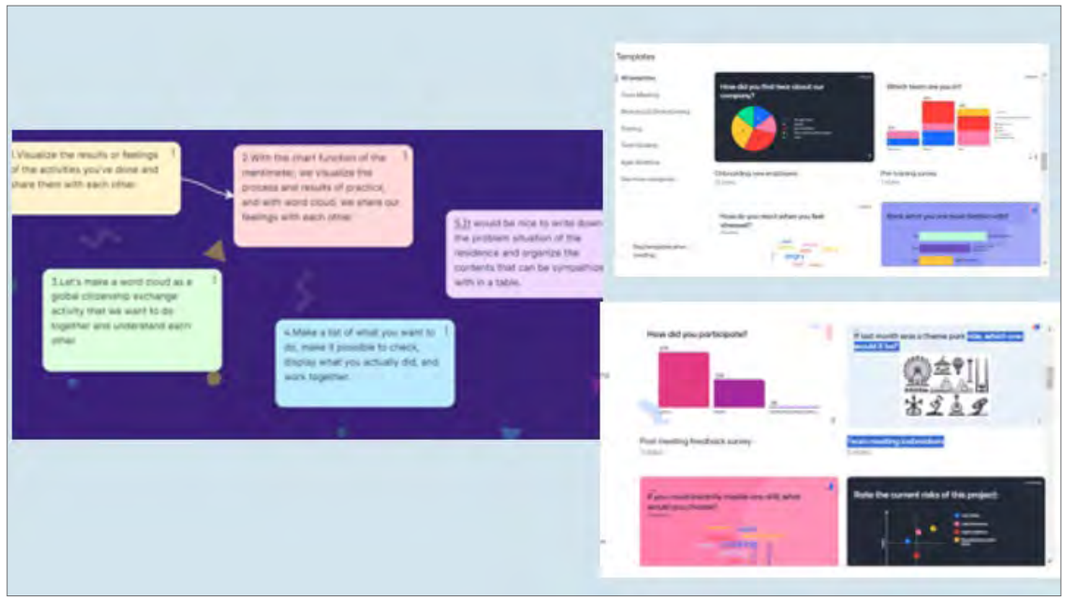
"I was surprised that I could experience communication with students on the other side of the world."

"Students from other countries and I found out that we are interested in various international issues"

"I realized that students living in Serbia are also very interested in international and world affairs."



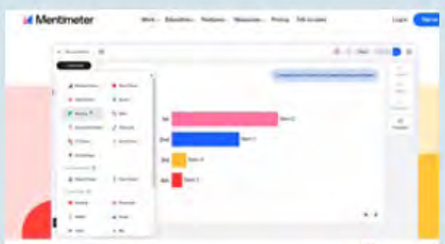
Volunteer Student Recruitment

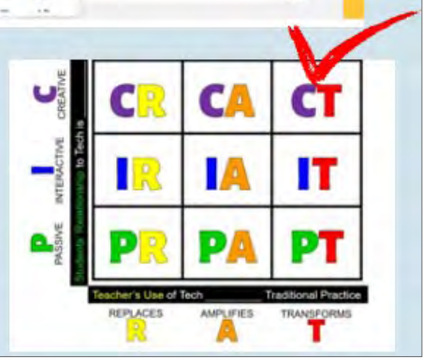
1.Plan to send 2030 media calendar to Serbia

2. Design work using Canva

3. Write a message in English

. Sharing impressions and practice cases of fulfilling international joint promises through edtech





Restructuring the curriculum	Start with your daily life
Connection with GCED educational philosophy and vision	Connecting inside and outside of school
Look at your surroundings with new eyes and discover opportunities	Equally composed of cognitive, social/emotional, and behavioral domains
Networking	The teacher's role as a 'facilitator of learning'

출처: 유네스코아태교육원과 함께 하는 세계시민교육(아이스크림연수원)

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Ask a question
Select
Face a dilemma
Argue safely
Immerse yourself in difficult problems
Challenge current issues related to me
Challenge yourself with real-life situations

Talk about the process while making it
Discover the power of connection
Affirm my rights and power
Celebrate Diversity
Find voices you can't hear
Meet and listen
Be open and engage in public dialogue

Session 2.2 세션 2.2

Community-based Learning for Responsible Citizenship

Yoke Pin CHEN | Senior Manager, Arts-ED

Yoke Pin CHEN, Senior Manager at Arts-ED in Penang, Malaysia, has been instrumental in advancing community-based learning (CBL) for arts, culture, and heritage education. She collaborates with organizations like APCEIU and Malaysia's Ministry of Education to train educators in integrating CBL into both formal and non-formal settings. Her efforts are focused on empowering teachers, students, and cultural workers to engage with their communities, using CBL as a platform for meaningful learning experiences.

CHEN addressed the educational challenges in Malaysia, such as students' lack of awareness about global issues and limited interaction among different culture groups, despite the country's multicultural environment. She explained that, while Malaysia's educational system prioritizes subjects like STEM and digital literacy, topics like conflict resolution and human rights are often overlooked. To bridge this gap, teachers must be equipped with materials and training necessary to introduce GCED into their lessons.

CHEN's focus is on the CBL approach, which involves experiential, student-centered learning that connects classroom knowledge with real-world community issues. She provided two case studies where CBL was successfully implemented in a primary and a secondary school. Students were encouraged to explore local community challenges, such as environmental conservation, and relate them to global contexts. CHEN underscored the long-lasting impact of CBL, that students develop competencies that last well beyond the classroom through a framework that adds a community element to existing approaches like project-based and inquiry-based learning. CHEN's work exemplifies how integrating arts and culture education with CBL can shape not only academic achievement but also foster a deeper understanding of global citizenship.

책임 있는 시민을 위한 커뮤니티 기반 학습

욕 핀 첸 | Arts-ED 수석팀장

말레이시아 페낭의 비영리기관 Arts-ED의 선임 매니저인 욕 핀 첸은 예술, 문화 유산 교육을 위한 지역사회 기반 학습 (CBL: Community-Based Learning)을 발전시켰다. 그녀는 유네스코 아태교육원 및 말레이시아와 교육부와 협력하여 CBL을 정규 및 비정규 교육 환경에 통합하도록 교사들을 교육하고 있다. 특히 교사, 학생, 문화 예술 종사자들이 지역사회와 의미 있는 학습 경험을 통해 소통하는데 중점을 두었다.

말레이시아의 교육 문제는 학생들의 글로벌 이슈에 대한 인식 부족과 다양한 문화 집단 간 제한적인 상호작용이다. 말레이시아는 다문화 국가임에도 불구하고, 학생들의 다른 문화 집단과의 교류가 부족하여 글로벌 시각을 확장하는데 제한이 있다. 또한 말레이시아 교육 시스템은 STEM 및 디지털 리터러시와 같은 과목에 우선순위를 두고, 갈등 해결과 인권과 같은 주제는 종종 간과된다. 이러한 격차를 해소하기 위해서는 교사들이 세계시민교육을 수업에 도입할 수 있도록 필요한 자료와 교육이 제공되어야 한다.

그녀는 교실에서 배운 지식을 실제 지역사회 문제와 연결하는 경험중심적, 학생 중심적인 학습인 CBL 접근법에 주력하고 있다. 그는 초등학교와 중등학교에서 CBL을 성공적으로 도입한 두 가지 사례를 소개하며, 학생들이 환경 보전과 같은 지역사회의 문제를 탐구하고 이를 글로벌 맥락과 연관 지을 수 있도록 독려한 경험을 설명하였다. CBL의 지속적인 영향은 학생들이 프로젝트 기반 학습이나 탐구 기반 학습에 지역사회 요소를 추가하는 프레임워크를 통해 교실을 넘어 지속되는 역량을 개발할 수 있도록 한다. 또한, 예술 및 문화 교육과 CBL을 결합하는 것은 학문적 성취뿐만 아니라 세계시민성을 깊이 이해하도록 촉진한다는 점을 언급했다.

Community-based Learning for Responsible Citizenship

The 9th International Conference on GCED:
Revitalizing Multilateralism for Peace through GCED

Community-based Learning (CBL) for Responsible Citizenship

Concurrent Session 2.2: GCED In Action Across Borders: Renewing Curriculum, Pedagogy and Assessment

Chen Yoke Pin, Arts-ED I Malaysia
5 September 2024

Content

01 Issues and Gaps

02 GCED Project using CBL Approach

03 CBL Case Studies

04 Findings and Reflections

Current Issues and Gaps of School Students

Global Competency:
Malaysian youth's "global competence" is among the 10 lowest worldwide (PISA 2018)

Real-world Disconnection & lack of interconnectedness
lack of sense of belonging to local community and culture

Lack of Intercultural awareness & skills:
lack of deep intergroup interactions among youth

Current Status of Practice of Transformative Pedagogy in Malaysian Schools

1. **Rigid schooling structure** constrains teachers' use of transformative pedagogy.
   - i.e. exam-oriented, priority in syllabus completion
2. Topics on **environmental sustainability** are well incorporated in all levels of curriculum and familiar to teachers
3. Teachers are mostly ill-equipped to **facilitate students to connect wider issues to their own lives.**
   - Learning is often limited to cognitive understanding and eliciting emotional reactions without generating empathy, motivation to take action, and behavioural change.
   - Teachers lack a critical understanding of GCED issues and their systemic context
4. School leadership's **lack of understanding** and buy-in hinder teachers from exercising full agency

Community-based Learning for Responsible Citizenship

Existing Initiatives by arts~ED

uses Community-based Learning approach to bridge schools and communities

Co-development of a teachers' guide for GCED integration

- Introducing transformative pedagogy to a group of pilot teachers from around Malaysia
- Based on the outcomes of the above, strategizing how to incorporate transformative pedagogy into the guide

Promoting Community-based Learning (CBL) as a form of transformative learning to nurture responsible citizenship

- Sharing of concept, methodology, and sample projects
- An exchange platform for CBL practitioners

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Community-based Learning

an **educational approach** whereby students learn through **engagement with** local community, environment, and issues.

- Experiential & Collaborative Learning
- Student-centered Constructive Learning
- Authentic & Applied Learning
- Making Connections

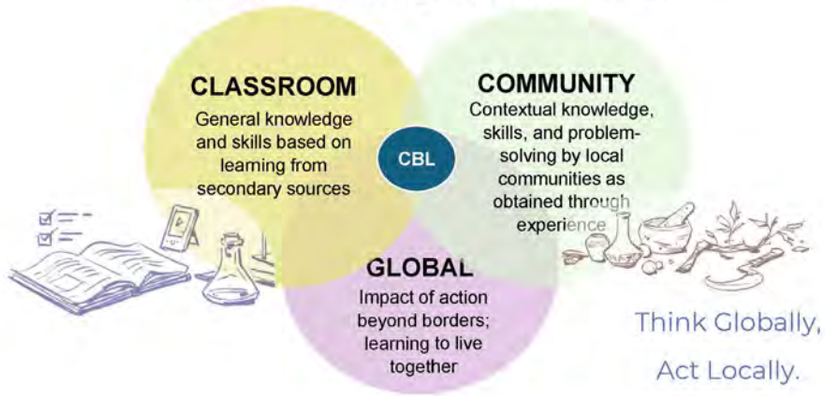
How is CBL linked to other teaching and learning approaches?

CBL overlaps with other effective teaching and learning strategies

↓

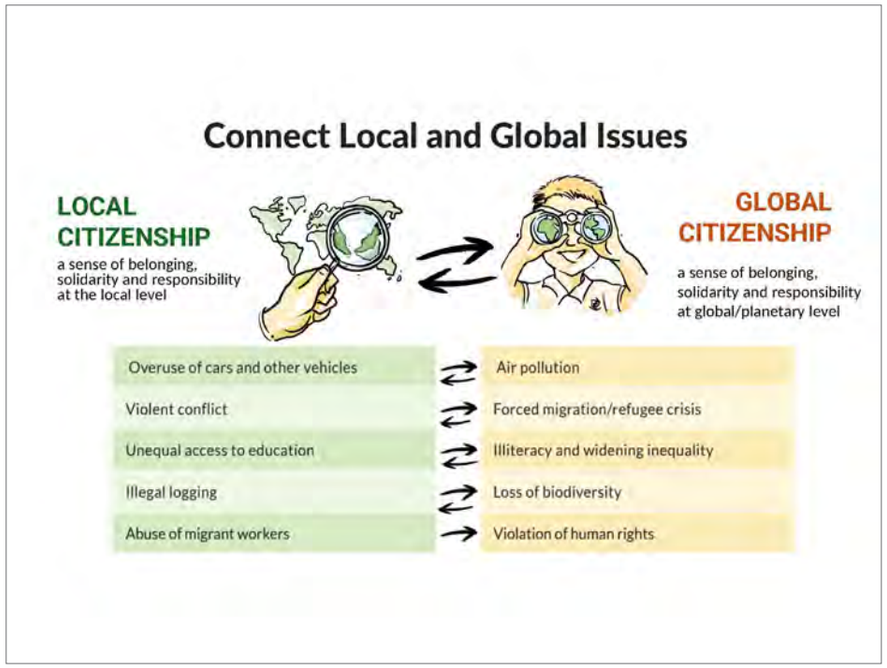
Help students to develop their ability to face 21st century challenges.

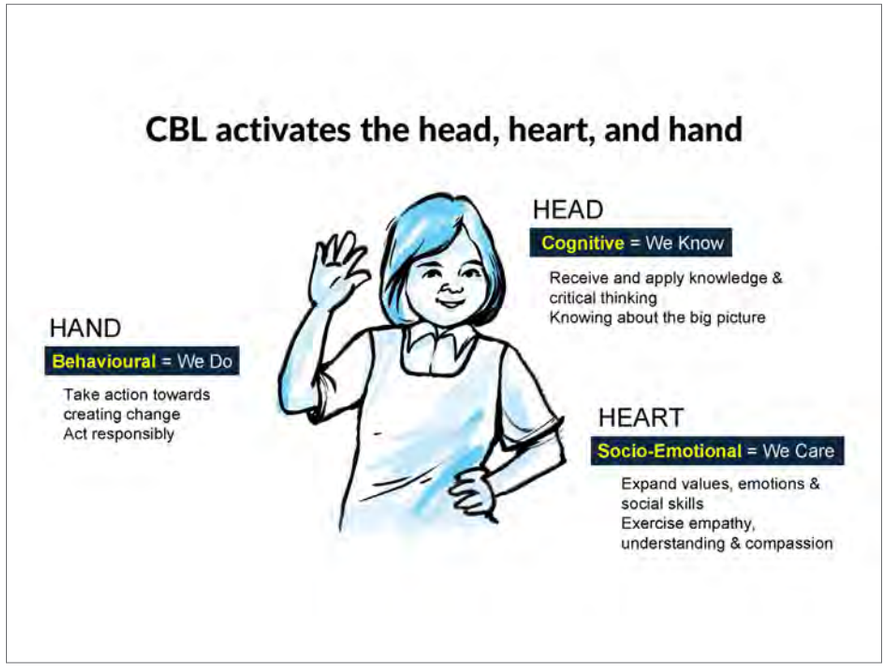
Community-based Learning Integrates Learning At Multiple Levels

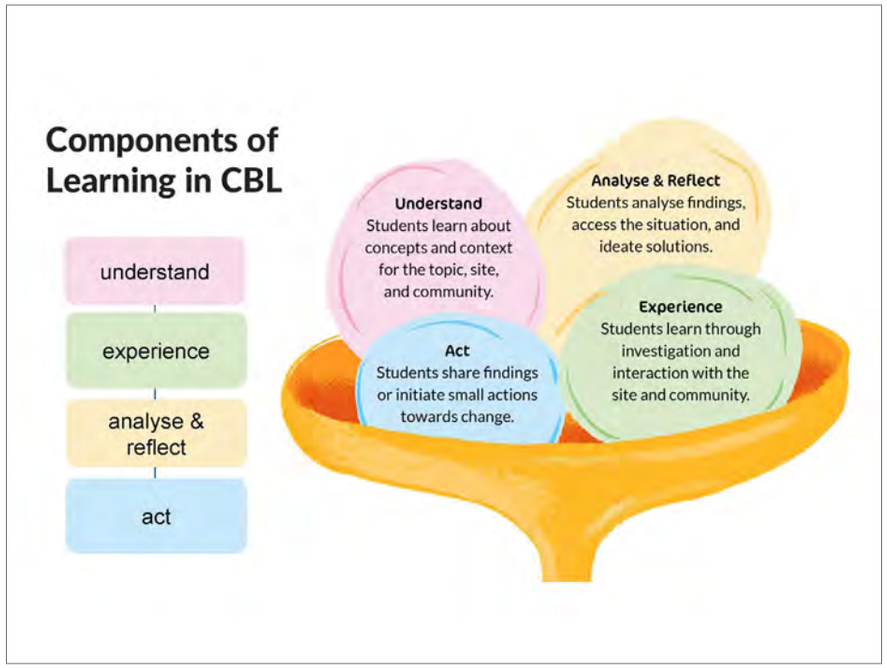


Think Globally, Act Locally.

Community-based Learning for Responsible Citizenship







Community-based Learning for Responsible Citizenship

Strategies for Conducting GCED in Schools using CBL

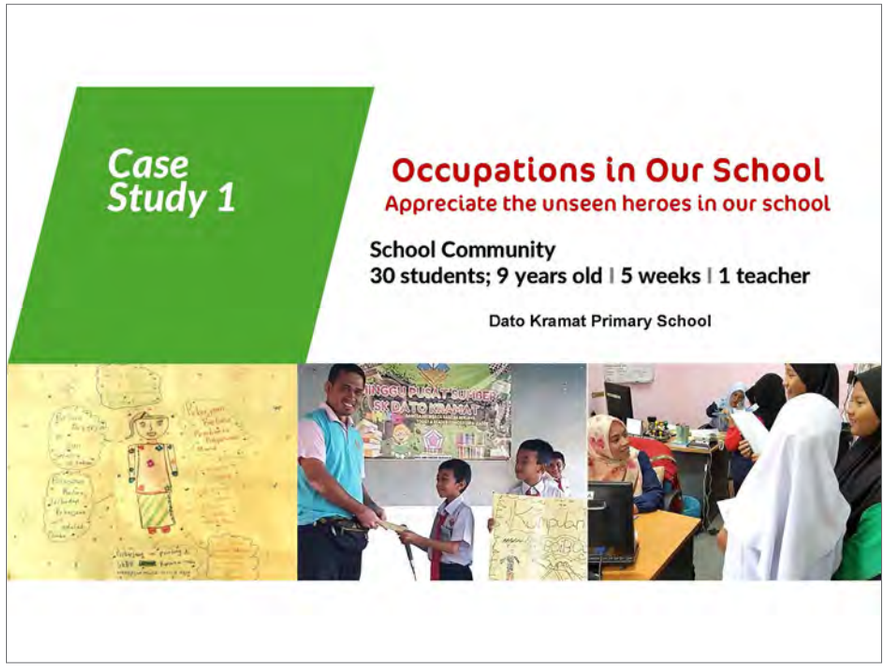
Single-Subject project

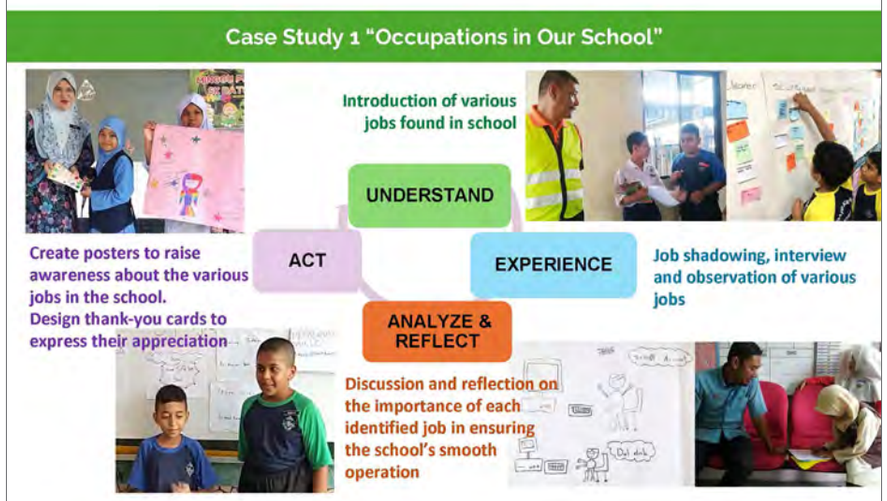
Interdisciplinary project

Co-curricular project

Aligning the Community Issues with School Curriculum

CURRICULUM SUBJECT & TOPIC	GCED THEMES	PROJECT INVESTIGATION POINTS
Case Study 1 **Counseling & Language** Occupations Community: School	**Equality and Equity**	**Issue:** Students are unaware of the contributions of marginalized groups that are essential to the wellbeing of the school Exploring the often-overlooked jobs **of the unseen heroes in school** and learning to appreciate different school community members' diverse identities and roles.
Case Study 1 **Geography, History** Events, people Community: Nearby hill site	**Protection of Biodiversity**	How can we **prevent landslides and conserve and preserve the unique ecosystem of the hill?** **Issues:** Land erosion & overdevelopment





Community-based Learning for Responsible Citizenship

Case Study 1 "Occupations in Our School"

GCED Topics

Equality and Equity
Health and Wellbeing

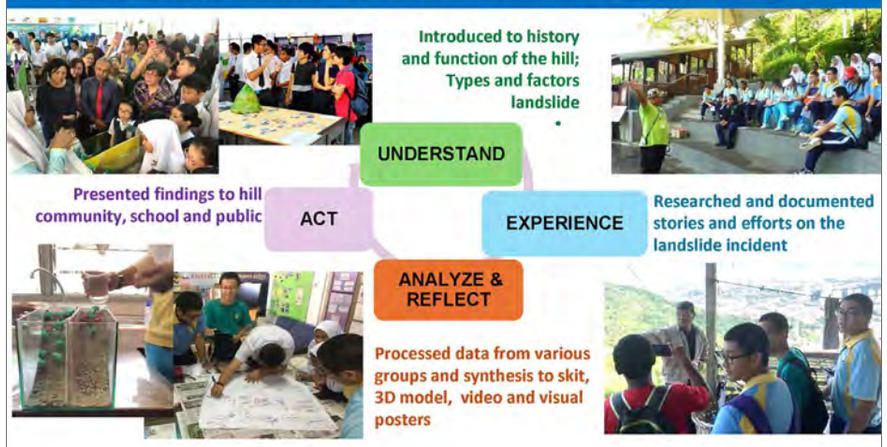
Curricular Subject /Topics

- **Counseling** – Career and occupations
- **Malay language** – occupations

Learning Outcomes

Cognitive	*Socio-Emotional*	*Behavioural*
• Understand the job scopes and contributions of various occupations for the smooth running of the school	• Appreciate the various people working in the school by making and giving them thank-you cards. • Students learned to work together in solving problems	Produce visual poster to share with larger school community of various occupations and people who contribute to the school

Case Study 2 "Landslide & Community Effort in a Rescue Operation"



Case Study 2 "Landslide & Community Effort in a Rescue Operation"

GCED Topics

- **Environmental Conservation**
- **Collective Action for Recovery Effort**

Curricular Subject /Topics

- **Geography, Science** – Factors for landslide
- **History** – Significance of Penang Hill
- **Civic/Moral Education** – Civic awareness and the responsibilities of individuals and communities
- **English** – Verbal presentation & interview skills
- **Arts** – Creative output of findings

Learning Outcomes

Cognitive	*Socio-Emotional*	*Behavioural*
• Causes and effects of landslide and connecting factors • Reflect on their own and the community's role and responsibility in environmental conservation	• Inculcate the harmonious relationship between human and nature • Appreciate the community effort and nurture a sense of community with the site	• Appreciate and care for nature and its sustainability. • Volunteerism • Work together in solving problems

Community-based Learning for Responsible Citizenship

Pedagogical Strategies Used

CURRICULUM SUBJECT & TOPIC	STUDENTS CENTERED PEDAGOGY
Case Study 1 **Counseling & Language** Occupations Community: School	• **Learning by inquiry:** interview, field research, data collection, data analysis • **Collaborative learning:** group work • **Learning through senses:** Treasure Hunt of jobs, Shadowing • **Multi-modal strategy:** visual design, writing, verbal presentation
Case Study 2 **Geography, History** Events, people and Biodiversity Community: Nearby hill site	• **Learning by inquiry:** interview, field research, data collection, data analysis • **Collaborative learning:** group brainstorm, research, analyze and present • **Learning through senses:** site visit • **Multi-modal strategy:** drama, 3D model, video making

Findings and Reflections

STUDENTS' LEARNING

- Reconnect young people to the larger society
- Students building skills and new knowledge in and with community
- Deeper understanding of diversity and inclusivity
- Responsive and care to local culture and local issues
- Relationship-building: Students build a stronger sense of community

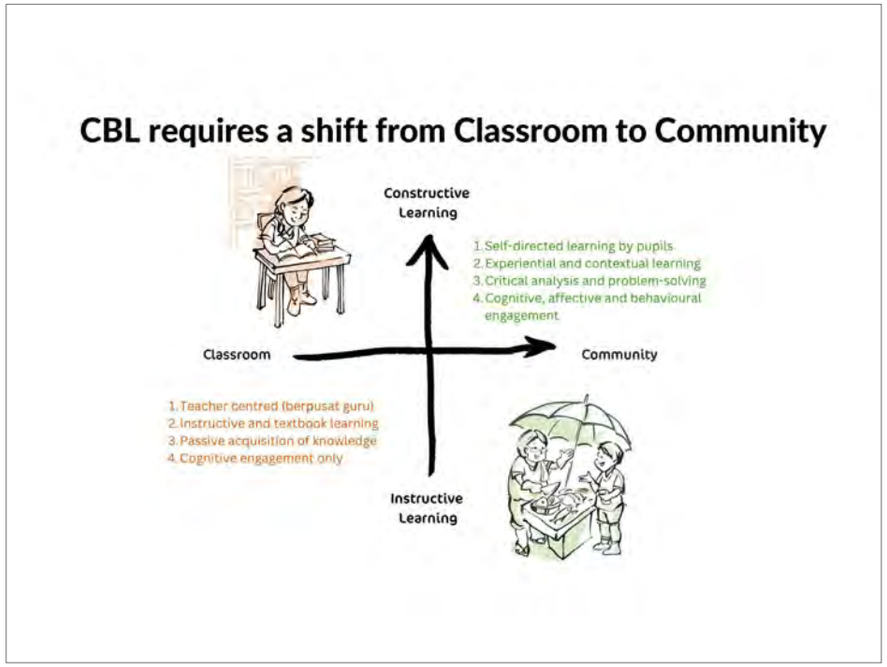
Findings and Reflections

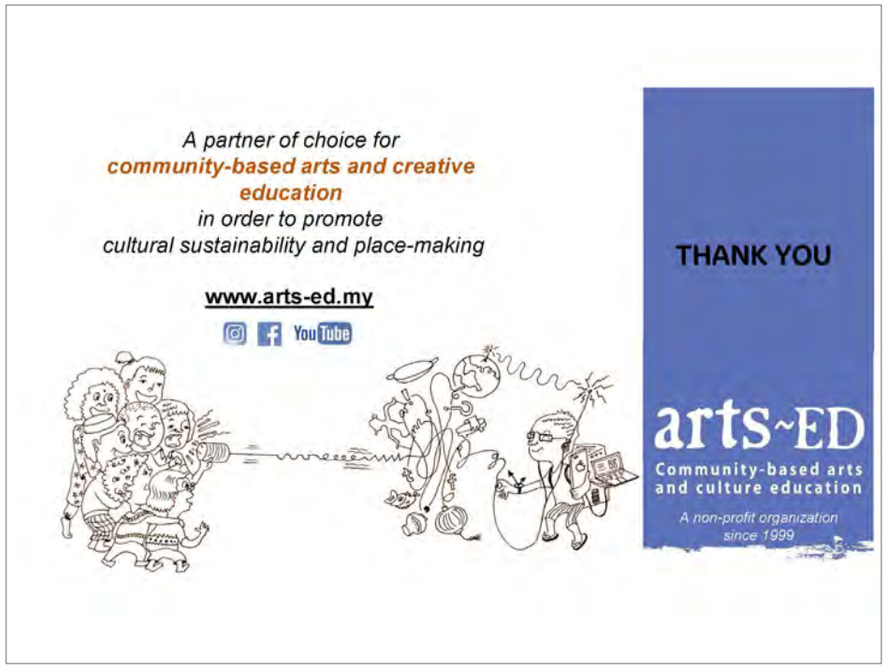
PEDAGOGICAL TOOLS

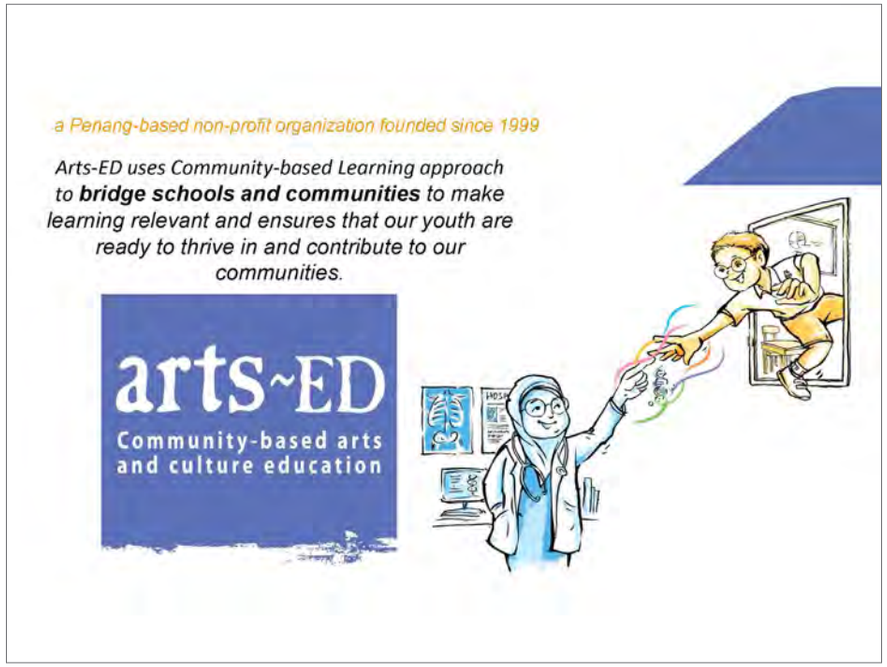
- Aligns with current goals of the education system, interdisciplinary and project-based learning
- Multi-modal approach and use of creative arts tools able to engage students
- Transferable pedagogical skills: teacher can apply in other teaching contexts

CBL as Transformative Pedagogy

Community-based Learning for Responsible Citizenship







The 9th International Conference on Global Citizenship Education

Concurrent Session 2 분과세션 2

GCED in Action across Borders
국경을 넘고 경계를 허무는 세계시민교육 실천 사례

Session 2.3 세션 2.3

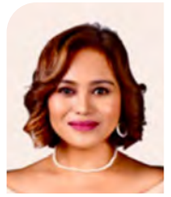
Reshaping Governance, Policy, and Partnerships
거버넌스, 정책, 파트너십

Moderator 진행자

Charles CHIKUNDA
찰스 치쿤다

National Programme Officer-ESD/GCED, UNESCO ROSA
유네스코 남아프리카 지역사무소 국가프로그램 담당관

Panelists 발제자



Rowena Raton HIBANADA
로웨나 히바나다

Director of GCC-Philippines,
Philippine Normal University
필리핀 세계시민교육협력센터장

Kiengkay OUNMANY
키엥카이 오윤마니

Director of GCC-Lao PDR, SEAMEO
Regional Centre for Community Education
Development / SEAMEAO CED
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NAM Sangeun
남상은

Executive Director of Advocacy
and Global Citizenship Education,
World Vision Korea
월드비전 세계시민학교&옹호실 실장

Pranati PANDA
프라나티 판다

Professor and Head, National Institute of
Educational Planning and Administration
국가 교육 계획 및 행정 연구소
교수 겸 학과장

Session 2.3 세션 2.3

Hindsight, Insights and Foresight : Advancing GCED in the Philippines through Governance and Partnership

Rowena Raton HIBANADA | Director of GCC-Philippines,
Philippine Normal University

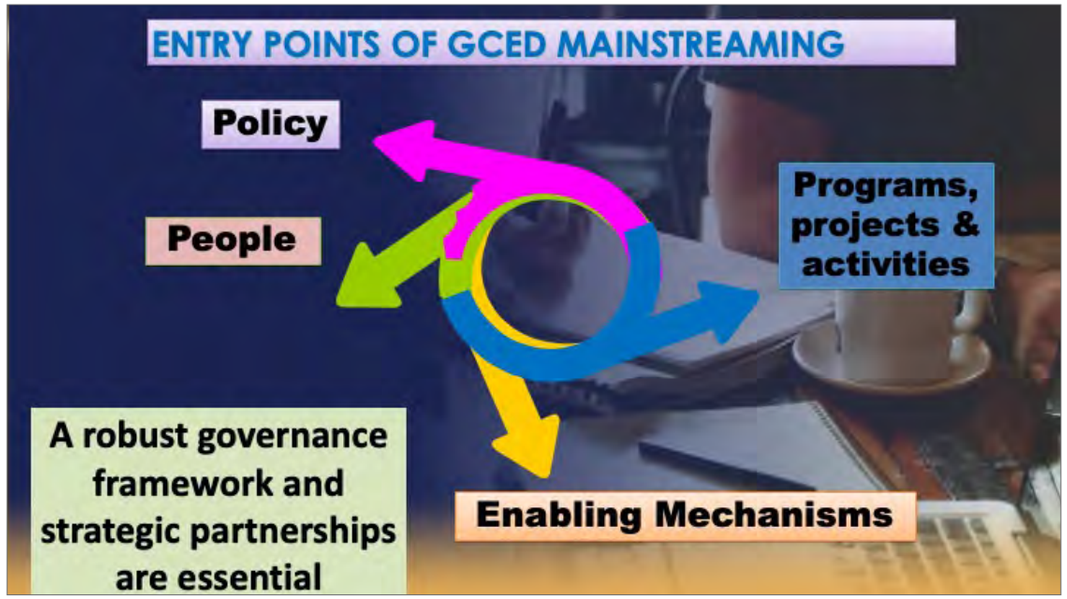
Rowena Raton HIBANADA, a Director of the GCED Cooperation Centre (GCC) at the Philippine Normal University (PNU), provided an in-depth overview of the Philippines' ongoing efforts to integrate GCED into its educational framework. Central to her discussion was Republic Act 11476, signed in 2020, which mandates that GCED be taught at all levels of education, including remote areas. HIBANADA emphasized the critical importance of teacher professional development in ensuring the successful implementation of GCED, stressing the need for continuous online training and a whole-school approach. She highlighted the revision of the higher education curriculum to incorporate GCED principles, with a specific focus on the creation of 23 regional hubs within higher education institutions (HEIs) across the country. These hubs, in collaboration with multiple stakeholders such as APCEIU, the Ministry of Education, and various local institutions, work to assess and refine GCED practices through rigorous evaluations. She also pointed out that their multistakeholder approach extends beyond schools to include parents and communities, ensuring holistic implementation. In her conclusion, HIBANADA underscored the importance of creating a national GCED roadmap for 2023 to develop better practices and assessments. She advocated for continuous evaluation to identify best practices, challenges, and ways forward, suggesting the creation of a national summit to gather input from teachers, students, and parents to further strengthen GCED in the Philippines.

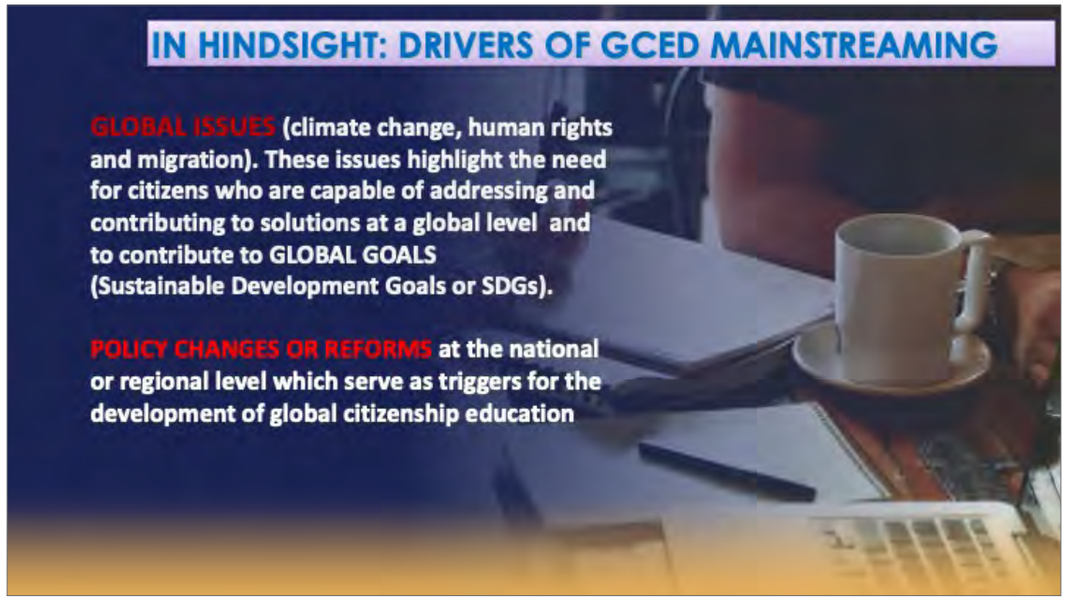
회고, 통찰, 그리고 전망 - 거버넌스와 파트너십을 통한 필리핀 내 세계시민교육 증진

로웨나 히바나다 | 필리핀 세계시민교육협력센터장

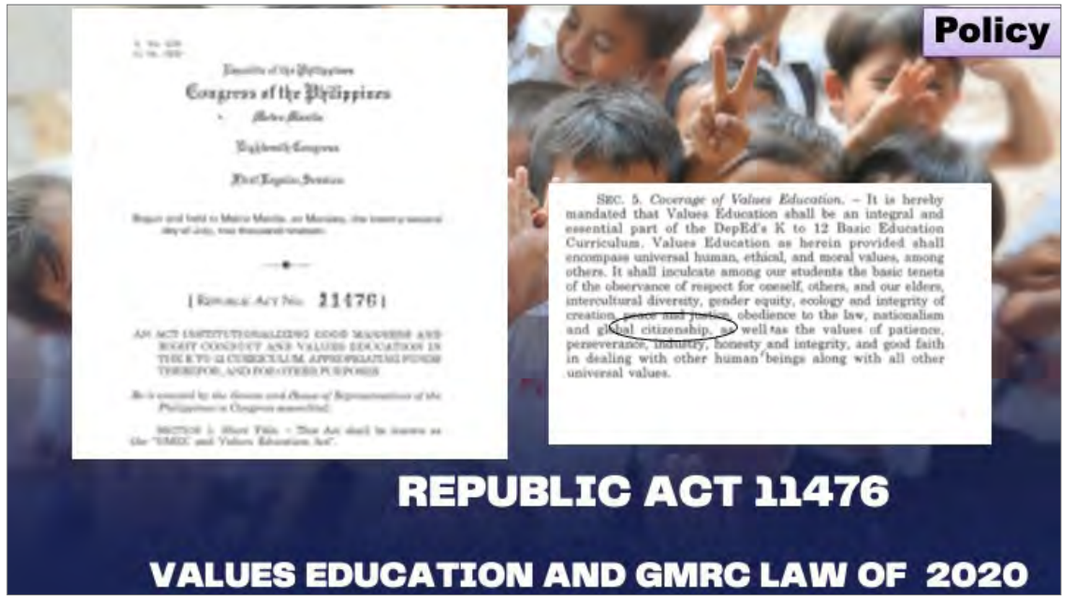
필리핀 사범대학교의 교육자이자 세계시민교육협력센터장인 로웨나 히바나다는 필리핀이 세계시민교육을 교육 프레임워크에 통합하기 위한 지속적인 노력에 대한 심층적인 개요를 제공했다. 그녀의 논의의 핵심은 2020년에 서명된 필리핀의 공화국법 제11476조로, 변경 지역을 포함한 모든 수준의 교육에서 세계시민교육을 가르쳐야 한다고 명시하고 있다. 그녀는 세계시민교육의 성공적인 구현을 보장하는 데 있어 교사 전문성 개발의 중요성을 강조하며, 지속적인 온라인 교육과 학교 전체 접근 방식의 필요성을 강조했다. 또한, 전국 고등교육기관 내 23개의 지역 허브를 만드는 데 특히 초점을 맞추어 세계시민교육 원칙을 통합하기 위한 고등 교육 커리큘럼 개정을 강조했다. 이러한 허브는 유네스코 아태교육원, 교육부 및 다양한 지역 기관과 같은 여러 이해 관계자와 협력하여 엄격한 평가를 통해 세계시민교육 관행을 평가하고 개선하기 위한 것이다. 그녀는 또한 그들의 다중 이해관계자 접근 방식이 학교를 넘어 학부모와 지역 사회를 포함하여 전체적인 실행을 보장한다고 지적했다. 결론적으로, 더 나은 관행과 평가를 개발하기 위해 2023년 국가 세계시민교육 로드맵을 만드는 것의 중요성을 강조했다. 그녀는 모범 사례, 과제 및 앞으로 나아갈 방법을 파악하기 위해 지속적인 평가를 옹호했으며, 필리핀에서 세계시민교육을 더욱 강화하기 위해 교사, 학생 및 학부모의 의견을 수집하기 위한 국가 정상 회담을 만들 것을 제안하였다.

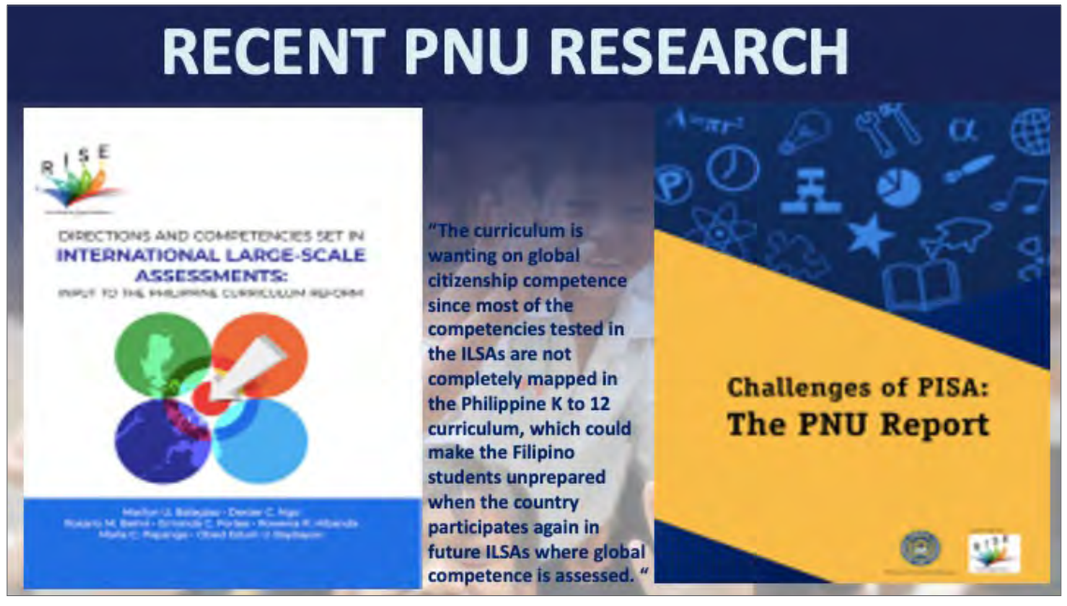
Advancing GCED in the Philippines through Governance and Partnership





Advancing GCED in the Philippines through Governance and Partnership





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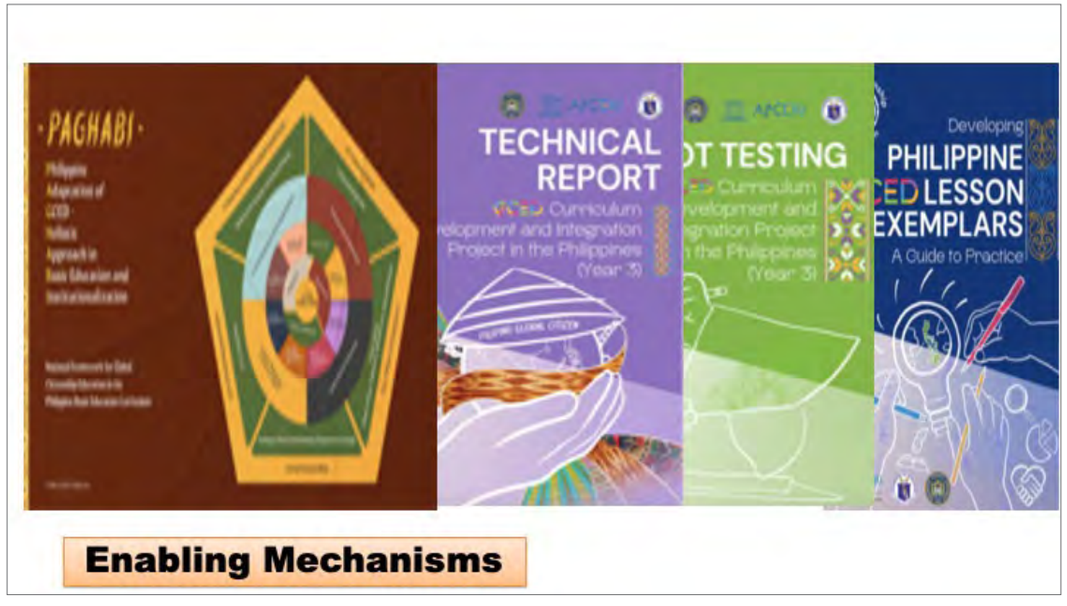
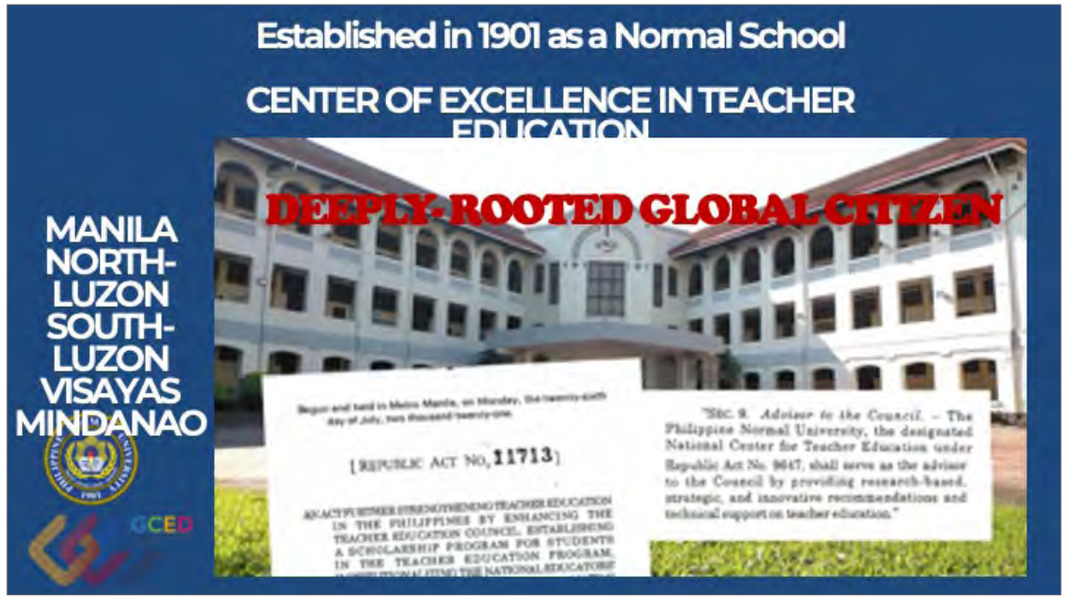


Enabling Mechanisms



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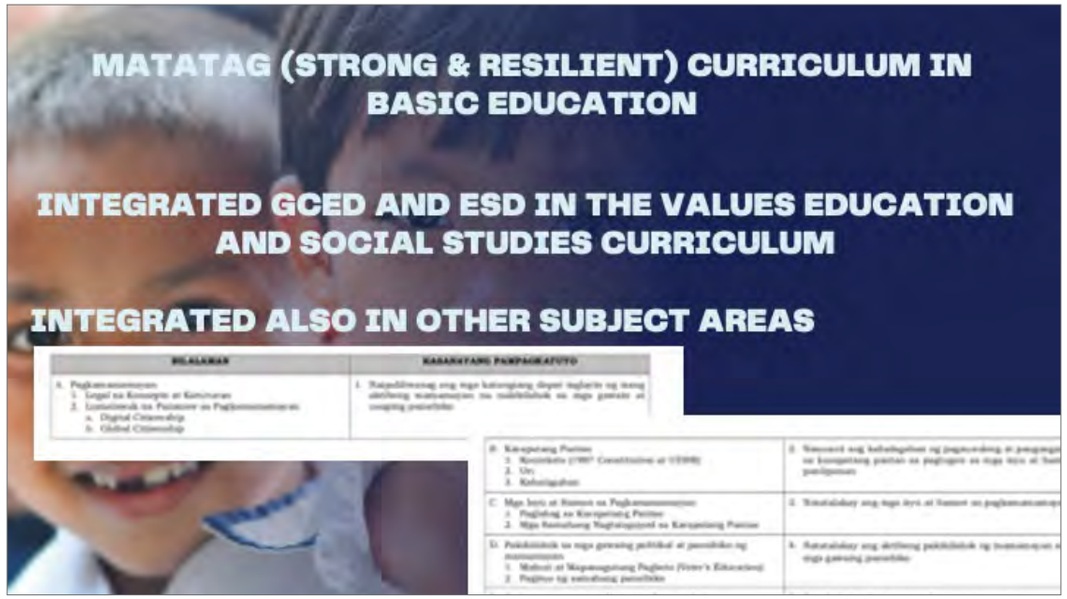
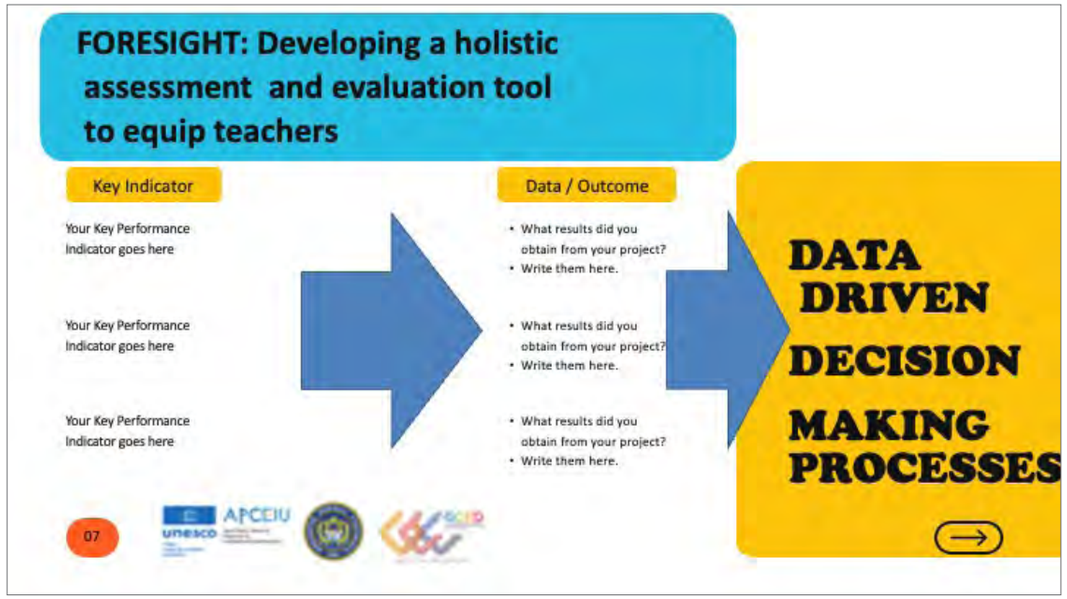
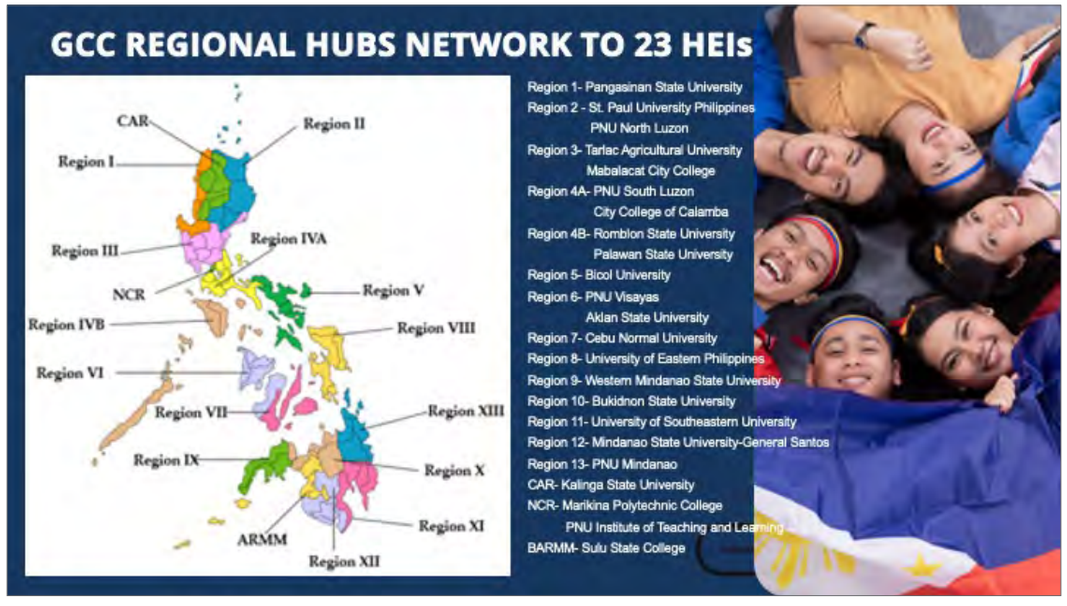


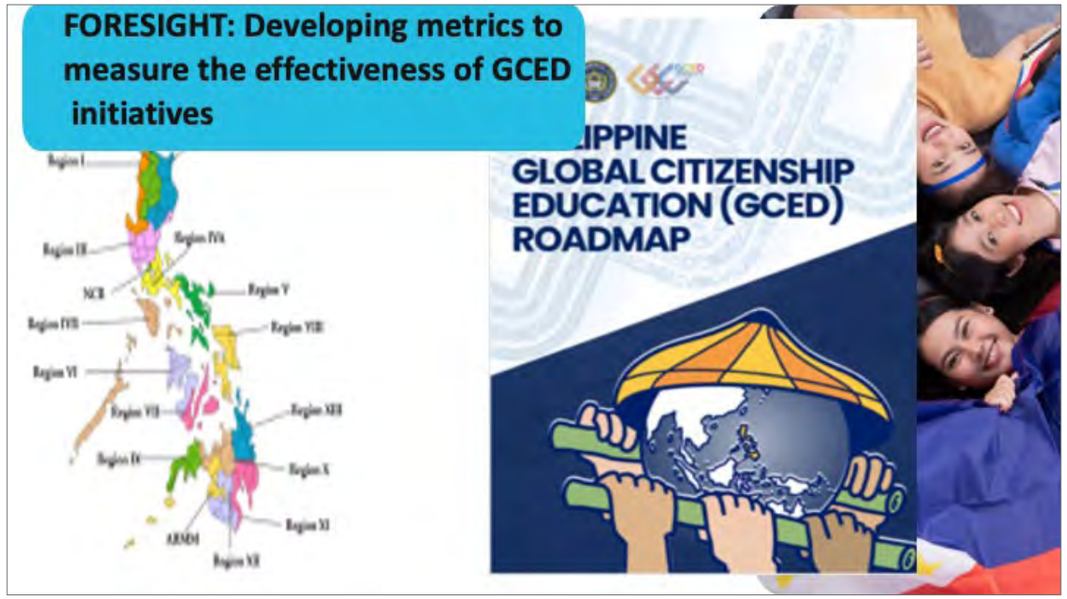
Advancing GCED in the Philippines through Governance and Partnership



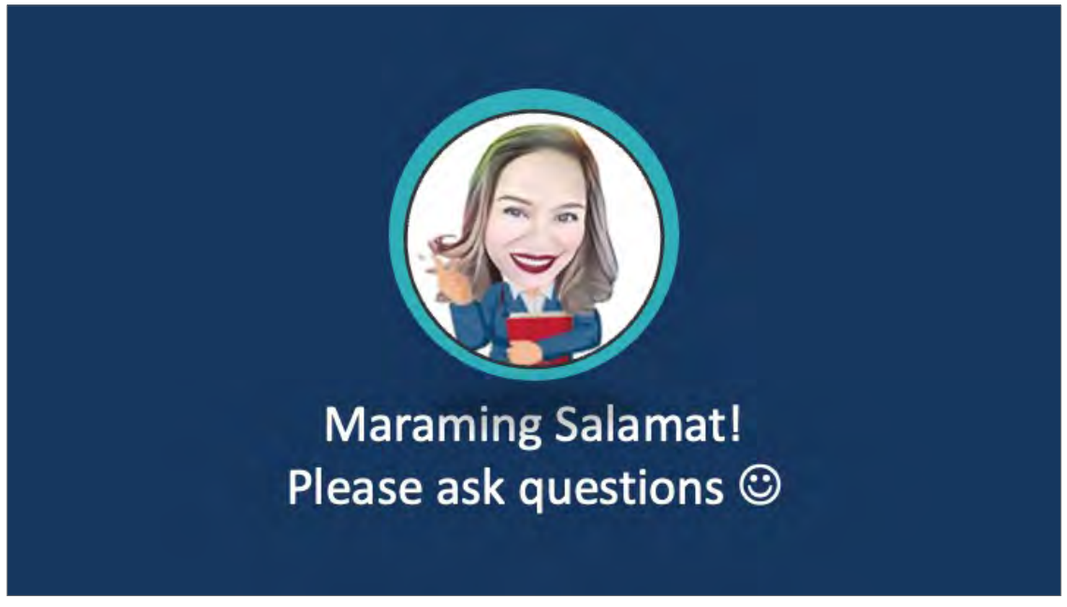


Advancing GCED in the Philippines through Governance and Partnership

Advancing GCED in the Philippines through Governance and Partnership



Advancing GCED in the Philippines through Governance and Partnership



Session 2.3 세션 2.3

Multi-Stakeholder Engagement in Development of Global Citizenship Education in Teacher Education in Lao PDR

Kiengkay OUNMANY | Director of GCC-Lao PDR,SEAMEO Regional Centre for Community Education Development

Kiengkay OUNMANY, Director of the GCED Cooperation Centre (GCC) in Laos and a representative of the SEAMEO Regional Centre for Community Education Development, shared insights on how Laos is integrating GCED into teacher education. OUNMANY explained that the Lao GCED framework is built on the socioemotional, cognitive, and behavioral dimensions, aiming to train teachers to apply GCED standards in their classrooms. Currently, GCED is being implemented in eight teacher training colleges across Laos, but OUNMANY admitted that teacher knowledge of GCED remains limited, which poses a significant challenge. He noted that the country is working on a transdisciplinary approach to education, blending arts and sciences. An example of this approach is a sword dance programme in Vientiane Province, which includes blind participants and serves as a model for inclusive cultural practices. OUNMANY highlighted that monitoring and evaluation (M&E) of GCED is particularly challenging due to the absence of clear indicators and the complex, multifaceted nature of GCED, which cuts across various disciplines. Despite these challenges, OUNMANY emphasized ongoing efforts to produce capacity-building initiatives and develop contextualized educational materials, such as textbooks for Lao schools. He also mentioned Laos' collaboration with the SEAMEO Centre Policy Research Network to promote research on GCED, furthering their commitment to improving education across the Southeast Asia region.

라오스 교사 교육에서 세계시민교육 발전에 대한 다중 이해 관계자 참여

키엥카이 오윤마니 | 라오스 세계시민교육협력센터장

라오스의 세계시민교육협력센터장이자 동남아시아교육장관기구 산하 지역교육개발센터장인 키엥카이 오윤마니는 라오스가 교사 교육에 세계시민교육을 어떻게 통합하고 있는지에 대한 인사이트를 공유했다. 그는 라오스의 세계시민교육 프레임워크가 사회정서적, 인지적, 행동적 차원을 기반으로 구축되어 있으며, 교사들이 교실에서 세계시민교육 표준을 적용하도록 훈련하는 것을 목표로 한다고 설명했다. 현재 라오스 전역의 8개 교사 양성 대학에서 세계시민교육이 시행되고 있지만, 여전히 세계시민교육에 대한 교사 지식이 제한적이라는 점을 인정했다. 그는 라오스가 예술과 과학을 융합하고 교육에 대한 초학제적(transdisciplinary) 접근 방식을 개발하고 있다고 언급했다.

이러한 접근 방식의 예로는 시각 장애인 참가자와 같은 장애를 가지고 있는 참가자들을 포함하고 포용적인 문화 관행의 모델 역할을 하는 비엔티안 주의 검무 프로그램이 있다. 그는 명확한 지표가 없고 다양한 분야를 아우르는 복잡하고 다각적인 세계시민교육의 특성으로 인해 세계시민교육의 모니터링 및 평가(M&E)가 특히 어렵다고 강조했다. 이러한 어려움에도 불구하고 오윤마니는 라오스 학교를 위한 교과서와 같은 맥락화된 교육 자료를 개발하기 위한 지속적인 노력을 강조했다. 또한 라오스가 동남아시아 지역의 교육 개선을 위해 동남아교육장관기구 내 정책 연구 네트워크와 협력하고 있다고 언급했다.

Multi-Stakeholder Engagement in Development of GCED in Teacher Education in Lao PDR

APCEIU Asia-Pacific Centre of Education for International Understanding
unesco Centre Under the auspices of UNESCO
Global Citizenship Education Cooperation Centre
SEAMEO

Multi-Stakeholder Engagement in Development of Global Citizenship Education in Teacher Education in Lao PDR

Kiengkay Ounmany Ph.D.
Director of GCC-Lao PDR
Email: kiengkay_ou@yahoo.com

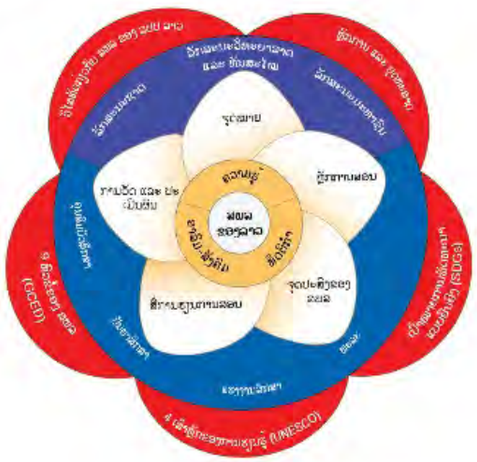
Lao Education Vision and Policy

- "By 2030 all Lao population equally and equitably have access to quality education in order to become good citizens, disciplined, healthy, knowledgeable, highly-skilled with professionalism in order to sustainably develop the country, to align and be compatible with the region and the world" (MOES, 2015, p. 7)
- Priority education policy objective for 2021-2025, …To develop human resources by enhancing their knowledge and skills, instilling moral values, fostering patriotism, promoting lifelong learning, protecting own customs and traditions, and ensuring they love progress and science to be a quality workforce to contribute effectively to a growing and sustainable economy while collaborating and competing with other countries (MOES, 2020)

Lao GCED Framework

Three dimensions on GCED as core of the Lao framework

- **Cognitive**
- **Socio-emotional**
- **Behavioral**



GCED in Secondary Textbooks

Geography
Educate students with knowledge **to understand of the concepts of interconnectedness and interdependency** among the local, national, regional and global communities, **leading to build up sense of solidarity and community.**

sustainable developmen t, relations and cooperation of ASEAN

Population growth, urbanization in the world, world economy

History
Educate students with knowledge of **key historical events, political and social development of the self-country and the world** toward **building the sense of diversity, equality and peace.**

developing world, Capitalism & Socialism,

Fairness, equality, democracy, Peacebuilding

Civic education
Educate students to **be aware of key global issues which students to contribute to solving** such issues based on individuals' rights, roles, responsibilities and contexts.

Issues of global community (environment, population, work, disease)

People's democracy, environmental protection, foreign policy, rights of citizen

26 September 2024 GCC-Lao PDR 11

Multi-Stakeholder Engagement in Development of GCED in Teacher Education in Lao PDR

Goal of GCC-Lao PDR

- In June 2023, the Asia-Pacific Centre for Education on International Understanding (APCEIU) funded SEAMEO Regional Centre for Community Education Development (SEAMEO CED) to establish the Global Citizenship Education Cooperation Centre in Lao PDR
- GCC-Lao PDR aims to:
  - Develop capacity on GCED for Teacher Training Colleges and schools through research, training, and outreach activities; and
  - Promote GCED in communities in Laos and in Southeast Asia Region

National Beneficiaries & Partners

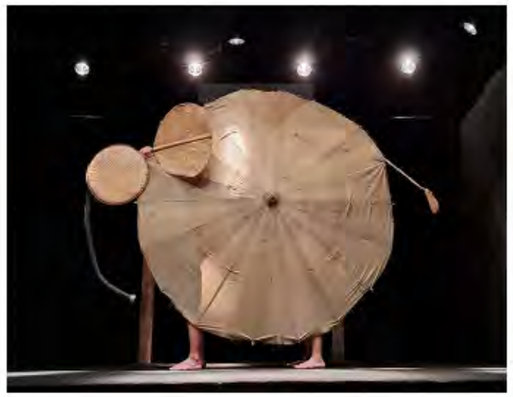
We are working with eight Teacher Training Colleges, where over 3,500 people participated in our assessment and 300 people completed TOT Programme so far.

Regional Network

Applying Transdisciplinary Education

- Transdisciplinary education or learning takes place through collective and collaborative interactions across disciplines (e.g., arts, natural sciences, and social sciences) and with actors external to the higher education institution (Fam et al., 2018).
- The transdisciplinary approach aims at identifying, structuring, analysing and handling issues in complex, societal problem fields with the aspiration (Pohl & Hirsch Hadorn, 2007)

Multi-Stakeholder Engagement in Development of GCED in Teacher Education in Lao PDR



A performance using antique household utensils to showcase the roles of an elephant in our ecosystem performed during GCED TOT workshop in Vientiane in July 2024

Sword Dance: Intangible Cultural Heritage of Vientiane Provincial performed during GCED TOT Workshop in June 2024

Communication & Visibility

Project outcomes were presented in SEAMEO CED International Seminar on Education for Community Development, 1st November 2023, Vientiane, Lao PDR

Communication & Visibility

Presenting the GCED Project in the 7th SEAMEO Centres Policy Research Network Summit in 2024, 23-24 April in Brunei Darussalam

Ways Forward

- Continue to promote GCED in Lao education system
- Produce GCED materials focusing on Lao contexts, based on the findings from action research
- Working with the TTCs to introduce GCED in schools and communities in 2025 (3-5 schools in 9 provinces)
- Project Based Learning
  - Climate change
  - Waste management
  - Human trafficking
  - Gender equality
  - Intangible cultural heritage
  - Inclusive education
  - Agroforestry (coffee production)

Multi-Stakeholder Engagement in Development of GCED in Teacher Education in Lao PDR

Thank you for your attention!

Session 2.3 세션 2.3

GCED in Korea, Challenges and Suggestions - Based on the experience of World Vision

NAM Sangeun | Executive Director of Advocacy
and Global Citizenship Education, World Vision Korea

NAM Sangeun, an international child rights activist with World Vision, shared South Korea's journey of integrating GCED into its national curriculum, while also providing a global perspective on World Vision's work. Originally founded in East Asia, World Vision now operates in over 100 countries and has reached 200 million children globally, focusing on overcoming poverty and inequality through education. In South Korea, World Vision's School of GCED emphasizes empathy, creativity, and cooperation, aligning with South Korea's national curriculum objectives. NAM explained that despite these advances, civil society in South Korea faces significant challenges when it comes to collaborating with government stakeholders. Limited communication, inconsistent funding, and a lack of civic space make it difficult for organizations like World Vision to engage in policy-making on GCED. NAM pointed out that, while World Vision works closely with schools and grassroots organizations, meaningful collaboration with government entities remains a challenge. However, she praised the ongoing efforts to promote GCED through initiatives like capacity building and sustainable funding. NAM also referenced World Vision's global work, including its assistance to Ukrainian refugees and its involvement in addressing the Somali drought, which aligns with the GCED principle of "leaving no one behind." She called for more predictable funding, increased opportunities for collaboration, and capacity-building at all levels to ensure that GCED remains a priority in South Korea and globally.

한국 세계시민교육의 과제와 제안 - 월드 비전의 경험을 기반으로

남상은 | 월드비전 세계시민학교&옹호실 실장

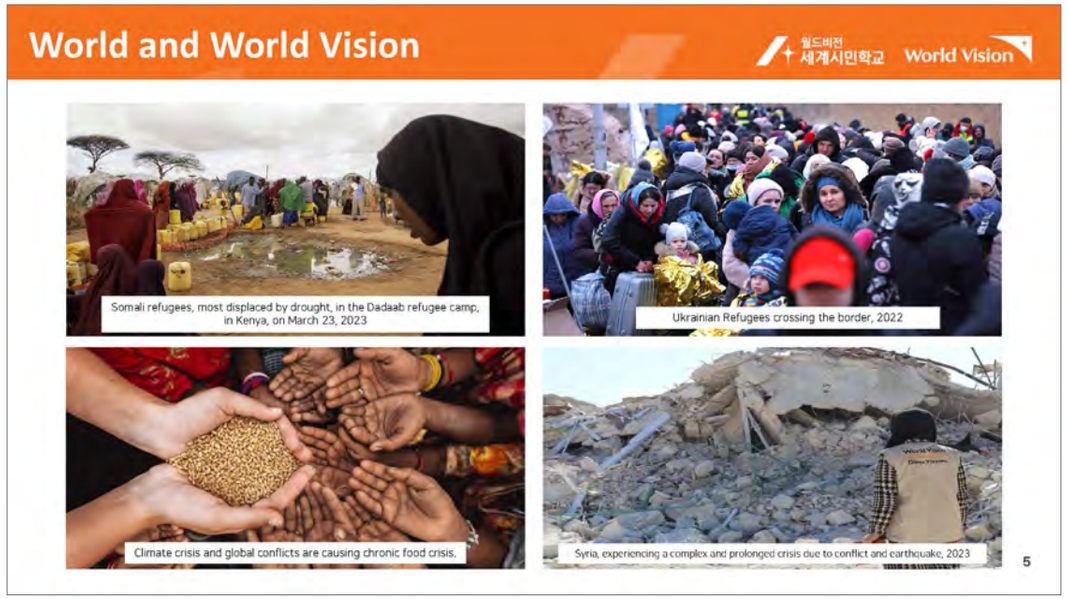
한국 월드비전에서 국제 아동 권리를 위해 일하는 남상은 실장은 세계시민교육을 국가 커리큘럼에 통합하는 한국의 예시를 공유하는 동시에 월드비전의 업무에 대한 글로벌 관점을 제공했다. 동아시아에서 설립된 월드비전은 현재 100개국 이상에서 운영되고 있으며 전 세계적으로 2억 명의 어린이를 대상으로 교육을 통한 빈곤과 불평등 극복에 중점을 두고 있다. 한국에서는 월드비전의 세계시민교육학교가 한국의 국가 커리큘럼 목표에 맞춰 공감, 창의성, 협력을 강조하고 있다는 점을 보여주었다.

남상은 실장은 이러한 발전에도 불구하고 한국의 시민 사회는 정부 이해관계자와의 협력에 있어 상당한 도전에 직면해 있다고 설명했다. 제한된 커뮤니케이션, 일관성 없는 자금 지원, 시민 공간 부족으로 인해 월드비전과 같은 단체가 세계시민교육에 대한 정책 결정에 참여하기가 어려운 부분을 강조했다. 그녀는 월드비전이 학교 및 시민 단체와 긴밀히 협력하고 있지만 정부 기관과의 의미 있는 협력은 여전히 어려운 과제라고 지적했다.

그러나 동시에 역량 강화 및 지속 가능한 자금 지원과 같은 이니셔티브를 통해 세계시민교육을 홍보하려는 지속적인 노력을 높이 평가했다. 또한 우크라이나 난민에 대한 지원과 소말리아 가뭄 해결에 대한 참여를 포함한 월드비전의 국제 활동을 언급했는데, 이는 "아무도 소외되지 않게 한다"는 세계시민교육 원칙과 일치함을 보여주었다. 그녀는 세계시민교육이 한국과 전 세계에서 우선순위로 유지될 수 있도록 더 예측 가능한 자금 지원, 협력 기회 확대, 모든 수준의 역량 강화를 촉구했다.

GCED in Korea, Challenges and Suggestions
- Based on the experience of World Vision

GCED in Korea, Challenges and Suggestions
- Based on the experience of World Vision



GCED in Korea, Challenges and Suggestions
- Based on the experience of World Vision

World Vision GCED Framework

월드비전 세계시민학교 World Vision

GOAL	Understand global interdependence and recognize your role as a global citizen		Respect diversity and communicate with others with empathy and inclusiveness			Analyze global issues from diverse perspectives and propose creative solutions			Believes in the potential for a better world and takes proactive action in solidarity with others
9 Core Competencies	Self-awareness and reflection	Understanding interdependence	Empathy and inclusiveness	Communication	Critical thinking	Creative problem-solving	Optimism	Action	Solidarity and cooperation
9 Thematic Areas	Cultural diversity	Globalization and interdependence	Climate crisis and environment	Peace and conflict	Inclusive and sustainable economy	Huma rights and inequality	International cooperation	Science for all	Hunger and food security

9

World Vision GCED Framework

월드비전 세계시민학교 World Vision

[Reference: Educational objectives and keywords by school level in the Korean revised curriculum]

	Educational Objectives	Details of Objectives				
Primary	Fostering good habits, basic skills, and proper character	Valuing oneself	Nurturing dreams through learning experiences	Enhancing basic problem-solving skills and creativity	Cultivating appreciation for cultural activities, beauty, and happiness	Observing rules, fostering cooperation, developing attitude of consideration
Middle	Acquiring basic skills and proper character necessary for daily life and learning, and fostering democratic citizenship	Developing self-esteem	Exploring life directions and career paths	Enhancing problem-solving ability, creativity, and a spirit of challenge	Fostering understanding of diverse cultures and attitudes of empathy	Fostering a sense of community, respect for others, and democratic citizenship
High	Developing career paths suited to aptitude and interests, and fostering democratic citizenship capable of communicating with the world	Developing mature sense of self	Cultivating knowledge and skills in alignment with human dignity and respect, and in accordance with career goals	Enhancing creative problem-solving, adaptability, and the ability to integrate diverse knowledge and experience	Fostering an understanding of diverse cultures, contributing to the creation of new cultures, and shaping one's life	Practicing empathy and sharing, and fostering democratic citizenship capable of communicating with the world

10

World Vision GCED Framework

월드비전 세계시민학교 World Vision

*** Analysis and reflection of the 2015 and 2022 revised curriculum**

Competence / Grade		Primary grade 1-2	Primary grade 3-4	Primary grade 5-6	Middle school	High school
1	Self-awareness and reflection	자신의 소중함(존엄성)을 안다.	내가 지구 공동체에 속해 있음을 안다.	스스로를 세계시민으로 정의할 수 있다.	세계시민으로서 역할을 인지하고 자신을 성찰한다.	자신의 영향력을 믿고 자신의 재능, 기술, 시간을 긍정적으로 활용하여 실천한다.
2	Understanding interdependence	내가 속한 공동체에서 일어나는 다양한 일들에 관심을 갖는다.	세계의 모든 사람이 서로 연결되어 영향을 주고 받는다는 것을 안다.	세계에서 일어나는 일들과 나를 연결 지을 수 있다.	세계화에 따른 다양한 현상에 대해 비판적으로 사고한다.	글로벌 이슈에 다양한 현상과 이해관계자 및 불평등한 사회구조를 이해한다.
3	Empathy and inclusiveness	나와 타인은 모두 소중한 존재임을 인식한다.	다른 사람의 입장과 상황에서 생각하고 이해할 수 있다.	다양성을 인정하고 존중하는 태도를 갖는다.	타인이 겪고 있는 다양한 어려움을 인지하고, 이를 나의 어려움으로 내면화한다.	나의 경험과 기준으로 타인을 판단하지 않고 상대방을 포용하도록 노력한다.
4	Communication	자신의 생각을 표현할 수 있다.	상대방의 의견을 귀 기울여 듣고 나와 다른 의견도 존중한다.	이유와 근거와 예시를 바탕으로 타인을 설득할 수 있다.	논쟁이 될만한 이슈에 대해 담대하게 자신의 생각과 근거를 표현할 수 있다.	서로의 다른 입장과 생각을 교환하여 보다 나은 대안을 마련한다.
5	Critical thinking	다양한 상황에서 호기심을 갖고 질문할 수 있다.	어떤 문제나 상황을 바라보는 다양한 관점이 있음을 안다.	정보나 의견을 맹목적으로 받아들이지 않고 다양한 관점으로 생각해 본다.	글로벌 이슈를 바라보는 다양한 관점을 평가하고 분석할 수 있다.	객관적 분석을 바탕으로 대안을 제시할 수 있다.
6	Creative problem-solving	문제에 관심을 가지고 탐색한다.	문제가 발생했을 때 긍정적인 태도와 새로운 시각으로 접근한다.	자신과 연결된 문제의 근본 원인을 탐색하고 해결을 위해 타인과 협력한다.	사회 문제를 해결하기 위한 근본 원인을 찾고 창의적인 방법으로 개선안을 도출한다.	다양한 지식과 경험을 융합하여 창의적으로 세계 문제해결에 도전하고 혁신을 주도한다.
7	Optimism	세상을 긍정적으로 바라보는 태도를 갖는다.	어려움을 겪더라도 긍정적인 태도를 갖는다.	나 뿐 아니라 내 주변이 보다 나은 방향으로 변화 할 수 있다고 믿는다.	세상이 지금보다 더 나은 방향으로 변화할 수 있다고 믿는다.	어렵고 비관적인 상황 속에서도 이를 극복해나갈 수 있는 회복탄력성을 갖는다.
8	Action	내가 속한 공동체(가족, 학교 등) 안에서 내가 맡은 일에 최선을 다한다.	생활 속에서 내가 할 수 있는 일을 자발적으로 찾고, 이를 시도한다.	세계 시민이 취해야 할 태도를 알고, 이를 삶에 반영하며 실천한다.	세계시민으로서 자신을 성찰하고, 이를 바탕으로 다양한 이슈를 해결하기 위해 능동적으로 행동한다.	정의구현을 위해 자신의 목소리를 높이고 행동한다.
9	Solidarity and cooperation	타인을 배려하고 타인의 도움 요청에 적극적으로 응답한다.	내가 속한 공동체의 목표를 달성하기 위해 나와 내 주변 사람이 해야할 일이 무엇인지 알고 협력한다.	특정 목적을 위해 여럿이 함께 힘을 합치면 변화가 일어날 수 있다고 믿고 행동한다.	글로벌 이슈를 해결하기 위한 과정에서 우리 모두가 역할과 책임이 있음을 알고 협력한다.	글로벌 이슈 해결을 위한 타인과의 연대를 통해 보다 용기 있고 효과적으로 행동한다.

World Vision GCED Curriculum

월드비전 세계시민학교 World Vision

DRAFT CURRICULUM, All the textbooks and contents are to be finalized by 2025

Primary 1-2 | Primary 3-4 | Primary 5-6 | Middle | High

- **Interdependence and diversity** | Respecting cultural diversity, Globalization and interdependence, Globalization and global Issues
- **Climate crisis and environment** | Climate crisis and human, International efforts in climate response, Climate justice
- **Peace and conflict** | Peaceful conflict resolution, Refugees and Migrants, International efforts for peacebuilding, Ethics of coexistence
- **Hunger and food security** | Hunger and children's rights, Global response to fight against hunger, Hunger and the world's food system
- **Inclusive and sustainable economy** | Resource limitations and consumption, Just economic systems, fair trade
- **Human rights and inequality** | CRC, Poverty & human rights, Conflict & children's rights
- **International cooperation** | International development, SDGs
- **Science for all** | Human-centered technology, energy inequality and alternative energy

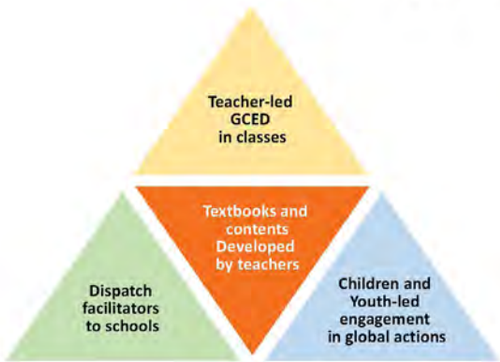
12

GCED in Korea, Challenges and Suggestions
- Based on the experience of World Vision

World Vision GCED with schools

월드비전 세계시민학교 World Vision

"World Vision Global Citizenship School is implemented through close collaboration with teachers and local schools"



Challenges and Suggestions

월드비전 세계시민학교 World Vision

Challenges from a Civil Society Perspective

- **Limited communication and collaboration**

  Lack of opportunities to share experiences or learn from other organizations including government, international organizations, etc. in Korea.

- **Lack of civic space in policy and practice**

  Lack of space for CSOs to engage in the process of government formulating education policies and practices on various GCED topics.

- **Challenges to sustainability**

  Number of CSOs are facing challenges in budget and personnel cuts in implementing GCED.

Challenges and Suggestions

월드비전 세계시민학교 World Vision

Suggestions based on the UNESCO 2023 Recommendation

- **In accordance with UNESCO's 2023 Recommendations, we hope that government will include CSOs in multi-stakeholder collaborations including,**
  - Capacity building through mutual learning at local, regional and global level.
  - Institutional conditions should be in place that allow CSOs to collaborate with schools and undertake initiatives in the rapidly changing educational environment.
  - Ensuring sustainable and predictable funding to promote GCED in collaboration with CSOs.

월드비전 세계시민학교

월드비전은 전 세계 가장 취약한 아동·가정·지역사회가 빈곤과 불평등에서 벗어나도록 모든 파트너와 함께 지속가능한 변화를 만들어가는 글로벌 NGO입니다.

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Session 2.3 세션 2.3

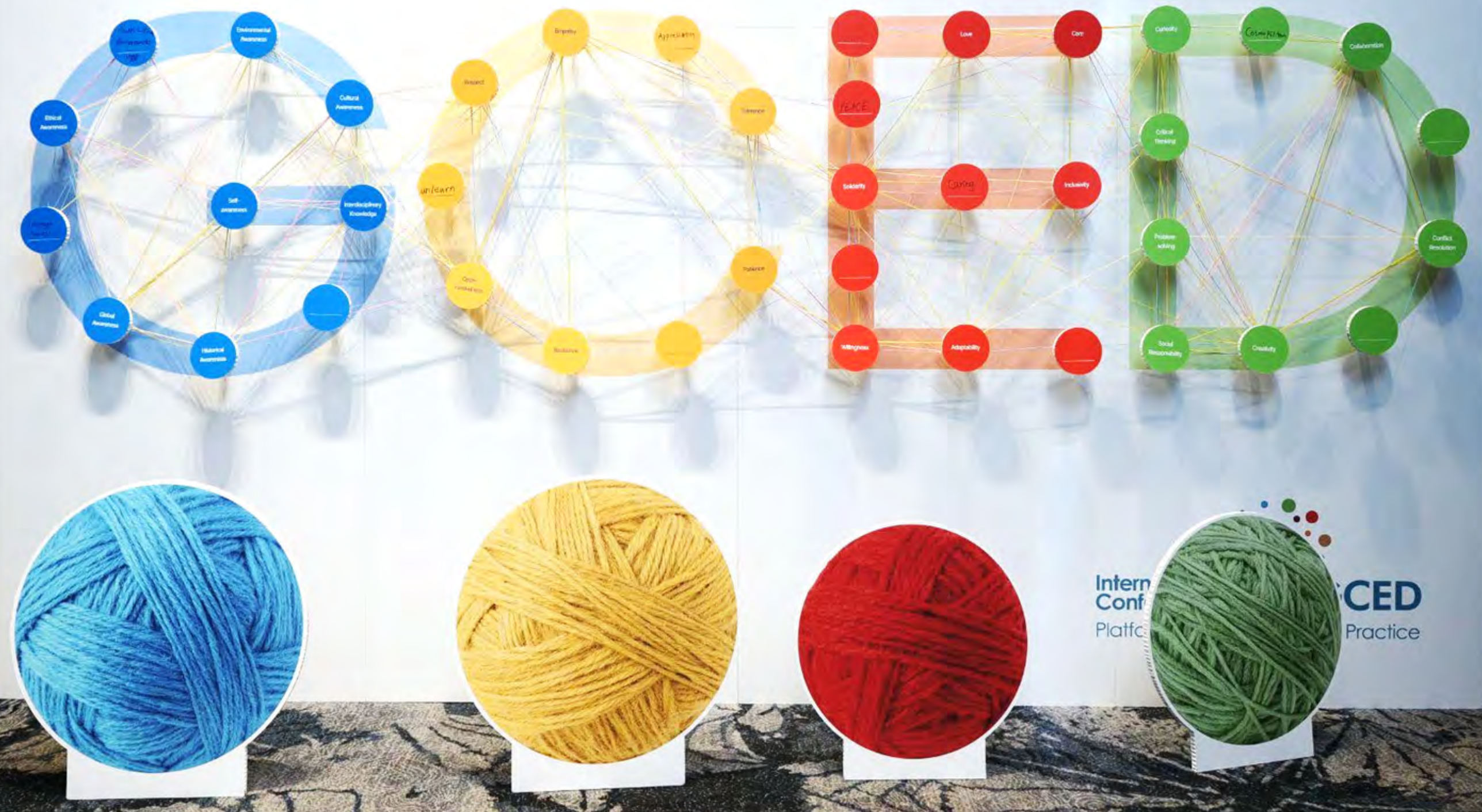
Pranati PANDA | Professor and Head, National Institute of Educational Planning and Administration

프라나티 판다 | 인도 국가 교육 계획 및 행정 연구소 교수 겸 학과장

Pranati PANDA, professor and head at the National Institute of Educational Planning and Administration in India, discussed the intersection between international and national policies in the implementation of GCED. She emphasized that translating international GCED frameworks into context-specific national policies is crucial, as each country's conditions and commitments vary widely. PANDA underscored the importance of policy analysis in understanding how GCED can be institutionalized within national education systems. She posed key questions for GCED implementation, such as how to effectively institutionalize GCED and what pathways are available for countries to adopt these frameworks. PANDA argued that curriculum development is just one part of the equation; GCED must also be integrated into classroom practices to be truly effective. She stressed the need for evidence-based practices, multi stakeholder engagement, and research dissemination to guide future GCED efforts. Additionally, PANDA called for strategic planning, emphasizing that institutional capacity must be strengthened to support the long-term success of GCED. She concluded by urging countries to document their GCED initiatives thoroughly, ensuring that these efforts are scalable and adaptable to other contexts, ultimately contributing to the global understanding of how to institutionalize GCED effectively.

인도 국가 교육 계획 및 행정 연구소 교수이자 학과장인 프리나티 판다 교수는 세계시민교육 실행에 있어서 국제적 정책과 국가적 정책의 교차점에 대해 논의했다. 그녀는 각 국가의 조건과 맥락이 매우 다양하기 때문에 국제적 세계시민교육 프레임워크를 상황에 맞는 국가적 정책으로 전환하는 것이 중요하다고 강조했다. 또한, 세계시민교육이 국가 교육 시스템 내에서 어떻게 제도화될 수 있는지 이해하는데 있어 정책 분석의 중요성을 강조했다. 그녀는 세계시민교육을 효과적으로 제도화하는 방법과 국가가 이러한 프레임워크를 채택하기 위해 사용할 수 있는 경로와 같은 세계시민교육 실행을 위한 핵심 질문을 제기했다. 커리큘럼 개발이 단순한 방정식이 아니며 세계시민교육이 진정으로 효과적이려면 교실 관행에도 통합되어야 한다고 주장했다. 그녀는 미래의 세계시민교육의 실행에 대한 노력에 대해 증거 기반 관행, 다양한 이해 관계자 참여 및 연구 보급의 필요성을 강조했다. 또한 판다교수는 전략적 계획을 요구했으며 세계시민교육의 장기적 성공을 지원하기 위해 기관적 역량을 강화해야 한다고 강조했다. 그녀는 국가들이 세계시민교육 이니셔티브를 철저히 문서화하고, 이러한 노력이 다른 맥락에 확장 가능하고 적응 가능하도록 해야 하며, 궁극적으로 세계시민교육을 효과적으로 제도화하는 방법에 대한 전 세계적인 이해를 높이는 데 기여할 것을 촉구하며 발표를 마무리 했다

OUR COMMON THREAD:
WHAT MADE YOU GLOBAL CITIZENS?



The 9th International Conference on Global Citizenship Education

Concurrent Session 3 분과세션 3

All Hands on Deck: Unlocking the Potentials of Multilateral Efforts
우리 모두의 협력: 다자주의적 노력이 지닌 잠재력

Session 3.1 세션 3.1

Leveraging Global Guidance and the Asia-Pacific Roadmap for Effective Implementation of UNESCO's 2023 Recommendation
유네스코 2023 교육권고 이행을 위한 레버리지: 글로벌 가이드와 아태지역 로드맵

Speaker 발표자

Cecilia BARBIERI
세실리아 바비에리

Chief of Section of Global Citizenship and Peace Education, UNESCO
유네스코 세계시민·평화교육과장

Faryal KAHN
파리알 칸

Programme Specialist for Education UNESCO Regional Office in Bangkok
유네스코 방콕사무소 교육전문관

Cecilia BARBIERI | Director of Global Citizenship Education and Peace Education, UNESCO
세실리아 바비에리 | 유네스코 세계시민·평화교육과장

In November 2023, UNESCO's 194 Member States adopted the "Recommendation on Education for Peace, Human Rights and Sustainable Development," marking a significant update to the 1974 Recommendation. This newly adopted recommendation emphasizes lifelong learning and advocates for a society-wide approach that engages civil society. It highlights the need for monitoring and policy learning, seeking to unify diverse educational approaches, including Education for Sustainable Development (ESD), Global Citizenship Education (GCED), and Peace and Human Rights (PHR).

The recommendation outlines 12 learning objectives, 14 guiding principles, and 13 action areas, aiming to foster a common understanding and assist countries in operationalizing these guidelines through participatory approaches. The implementation guide targets both formal education systems and informal settings, addressing a wide range of stakeholders.

2023년 11월 유네스코 194개 회원국은 평화, 인권, 국제이해, 협력, 기본적 자유, 세계시민성, 지속가능발전을 위한 교육 권고를 채택하며 기존 1974년 권고의 상당 부분을 개정했다. 이 새로운 권고는 평생 학습을 강조하고 시민사회를 참여시키는 사회 전반적 접근 방식을 옹호한다. 또한 지속가능발전교육(ESD), 세계시민교육(GCED), 평화와 인권(PHR)을 포함한 다양한 교육적 접근 방식을 통합하기 위해 모니터링과 정책 학습의 필요성을 강조한다.

이 권고는 12개의 학습 목표, 14개의 지침 원칙, 13개의 행동 영역을 설명하여 공통된 이해를 촉진하고 참여적 접근 방식을 통해 국가가 이러한 가이드라인을 실행하도록 지원한다. 이 실행 가이드는 공교육 시스템과 비공식적 환경을 모두 대상으로 하며 광범위한 이해 관계자를 다룬다.

Session 3.1 세션 3.1

Faryal KHAN | Education Specialist, UNESCO Bangkok Office
파리알 칸 | 유네스코 방콕사무소 교육전문관

The Regional Launch and Policy Dialogue for the Recommendation in the Asia-Pacific took place from June 5-7, 2024. KAHN highlighted the importance of addressing challenges such as inequality and digital divides while seizing opportunities for global unity. The recommendation encourages collaboration among educators, scientists, and community stakeholders to integrate indigenous wisdom with holistic learning approaches, facilitating systemic transformations in education.

KHAN emphasized the need to link interconnected aspects of education to foster peace and inclusive societies. Key voices from the field reinforced these ideas, stressing the importance of inclusivity and the integration of GCED into curricula.

Ricardo ARAMUJO, a Youth Activist from Timor-Leste, highlighted the role of GCED in empowering youth to understand and address social injustices, emphasizing the need for community commitment to implement changes, especially in rural areas.

Karena MENZIE-BALLANTYNE, Professor of Education, CQ University, Australia, advocated for integrating GCED into existing curricula to enrich learning experiences and foster global awareness, showcasing successful examples from Korea and the Philippines.

Divya CHADHA, a Senior National Finance & Administrative Officer at UNESCO MGIEP, addressed the challenge of applying theoretical knowledge in classrooms and emphasized the importance of empowering educators with resources to enhance learning outcomes.

The session culminated in group work, where participants, organized into small teams, developed strategic plans for implementing the recommendations in their specific contexts. They discussed their ideas and presented actionable strategies, demonstrating enthusiasm for the updated guidelines.

The workshop provided valuable insights into the Updated Recommendation on Education for Peace, Human Rights, and Sustainable Development. Participants engaged deeply with the material, expressing their commitment to applying these principles in their communities. The session concluded with a Q&A segment, where Cecilia emphasized the evolution of GCED and the need for inclusive educational practices to address global challenges.

Overall, the Asia-Pacific Region has set a blueprint for educational professionals to collaboratively implement these recommendations, fostering a culture of peace and global citizenship.

파리알 칸 유네스코 방콕사무소 교육전문관은 아시아 태평양 지역에서 열린 2023 권고 이행을 위한 지역적 출범 및 정책 대화 과정을 소개했다. 해당 권고는 불평등과 디지털 격차와 같은 과제를 해결하고 글로벌 통합의 기회를 잡는 것의 중요성을 강조하며, 교육자, 과학자, 지역 이해 관계자 간의 협업을 장려하여 토착 지혜를 전체론적 학습 접근 방식과 통합하고 교육의 체계적 변화를 촉진한다고 설명했다. 그녀는 평화와 포용적 사회를 육성하기 위해 교육의 상호 연결된 측면을 연결해야 할 필요성을 강조하며, 이러한 아이디어를 강화하여 포용성과 커리큘럼에 세계시민교육을 통합하는 것의 중요성을 강조했다.

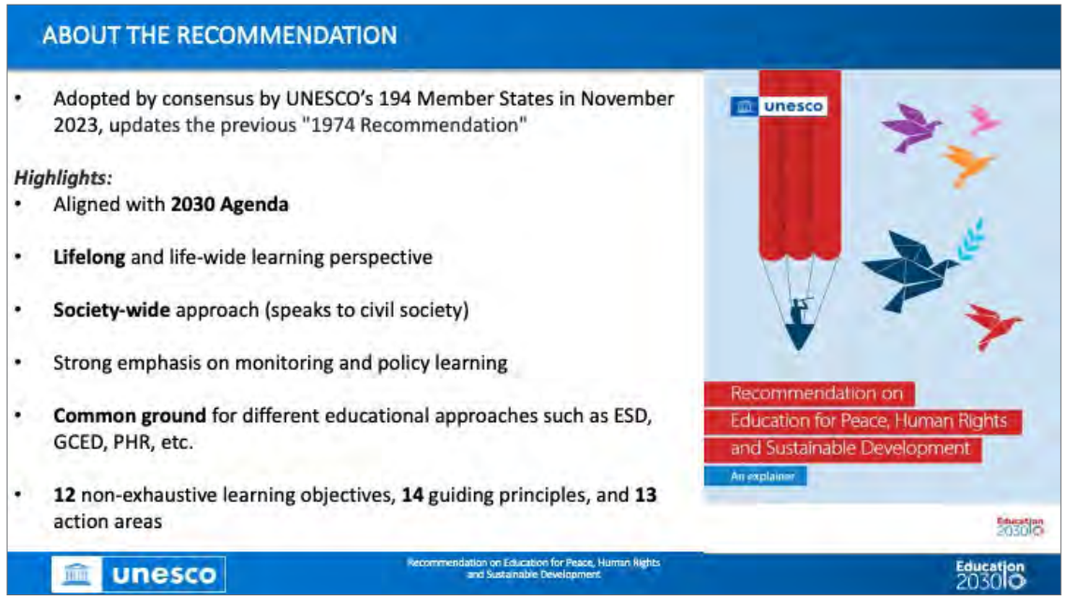
권고 이행과 관련하여, 동티모르 청소년 활동가인 리카르도 아라무조는 청소년이 사회적 불의를 이해하고 해결하도록 힘을 실어주는 세계시민교육의 역할을 강조하며, 특히 농촌 지역에서 변화를 실행하기 위한 지역 사회의 헌신이 필요함을 강조했다. 또한 카레나 멘지-발렌타인 호주 CQ 대학교 교육학 교수는 학습 경험을 풍부하게 하고 세계적 인식을 촉진하기 위해 기존 커리큘럼에 세계시민교육의 통합을 옹호하며, 한국과 필리핀의 성공적인 사례를 언급했다. 유네스코 마하트마 간디 평화·지속가능발전교육센터 수석 재무행정 책임자인 디비아 차다는 교실에서 이론적 지식을 적용하는 과제를 다루며, 학습 성과를 향상시키기 위한 리소스를 교육자에게 제공하는 것의 중요성을 강조했다.

이후 이어진 그룹 활동에서 참가자들은 소규모 그룹으로 나뉘어 각 행동 영역에서 권고를 실행하기 위한 전략적 계획을 개발했다. 참가자들은 아이디어를 논의하고 실행 가능한 전략을 제시하며 업데이트된 가이드라인에 대한 열정을 보여주었다.

워크숍은 2023 권고에 대한 다양한 통찰을 제공했다. 참가자들은 자료에 깊이 관여하여 이러한 원칙을 지역 사회에 적용하려는 의지를 표명했다. 질의응답으로 세션을 마무리하며 세실리아는 세계시민교육의 진화와 글로벌 과제를 해결하기 위한 포괄적인 교육 관행의 필요성을 강조했다.

전반적으로 아시아 태평양 지역은 교육 전문가들이 이러한 권장 사항을 협력하여 구현하고 평화의 문화와 세계시민성을 육성할 수 있는 청사진을 설정했다.

Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation



Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation

PRESENTATION OF THE GLOBAL IMPLEMENTATION GUIDE

Expected launch: Global Education Meeting in Brazil (31 October – 01 November)

unesco Education 2030

PURPOSE OF THE GUIDE

- Help ensure a common understanding of the Rec and its potentialities, across all regions of the world.
- Help countries operationalize the Recommendation, through a participatory and whole-of-society approach.
- Help countries build on good practices and existing opportunities, processes and mechanisms

unesco Education 2030

AUDIENCE OF THE IMPLEMENTATION GUIDE

Intended Audience:

- **Within formal:** Director-Generals of Education, Ministries of Education, educational planners, curriculum developers, and heads of teacher training institutions and teacher trainers, heads of departments and school boards, school-level leadership, teachers and other school personnel.
- **Outside of formal:** workplace, culture and sports institutions, individuals developing educational programmes for young people and adults, working in a diversity of contexts such as museums, libraries, community centers, unions, sports clubs, youth organizations, professional associations, human resource departments, parent-teacher associations, INGOs, and NGOs.

unesco Recommendation on Education for Peace, Human Rights and Sustainable Development Education 2030

STRUCTURE OF THE GUIDE: ABOUT 40 PAGES

Section 1: ABOUT THE GUIDE :

Section 2: ABOUT THE RECOMMENDATION

- **Section 2.1: General Explanation of the Recommendation**
- **Section 2.2: The Guiding Principles**
- **Section 2.3: Learning objectives**

Section 3: OPERATIONALIZATION OF THE RECOMMENDATION

- **Section 3.1: General considerations**
- **Section 3.2: Integrating into the planning cycle**
- **Section 3.3: Integrating into key policy areas (action areas)**
  - 3.3.1. Laws, policies, strategies and governance
  - 3.3.2. Curriculum, pedagogy and assessment
  - 3.3.3 Learning and teaching materials and resources
  - 3.3.4. Learning environments
  - 3.3.5. Development of teachers, education personnel and educators

--> Within each sub-section, examples to be given for all levels and types of education.

Section 4: GLOBAL MONITORING AND REPORTING

Section 5: GLOSSARY OF KEY TERMS

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Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation

STRUCTURE OF THE TECHNICAL SUB-SECTIONS (SECTION 3)

1. **Brief introduction** of the topic & description of the change that is expected
2. **Key Recommendations**
3. **Reflexive Questions**
4. **Implications across every level and type of education:** examples of activities or action to be taken at each level: ECCE, primary and secondary, higher ed, TVET, ALE, non- and informal learning
5. **Country examples**
6. **References**

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CROSS-CUTTING ISSUES IN ALL SECTION AND SUB-SECTIONS

- **Human Rights**
- **Digital Technologies**
- **Gender Equality and Inclusion**

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PRESENTATION OF THE ASIA-PACIFIC REGIONAL ROADMAP

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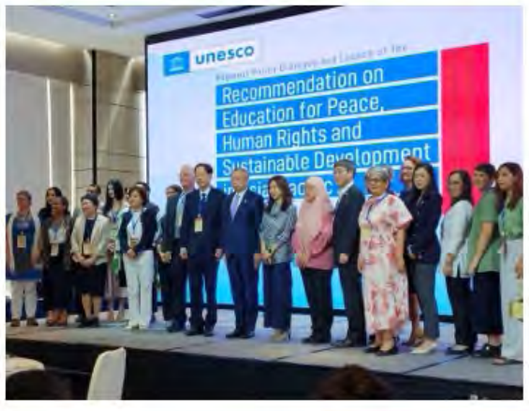
Regional Launch and Policy Dialogue of the Recommendation in Asia Pacific, 5-7 June 2024

Regional Launch of the Recommendation on Peace Human Rights and Sustainable Development, organized by UNESCO and APCIEU in Bangkok

↓

AP Regional Road Map to Implement the Recommendation



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Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation

Objectives of the Asia Pacific Road Map

Road Map focuses on actions that link distinct but interconnected components of education

- To guide Member States in contextualizing The Recommendation to promote peace, human rights, and sustainable development in Asia Pacific region
- To build on successful initiatives to foster peaceful and inclusive societies across the region

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Navigating Challenges & Opportunities for Peace and Sustainability in Asia-Pacific

Challenges

- **Inequality and Digital Divides**
- **Migration & Displacement**
- **Systemic Injustice**
- **Pedagogical Gaps**
- **Collaboration Barriers**

Opportunities

- Interest to Transform Education
- Indigenous & Local Wisdom
- Holistic learning approaches
- Empowering Education
- Whole-of-Society Approach
- Commitment to Action

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Road Map: Priority Areas for Action in Asia Pacific

Laws, Policies, Strategies	Governance & Partnerships	Curr & Pedagogy	Assessments	Learning Materials	Learning Environments	Teacher Development	Regional Collaboration:
• Evidence-based, participatory laws, policies, and strategies • Promote physical and mental health in schools • Enhance educator capacities for transformative education •Design Monitoring and Evaluation	• Provide financial and technical support • Engage in participatory governance with accountability • Establish monitoring and reporting frameworks	• Coherent integration of Rec activities • Develop inclusive, contextualized curricula • Empower learners to uphold and promote rights • Adopt holistic, interdisciplinary approaches • Educate on diverse cultures, languages, and worldviews	• Prioritize unbiased, constructive assessment methods • Develop context-specific, adaptive assessments • Ensure credible, comprehensive performance evaluations	• Ensure access to quality physical and digital materials • Involve teachers in creating inclusive, relevant content • Invest in digital infrastructure and reduce the digital divide • Safeguard equitable access to hybrid learning environments	• Ensure safe, inclusive, adaptable learning environments • Promote lifelong learning for all • Foster democratic, participatory learning spaces • Provide infrastructure, staffing, and specialized services	• Recognize and improve teachers' status and conditions • Facilitate continuous professional and peer learning • Support collaboration • Encourage teacher mobility and leadership opportunities • Enable public dialogue and best practice sharing	• Engage in regional and international cooperation • Build partnerships and share good practices • Design regional monitoring tools for progress tracking

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STAKEHOLDER PERSPECTIVES

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Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation

WORKSHOP ON THE 2023 RECOMMENDATION

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OBJECTIVES OF THE WORKSHOP

Objectives:

- Generate ideas for action to begin implementing the 2023 Recommendation in your context.
- Leverage the regional Roadmap in the Asia Pacific to take informed action to implement the Recommendation among diverse stakeholders and contexts.

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BREAKOUT GROUPS (30 min)

Instructions:

- Choose a thematic group:
  1. Policies, laws, and governance, and accountability; 2. curriculum, pedagogy, assessment, and learning materials; 3. learning environments; 4. development of teachers and education personnel
- Discuss the question below in the context of the theme (topics for consideration are available on each table)
- Designate rapporteur to take notes and debrief to the entire group afterwards;

Question: Within the thematic areas, how can you begin implementing the Recommendation in your context?

For example: Collaboration ideas (locally, nationally, or regionally); Capacity building; monitoring; advocacy

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BREAKOUT GROUPS (30 min)

Within the thematic areas, how can you begin implementing the Recommendation in your context?

For ex: Collaboration ideas (locally, nationally, or regionally); Capacity building; monitoring; advocacy

Scan here for the breakout group one-pagers

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Global Guidance and the Asia-Pacific Roadmap on UNESCO's 2023 Recommendation

The 9th International Conference on Global Citizenship Education

Concurrent Session 3 분과세션 3

All Hands on Deck: Unlocking the Potentials of Multilateral Efforts
우리 모두의 협력: 다자주의적 노력이 지닌 잠재력

Session 3.2 세션 3.2

Pooling Collective Wisdom for Evidence-Based Accountability through Effective Data Collection and Utilization
교육데이터와 증거가 말해주는 현재와 미래: 모니터링과 평가의 중요성

Moderator 진행자

HAN Geon Soo
한건수

Professor, Department of Cultural Anthropology, Kangwon National University
강원대학교 문화인류학과 교수

Panelists 발제자

Roshan BAJRACHARYA
로샨 바즈라차랴

Senior Regional Adviser, UIS, UNESCO Bangkok
유네스코 통계국
아태지역 선임지역자문관

Rachel PARKER
레이첼 파커

Senior Research Fellow, Australian Council for Educational Research
Australian Council for Educational Research
호주교육연구위원회 선임 연구위원

PARK Hwanbo
박환보

Professor, Chungnam National University
충남대학교 교수

Barbara NAKIJOBA
바바라 나키조바

Monitoring and Evaluation Officer, Uganda Youth Development Link
우간다 청년개발링크
모니터링·평가담당관

Session 3.2 세션 3.2

Monitoring of GCED and ESD – Status, Issues and Challenges and Way Forward

Roshan BAJRACHARYA | Senior Regional Adviser, UIS, UNESCO Bangkok

Roshan BAJRACHARYA, an advisor at the UIS SFSB, delivered a comprehensive presentation on how data collection and effective monitoring can support the advancement of GCED and Sustainable Development Goal 4 (SDG 4). Drawing on his experience working with national statistical offices and ministries of education, he emphasized the importance of using reliable data to assess the extent to which GCED is embedded in national education systems. BAJRACHARYA outlined key indicators under SDG 4.7, focusing on two main aspects: the integration of GCED into national policies, curricula, teacher training, and assessment (Indicator 4.7.1), and the delivery of education programmes that promote life skills and sustainable development (Indicator 4.7.2). He highlighted that while some countries have successfully integrated these elements at various levels, there remains a significant gap in both policy alignment and curriculum implementation, particularly in lower-income countries where data collection systems are underdeveloped. One of Bajracharya's core points was the need to bridge the gap between data provision and data use. He stressed that "data is only as powerful as its application," meaning that without thoughtful use, even the best data collection efforts could fail to translate into meaningful improvements. By emphasizing early planning in the data collection process, he argued, countries can ensure the information gathered is relevant and actionable and ultimately leads to meaningful improvements in education systems. Rashan concluded by calling for enhanced collaboration between governments, civil society, and international organizations to develop consistent frameworks and improve data quality, ensuring that GCED initiatives are effectively monitored and contribute to positive global changes.

세계시민교육과 지속가능발전교육 모니터링 - 현황, 이슈, 과제 및 앞으로 나아갈 방향

로샨 바즈라차랴 | 유네스코 통계국 아태지역 선임지역자문관

유네스코 통계국 아태지역 선임지역자문관인 로샨 바즈라차랴는 데이터 수집과 효과적인 모니터링이 세계시민교육과 지속가능발전목표 4(SDG 4)의 발전을 어떻게 지원할 수 있는지에 대한 포괄적인 프레젠테이션을 발표했다. 그는 국가 통계청 및 교육부와의 협력 경험을 바탕으로 신뢰할 수 있는 데이터를 사용하여 세계시민교육이 국가 교육 시스템에 어느 정도 포함되어 있는지 평가하는 것이 중요하다고 강조했다. 또한 그는 국가 정책, 커리큘럼, 교사 교육 및 평가에 세계시민교육을 통합하는 것(SDG 지표 4.7.1)과 삶의 기술과 지속가능발전을 촉진하는 교육 프로그램 제공(SDG 지표 4.7.2)의 두 가지 주요 측면에 초점을 맞춰 SDG 4.7에 따른 주요 지표를 요약해 보여주었다. 그는 일부 국가에서는 이러한 요소를 다양한 수준에서 성공적으로 통합했지만, 특히 데이터 수집 시스템이 낙후된 저소득 국가에서는 정책 정렬과 커리큘럼 구현 모두에서 상당한 격차가 남아 있다고 강조했다. 그의 핵심 포인트 중 하나는 데이터 제공과 데이터 사용 사이의 격차를 해소해야 한다는 것이다. 그는 "데이터는 그 활용에 따라 힘을 발휘한다"고 강조했는데, 이는 사려 깊은 사용이 없다면 최고의 데이터 수집 노력조차도 의미 있는 개선으로 이어지지 않을 수 있음을 의미한다. 그는 데이터 수집 프로세스의 조기 계획을 강조함으로써 국가들은 수집된 정보가 관련성 있고 실행 가능하며 궁극적으로 교육 시스템의 의미 있는 개선으로 이어질 수 있다고 주장했다. 그는 일관된 프레임워크를 개발하고 데이터 품질을 개선하기 위해 정부, 시민 사회 및 국제 조직 간의 협력을 강화하여 세계시민교육 이니셔티브를 효과적으로 모니터링하고 긍정적인 글로벌 변화에 기여할 것을 촉구하며 결론을 내렸다.

Monitoring of GCED and ESD
– Status, Issues and Challenges and Way Forward

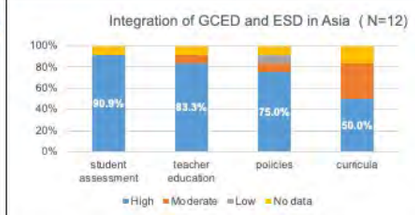
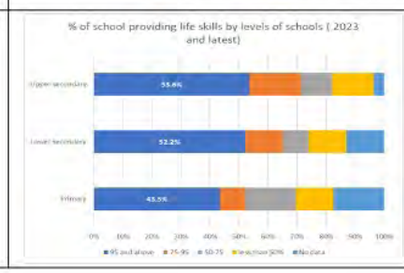
SDGs and Monitoring GCED and ESD

Goal	Targets
Goal 4: Education	4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development ……
Goal 12 : Responsible Consumption and Production	12.8: "By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature" and
Goal 13: Action to Combat Climate Change	13.3: "Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning".

How are various concepts of GCED and ESD and other concepts integrated and delivered to the students at different levels?

What are the levels of knowledge and skills of students in GCED and ESD and other areas ?

GCED and ESD Indicators Framework , tools and status : Goal 4: Education, Goal 12 : Responsible Consumption and Production and Goal 13: Action to Combat Climate Change

	Indicator	Tools	Frequency	
Provision and delivery	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development ……, are mainstreamed at all levels in: (a) national education policies (b) curricula (c) teacher education and (d) student assessments	National report to UNESCO on 1974 recommendations	3 years	
	4.7.2. Percentage of schools that provide life skills-based HIV and sexuality education	UIS Annual questionnaire/ Annual School Census	Annual	
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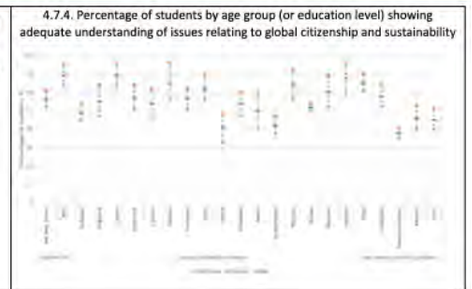
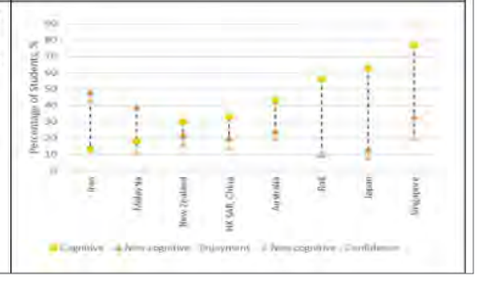
Knowledge and Competencies	4.7.4. Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	International Civic and Citizenship Study, PISA, TIMSS	Every 3-4 years	
	4.7.5. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience		Every 3-4 years	
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Monitoring of GCED and ESD
– Status, Issues and Challenges and Way Forward

Global Content Framework for SDG indicators 4.7.1, 4.7.4 and 4.7.5

	Category	Sub-category
Global Citizenship Education (GCED)	Interconnectedness and Global Citizenship	Globalization
		Global/international citizen(ship), global culture/identity/community
		Global-local thinking, local-global, think global act local, glocal
		Multicultural(ism)/Intercultural(ism)
		Migration, immigration, mobility, movement of people
		Global Competition/competitiveness/globally competitive/international competitiveness
		Global Inequalities/disparities
	Gender Equality	Gender equality / equality / parity
		Empower(ment of) women/girls (female empowerment, encouraging female participation)
	Peace, Non-violence and Human Security	Peace, peace-building
		Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)
	Human Rigts	Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights)
		Freedom (of expression, of speech, of press, of association/organisation), civil liberties
		Social justice
		Democracy/democratic rule, democratic values/principles
Education for Sustainable Development (ESD)	Health and Well-being	Physical health/activity/fitness
		Mental, emotional health, psychological health
		Healthy lifestyle (nutrition, diet, cleanliness, hygiene, sanitation, *clean water, being/staying healthy)
		Awareness of addictions (smoking, drugs, alcohol)
		Sexual and/or reproductive health
	Sustainable Development	Economic sustainability, sustainable growth, sustainable production/consumption, green economy
		Social sustainability, (social cohesion re sustainability)
		Environmental sustainability/environmentally sustainable
		Climate change (global warming, carbon emissions/footprint)
		Renewable energy, alternative energy (sources) (solar, tidal, wind, wave, geothermal, biomass...)
		Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity)
		Waste management, recycling
	Environmental Science (geoscience)	Physical systems
		Living systems
		Earth and space systems

7 categories

30 subcategories

Issues and Challenges

Issues and Challenges

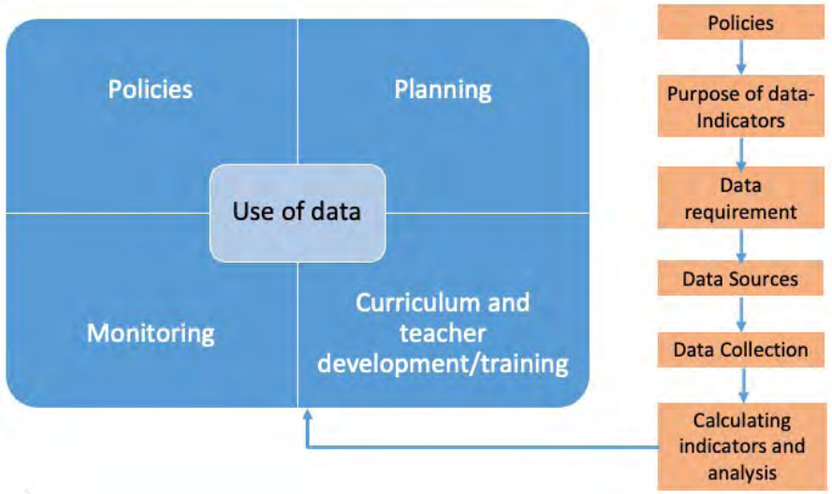
- **Coverage of data is still very limited**
- **Data Quality-**
- ❖ **Disaggregation – Education levels, by subjects and skills**
- ❖ **Comparability- Various Assessment uses various definition and measurement frameworks**
- ❖ **Reliability – Methodological rigors**
- ❖ **Timeliness -**

Way Forward

- Ensure the 4.7. indicators are well included in national SDG4 action plans/ roadmaps, national indicator framework(NIF) so that they are well integrated in national education monitoring system.
- Capacity to produce- Strengthen the monitoring mechanism through improving human/financial/infrastructure
- Contextualize and reflect in national education policy priorities with quantifiable targets set at the national level

6

Use of the Data- Use of the data should be determined even before collecting the data



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Thank you very much

Learn more: http://uis.unesco.org/

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Session 3.2 세션 3.2

Know thy impact: How MERL is everyone's business

Rachel PARKER | Senior Research Fellow,
Australian Council for Educational Research

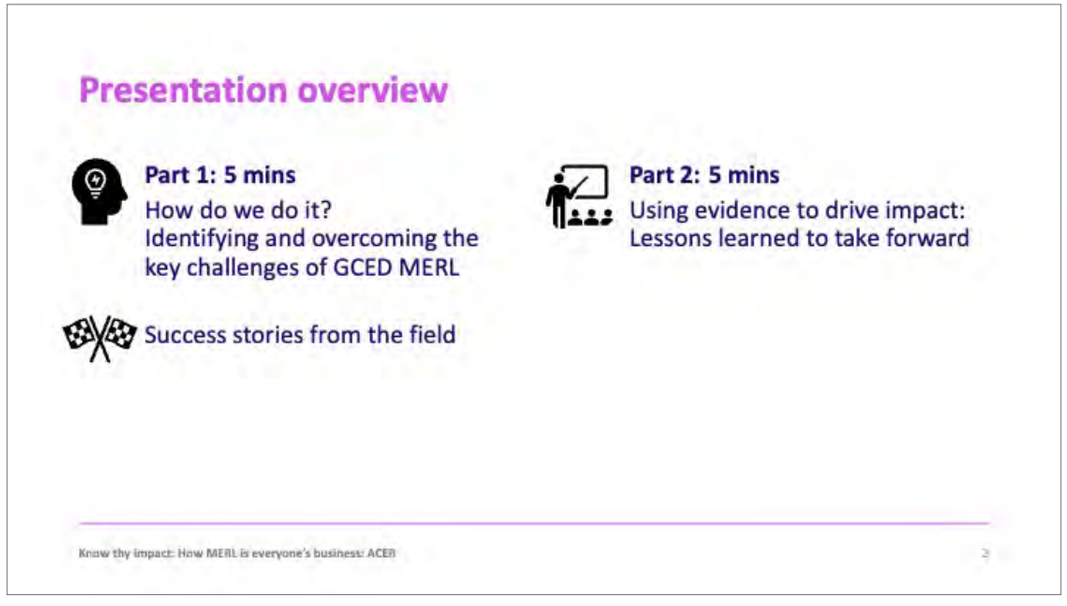
Rachel PARKER from the Australian Council for Educational Research (ACER) delivered an insightful presentation on the critical role of monitoring, evaluation, research, and learning in GCED. Her session, titled "Know Thy Impact," stressed the importance of educators reflecting on their classroom influence and the value of collective wisdom for data-driven accountability. The presentation, "Pooling Collective Wisdom for Evidence-Based Accountability Through Effective Data Collection Utilization," was structured around two main themes: effective implementation of monitoring and leveraging evidence to drive impact. PARKER addressed the challenge of defining GCED and reaching a consensus on its core components. She emphasized the need for clear definitions and agreements on knowledge, attitudes, values, and practices to make coherent progress. Her research, conducted with Asia-Pacific Science Education (APSE) in South Africa, South Korea, Australia, and the Philippines, revealed notable differences in how curricula incorporate these elements and identified gaps in applying global citizenship values practically. She also highlighted several research successes, including the global citizenship monitoring study, which used diverse methods like open-ended questionnaires and focus groups to gather data. Another key example was the Learning Through Play initiative in Ukraine, which, despite challenges such as COVID-19 and geopolitical conflict, adapted its approach to gather comprehensive data. These examples showcased the resilience and adaptability needed in educational research. PARKER concluded with a powerful message: "It is doubly unfair that those most adversely affected by global inequalities are denied the opportunity to learn and develop skills to address these issues, while those in privileged positions may not have the incentive to drive real change." This statement underscored the importance of prioritizing GCED, especially for disadvantaged groups, and highlighted the necessity of effective data collection and ongoing reflection to advance GCED.

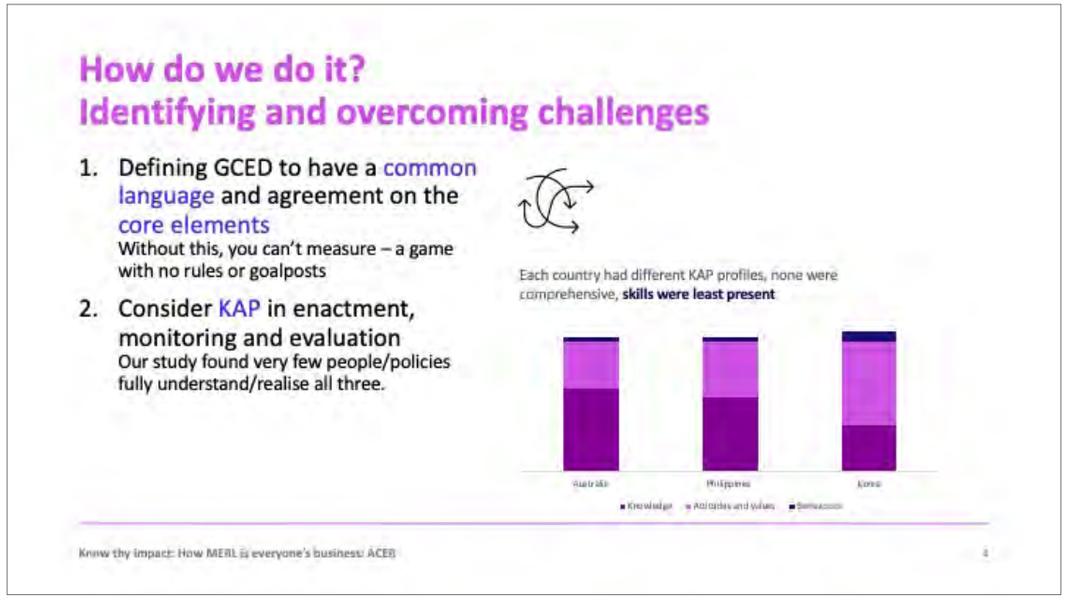
영향력 알아보기: 모니터링, 평가, 연구 및 학습(MERL)이 모든 사람의 일인 이유

레이첼 파커 | 호주교육연구위원회 선임 연구위원

호주교육연구위원회의 선임 연구위원 레이첼 파커는 세계시민교육에서 모니터링, 평가, 연구 및 학습의 중요한 역할에 대한 통찰력 있는 프레젠테이션을 발표했다. "영향력 알아보기"라는 제목의 세션에서는 교육자들이 교실에서의 영향력을 성찰하는 것과 데이터 기반 책임에 대한 집단적 지혜의 가치를 강조했다. 그녀의 프레젠테이션은 효과적인 모니터링 구현과 영향력을 촉진하기 위한 증거 활용이라는 두 가지 주요 주제를 중심으로 구성되었다. 파커는 세계시민교육을 정의하고 핵심 구성 요소에 대한 합의에 도달하는 과제에 대해 언급했다. 그녀는 일관된 진전을 이루기 위해서는 지식, 태도, 가치, 관행에 대한 명확한 정의와 합의가 필요하다고 강조했다. Asia-Pacific Science Education(APSE)와 함께 남아프리카공화국, 한국, 호주, 필리핀에서 수행한 그녀의 연구는 커리큘럼이 이러한 요소를 통합하는 방식에서 눈에 띄는 차이를 보여주었고, 세계 시민 가치를 실질적으로 적용하는 데 있어 격차 또한 보여주었다. 개방형 설문지 및 포커스 그룹과 같은 다양한 방법을 사용하여 데이터를 수집한 세계 시민 모니터링 연구를 포함한 여러 연구 성공 사례를 강조했다. 또 다른 사례로 우크라이나의 '놀이를 통한 학습' 이니셔티브를 소개하며, 코로나19 및 지정학적 분쟁과 같은 어려움에도 불구하고 포괄적인 데이터를 수집하기 위한 접근 방식을 보여주었다. 이러한 사례는 교육 연구에 필요한 회복력과 적응력을 강조했다. 그녀는 강력한 메시지로 발표를 마무리 했다. "범세계적 불평등의 영향을 가장 많이 받는 사람들이 이러한 문제를 해결하기 위해 기술을 배우고 개발할 기회를 거부당하는 것은 두 배로 불공평한 일이며, 특권적인 위치에 있는 사람들은 진정한 변화를 주도할 동기가 없을 수 있다." 이러한 언급은 특히 소외 계층을 위한 세계시민교육의 우선순위와 세계시민교육을 발전시키기 위해 효과적인 데이터 수집과 지속적인 성찰의 필요성을 강조하는 것이었다.

Know thy impact: How MERL is everyone's business





Know thy impact: How MERL is everyone's business

How do we do it?
Identifying and overcoming challenges

1. Know what is measurable and how others have done it. For example, classroom observation.
2. Expecting too much from one approach/method. Try others and correlate.
3. Overreliance on quantitative data. Quantitative won't tell you why and how – qual will!

Success stories from the field

1. Diverse, collaborative and systemic approaches can move the field forward
   - ACER-APCEIU Collaboration to Monitor GCED in the Asia Pacific Region

     Multiple methods = holistic understanding, lots of examples, quotes, stats.
   - Learning Through Play at School Ukraine, 2019-24

     Collaboration

     Multiple methods, different perspectives, complete picture, and address weaknesses of single methods (e.g. TI + videos).

Success stories from the field

2. Correlation garners useful and meaningful evidence
   - International Civic and Citizenship Study, results by gender
   - Looking at disaggregated data revealed a completely different picture.
   - What are the data trying to tell us?

From the same report:

- 74% students surveyed disagreed that men are better qualified to be political leaders than women.
- **40% of boys agreed and 12% of girls agreed**

Part 2

Using evidence to drive impact

Know thy impact: How MERL is everyone's business

Using evidence to drive impact

Not a linear process, it's a cycle, to inform change, to stay on course:

- Example from SEA-PLM on going back to curricula to reference items

Design interventions with evaluation in mind

- And evaluate with the intervention in mind, e.g. LTP at School Ukraine
- Ensure the evaluation is not at odds with the spirit of the intervention, e.g. MC test for a design thinking challenge

Know thy impact: How MERL is everyone's business: ACER 9

Using evidence to drive impact

Monitoring, evaluation, research and learning should be:

1. Ongoing, not one and done
2. Culturally appropriate
3. Comprehensive
4. Informative
5. Developed with and by users
6. Targeted to users' readiness and capabilities

Know thy impact: How MERL is everyone's business: ACER 10

Using evidence to drive impact

Consider quality and access to GCED

- "Our teachers or students are not ready for this", or "We have other things to work on first"
- It is **doubly unfair** that those more negatively impacted by global wealth power and resource inequality are denied the opportunity to learn about and develop skills to act on this.
- Conversely, putting these skills in the hands of **those who benefit** from global wealth, power and resource inequality will not result in real change as it is not in their interests to disrupt the status quo.

Know thy impact: How MERL is everyone's business: ACER 11

ACER

Thank you

Contact us

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linkedin.com/company/australian-council-for-educational-research/

Session 3.2 세션 3.2

Monitoring GCED-related policies: The experience of the Republic of Korea

PARK Hwanbo | Professor, Chungnam National University

PARK Hwanbo, conducting research with APCEU since 2018, shared insights on developing a monitoring framework for SDG 4.7.1 in Korea, emphasizing the integration of GCED into educational policy. The framework was crafted to address several key questions: defining GCED, assessing its inclusion in policy, curricula, teacher education, and student assessments, and evaluating how monitoring results can be shared and utilized. PARK's team began by defining GCED through international discourse and Korean context analysis, resulting in a conceptualization of GCED into six semantic areas, diverging from the eight proposed internationally. They then designed a monitoring framework based on an input-process-output model, analyzing the mainstreaming of GCED into education policy by examining keyword occurrences in national and local government plans and assessing teacher GCED competencies and students' global citizenship through surveys. Findings indicated that about 10% of policy documents reflected GCED principles, with its implementation showing significant regional and subject-based variations. GCED-related topics were predominantly covered in subjects like environment studies, social studies, and health, highlighting the need for broader integration into all educational areas. PARK emphasized the importance of continuous monitoring and qualitative data collection from teachers and schools to capture the full scope of GCED activities and their impact. The presentation concluded with recommendations for context-specific monitoring frameworks, moving beyond universal standards to address local needs and conditions. PARK stressed the necessity of not only tracking policy inputs but also evaluating the process and outcomes, advocating for ongoing support and adaptation to effectively embed GCED in education systems.

세계시민교육 관련 정책 모니터링: 대한민국의 경험

박환보 | 충남대학교 교수

2018년부터 유네스코 아태교육원과 함께 연구를 수행해 온 박환보 교수는 한국의 SDG 4.7.1 모니터링 체제 구축에 대한 통찰을 공유하며 교육 정책 내 세계시민교육의 통합을 강조했다. 이 모니터링 체제는 세계시민교육의 개념을 정의하고, 정책, 교육과정, 교사 교육 및 학생 평가에 세계시민교육이 주류화되어 있는 정도를 살펴보며, 모니터링 결과를 공유하고 활용할 수 있는 방법을 평가하는 등 주요한 질문에 답하고자 한다. 박환보 교수와 연구진은 국제 담론과 국내 맥락 분석을 통해 세계시민교육을 정의하는 것으로 시작하여 국제적으로 제안된 8개 의미 영역을 6개 의미 영역으로 개념화하였다. 그리고 중앙 정부와 지방 교육청 업무 계획 단위에서 주제어를 살펴보고, 설문조사를 통해 교사의 세계시민교육 역량과 학생의 세계시민성을 평가하며, 투입-과정-산출 모델을 기반으로 교육 정책에 대한 세계시민교육의 주류화를 분석하는 모니터링 프레임워크를 설계했다. 연구 결과에 따르면 정책 문서의 약 10%가 세계시민교육 원칙을 반영했으며, 지역 및 주제별 상당한 편차를 보여주었다. 또한 교육과정의 경우, 주로 환경, 사회, 보건 과목에서 다루어지고 있어, 모든 교육 영역에 광범위하게 통합될 필요성을 강조했다. 박환보 교수는 세계시민교육 관련 활동의 전체 범위와 영향을 파악하기 위해 교사와 학교의 지속적인 모니터링과 질적 데이터 수집이 중요하다고 강조했다. 발표는 보편적인 기준을 넘어 국가의 필요와 조건을 반영하는 모니터링 프레임워크에 대한 제언으로 마무리되었다. 박환보 교수는 정책 모니터링뿐만 아니라 과정과 결과에 대한 평가의 필요성을 강조하며 교육 시스템에 세계시민교육을 효과적으로 통합하기 위한 지속적인 지원과 적응을 촉구했다.

Monitoring GCED-related policies: The experience of the Republic of Korea

The 9th International Conference on Global Citizenship Education: Platform on Pedagogy and Practice (4-5 September, 2024, Seoul)

Monitoring GCED-related policies: The experience of the Republic of Korea

Hwanbo Park (Chungnam National University)

Session 3.2: Pooling Collective Wisdom for Evidence-Based Accountability through Effective Monitoring, Evaluation, Research and Learning (MERL)

1. Development framework to monitoring GCED-related policies

2

Characteristics of SDG4.7

SDG 4.7
By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through

- *education for sustainable development and sustainable lifestyles,*
- *human rights,*
- *gender equality,*
- *promotion of a culture of peace and non-violence,*
- *global citizenship, and*
- *appreciation of cultural diversity and of culture's contribution to sustainable development*

SDG4.7 Indicator

SDG 4.7 Indicator

Concept	Indicators		
Input	4.7.1	***Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment***	Global indicator
	4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education	Thematic indicator
	4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	
Outcome	4.7.4	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	
	4.7.5	Percentage of students in the final grade of lower secondary education showing proficiency in knowledge of environmental science and geoscience	
Input	*4.7.6*	*Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems*	

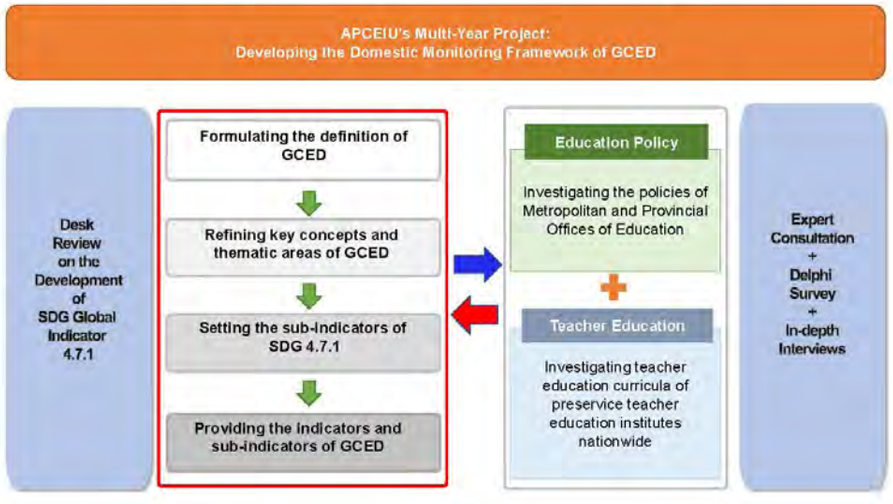
Source: Written by the author based on UNESCO(2021). *Global Education Monitoring Report 2021/2: Non-state actors in education: Who chooses? Who loses?* Paris, UNESCO.

Monitoring GCED-related policies: The experience of the Republic of Korea

Several questions

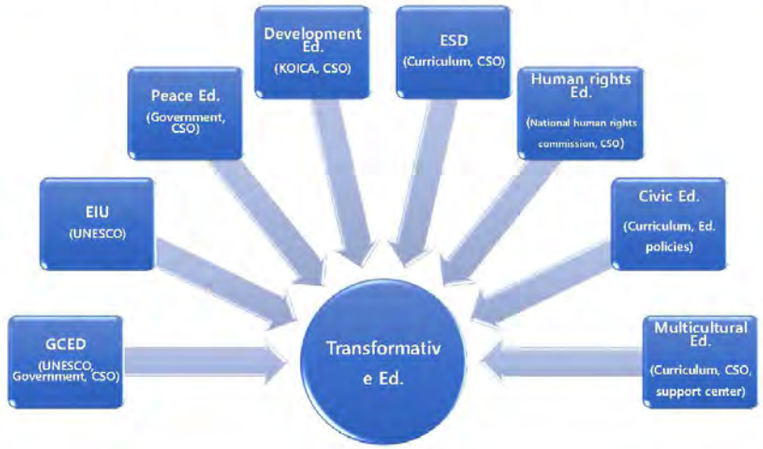
1. How can we define "global citizenship education" and "education for sustainable development"
2. What can we consider as policy, curricular, teacher education, and student assessment?
3. How to measure the degree of "mainstreaming"?
4. How will the monitoring results be shared and utilized?

Process to develop GCED monitoring framework



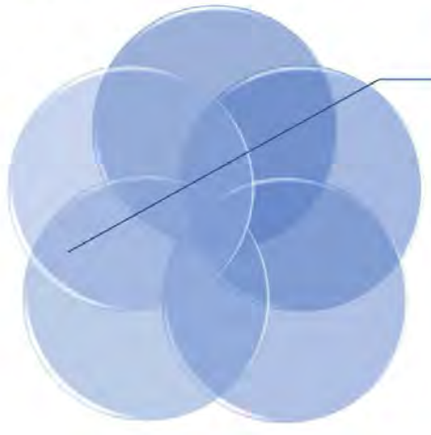
Defining GCED in Rep. of Korea

Discourses on the concept of GCED in Rep. of Korea



Discourses on the concept of GCED in Rep. of Korea

Key concept of GCED in Korean education



- Pursuit of universal values for humanity such as human rights, peace, and gender equality
- Interest and understanding of the global world
- Sense of responsibility and participation in global issues
- Respect for diversity
- Multiple identities
- Sustainable development

Monitoring GCED-related policies: The experience of the Republic of Korea

GCED concept derived from SDG4.7

SDG 4.7
By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through

- *education for sustainable development and sustainable lifestyles,*
- *human rights,*
- *gender equality,*
- *promotion of a culture of peace and non-violence,*
- *global citizenship, and*
- *appreciation of cultural diversity and of culture's contribution to sustainable development*

Research Framework

Key concept and the thematic areas of GCED in Korea

Thematic area	Keywords
Global Citizenship	global citizenship, global citizen, global citizenship education, education for international understanding, interconnectedness, international cooperation, global competences, democratic citizen, sense of community
Gender Equality	gender equality, education for gender equality, gender, gender sensitivity, gender /sexual identity, gender inequality, sexual discrimination, sexual violence
Peace	peace, peace education, non-violence, dispute, conflict resolution, human security
Human Rights	human rights, human rights education, right, democracy, justice, freedom, equality, dignity, tolerance, discrimination
Cultural Diversity	cultural diversity, education for cultural diversity, diversity, multicultural education, understanding culture, respect for culture, cultural sensitivity, culture and arts, cultural identity, interculture
Sustainable Development	sustainable development, ESD, sustainability, environment, environmental problem, environmental protection, ecology, ecological diversity, climate change, climate crisis, renewable energy

- Keywords in each thematic area were selected to measure the mainstreaming of GCED in educational policy, curriculum, teacher education, and student assessment.

Source: Park, et. al. (2020). *A Study on the Monitoring Framework of GCED in South Korea*. Seoul: UNESCO APCEIU.

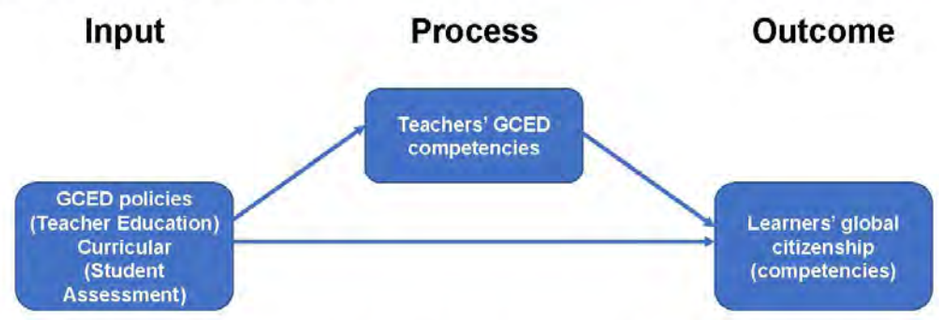
What to monitor?

GCED implementation in Korea

- (Policies) National and regional government have implemented GCED-related policies
- (Curricular) GCED-related content is included in the subject curriculum and is also highlighted as a cross-curricular learning topic in the national curriculum framework
- (Teacher education) Teacher education can be seen as a sub-area of education policy, but it is difficult to grasp the content of teachers' autonomous learning at the national level
- (Student assessment) The student assessment can be confirmed as achievement standard in the national curriculum framework

GCED Monitoring Framework

GCED monitoring framework



- Data collection to understand GCED policies and Curricular are mainstreamed in education
- Survey to investigate teachers' GCED competencies and learners' global citizenship

Monitoring GCED-related policies: The experience of the Republic of Korea

Dev. of an instrument for teachers' GCED competencies

Component of teachers' GCED competencies

Areas	Sub areas
Knowledge and attitude toward GCED	Understanding on GCED
	Recognition the importance of GCED
Skills to plan and implement GCED curricular	GCED curriculum development ability
	GCED lesson design ability
	GCED lesson teaching ability
	GCED assessment ability
Cooperation and learning for GCED	Cooperative ability for GCED
	Professional development for GCED

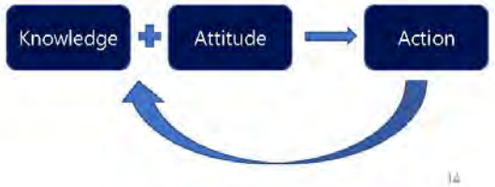
13

Dev. of an instrument for learners' GC competencies

Component of learners' GC competencies

- Learners' GC is defined as

"Behavioral characteristics that can contribute to creating a sustainable world through practice as global citizens by interacting with the knowledge, skills, attitudes, and values of learners who have received global citizenship education"



14

2. Monitoring GCED-related policies

15

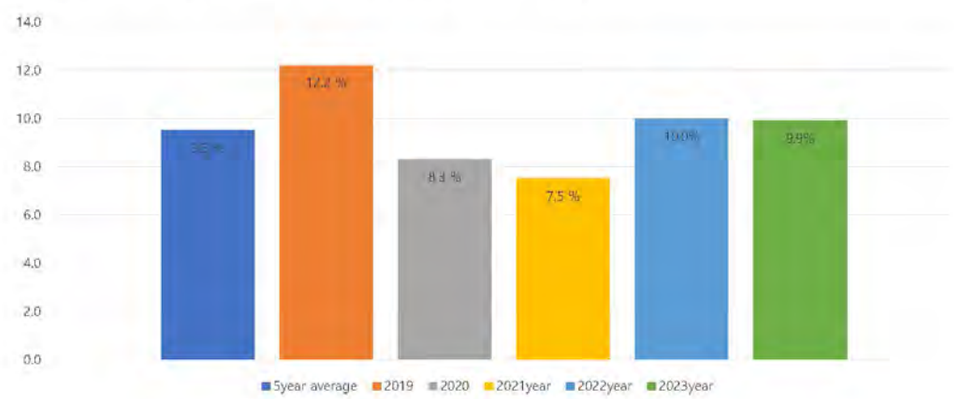
Monitoring GCED-related policies

- Using this framework, we have analyzed the mainstreaming of GCED in regional educational policies.
- This year's research also analyzed the factors for predicting schools' participation in GCED policies.

Monitoring GCED-related policies: The experience of the Republic of Korea

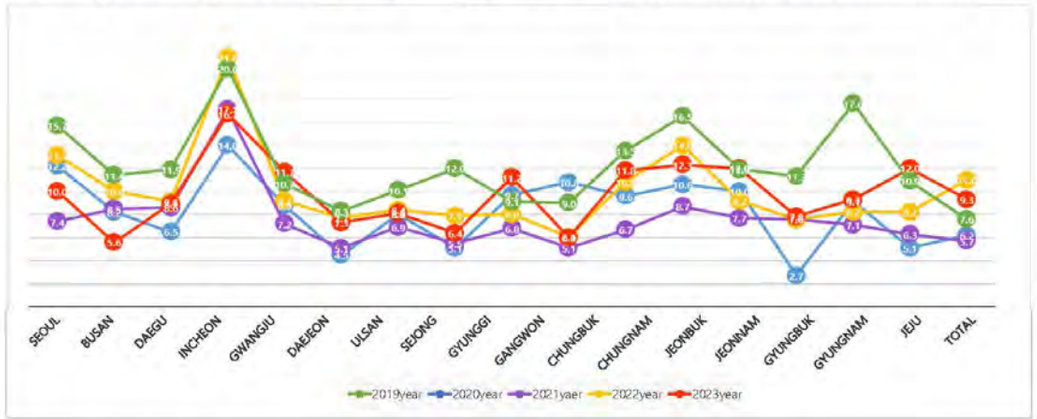
GCED in educational policies

Changes in the percentage of GCED policies (%)

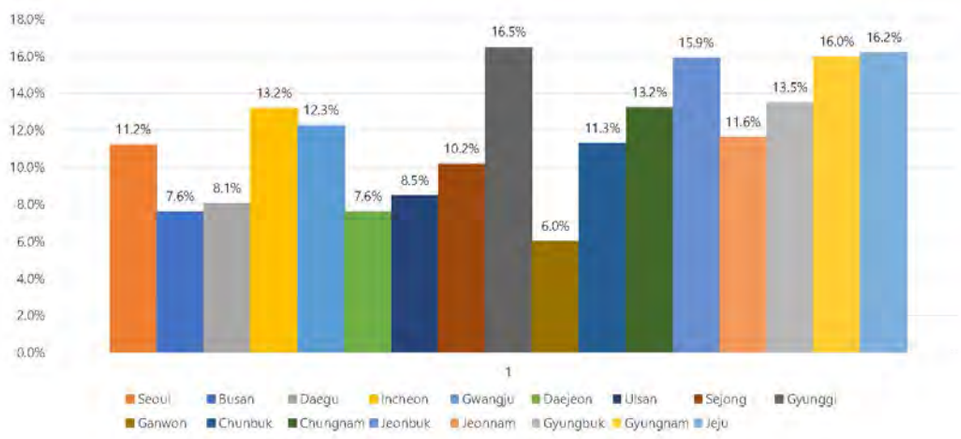


GCED in educational policies

Changes in the percentage of GCED policies in 17 provincial offices of education (%)

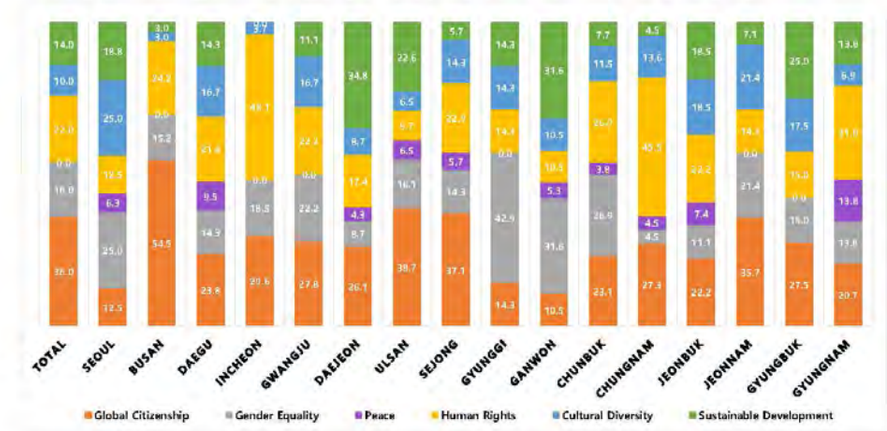


GCED in educational policies (2024)



GCED in educational policies (2024)

The percentage of GCED policies by six thematic areas (%)



Monitoring GCED-related policies: The experience of the Republic of Korea

GCED in the Curriculum

GCED in the recent National Curriculum (2022 revision)

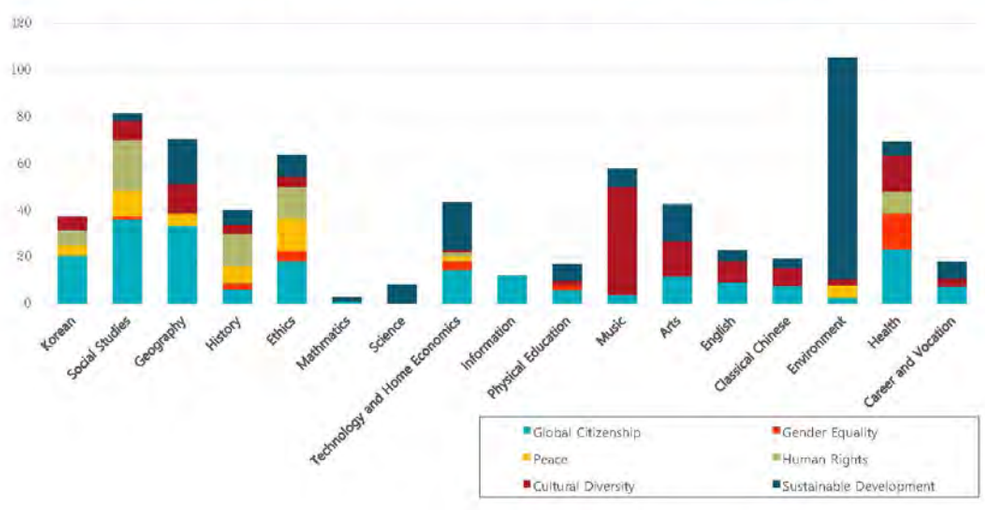
GCED in the Vision of an Educated Person

D. A harmonious person who embraces diversity, respects others, communicates globally, and practices consideration, sharing, and collaboration as part of a community.

GCED in the Key Competencies

F. Civic competency to enable students to actively and responsibly contribute to advancing sustainable human communities with open and inclusive values and attitudes required of local, national, and global community members.

Shares of GCED topics in the 2022 Revised Middle School Curriculum by Subjects



22

4. Utilization of Data in Korea

23

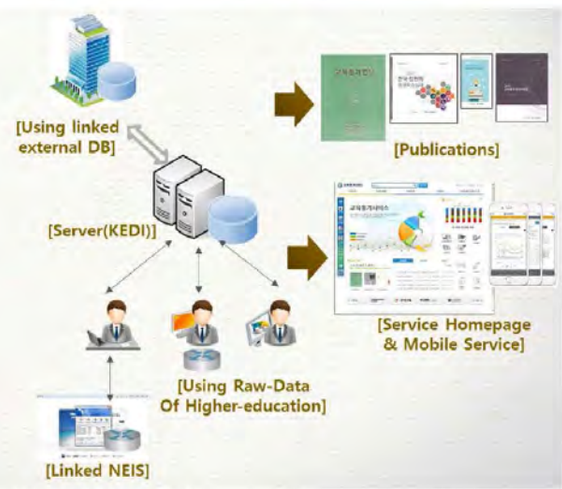
Data Collection: DB to DB

DB to DB

2009 : survey linked external DB(employment)

2010 : Launched School statistics linked with NEIS(primary & secondary)

2016 : survey using Raw Data of School (higher education)



Source: Park, S. (2023). *A Korean Case of EIPM (Evidenced Informed Policy Making). KEDI*

24

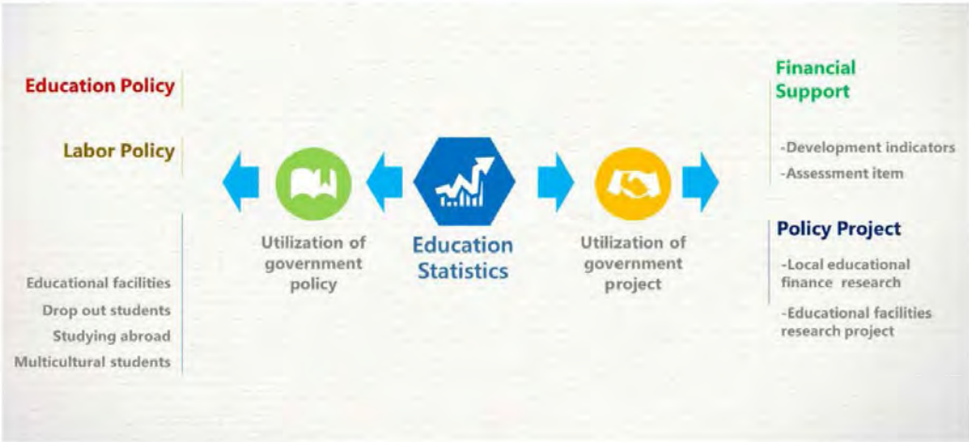
Monitoring GCED-related policies: The experience of the Republic of Korea

Linked with related public DB

Source: Park, S. (2023). *A Korean Case of EIPM (Evidenced Informed Policy Making). KEDI*

25

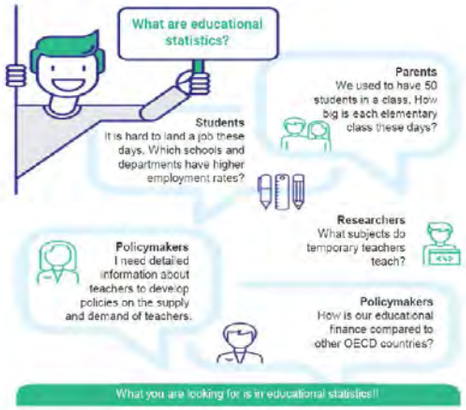
Utilization of Education Statistics



Source: Park, S. (2023). *A Korean Case of EIPM (Evidenced Informed Policy Making). KEDI*

26

Localization of GCED in Korea



Source: Promotional leaflet of the National Center for Educational Statistics (2022)

Source: Park, S. (2023). *A Korean Case of EIPM. KEDI*

27

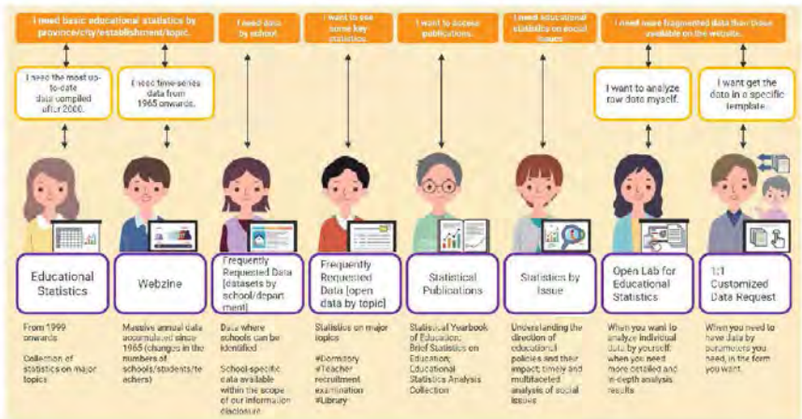
Educational Statistics Service System

https://kess.kedi.re.kr/eng/index

28

Monitoring GCED-related policies: The experience of the Republic of Korea

Educational Statistics Service System



Source: Yang, T. (2023). *The Use and Operations of Korean Educational Statistics. KEDI.*

29

Service for Education Data

Source: Park, S. (2023). *A Korean Case of EIPM. KEDI*

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Service for Education Data

Source: Park, S. (2023). *A Korean Case of EIPM. KEDI*

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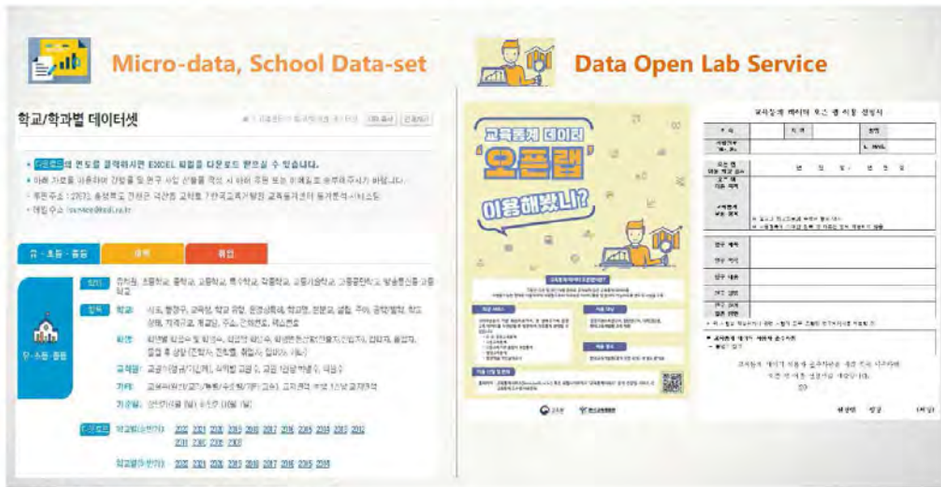
Service for Education Data



Source: Park, S. (2023). *A Korean Case of EIPM. KEDI*

32

Monitoring GCED-related policies: The experience of the Republic of Korea

Service for Education Data

Source: Park, S. (2023). *A Korean Case of EIPM. KEDI*

33

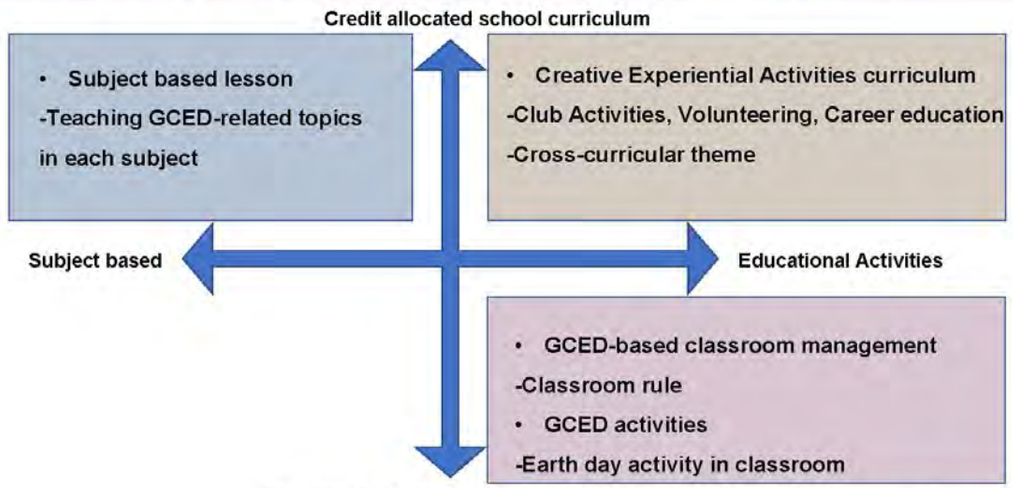
3. Challenges

34

Rethinking GCED monitoring

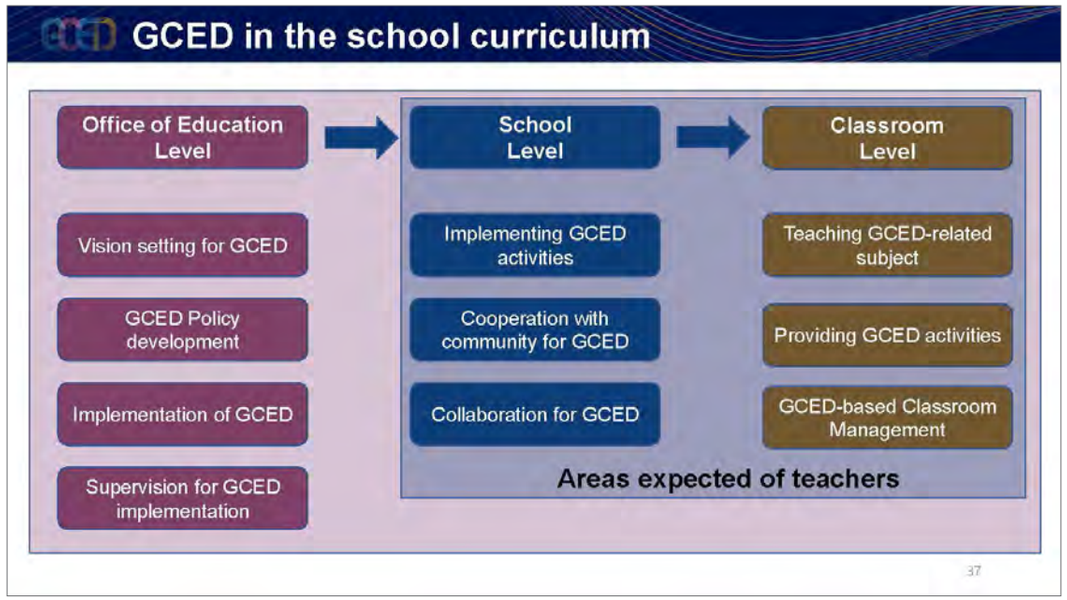
- Contents of GCED
  - GCED policies can be monitored based on GCED reinterpreted according to each country's context rather than universal standards.
- Monitoring GCED
  - It is also important to monitor how the GCED policy is specifically implemented at the school level.
- GCED beyond school
  - It is necessary to monitor the learning outcomes of various learners including adult learners.

GCED in the school curriculum



36

Monitoring GCED-related policies: The experience of the Republic of Korea



Session 3.2 세션 3.2

Enhancing GCED and Advancing SDGs through Effective Monitoring

Barbara NAKIJOBA | Monitoring and Evaluation Officer, Uganda Youth Development Link

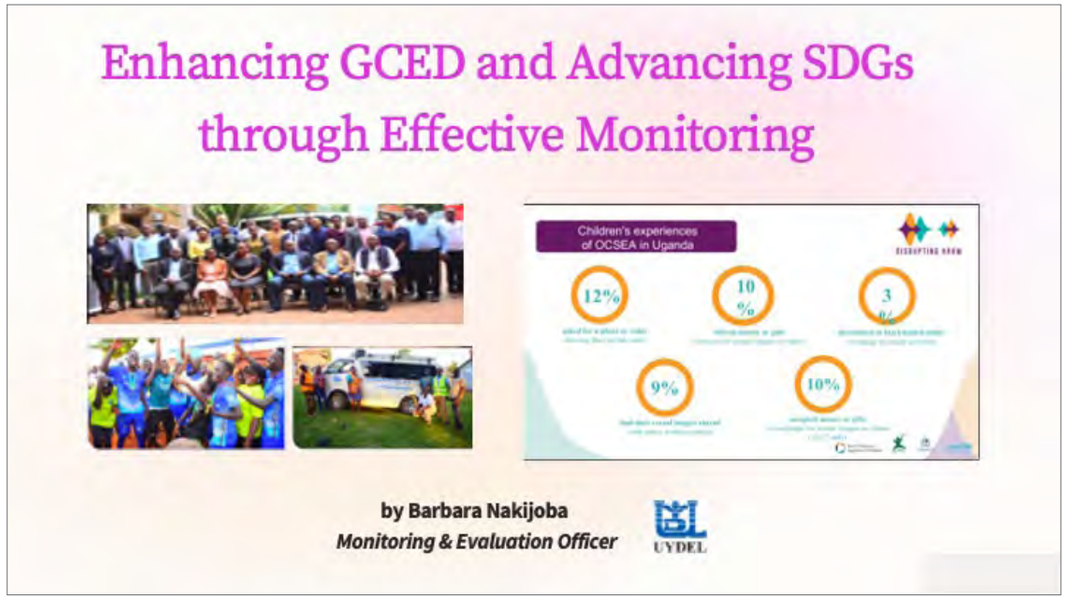
Barbara NAKIJOBA, Monitoring and Evaluation Officer at Uganda Youth Development Link and convener for the Africa Civil Society Regional Network for UNTOK, presented on leveraging participatory monitoring and evaluation to enhance GCED and advance the SDGs. Her organization, active since 1994, focuses on socio-economic transformation for disadvantaged youth in Kampala, Uganda, addressing issues like sexual exploitation, human trafficking, and climate action. NAKIJOBA shared a personal story about an encounter with a young thief in Kampala, reflecting on how such acts are often symptoms of deeper systemic issues rather than inherent flaws in the individuals involved. This experience underscores her belief in expanding GCED to foster empathy and address the root causes of social problems. Her organization employs a comprehensive approach, starting with needs assessments, project design, and fundraising, followed by targeted skills development in vocational, business, and life skills, incorporating GCED principles throughout. Monitoring and evaluation are integral, using both quantitative and qualitative methods to assess outcomes and impact, and adapting strategies based on community feedback and data. Key successes include influencing legislation on alcohol control and advancing child protection efforts. NAKIJOBA emphasized the need for tailored GCED approaches, leveraging partnerships, and continuous innovation to address evolving challenges. Her call to action urges collaboration and data-driven education to enhance monitoring and evaluation practices in the non-profit sector.

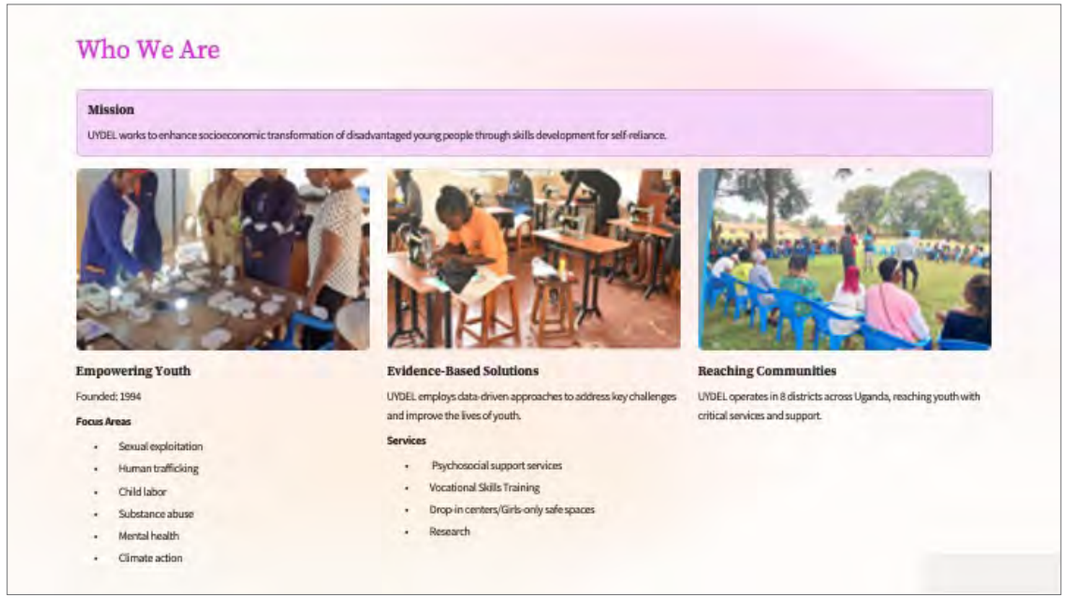
효과적인 모니터링을 통한 세계시민교육 강화와 지속가능발전목표의 진전

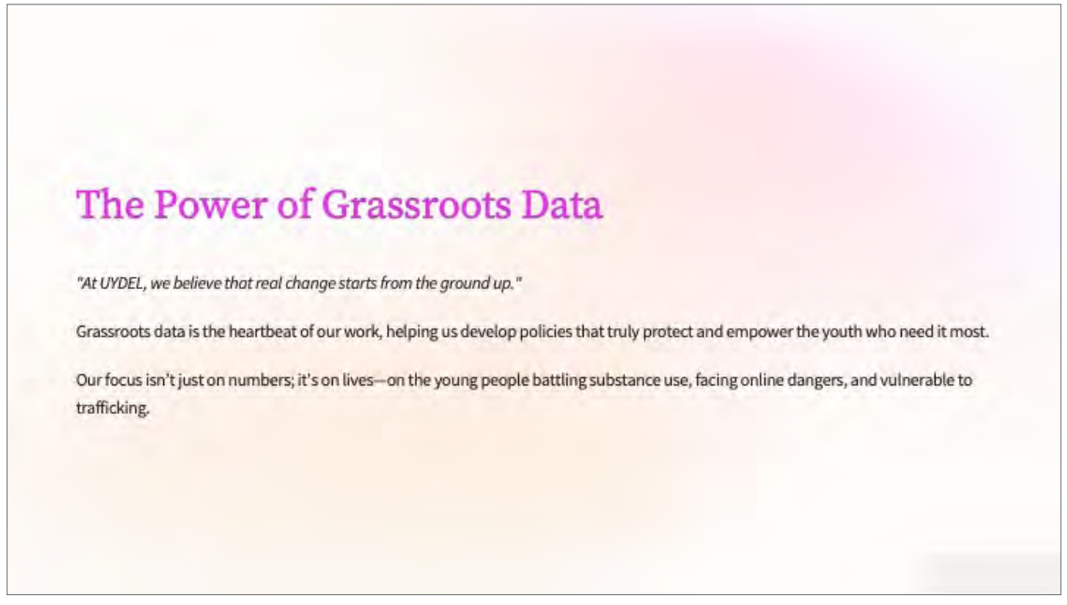
바바라 나키조바 | 우간다 청년개발링크 모니터링•평가담당관

우간다 청년개발링크의 모니터링 및 평가 담당관이자 UNTOK 아프리카 시민사회 지역 네트워크의 소집자인 바바라 나키조바는 참여 모니터링과 평가를 활용하여 세계시민교육을 강화하고 지속가능발전목표를 발전시키는 것에 대해 발표했다. 1994년부터 활동한 그녀의 조직은 우간다 캄팔라의 소외된 청소년을 위한 사회경제적 변화에 초점을 맞추고 있으며, 성적 착취, 인신매매, 기후 위기와 같은 문제를 해결하고 있다. 그녀는 캄팔라에서 발생한 젊은 도둑과의 만남에 대한 개인적인 이야기를 공유하며 이러한 행위가 관련 개인의 내재적 결함이 아닌 더 깊은 시스템적 문제의 증상인 경우가 많다는 점을 발견했다. 이 경험은 공감을 촉진하고 사회 문제의 근본 원인을 해결하기 위해 세계시민교육을 확장해야 한다는 그녀의 신념을 보여주는 개인적 사건이었다. 그녀의 조직은 요구 사항 평가, 프로젝트 설계, 기금 모금을 시작으로 직업, 비즈니스 및 생활 기술 분야의 표적 기술 개발, 전반에 걸쳐 세계시민교육 원칙을 통합하는 등 포괄적인 접근 방식을 채택하고 있다. 모니터링과 평가는 양적 및 질적 방법을 모두 사용하여 결과와 영향을 평가하고 커뮤니티 피드백과 데이터를 기반으로 전략을 조정하는 데 필수적인 요소임을 강조하였다. 주요 성공 사례로는 알코올 통제에 관한 법률에 영향을 미치고 아동 보호 노력을 발전시키는 것이 있다. 나키조바는 여러가지 과제를 해결하기 위해 맞춤형 세계시민교육 접근 방식, 파트너십 활용, 지속적인 혁신의 필요성을 강조했다. 그녀는 비영리 부문의 모니터링 및 평가 관행을 강화하기 위해 협력과 데이터 기반 교육을 촉구함으로써 발표를 마무리했다.

Enhancing GCED and Advancing SDGs through Effective Monitoring







Enhancing GCED and Advancing SDGs through Effective Monitoring

The Power of Grassroots Data in Shaping Policies

1. **Community Engagement**

   UYDEL doesn't just collect data; we involve the community. They know their challenges best, making the data we gather more accurate and meaningful.

2. **Simplified Tools**

   We've created easy-to-use tools that our teams can rely on, whether they're in a city or a remote village such as Paper based easy to understand data collection tools, Community Data Collection Workshops, simple community feedback mechanism, such as a suggestion box and community meetings, Mobile Data Collection App.

3. **Evidence Based Approach**

   Through working hand-in-hand with the community, we ensure that the solutions we develop are rooted in the realities of those we aim to help.

Challenges

- *"Imagine trying to map out a path to safety and success for youth with limited tools and time."*
- Limited Resources; We often find ourselves stretched thin—working with tight budgets and scarce tools.
- Time Constraints; Every second counts as we race to gather insights that can make a difference.
- Consistency Issues; Ensuring that data remains consistent across different communities isn't easy, especially when those communities are as diverse as ours.
- Limited commitment to Monitoring and Evaluation *(Some view it as a waste of resources)*

The Real Impact

Relevant Interventions

The data we collect has a direct impact on policies, leading to real, positive change for vulnerable youth in Uganda.

Advancing GCED and SDG 4

UYDEL's efforts are building a future where every young person has the chance to thrive. Our work is beyond simply educating; it is empowering.

Community Voices Matter /Learning Opportunity

Listening to grassroots voices is essential to building hope and a path forward for vulnerable youth in Uganda.

Addressing Substance Use and Online Exploitation

Substance Use

- Grassroots data has revealed the prevalence and patterns of substance use among young people in different communities, allowing UYDEL to design tailored interventions to reduce its impact.
- Need for Community Coalitions

Online Exploitation

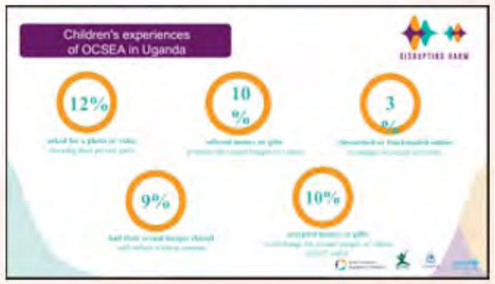
Data collection has shed light on the vulnerabilities of young people to online exploitation and human trafficking, leading to the development of programs that promote digital literacy and safety.

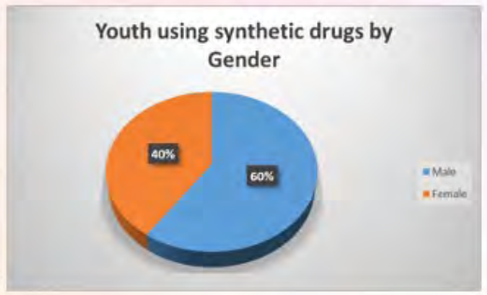
Safe Learning Environments

UYDEL's data-driven approach has informed the creation of educational programs that protect children from online dangers, fostering safer and more inclusive learning environments.

Enhancing GCED and Advancing SDGs through Effective Monitoring

What the data shows





What the children told us

- Corruption and request of payment of an informal fee
- Gender of police officers

DISRUPTING HARM

"I wanted to talk to a female police officer, but they told me she was not around. They told me to come back another day since the female police officer had gone somewhere else out of office. So, I just talked to the ones I found there since I had no choice." (RA4-UG-01-A-Child)

"Since I chose a female police officer, I felt comfortable speaking with her about my case"

What the children told us

DISRUPTING HARM

Only one of the six children saw her case heard in court – 8 months process

"I felt uncomfortable, but I still wanted justice, so I had to give in. I had to tell him everything from the beginning up to the end… I felt somehow uncomfortable but still I had to tell him because I wanted justice. Since I was not given an opportunity to choose a judge. I just found him there waiting for me, so I had to endure."

She received 300000 UGX compensation but did not feel that she had achieved justice because the offender paid to avoid punishment

"It was really hard for me, because I had this feeling that maybe these people might think that I wanted money."

OCSEA Policy

Policies and laws that safeguard the rights of children in Uganda include;
-1995 Constitution of the Republic of Uganda as amended,
-The Children Act 1998,
-The Children (Amendment) Act of 2016
-The Domestic Violence Act, 2020,
-Prevention of Torture Act,2012,
-Prevention of Female Genital Mutilation Act, 2010,
-Trafficking in Person Act, 2009,
-Penal Code Act Cap 120 etc.

Uganda is actively working on legislation to address online child sexual exploitation. The country is set to be the first to develop a National Child Protection Action Plan, which aims to implement recommendations from a recent study regarding protecting children from online sexual exploitation. Additionally, there are calls for laws that require internet service providers to safeguard against child sexual abuse materials and cooperate with law enforcement.

Enhancing GCED and Advancing SDGs through Effective Monitoring

The United Nations Convention against Transnational Organized Crime (UNTOC) is a key framework aimed at combating organized crime globally. Uganda, being a party to this convention, has implemented the relevant protocols, including those aimed at preventing and suppressing trafficking in persons, especially women and children. Uganda has domestic laws and policies to address human trafficking, aligning them with international standards provided by the protocols.

Capacity Building & Advocacy

By: Timothy Chemonges

Repeated surveys by the World Health Organisation (WHO), have categorized Uganda among the leading global alcohol consumers in more than three decades.
For as low as UGX 500 (about 0.13 cents of US Dollars), anyone as young as 15 years can access a sachet of highly toxic beverage ranging anywhere between 40-50% of alcohol content.

On May 30, 2019, a new law was enacted that deemed the manufacture and sale of sachet alcohol illegal

Lessons Learned and Best Practices

- Data collection and intervention strategies should be tailored to local needs. UYDEL has learned the importance of community engagement throughout the process.
- Utilizing Partnerships to support data collection processes & strengthening M&E systems
- Adaptability and innovation are crucial in constantly evolving contexts. UYDEL continuously refines its tools and methods to ensure relevance and effectiveness.
- Collaboration with various stakeholders is essential for resource optimization and wider impact. UYDEL leverages multi-sectoral partnerships to maximize its reach.
- Continuous monitoring and evaluation are critical for program effectiveness and sustainability. UYDEL regularly assesses its initiatives to ensure they meet the evolving needs of the communities they serve.

Enhancing GCED and Advancing SDGs through Effective Monitoring

Call to Action

"Be a Global Citizen: Empower Youth by Supporting Data-Driven Education and Action"

Global Citizenship Education (GCED) teaches us that we all have a role to play in building a more just, peaceful, and inclusive world. To truly make a difference, we must start by understanding and addressing the challenges faced by the most vulnerable among us.

-Partner with us to integrate grassroots data into education programs that empower youth and promote global citizenship.

-Support Data-Driven GCED. *Contribute resources—whether funding, expertise, or technology—to help us gather and utilize data that shapes inclusive and effective educational policies.*

-Engage in Your Community. *Take part in local efforts to collect data, share insights, and advocate for educational programs that reflect the realities of those who need it most.*

-Champion GCED. *Use your voice to promote the importance of data in advancing GCED and ensuring quality education for all, helping to shape a generation of informed, responsible global citizens.*

The 9th International Conference on Global Citizenship Education

Concurrent Session 3 분과세션 3

All Hands on Deck: Unlocking the Potentials of Multilateral Efforts
우리 모두의 협력: 다자주의적 노력이 지닌 잠재력

Session 3.3 세션 3.3

Accelerating Collective Efforts: Bridging Local, Regional, and Global Initiatives
지역 및 글로벌 수준에서 일궈나가는 공동의 노력

Moderator 진행자

Aigul KULNAZAROVA
아이굴 쿨나자로바

Professor, Tama University School of Global Studie
타마 대학교 교수

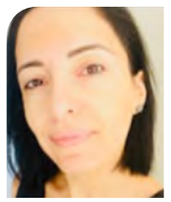
Panelists 발제자

Sicong CHEN
시총 첸

Associate Professor, Kyushu University
규슈대학교 부교수

Tanya SAMU
타냐 사무

Senior Lecturer, University of Auckland
오클랜드 대학교 선임 강사



Maria IOANNOU
마리아 이아누

Teacher, Ministry of Education, Cyprus
키프로스 교육부 교사

Cristian Bravo ARAYA
크리스티앙 브라보 아라야

Regional Programme Coordinator ESD/GCED, UNESCO Santiago
유네스코 산티아고 사무소 컨설턴트

Session 3.3 세션 3.3

Common Curriculum Guide for Peace Education in Northeast Asia

Sicong CHEN | Associate Professor, Kyushu University

Sicong CHEN opened the discussion by focusing on Peace Education within the context of Northeast Asia, a region historically burdened by complex political tensions. CHEN emphasized that promoting peace education is imperative in building a more peaceful and stable global society, particularly in regions like Northeast Asia, where geopolitical struggles often make peacebuilding efforts difficult. However, CHEN acknowledged that teaching peace education in this region is fraught with challenges, as many educators view the subject as too sensitive or controversial. There is a prevailing belief that such education might provoke discomfort or resistance, leading many educators to hesitate when incorporating it into their curricula.

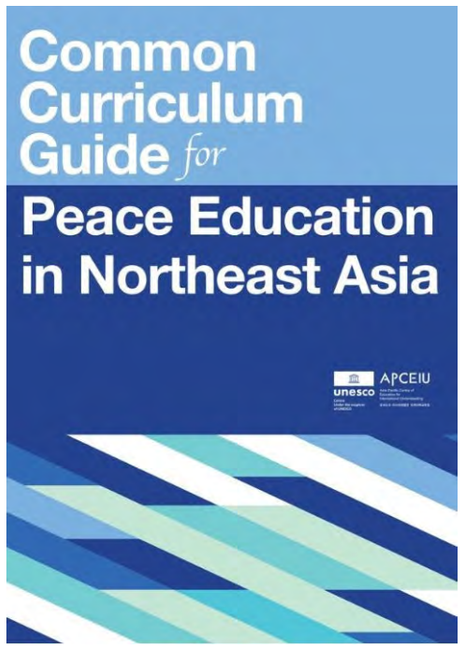
To address these challenges, CHEN and colleagues have worked on developing guiding principles specifically designed for the Northeast Asia context. These principles are intended to offer educators a framework for teaching peace in ways that are contextually appropriate yet effective. CHEN highlighted that this curriculum is not officially part of the region's educational system but serves as an unofficial resource that educators can use to introduce peace education. CHEN also pointed to language barriers as a key challenge in promoting GCED in the region. Translating complex academic concepts into accessible language that resonates with diverse communities requires careful consideration. CHEN concluded by advocating for more academic and non-formal initiatives that can support educators in addressing peace education in a way that is sensitive yet meaningful for students.

동북아 평화교육 공동커리큘럼 가이드

시종 첸 | 규슈대학교 부교수

시종 첸 교수는 복잡한 정치적 긴장으로 고통 받아온 동북아시아 지역 내 평화교육의 중요성을 논의했다. 평화교육을 통해 더 평화롭고 안정된 글로벌 사회를 구축하는 것이 중요하며, 특히 평화 구축 노력이 어려운 동북아시아와 같은 지역에서 그 필요성이 더욱 대두된다고 언급했다. 그러나 이 지역 내에서 평화교육이 민감하거나 논쟁적인 주제로 여겨지며, 평화교육을 실천하는 일이 불편함이나 반발을 일으킬 수도 있다는 만연한 믿음이 있어, 교육자들이 평화교육을 교육과정에 포함하는 데 주저하게 만든다고 지적했다.

이 문제를 해결하기 위해 시종 첸 교수와 동료들은 동북아시아의 상황에 맞는 지침 원칙을 개발하였다. 이 원칙의 목표는 교사들에게 지역적 맥락에 맞으면서도 효과적으로 평화를 가르칠 수 있는 틀을 제공하는 것이다. 해당 커리큘럼 가이드는 지역 교육 시스템의 공식적인 일부는 아니지만, 교사들이 평화 교육을 도입하는데 사용할 수 있는 효과적인 비공식 자원이 된다. 또한 세계시민교육을 알리는 데 있어 언어의 장벽이 존재하기에 복잡한 학술 개념을 다양한 공동체가 공감할 수 있는 언어로 번역하는 것에 신중한 고려가 필요하다. 그는 비록 민감하지만 의미 있는 평화 교육을 위해 필요한 학술적, 비형식적 이니셔티브의 필요성을 역설하였다.



Session 3.3 세션 3.3

Tanya SAMU | Senior Lecturer, University of Auckland
타냐 사무 | 오클랜드 대학교 선임 강사

Tanya SAMU presented a powerful discussion centered on Indigenous Pacific Peoples and their unique perspectives on GCED. She began by sharing her experiences with the Pacific Islands Festival, a quadrennial gathering where Pacific nations come together to celebrate their shared culture, traditions, and history. SAMU described the profound sense of unity and kinship that binds the Pacific region, despite the diversity of its people.

SAMU emphasized that the Pacific region operates with a fluid notion of kinship, where the collective is prioritized over the individual. However, despite this unity, SAMU pointed out that the Pacific often lacks a strong presence in global forums, especially compared to larger regions like Asia, which accounts for a third of the world's population.

SAMU discussed how her work aims to reconceptualize GCED for Indigenous Pacific peoples, focusing on the need for education that is rooted in Pacific traditions and values. She warned against the imposition of Western educational models, which can sometimes undermine Indigenous cultures by creating an "us vs. them" dynamic. SAMU advocates for educational practices that blend formal education with traditional knowledge, ensuring that Pacific students are not only equipped to participate in global discussions but also deeply connected to their cultural heritage. Her powerful message reinforced the importance of maintaining cultural identity while engaging with global citizenship ideals. SAMU ended her presentation with a song, where the words translated to "love, hope, and peace for us all."

타냐 사무 박사는 태평양 원주민들과 그들의 독특한 세계시민교육 관점을 나누었다. 4년마다 열리는 태평양 섬 축제에서 태평양 국가들이 함께 모여 공유된 문화, 전통, 역사를 기념하는데, 이는 다양한 민족이 있음에도 불구하고 태평양 지역을 묶는 강한 유대와 공동체 의식을 드러낸다.

태평양 지역은 집단을 개인보다 우선시하는 유동적인 친족 개념을 기반으로 살아간다. 그러나 이러한 단합에도 불구하고 태평양 지역은 종종 아시아처럼 세계 인구의 3분의 1을 차지하는 더 큰 지역과 비교하여 글로벌 포럼에서 강력한 존재감을 가지지 못할 때가 있다.

그녀는 태평양 원주민들을 위해 세계시민교육을 재구성하는데 초점을 두며, 태평양의 전통과 가치를 기반으로 한 교육의 필요성을 강조한다. 서구 교육 모델은 때때로 '우리 대 그들' 다이나믹을 만들어 원주민 문화를 약화시킨다. 따라서 공식 교육과 전통 지식을 결합하여 태평양 지역 학생들이 글로벌 토론에 참여할 수 있도록 준비시키고, 그들의 문화적 유산과 깊이 결합되는 교육 관행을 옹호한다. 그녀가 부른 "사랑, 희망, 평화가 우리 모두에게"라는 가사가 담긴 노래는, 세계시민의 이상을 유지하면서도 문화적 정체성을 지켜야 한다는 메시지를 아름답게 전달했다.

Session 3.3 세션 3.3

Cyprus: a divided island - Experiential education

Maria IOANNOU | Teacher, Ministry of Education, Cyprus

Maria IOANNOU offered a poignant reflection on the situation in Cyprus, a country that has been divided since 1974, with one side controlled by Turkish forces and the other by Greek Cypriots. IONNOU provided an overview of Cyprus's history, noting that the island has faced numerous occupations, which have left deep scars on its social and educational systems. Even today, war and division are ever-present in Cypriot society, influencing how children are educated and how communities interact. IONNOU highlighted that GCED offers a vital opportunity for students to see themselves as agents of change who can contribute to peace and reconciliation.

In her work, IONNOU focuses on experiential education, which allows students to engage with Cyprus's complex history through hands-on learning. She explained that many Cypriot students grow up with a deep sense of division, and part of her role as an educator is to empower them to understand that they can break the cycle of conflict. IONNOU emphasized that the narrative of division is perpetuated by the political system, which often works to maintain the status quo. However, grassroots efforts, like those led by educators and local communities, are attempting to bridge the divide by using GCED to bring together students from both sides of the island. IONNOU concluded that peace in Cyprus can only be achieved if the younger generation is given the tools to foster understanding and empathy through GCED.

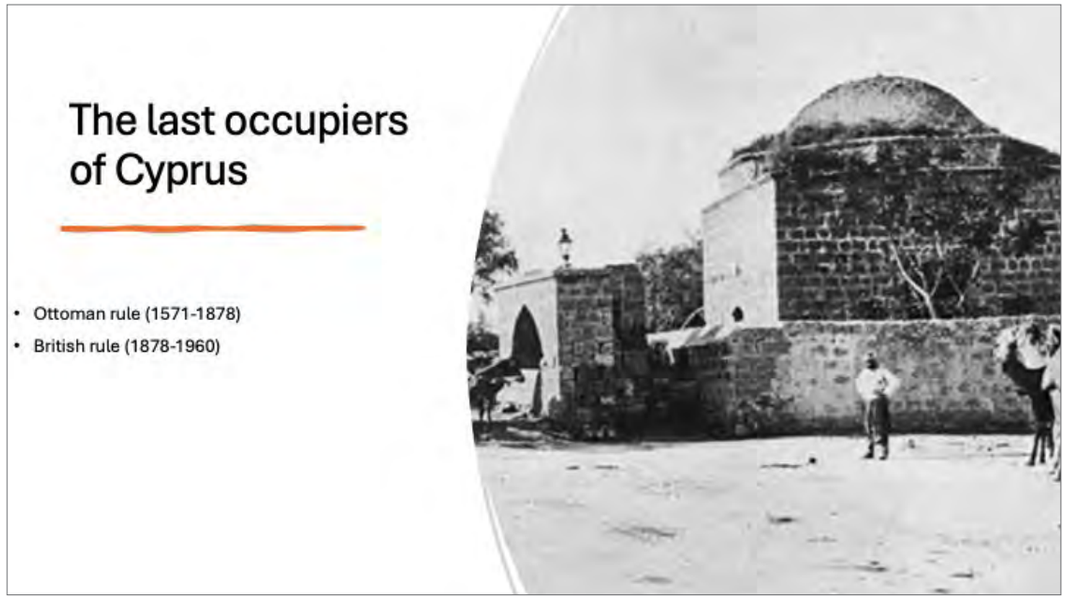
키프로스: 분열된 섬 - 체험적 교육

마리아 이아누 | 키프로스 교육부 교사

마리아 이아누 교사는 1974년 이후 터키 군 통제 지역과 그리스계 키프로스인의 통제 지역으로 나뉘어 있는 키프로스의 아픈 역사를 다루었다. 그녀는 키프로스 섬이 여러 차례의 점령을 겪으며 사회적·교육적 시스템에 깊은 상처를 경험했다고 설명했다. 오늘날까지도 전쟁과 분단은 키프로스 사회에 만연해 있으며, 아이들의 교육과 지역사회의 상호작용에도 영향을 미치고 있다. 이러한 배경에서 세계시민교육은 학생들이 평화와 화해에 기여할 수 있는 변화의 주체로서 자신을 바라볼 수 있는 주요 기회로 작용한다.

이아누는 학생들이 키프로스의 복잡한 역사를 이해할 수 있도록 체험 학습을 중심으로 가르친다. 그녀는 많은 키프로스 학생들이 깊은 분단 의식을 가지고 성장하기에, 교사로서 학생들이 이러한 갈등을 악순환을 끊도록 인식하게 만드는 것이 자신의 역할이라고 믿는다. 정치 체제는 종종 현 상태를 유지하기 위해 분단의 서사를 강조하지만, 교사와 지역사회의 풀뿌리 단계의 노력은 세계시민교육을 활용하여 섬의 양 분단 학생들을 하나로 모으려 노력하고 있다. 그녀는 키프로스의 평화가 세계시민교육을 통해 청년 세대에게 이해와 공감을 키울 수 있는 도구를 제공할 때에야 비로소 달성될 수 있다고 결론지었다.

Cyprus: a divided island
- Experiential education. Activities that promote peaceful coexistence in Cyprus inside and outside the school unit

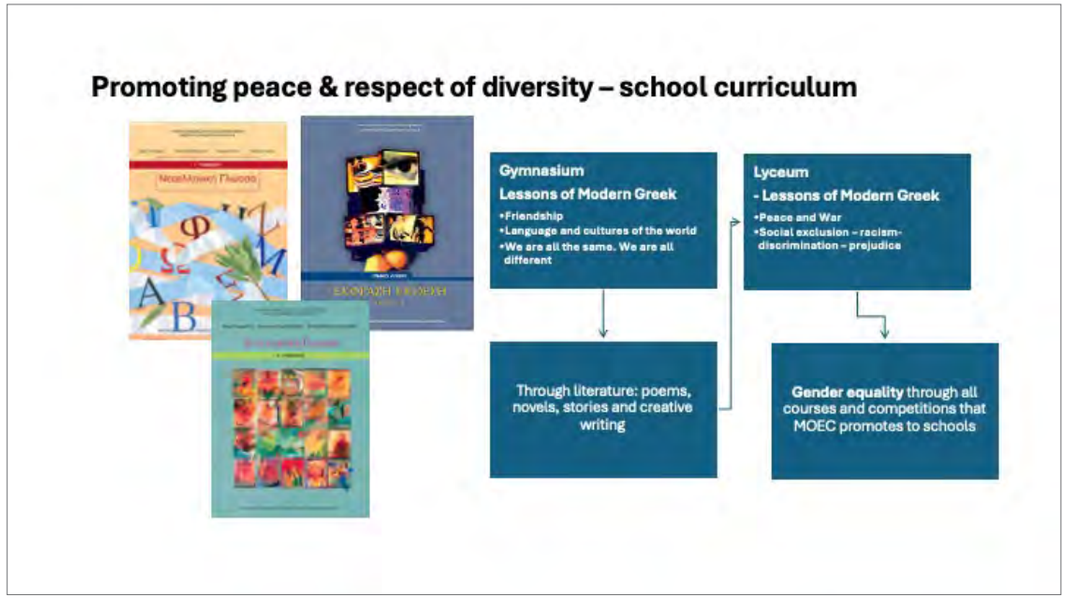


• 1955- 1959 Liberation struggle against the English colonialists

• 1960 Independence of Cyprus

• 1974 coup d'état of the junta against President Makarios in July
• 1974 Turkish Invasion & division of the island

Cyprus: a divided island
- Experiential education. Activities that promote peaceful coexistence in Cyprus inside and outside the school unit



Cyprus: a divided island
- Experiential education. Activities that promote peaceful coexistence in Cyprus inside and outside the school unit

Three day exhibition of students work and video showing

Students work

Students work

Students work

Cyprus: a divided island
- Experiential education. Activities that promote peaceful coexistence in Cyprus inside and outside the school unit

Creation of short documentaries

- Students are taught how to create **short documentaries that promote peace**. They participate to workshops that teach them the art of filming.

46th Pancyprian Symposium of the UNESCO Corporate Schools Network

The 46th Pancyprian Symposium of the UNESCO Corporate Schools Network (ASPnet), which took place in Limassol, on 4 and 5 April 2024, was successfully concluded:

"Peaceful Coexistence... Peaceful Life".

It is part of the ASPnet Network's annual programme of activities **aimed at developing positive attitudes, skills and behaviours for the cultivation of a culture of peace.** It was co-organised by the Cyprus National Commission for UNESCO, the National Coordinator of the ASPnet Cyprus Network, in cooperation with the schools Lanitio Lyceum, Agios Antonios Lyceum and Apostles Peter and Paul Lyceum.

The **two-day programme** of the Symposium included **a musical intervention** by students of the Limassol Music School, **student presentations, panel discussions with representatives of governmental services and non-governmental organisations** as well as experiential workshops **aimed at educating and raising awareness on the promotion of intercultural understanding, respect for diversity, conflict resolution, tolerance and empathy**.

Cyprus: a divided island
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Event by members of the UNESCO Corporate Schools Network at Linopetra High School on "Human Rights"

The event **"Human Rights"** was held on 15 December 2023 at Linopetra High School with great success. The event was under the auspices of Dr. Katerina Vladimirou, National Coordinator of the UNESCO Corporate Schools in Cyprus.

MEP Mr. Costas Mavridis and the music composer-singer Ms. Alexia Vassiliou honoured us with their presence and gave the children and the attendees important **messages** about **human rights and humanitarian values**.

Dancing & Acting

Visits to the **Presidential Palace** and a meeting with the **Commissioner for Presidential and Humanitarian Affairs** to inform students about issues related to the 1974 invasion, missing persons and internally displaced persons.

Presidential Palace

Cyprus: a divided island
- Experiential education. Activities that promote peaceful coexistence in Cyprus inside and outside the school unit

Erasmus Project

Discussing with EU Members

Art exhibition at the European Parliament

ADHR

The Association for Historical Dialogue and Research (AHDR) is a non-governmental, non-profit, inter-communal organisation in Cyprus, established in 2003. Over the years, the AHDR has made a contribution to the fields of history and peace education by advancing understanding, dialogue and critical thinking; creating opportunities for intercommunal contact; developing educational materials; **establishing the Home for Cooperation,** a community and educational centre in Nicosia; providing **numerous opportunities for capacity building for teachers and students of all educational levels from all communities; advancing the exploration of heritage and memory through city walks and study visits; and collaborating with educational stakeholders for the introduction of innovative pedagogical approaches in formal and non-formal education. Additionally, the AHDR provides spaces and opportunities for promoting a culture of reconciliation, sustainable peace, and non-violence through quality education in line with international frameworks and guidelines of UNESCO and the Council of Europe.**

Session 3.3 세션 3.3

Session 3.3 세션 3.3

Overview of the Regional Process on Violence

Cristian Bravo ARAYA | Regional Programme Coordinator ESD/GCED, UNESCO Santiago

Christian Bravo ARAYA presented a compelling case for the role of GCED in addressing violence and inequality in the Caribbean and Latin America. He explained that the region is incredibly diverse, with a range of cultural, social, and economic challenges, but that violence remains a persistent issue across many countries. According to ARAYA, the root causes of violence in these regions often stem from deep-seated inequalities, and GCED has the potential to address these issues by promoting greater understanding, empathy, and cooperation among students. However, ARAYA noted that one of the biggest obstacles to implementing GCED effectively in the Caribbean and Latin America is the lack of reliable data and information about the causes of violence. Without sufficient data, it is difficult to design and implement policies that can prevent violence and promote peaceful coexistence.

ARAYA also discussed the need for intergenerational dialogue in these regions, noting that many policies become outdated because they fail to engage younger generations. He argued that fostering meaningful engagement between different age groups is essential to ensuring that policies remain relevant and effective. ARAYA concluded by highlighting the importance of political will in driving GCED initiatives. He stressed that while many governments in the region express support for GCED in theory, they often fail to commit the necessary resources or take the bold actions required to fully implement these programmes.

폭력에 대한 지역 프로세스 개요

크리스티앙 브라보 아라야 | 유네스코 산티아고 사무소 컨설턴트

유네스코 산티아고 사무소 컨설턴트 크리스티앙 브라보 아라야는 카리브해와 라틴 아메리카에서 폭력과 불평등 문제를 해결하는 세계시민교육의 역할에 대해 설득력 있는 사례를 제시했다. 이 지역은 문화적, 사회적, 경제적 다양성을 지니고 있지만 많은 국가에서 폭력이 지속적인 문제로 남아있다. 그는 폭력의 근본 원인이 깊이 뿌리 박힌 불평등에서 비롯되기에, 세계시민교육이 학생들 간의 이해, 공감, 협력을 증진시키고 문제를 해결할 잠재력을 지녔다고 주장한다. 그러나 카리브해와 라틴 아메리카에서 세계시민교육을 효과적으로 구현하는 데 있어 가장 큰 장애물 중 하나는 폭력의 원인을 분석하는 신뢰성 있는 데이터와 정보의 부족이다. 충분한 데이터 없이 폭력을 예방하고 평화로운 공존을 촉진하는 정책을 설계하고 실행하기는 어렵다.

또한 지역 내 세대 간 대화의 필요성이 부각된다. 많은 정책이 젊은 세대와의 소통 부족으로 인해 시대에 뒤떨어지기 때문이다. 따라서 다양한 연령대 간의 의미 있는 참여를 촉진시키는 것이 정책이 시의적절하고 효과적으로 작용하는데 필수적이다. 특히 세계시민교육 이니셔티브를 추진하는 데 있어 정치적 의지가 중요하며, 해당 지역의 많은 정부가 이론적으로는 세계시민교육을 지지한다고 표명하지만, 실제로 세계시민교육 프로그램을 완전히 실행하는 데 필요한 자원을 제공하거나 대담한 행동을 취하지 않는 경우가 많다. 그는 이렇듯 지역의 현 과제를 지적하며 세계시민교육의 적극적인 이행을 권고했다.

Overview of the Regional Process on Violence

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We are individuals that belong to organizations or institutes and every acts we do can connect and make a difference.
- Cecilia BARBIER

우리는 조직과 기관에 속한 개인으로서, 우리가 하는 모든 행동이 연결되어 변화를 만들 수 있습니다.
- 세실리아 바비에리

The 9th International Conference on Global Citizenship Education

Plenary Session 4 기조세션 4

A Way Forward: Revitalizing Multilateralism by Transforming the Learning Landscape
나아가며: 학습 환경의 혁신을 통한 다자주의 활성화

Moderator 진행자

LIM Hyun Mook
임현묵

Director, APCEIU
유네스코 아시아태평양 국제이해교육원 원장

Speaker 발표자

Mousumi MUKHERJEE
무스미 무케르지

Professor,
O.P. Jindal Global University
인도 O.P. 진달 글로벌 대학 교수

Cecilia BARBIERI
세실리아 바비에리

Chief of Section of Global Citizenship and Peace Education, UNESCO
유네스코 세계시민·평화교육과장

Nelly Aluanga OMINO
넬리 알루앙가 오미노

Head of School,
Marina International School
마리나 국제학교 교장

Arabboy AKHMADULLAEV
아랍보이 아크마둘라예프

Chief Specialist of the Department of Methodology and Textbooks, Ministry of Preschool and School Education, Uzbekistan
우즈베키스탄 교육부 수석 전문관

Plenary Session 4 기조세션 4

The 9th IConGCED concluded with Plenary 4, showcasing significant insights from both panelists and participants.

Mousumi MUKHERJEE, Professor at O.P. Jindal Global University, reflected on her personal growth through the Conference, emphasizing the importance of global GCED initiatives and expressing enthusiasm for translating her experience into actionable strategies for her students in India.

Cecilia BARBIER, Director of Global Citizenship Education and Peace Education at UNESCO, expressed a renewed sense of purpose, emphasizing the urgent need for actionable recommendations to address ongoing conflicts. He was inspired by the diverse perspectives on the transformative power of education and GCED's role in fostering peace.

Nelly Aluanga OMINO, leading an international school in Nairobi, highlighted the moral responsibilities of teachers. She was particularly moved by youth-led initiatives and plans to incorporate storytelling into her curriculum to enhance learning.

Arabboy AKHMADULLAEV, a Chief Specialist of the Department of Methodology and Textbooks from Uzbekistan, stressed the importance of integrating peace education from early childhood, viewing the Conference as a catalyst for such implementation.

Participants shared a strong commitment to utilizing GCED to tackle global challenges and improve local communities. Many felt inspired to implement GCED principles, with some emphasizing the incorporation of arts, culture, and storytelling to strengthen these efforts.

Overall, the Conference highlighted GCED's crucial role in promoting global peace and addressing pressing issues like conflict and inequality. Attendees were encouraged to collaborate and take actionable steps to integrate GCED principles into their educational practices. The event reinforced a collective commitment to fostering a more inclusive and harmonious world through education, ultimately showcasing the impact of GCED on building a peaceful and connected global community.

Plenary Session 4 기조세션 4

기조세션 4에서는 초청된 발표자와 참가자 모두의 중요한 통찰력을 나누며 제9회 세계시민교육 국제회의를 마무리했다.

인도 O.P. 진달 글로벌 대학의 무스미 무케르지 교수는 회의를 통해 개인적으로 성장한 것을 돌아보며, 전 세계적 세계시민교육 이니셔티브의 중요성을 강조하고 자신의 경험을 인도의 학생들을 위한 실행 가능한 전략으로 전환하고자 하는 열정을 표현했다.

유네스코 세계시민·평화교육과장인 세실리아 바비에리는 지속적인 갈등을 해결하기 위해 실행 가능한 권고의 필요성을 강조하며 새로운 목적 의식을 표현했다. 그녀는 교육의 변혁적 힘과 평화를 촉진하는 세계시민교육의 역할에 대한 다양한 관점에 영감을 받았다.

나이로비의 국제 학교를 이끄는 넬리 알루앙가 오미노는 교사의 도덕적 책임을 강조했다. 그녀는 특히 청소년 주도 이니셔티브와 학습을 강화하기 위해 커리큘럼에 스토리텔링을 통합하려는 계획에 감동을 받았다.

우즈베키스탄 교육부 수석 전문관인 아랍보이 아크마둘라예프는 어린 시절부터 평화 교육을 통합하는 것의 중요성을 강조하며, 이번 국제회의를 그러한 실행의 촉매제로 보았다.

참석자들은 전지구적 과제를 해결하고 지역사회를 개선하기 위해 세계시민교육을 활용하려는 강력한 의지를 공유했다. 많은 사람들이 세계시민교육 원칙을 실행하도록 영감을 받았으며, 일부는 이러한 노력을 강화하기 위해 예술, 문화 및 스토리텔링을 통합하는 것을 강조했다.

전반적으로 본 회의는 평화를 증진하고 갈등과 불평등과 같은 시급한 문제를 해결하는 데 있어 세계시민교육이 중요한 역할을 한다는 점을 강조했다. 참석자들은 협력하고 실행 가능한 조치를 취하여 세계시민교육의 가치를 교육 관행에 통합하도록 격려 받았다. 이 행사는 교육을 통해 보다 포용적이고 조화로운 세상을 만들어 나가고자 하는 집단적 의지를 강화했으며, 궁극적으로 평화롭고 연결된 세계 공동체를 구축하는 데 세계시민교육이 미치는 영향을 보여주었다.

“

I am taking back a wealth of knowledge, ideas, guidance, and motivation to lead me on the path of GCED.
- Feedback by a participant

저를 세계시민교육으로 이끄는 다양한 지식, 아이디어, 지침, 그리고 동기를 찾아가는 중입니다. - 참가자 피드백

Inspired is the one word that expresses my state. First, it inspires me to go back and do more. Second, I realized that I was doing little until I started sharing my experiences. That's why I hope to return and do more while sharing more stories in the future.
- Feedback by a participant

이 회의에서 느낀 바를 한 단어로 표현하자면 '영감' 입니다. 첫째, 돌아가서 더 많은 것을 하도록 영감을 줍니다. 둘째, 제 경험을 공유하기 시작하기 전까지는 별로 아무것도 하지 않았다는 것을 깨달았습니다. 그래서 돌아가서 더 많은 이야기를 공유하면서 미래에 더 많은 것을 하기를 바랍니다.
- 참가자 피드백

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