

YOUTH

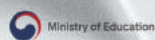
3rd
YOUTH
LEADERSHIP
WORKSHOP
ON
GCED

GCED

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Final Report [■]

3rd

YOUTH
LEADERSHIP
WORKSHOP
ON
GCED

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3rd
YOUTH
LEADERSHIP
WORKSHOP
ON
TED

3rd Youth Leadership

28 May - 3 June 2017 /



Workshop on GCED

Jeju, Republic of Korea

3rd
YOUTH
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WORKSHOP
ON
GCED





Mboladji Constant Benjamin Odounfa (Benin)

...

GCED is a way of teaching that focuses on values such as dialogue, peace-building, self-awareness, love and other civic values that are essential for raising globally-oriented leaders. It also represents an opportunity for us youth to acquire the skills needed to become true agents of change and to promote dialogue and love where there is misunderstanding.





Background

In 2015, the Incheon Declaration was adopted by world leaders, further encouraging active participation and visible changes to Global Citizenship Education (**GCED**) initiatives. Following this, in September 2015, the United Nations Sustainable Development Goals (SDGs) specifically draw attention to the importance of ***fostering global citizenship in Target 4.7***, as a new vision of education for the next 15 years.

For the past several years, promoting GCED has become a pivotal education agenda worldwide, requiring concerted effort from all levels. As a next step, further development and implementation of the global agenda is highly expected. Given that youth has the greatest stake in GCED outcomes, youth needs to assume significant role in promoting GCED together as a group. With increasing need for youth engagement, capacity building of youth leaders is of utmost importance.

In this context, the Asia-Pacific Centre of Education for International Understanding (**APCEIU**) has been organizing the annual Youth Leadership Workshop on GCED in Korea since 2015, in collaboration with various partners including the United Nations Secretary-General's Global Education First Initiative (**GEFI**). The Youth Leadership Workshop on GCED aims to enhance



Sreylet Hon (Cambodia)



GCED is a study of global issues and how citizens on earth get involved in finding the key to unlock those issues. It is the type of education which empowers and enables critical theorizing to build their capacity as active citizens who can face issues in their communities and make a change. It allows people to become aware of the grass root of these issues and to realize their role to take part in this global fight.



leadership capacity of dynamic youth leaders from different corners of the world, to carry out global citizenship initiatives more effectively. Such initiative is similar to youth workshops on GCED organized by the GEFI in other regions. Many participants of the GCED-related youth workshops have been strongly motivated to continue advocacy efforts. As a result, the **GCED Youth Network** was established at the end of 2016 to promote GCED through youth-led initiatives across the globe.

Building upon achievements, the Third Youth Leadership Workshop on GCED in 2017 will focus on developing effective strategies to maximize youth contribution to SDG 4.7 through promotion of GCED. The official launching ceremony will be held during the Workshop. As part of the Workshop, participants will also have the opportunity to contribute to the **Jeju Forum for Peace and Prosperity** by participating in a session to discuss the role of youth in promoting global citizenship for peace and sustainable development.

The training objectives are:

1. To enable youth leaders active in promoting GCED by deepening their understanding of GCED and sharing advocacy tools
2. To provide a forum for participating youth leaders to elaborate GCED advocacy strategy suitable for the national and regional levels
3. To develop concrete plans to strengthen the GCED Youth Network

Date: 28 May – 3 June 2017

Venue: Booyoung Country Club, Jeju, Republic of Korea

Participants: 50 Youth leaders/activists actively engaged in GCED and/or youth engagement

Organizers and Partners

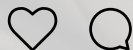
- Organizer: APCEIU
- Sponsors: Ministry of Education of the Republic of Korea, Jeju Special Self-Governing Province
- Partners: GCED Youth Network, Jeju Forum for Peace and Prosperity, Jejudo Joa, Global Inner Peace



Salah Eddine Tiar (Algeria)



GCED is about understanding and critically analysing the issues that the planet faces. To be a global citizen you must improve yourself locally in order to be able to act globally. It means it's not only in school but it's like a way daily life. GCED means a lot to me a lot because it aims to unify all the people around the world under one roof with the values of accepting others.





DAY 1: SETTING THE STAGE

The Opening Ceremony was directed by Ms. Soohyun Lim, Assistant Programme Specialist of APCEIU, and Mr. Hadi Althib, Core Team Member of the GCED Youth Network.

Opening Remarks by Dr. Utak Chung

Dr. Utak Chung welcomed youth participants and introduced the members of the GCED Youth Network as well as APCEIU Staff. He highlighted the importance of youth for sustainable development. Dr. Utak Chung gave a brief explanation of the role and origin of the Youth Advocacy Group as part of Global First Education Initiative (GEFI).

He then went over APCEIU's works in promoting youth advocacy for GCED through the GCED Youth Workshops, the first of one taking place in Busan in 2015 and followed by several regional workshops. With these workshops, APCEIU expects to enhance understanding on GCED and capacity of youth to implement their own initiatives in their countries.

He mentioned the creation of the GCED Youth Network and called on each member of the Core Team. Finally, he invited participant youth to take an active role in promoting GCED and to contribute with the work of APCEIU and the GCED Youth Network.



Sayed Ziafatullah Saedi (Afghanistan)



I think GCED means educating every human being that we all are the equal and responsible citizens of one world and should try for our global values and concerns. The world, in which we face a bunch of diverse beliefs, needs a pluralistic and tolerant approach that can be driven out of GCED. I believe that for our shared values such as human rights, peace and justice; we need a stable universal educational and theoretical base.



Introduction of GCED Youth Network

Anusheh, member of the Core Team of the GCED Youth Network, was in charge of the official presentation of the network.

She first presented a series of steps that were followed and led to the creation of the network. The first of which was the creation of the Youth Advocacy Group (YAG) as part of the GEFI initiative that was promoted by former Secretary General Ban Ki Moon. The role of YAG was mainly to advocate in issues related to Education to influence policy members and to work with young people in order to ensure that they are mobilized.

The 2nd Key step that was presented was the Regional Workshop in Moldova, which took place in 2016. During this workshop, it was discussed that the YAG was nearing its end and thus it was important to continue the effort in the subject of GCED. The idea of the GCED Youth Network came to existence.

Finally, the 3rd key step was the 2nd Youth Leadership Workshop on GCED in Busan, 2016, where participants started to be informed on the creation of this network and motivated to join. The network was officially launched in October of 2016, in the International Conference on GCED in which Guranda Bursulaia, Anusheh and Braulio Güemez participated.

After going over the creation of the GCED Youth Network, Anusheh explained that its main objectives are to connect young people around the world, to share ideas, experiences, practices and efforts, and to mobilize youth towards one goal. The structure of the Network was explained as it is divided by Core Team tier, Membership tier and Supporters tier.

So far, the GCED Youth Network has actively participated in GCED Conferences in Seoul, Republic of Korea and in Ottawa, Canada as well as in the planning of the 3rd Youth Leadership Workshop on GCED in Jeju, Republic of Korea.

The future activities for the network are

i) Resource Development, by collaborating in the creation of a GCED Online Course along with UNESCO APCEIU, ii) Mobilization of Youth to promote and strengthen grassroots level initiatives, and iii) Capacity-Building by implementing workshops.





Ruzanna Baldryan (Armenia)



GCED is about cultural empathy and understanding achieved through intercultural communication and interaction, acknowledgement and embracing of ethnic, religious and linguistic differences. GCED acquisition shouldn't be confined to conventional education system: it is important to travel, mingle with peers from around the world, challenge beliefs and become more open-minded.



Narrative Building – Role of Youth Leaders for GCED

Dr. Utak Chung delivered a session of Narrative Building. The session started by recognizing that that we are living in a small global village, characterized by its interconnectedness and common global challenges such as poverty, the refugee crisis, climate change, etc. In response to these interconnectedness and common challenges, Global Citizenship Education is a tool to face the challenges and achieve peace and sustainable development.

Dr. Chung explained how GCED became part of the UNESCO priorities and the process to include it as part of the UNESCO Global Agenda and how APCEIU contributed to make GCED as part of UNESCO Global Agenda.

Later, Dr. Chung proceeded to describe the role of APCEIU working in Capacity-Building for Educators, Fellowship programs, Teacher training and International Teacher exchange and GCED Curriculum Development and Integration for Cambodia, Colombia, Mongolia and Uganda. He presented the meetings and conference to take place in the following months and extended the invitation for participants to help in the mission of APCEIU.

Why is it important for young people to have and understanding in GCED?

Braulio started presentation by emphasizing how youth today are privileged and have a historical responsibility towards GCED. Proof of this is that youth from 42 different countries were able to meet in the Republic of Korea and communicate using English as a common language.

He based the importance of youth having an understanding in GCED in some key statements:

- That youth are a vulnerable group today and tomorrow, because of climate change, poverty, political instability and other challenges that keep arising. Thus, we need to be aware of the challenges and prepared to tackle them.





Maria Eduarda de Quadros Rolim (Brazil)



GCED is the way to not only turn my city or my country better, it is a way to turn the world more proactive. It is a way to understand and be understood, while respecting all the differences cultures and realities. GCED is the "policy" necessary in order for my city and country to change. I am referring to these because they are what I see and live in everyday.



- Youth have great potential, especially potential to mobilize people around the world through the power of social media.
- Youth are more able to criticize historical values and more open to global values. They are able to critically reflect on conventional values and the reason behind them, and more open to make global values such as freedom, democracy, protection of human rights, sustainability, etc. as their own.
- Youth are a lot, and this enables them to create significant change if united.

Case Presentation: Youth Coalition against Terrorism

Imrana, a member of the GCED Youth Network and coordinator of the Youth Coalition against Terrorism in Nigeria, gave testimony of his work through his organization in preventing extremism. This volunteer and youth-led organization aims to weaken the appeal of violent extremism in north eastern Nigeria through peace education and skills acquisition.

To the moment, it is composed of 2000 students in 45 schools across Yobe and Borno states and it has Peace clubs in 24 schools. Furthermore, it has trained 25 teachers on peace education and 226 youth in entrepreneurial skills.





Bomi Moon (Republic of Korea)



GCED is a progression of learning how to live, how to love and how to grow alongside other people in the world. We can solve the worldwide problems we are facing, including extreme poverty and inequality of opportunities through GCED. I have dreamt of a world with opportunities for everyone. The more people that have opportunities, the more people in the world can be happy.



Afternoon Session

General announcement was made for following sessions on culture night, field visits and Jeju Peace Forum.

Community-Building

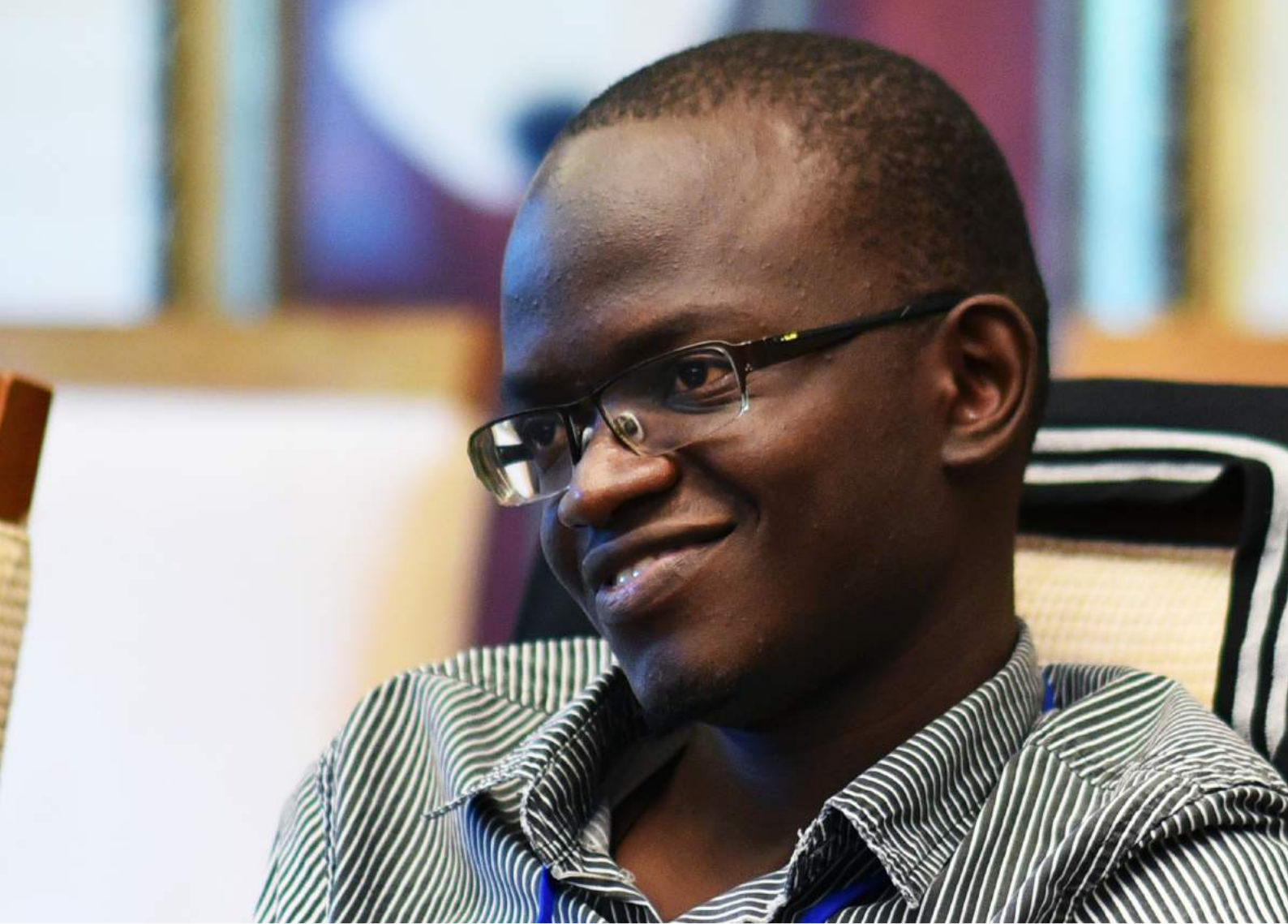
To work on community-building between participants of the Workshop, they engaged in activities such as speed meeting, ball and names, and name and adjective. This served the purpose of participants getting to know each other and each other's names.

Introduction to GCED

To give an introduction to GCED, Yeonwoo Lee and Soohyun Lim (APCEIU) asked a series of questions that gave way to meaningful discussion on what it means to be a global citizen. Some of the questions were:

- A global citizen should travel often.
- A global citizen should know many languages.
- A global citizen should be empathetic to people from different communities.
- A global citizen should be active in social media.
- GCED can help you survive / thrive in the global job market.
- GCED is a priority to countries that still have structural deficiencies in education.





Gregory Ochieng Okumu (Kenya)



GCED is a learning process that actively involves people of different ages and ethnic backgrounds, to participate in addressing global pressing social and economic issues among others. It is a kind of learning that aims at making the active learners more conscious on issues affecting them. It means building resilience among the learners in their communities, creating a sense of belonging and identity and making them responsible citizens.





Following this, they moved to explain GCED, which is not a legal status but rather an education that emphasises non-cognitive aspects of learning. It is based on four pillars: learning to be, learning to live together, learning to do, learning to know. The “Glocal” nature of GCED was stressed.

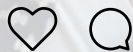
The role of education in society was also discussed, on whether education serves as a credential or as a catalyst for change and peace promotion.

To complete the session, a group activity was carried out. Each group drew a human shape and, within it, wrote the characteristics of a Global Citizen.



Heba Mohamed Elhanafy Abdelsalam Mohamed (Egypt) ...

GCED means the education and the voluntary activities in social justice, human rights, and environmentalist. The knowledge is more of a civic understanding and education on global issues.





DAY 2: DEEPENING THE UNDERSTANDING OF GCED

[Network Session] Youth Inspirational Speakers on GCED - Presentation of GCED Experiences by Participants

The Network Session was facilitated by Braulio, member of the Core Team of the GCED Youth Network. Before the official start of the activity, Hadi conducted an energizer with the group. After the energizer, Ms. Yangsook Lee described the core values of GCED, namely in its social/emotional and behavioral dimensions. She referred to UNESCO's guideline and introduced the Global Passport, and then requested participants to think about their expectation from the workshop.

Braulio continued and invited the group to be divided according to participants' interests which they had previously signed up. In these groups, they were requested to discuss their projects on GCED and their methodology, evaluation, challenges and recommendations, and share a summary of key findings throughout the discussion.

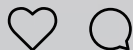
The presentations went as follows:



Rafaeal Hossain Rakin (Bangladesh)



GCED is a value that we ought to live by. In a world that is being affected by bans and exits, we must immediately understand the importance of coexistence. GCED lies beyond simply academia rather it's a value which is essential for all and is most relevant to the youth of today for it preaches ideologies of collaboration, tolerance, and justice for all. It's the hope of a new start of a stronger global community for a peaceful and prosperous world.



Peace Group

The peace group identified challenges that impede smooth implementation of peace building initiatives and programmes; methodologies used in implementing peace-building programs and offered recommendations. The challenges identified were: fear of participation, affiliations to extremists groups, fear of victimization, religious intolerance, as well as recurrent violence and conflicts. Methodologies and evaluation techniques used in peace-building programmes included: mapping, surveys, reviews, follow-ups, training of trainers, advocacy, dialogue, partnerships and inclusivity. To ensure effective implementation of peace- building programs, they recommended: understanding community contexts, conducting a coherent needs assessment, building a strong evaluation mechanism, community based intervention, non-cognitive learning and follow-ups.



Environmental Sustainability Group

The environmental sustainability group identified challenges that affect effective implementation of environmental sustainability programmes, methodologies and evaluation techniques used. The challenges identified included: poor government policies, inadequate engagement with relevant stakeholders, ineffective partnerships and inadequate funding. Methodologies and evaluation techniques identified were: research, campaigns (social media and conventional), youth engagements, workshops, crowd sourcing ideas, festivals, pedagogical approach, reports and social media reach. The solutions identified were: getting everybody involved from the beginning (mobilizing communities), identifying stakeholders, making more people involved in every step of the project, advocating with different stakeholders, and always to be sincere and clear about your objectives.





Lazar Krstic (Serbia)



Under GCED, I understand a process of self-developing. Through participation in diverse projects and discussions about social, political, economic or environmental issues, one learns how to think big and how to think beyond the borders. Thereby one gains consciousness about current world issues and enables self to tackle them from a global perspective. GCED enables one to make an influence on the world and make it a better place for living.



Human Rights Group

The human rights group was made up of participants advocating for the rights of International Development Programmes, refugees, special needs, human trafficking, young women empowerment, education for street children and popularizing history of human rights. They identified poor policies, conspiracy theories and cultural beliefs as the main challenges of human rights programs. Some of the methodologies and evaluation techniques used include: personal narratives (stories, movies, and simulation games), seminars, workshops, mobile applications for reporting, participatory action research, placing adverts in newspapers and museums, participants' reaction and feedback, questionnaires, close observation, change of behaviors.



Gender Equality Group

Gender equality group had participants advocating for women, children and LGBTQ+ rights. The methodologies and techniques used include: advocacy, media, classes, seminar, sensitization campaigns, good audience rating (media), observation and impact assessment. They identified inadequate funding, ignorance, generational gap, fear, access, and victimization as the main challenges facing gender equality programs. They recommended determination and perseverance, building more partnerships based on the mantra that "gender is everybody's business."





Nephtaly Andoney Pierre-Louis (Haiti)



GCED allows us to identify common principles and shared visions that can sensitize us to build together a more just, tolerant, peaceful, secure, and sustainable world that would benefit us all. GCED is engaging the creativity, the talent and the energy of learners in shaping their own future. It is the mechanism that will produce the new generation of political, business and social leaders who are more aware and are more willing to cooperate to address them.



Cross-cultural Understanding Group

Cross-cultural understanding group identified methodologies and evaluation techniques that are used in cross-cultural understanding programmes. These included: workshops, forums, conferences, trainings, performance, theatre, online courses, hackathon, competition, real experience, voting, questionnaire, feedback and number of audience. And they identified poor communication and inadequate resources as the main challenges. To address these challenges, they recommended active involvement and advocacy.



Leadership Development Group

Leadership group was composed of youth leaders who are participating leadership programmes especially for youth in their societies. For the leadership development, this group identified lectures, skills training, community projects, partnership, research, crowdfunding, publications and discussion as methodologies. For the evaluation of programme, they suggested to include questionnaires (online and offline), video feedback, entry and exit surveys, social media interaction, by-yearly assessment, in person interviews and field visits. At last, this group recommended for young people to look into problems from multidisciplinary approach, move out from comfort zones, accept differences, promote tolerance and understand local and global issues.



After Lunch

Ms. Yangsook Lee started by emphasizing value of learning by sharing: "Topics are all very core topics of GCED. They are very important to prevent violence. We are deepening our understanding and you share you innovative, creative approaches and they can be used to promote GCED. Leadership is one of the important aspects in our work. All our spheres are interconnected. If there is sincere commitment to one area, it naturally touches the other areas as well. I strongly encourage you to share more."



Heesoo Choi (Republic of Korea)



I would describe this global village as human being's body with GCED as heart of it and each organ as individuals. GCED helps to empower learners to be proactive. It lets them exchange their knowledge to make a better world and future. It keeps the balance of the whole body by pursuing our co-existence. That is the meaning of GCED; the heart, something that we should sustain.



[Developing Youth Advocacy] Using Advocacy Tools for GCED

Anusheh introduced the participants to the youth advocacy toolkit that was developed by Youth Advocacy Group (YAG) of the Global Education First Initiative (GEFI). She explained that the aim of the kit is to empower the participants to use advocacy to give people a voice, build peace, promote positive change in society and influence people with power. One of these advocacy tools is Problem Tree which is an effective tool that aims to unravel the root causes and effects of social problems. For example, if low level of education is a problem, the effects will include: low literacy, lack of hygiene and diseases. And the main causes of the problem will be lack of teacher training opportunities, inadequate incentives for teachers and inadequate of teaching support materials. Another valuable advocacy tool is PEST which stands for Political, Economic, Social and Technological factors.

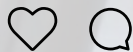
Hadi introduced participants to the concept of Appreciative Inquiry, an innovative assessment tool and change process that calls for identifying a problem, find what is working and how to make it effective. The main case for Appreciative Inquiry is that you should start from what you have and from that move to what you want. This is a move away from the idea that to solve a problem you should start from scratch and change everything.





Bridget Tellia Mwenda (Malawi) ...

GCED is project-based learning that offers radical opportunities for personalization, because it allows students to draw on their passions, skills, and interests in order to create work that is meaningful to them and the communities at large in addressing global issues of a social, political, economic, or environmental nature. Apart from Project based learning, GCED is being practiced through advocacy, activism and policy dialogue.





After Hadi's presentation, Hind presented on social media as a tool for advocacy. She spoke of her own experience as a blogger and activist and shared some successful online campaigns that sparked political or social change. Moreover, she presented some specific tips on how to better manage social media for advocacy purposes.

To finalize the day, Lorena continued the workshop on the Youth Advocacy Toolkit by discussing stakeholders. This included identifying who stakeholders are, why it is important to identify them and to balance out the power of influence each stakeholder may have towards the achievement of our goals. She brought a stakeholders' analysis chart for illustration:

High power to influence change	Satisfy	Influence
Low power to influence change	Monitor	Inform, consult, involve
	Doesn't matter much to them	Matters a lot to them

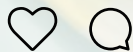
After presenting the stakeholders analysis chart, participants were requested to work in their groups to define who their main stakeholders are and, between them, who their target stakeholder should be.



Zeinab Cherri (Lebanon)



GCED includes spreading a culture of respect for all people of Earth, nurturing a sense of common belonging among all humans, and motivating active global citizens to learn about, take responsibility for, and respond to global challenges contributing to a more tolerant, peaceful, secure, and inclusive world. GCED is being actively involved in global projects addressing social, political, economic and environmental aspects to achieve world peace.



Peace Group

They identified the following stakeholders:

- Satisfy: politicians, religious leaders (fundamentalists), extremists, media
- Influence: religious leaders (reformists), politicians, UN, mediam social media activists/human rights advocates, peace-building education NGOs, civil society organizations(CSO), public figures (artists)
- Monitor: older generation with a fixed mindset, schools
- Inform: students, youth who care about peace, community teachers

Environmental Sustainability Group

They identified the following stakeholders:

- Satisfy: government, international organizations, ministry of nature protection, corporate companies
- Influence: media, ministry of youth, gender, culture and sports, UNFCC, UNDP, FAO, community leaders, universities and institutions
- Monitor: urban middle-class communities, informal settlements
- Inform: minority groups, supporters, indigenous communities, NGOs

Gender Equality Group

They identified the following stakeholders:

- Satisfy: male politicians (some), Donald Trump, ministry of health
- Influence: Emma Watson, UNESCO, UN Women, ministry of gender
- Monitor: uneducated girls, older generation
- Inform: educated girls, pregnant working women, teachers, clinics



Tshering Zangmo (Bhutan)



GCED is creating a common platform for people especially the youth to have discussions on issues which impact us globally or in their respective locality. It is when young people come together and address the pressing issues and brainstorm the possible solutions for safer world. GCED is a change maker agent, a forum which has the potential to solve the problems faced by young people and global issues.



Cross-cultural Understanding Group

They identify the following stakeholders:

- Satisfy: religious institutes, UN agencies, local NGOs, family, ministry of education.
- Influence: ministry of cultural and religious affairs, mass-media.
- Monitor: friends.
- Inform: CSOs, local government, schools.

Human Rights Group

They identified the following stakeholders:

- Satisfy: national police, parents, media
- Influence: UN Agencies, government
- Monitor: small business, CSOs
- Inform: NGO, religious group

Leadership Development Group

They identified the following stakeholders:

- Satisfy: government representatives, business leaders
- Influence: international organizations
- Monitor: universities
- Inform: parents, teachers, associations

After group presentations of their stakeholders' analysis and target group, the workshop moved to the reflection and synthesis moment. For this, a 'stop sign' exercise was conducted (each participant presented a green, yellow or red card as feedback for each activity).





Valeriia Moroz (Ukraine)



GCED can erase the border and boundaries among the people's perceptions of themselves and others with different backgrounds, ethnical groups, special needs, etc. It is about how sophisticated and ready you are to be tolerant and stay out of judgment about other people's acts and values. It is also about imagining our world as one community where we care, contribute and live in this one community- the World.



Culture Night

Culture Night took place in the dining hall of the Country Club. Participants were well prepared and dressed into traditional costumes of their countries, and a sharing table was set with food and souvenirs from all different countries.

Culture Night was facilitated by Guranda, and it was started by a short musical energizer and dance. Then all participants that had prepared a cultural presentation were called in random order. As the night unfolded, participants listened to songs of different origins, in different languages and rhythms, played trivia and learned facts from several countries, and learned dances from all over the world.

Culture Night proved to be not only entertaining but also a learning experience in which everybody was able to share, bond, and better understand each other.



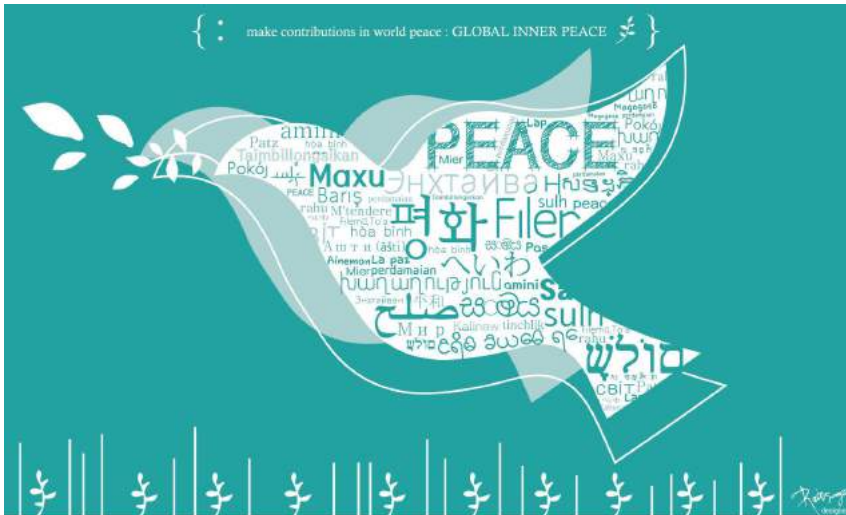


Thi Thanh Hoa Tran (Vietnam)



I have faith in roles of each individual member of the community to resolve the critical global issues. From my perspective, education is a key to understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. Therefore, I also want to inspire the youth by showing how education transforms lives, and making them active and responsible global citizens.





DAY 3: EXPLORING LOCAL INITIATIVES ON GCED

[Study Visits] Exploring Local Initiatives on GCED with Local Youth

Global Inner Peace

During the visit to Global Inner Peace (GIP), participants of the workshop had the opportunity to grasp many of the abstract and theoretical frameworks of GCED through a direct immersion into the work of a three-year-long organization. With the GIP’s logo “act locally, think globally” the dialogue permitted a meaningful knowledge, since it was not only an open-eye example of the huge array of educational activities that can be done to achieve the United Nations’ Sustainable Development Goals (SDGs) in diverse context, but also because it provided participants with a holistic vision of the many economic, social and political challenges that carrying on a non-profit organization imply.

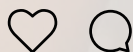
One of the activities that remained as most meaningful in the participant’s experience was the GIP’s advocacy strategy based on dark tourism at Jeju 4.3 Peace Park. This activity, that doesn’t imply many economic or human resources, basically consists on designing visits to places where tragic events happened (genocide, wars and other conflicts) to raise awareness about the



Diego Manrique (Guatemala)



GCED is the key element to foster understanding and appreciation of each one of us. It's what will help us to reduce discrimination, racism and violence against others and will lead us to more sustainable and peaceful communities. As we understand others, we also understand ourselves. We learn the value of humanity and the respect that we all deserve. It is more than an international topic; it should be everybody's lifestyle.





importance of retaining history in the collective memory as a way of preventing any other incident with the same nature from happening. Thus, the main end is to generate a peace-building activity that can bring subjects from diverse backgrounds to reflect upon issues that can potentially affect all of us in the future. In this sense, participants realized about the power of creating community through cultural-based and historically-informed advocacy strategies.

Lastly, one of the challenges that appeared as most urgent for the Jeju is the increasingly over-production of trash because of industrialization and fast-paced economic change. Although this has been beneficial for material growth, it has had the unintended consequence of obliterating many green spaces of the island. GIP's leader explained that this is a demanding situation to counteract for its underlying causes from the powerful stakeholders. Collective and international collaboration hence, are required to provide innovative solutions to this environmental situation.

Jaejudo Joa

Participants who visited Jaejudo Joa started their day early, by taking part of a beachcombing campaign in a beautiful Keumneung beach of Jeju. As soon as they arrived to the beach, they were greeted by members of Jaejudo Joa who distributed gloves for protection and cups in which each participant would collect glass pieces they were to pick up from the beach. Although the beach was, at first glance, undoubtedly beautiful, it was a startling experience to discover pieces of glass and several other pieces of garbage that were hidden between sand and rocks.



Seo Hyeon Kim (Republic of Korea)



GCED is to educate people about whatever involved in human and debate how we can live in better world. We all live in the age of globalization, so we should listen to the opinions of various people. This will enable us to produce the best solution. So, GCED means communication to me.



After almost an hour of beachcombing, the pieces of glass that were collected by participants were gathered and sent to processing, so they could be used in a future session of upcycling. Participants moved to the Jaejudo Joa for the workshop after this activity.

To begin the visit, a representative of Jaejudo Joa explained how this initiative had been created by a group of friends who loved the island of Jeju and, thus, did not want to see it continue being contaminated and deteriorated by the growing tourism industry. Because of this, they decided to use art as a mean to reuse and upcycle glass, by turning pieces of old bottles into beautiful pieces of jewelry, accessories, decorations and diverse forms of artistic creations. This creations could later be sold and create a profitable and sustainable project.

In order to raise awareness of their organization and the importance of keeping the beaches and sea clean, Jaejudo Joa invites artists to be part of residency programs in which they create pieces of art. Also, they conduct beachcombing campaigns that involve all the community, young and old, and give space to musicians and other performers and artists to be part of these events. After the presentation of the work of the organization, all participants were able to create a piece of jewelry from pieces of glass that were collected in a campaign earlier that week.

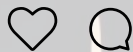




Sem Mandela Utoni (Namibia)



GCED entails an empowering and fundamental curriculum that focuses on current contemporary and urgent issues that affect world. This curriculum regards the world as one village and highlights the fact that we no longer have country specific problems but we have world problems and thus, the solutions we develop should not be limited to our countries but to the entire world.



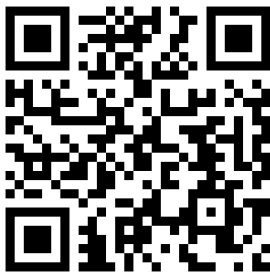
[Cultural Exchanges] Peace Campaign at Ttarabi Oreum

After the study visits and lunch were finished, each group engaged in discussions around the concept of peace. For example, it was discussed whether there was a single definition for peace, of a single way to determine a peaceful state, or if this depended on the perspectives and different social and political groups who interact in each community or country.

Another point of discussion was whether peace was simply the lack of war or if more elements were required to determine it, like human development, living standards, emotional and physical wellbeing, etc. Finally, participants discussed on the role of youth as agents for peace.

From this discussion, each participant was able to elaborate a peace message. Once they reached Ttarabi Oreum, they were handed a kite in which they wrote the peace messages. These messages were written in different languages and were an expression of each participant's experience, feelings and perspective.

The group was guided through Ttarabi Oreum, and walked through a trail which allowed them to appreciate the natural beauty and scenery. By the end of the walk, all participants flew the kites with peace messages and enjoyed time in the outdoors.



Watch the Video
<https://youtu.be/3zTpGCaGMWM>





Leen Nasserallah (Palestine)



GCED means to learn how to be a part of a bigger picture, how to belong to humanity and not just to a state. It teaches respect for all. GCED is a lifetime learning process that applies to all ages not just for the youth, because it's never too late to become a responsible and active global citizen. GCED provides us with the power, qualities and competencies that enables us to actively contribute to making a more peaceful, sustainable and secure world.





Folk Village

The last visit of the day was to the Jeju Folk Village. In this village, participants were able to appreciate a different aspect of Korean culture, an aspect of which most visitors are not normally aware since it presents a sharp contrast to the image of a modern country they usually have.

Dinner was served in the village's restaurant and then participants could walk around and buy souvenirs and local produce.



Jimin Yoo (Republic of Korea)



GCED is the education on 'connectivity' and 'engagement' as a global citizen. It aims to promote the sense of belonging to the global community and let individuals feel that they are connected to other individuals. At the same time, this encourages them to actively engage in social issues as if those issues are their own. I believe this can ultimately promote their identity as global citizens.





DAY 4: BOTTOM- UP PLANNING FOR GCED YOUTH FRAMEWORK

The day started with a moment of silence due to the blasts that took place in Afghanistan the day before.

Afterwards, participants were asked to volunteer for energizers and Umair Mushtaq (Pakistan) offered to lead. The energizer was fast-paced and based on communication, and it had as a learning outcome the importance of having clear and effective communication.



Evode Ngayabo (Rwanda)



GCED is any transformative educational approach that can be used to educate the citizens using youth abilities, knowledge and skills as tools needed to resolve societal challenges all over the globe. I believe that by working to address GCED issues, I am enabling citizen to save our planet. I am also setting a positive example for children to use their efforts to solve societal challenges.



[Reflection & Synthesis] Sharing the Experiences of Study Visits

Participants divided into two groups, the same that were their groups for the study visits. Groups were asked to discuss prepared a presentation on the key learnings from the study visits. These discussions were guided by the members of the GCED Youth Network Core Team that accompanied participants.

Global Inner Peace: (2 presentations, 5 minutes each)

During the two presentations, history of Global Inner Peace was discussed in detail. The presentations focused on taking about issues which preoccupy Global Inner Peace. These included over-development, loss of bio diversity, and loss of cultural heritage and issues of land. The participants traced the connection between these issues and SDGs and talked about how SDGs encompass all of these themes. The presenters concluded their presentation by talking about the philosophy of “act locally, think globally.”

After the presentations, a collective reflection was conducted on the Ttarabi Oreum. Various lessons emerged out of this reflection which weren’t limited to SDGs but also to the issues which concern us on the daily basis.

Jaejudo Joa: (1 Presentation, 10 minutes)

The participants talked about the importance of ‘recycling and up-cycling’. They alluded to the passion demonstrated by the team members of Jaejudo Joa in education and community building. They further talked about how community involvement is critical to the promotion of GCED. Sustainability and environment were at the core of this initiative and the participants recognized their importance. They further talked about the aspect of women empowerment in the female diving project. They talked about the ways in which such kind of social entrepreneurship can be started in their own local community. Towards the end, the participants connected all of these ideas of SDGs.

Questions were asked about the awareness aspect of the project. Some of the participants wanted to discuss the mechanism of organization, so they can replicate the project in their home countries.



Karabo Mokgonyana (South Africa)



GCED is knowledge that looks into global challenges and how they affect the global community. It further looks into empowering the youth in being proactive and integrating ideas on a global platform to combat these issues on a higher scale. This knowledge aims to ensure justice, equality, sustainability and development.



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EDUCATIONAL, HEALTH, P

[Developing Youth Advocacy] Strategic Planning for GCED

The next session focused on Strategic Planning: Hadi opened the session and talked about the importance of developing a proper strategy. He discussed the various ways in which an action plan can be developed. He mentioned that a proper plan is important to ensure that the initiative works fluently and is able to meet its objectives. He then talked about the importance of developing a proper message to attract attention. Analysis of a proper message was also presented by him.

Participants returned to their topic groups to prepare for their final presentation. In the final presentation, the participants were expected to present a proper plan of action and message for their project.

After the break-out session, the presentations commenced. A summary of what was presented goes as follow:

1- Human Rights Group- Trafficking in Rwanda

The Human Rights Group talked about how GCED can help trafficking in Rwanda or how it can ensure that we can evade another humanitarian crisis of that magnitude. Participants talked about ways in which we can create awareness about the issue and even get governments on board, so that such events can be prevented from happening again.

Question answer session: Question was raised on the possibility of non-violent ways to attract governmental attention.

2- Leadership Development Group

The idea presented by this group was the promotion of leadership skills among young people around the world. The objective was to promote leadership skills which will enable them to envision a peaceful world. This would establish a global community of people with leadership qualities who would work for change in their own communities.

Questions answer session: Some of the participants were skeptical about the sustainability of the project and made suggestions on how the project can be made more sustainable.



Dania Darwish (Syria)



GCED is to teach people how to be citizen of this world. It is recognising and appreciating differences and multiple identities, cultures, languages, religions, genders and our common humanity as a part of sustainable peacebuilding process. It is someone that doesn't think just in their own nationality, because it sees itself as a part of the world, as a human. With this, we can share love with others and build our better world.



3- Peace and Conflict Group

This group talked about prevention of violent extremism through an online course which promotes dialogue and creates awareness. The end result would be to mitigate radicalization among young people. The result would be reached through education about diversity in cultures and religion. This would promote tolerance among people. The impact of the project would be gauged through online questionnaire which would be served before and after the online course. An international organization would be used as platform to launch the project. The idea was received with appreciation.

4- Environment Group

The Environment Group came up with a very local idea which had the potential of global impact. The idea of the project was to create awareness and run a small project around environment in a university. This will be done by cultivating environment friendly values amongst university students. At the same time, it is easy to expand this project through university students and voluntary camps around universities across the world.

The idea was very appreciated because of its grass roots level approach and its substantial methodology.

5- Gender Equality Group

This group came up with a project to provide sanitary pads to women in less developed areas. They were able to devise an impressive strategy. The core idea was to use social entrepreneurship as a way to create subsidized sanitary products for women from poor backgrounds. The group highlighted the fact that menstruation is treated as a taboo subject in most places. Women going through their monthly cycle are not aware of hygienic and healthy methods. The project was very well received.

6- Cross-cultural Understanding Group

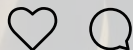
This group planned a project to make a forum of cross-cultural understanding for peace. The background came from a lack of knowledge and misinformation, which consequently brought violence, extremism, hatred and discrimination. The timeline for the project was 6 months, starting from content design and collaboration with potential sponsors to implementation of programme and evaluation afterward. They recognized the impacts from this project were



Siwen Han (China)



GCED is exactly the treatment that we're looking for. We are all members of global community, and sustainable development concerns us all. It is our responsibility, especially the youth, to actively engage in creating the sustainable development world.



general education, awareness of issues and understanding difference. They identified that the organizational approach through international networks was critical to realize the project.

Following the group presentation, Guranda led energizers. The activities were:

Talking game:

The rules of the games were as follows:

- a) Talk to the person next to you
- b) Pretend that you are not listening to the person

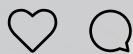
This activity revealed the importance of communication. It shows that in GCED, we should involve stakeholders even when they are uninterested.





Kajal Ashok Boraste (India) ...

GCED is expanding the notion of citizenship. As I sense that freedom comes with responsibility as citizens where basic necessities are often at odds and with polarisation staring at you, raising awareness about being a global citizen is an exciting idea which I totally agree with. It would support my individual and collective struggle as a citizen to live freely and with dignity. It enables me to be aware of my rights and responsibilities as well as demand quality service from those in power and authority.



Playing x and o:

Participants were divided in two teams and were instructed to maintain silence. This game was related to peace building. They had to form the greatest amount of 3 Xs and Os in line.

After the game was finished, questions such as 1) Who won the game? 2) How did you treat the person who put the wrong sign? 3) How did you treat the people who missed the point? 4) Did the division two groups mean that it was a competition? 5) Does it always have to be competition? were raised.

Some of the conclusions of this exercise were related to the importance of dialogue, and the fact that we can all win if we cooperate. Also, the natural inclination to compete was discussed, as well as the difficulty to accept differences, especially when we are not able to communicate effectively.

This relates to GCED, because for global citizenship education we should aim to work together and communicate with people around us.

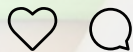




Maralmaa Munkh-Achit (Mongolia)

...

GCED to me is an important initiative to bring people of all age, gender and region to be on the same page about issues that we are facing. What I like about GCED is that it's inclusive, therefore relevant to anyone and everyone. When implemented effectively, GCED can decrease the information gap significantly and communities can become sustainable.



U T H



DAY 5: JEJU PEACE FORUM

Jeju Forum for Peace and Prosperity took place for three days from May 31 to June 2 at the International Convention Center Jeju under the theme of “Sharing a Common Vision for Asia’s Future.” Participants Umair Mushtaq and Leen Nasserallah joined the discussion panel in the culture session titled “The Role of Youth and Culture in Shaping a Peaceful and Sustainable Future,” a forum which discussed the potentials of young people as leading players in building peace. This session was facilitated by high profile keynote speakers and peace activists who shared their intellectual convictions on the importance of youths and their current efforts for implementing peaceful practices in their contexts.



Elshariefsuliman Adam Mohammed Adam (Sudan)



GCED equips young people with the knowledge, skills and values they need in order to embrace the opportunities and challenges they encounter and to create the kind of world that they want to live in. It is an education that supports their development as Global Citizens. It leads learners toward critical and active engagement with the challenges and opportunities of the interdependent world.





The following section provides the dictation of the speeches given by the speakers and panelists. (From Culture Session Review, Jeju Forum for Peace & Prosperity 2017)

LEE Sunghoon

Executive Director Korea National Human Rights Foundation

There is a diverse group of young people, particularly women, from all around the world including Africa, South America and West Asia taking part in this session. This meeting holds a profound meaning in terms of diversity and equality between genders. I would like to begin this forum with the hope that it will be an occasion for overcoming cultural, regional and generational differences.

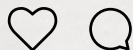




Seungwon Suh (Republic of Korea)



GCED teaches us responsibilities to look after others and raise awareness regarding social issues around the globe. Now, individual actions have a global impact and can change the world. It involves understanding the interdependent and interconnected world and realizing the importance of education. GCED means a step forward to the better future.



Keynote Speech

Puan MAHARANI

Coordinating Minister for Human and Cultural Development, Indonesia

Young people are the future driving force that steers the development of a country's culture. The hallmark of youth is dynamism. Recent advancements in information and communications technology have not only given young people a forum to present their views in public settings, but even allowed them to influence government policies. Just as wide-ranging freedoms of expression have been granted to young people, I truly hope these changes can make a positive contribution to global civilization. But the future for young people does not appear to be entirely rosy. They are faced with various problems and environmental issues including drug addiction, competition, consumerism, the degradation of culture human trafficking and poverty. Competition in the globalization era frequently causes conflict as a result of clashing social, cultural, economic and political interests. When the social, cultural, economic, and political bases are weak, competition results in failures and divisions for people, groups and countries. These failures and divisions can have many negative consequences, including frustration, pessimism, radicalization, and crime. This is why all nations need to create social climates where young people can grow and develop their potential.

In terms of young people's development, the role of the state is to manage education and foster young people's capabilities, giving them opportunities to contribute to national development. In the process, young people can develop into people with a love for humanity, who are generous, understand each other and acknowledge differences. Not only that, but the state also needs to help build young people's capabilities to stand on their own socially and economically. For the development of civilization, the country's indigenous culture must be passed down to the next generation through the youth.

In Indonesia, young people's development has been encouraged through various government policies and programs. The Indonesian government has issued "Smart Indonesia" cards, through which 19 million students have received universal education benefits. In terms of higher education,





Aung Myin Thu (Myanmar)



GCED embraces diversity and makes a person change! It isn't only about being an active citizen in your country but also for the globe; by practicing the principals of being a global citizen. Many people are afraid of being different. People feel scared of others who belong to different religions, ideas, shape, identity, gender, or a geographical representation. However, GCED helps people see all as people and to appreciate diversity as a beauty.



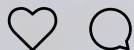
30,000 students from low-income homes have been given financial aid and vocational education has been expanded. With the Nusantara Program, the Indonesian government has formed partnerships with villages to support low-income young people. Indonesia is a multiethnic country consisting of 17,000 islands with 700 ethnic groups and languages. To bolster this kind of cultural diversity, universal education has been provided for all regions according to the “Pancasila” philosophy. Young people are doing positive things in many areas of society. But if those activities fail to generate a common energy for the development of global civilization, it will simply have the effect of reinforcing existing practices. What we need right now is the energy that will allow young people to become the leading roles in the future.

Global civilization has undergone constant waves of revolution, from antiquity through the Middle Ages, the modern era and in the present-day with its so-called “T Revolution (Transportation, Telecommunication, and Tourism).” Now is the time for young people to use their energy to bring about a new revolution. This revolution needs to be something centered on universal human values rooted in human dignity. In terms of strengthening the dynamic energy of young people, I believe the United Nations Education, Scientific and Cultural Organization (UNESCO) can play a pivotal role in young people’s development. Currently, Indonesia is working to endure that young people can live without conflict or tensions, where pride and freedom are assured. That world is a world where justice and prosperity are guaranteed for all people and humanitarianism is practiced in all areas. We need to work toward this kind of vision. Let us see to it that young people’s dynamic energy is accentuated and used to building a noble civilization and society.



Khalaf Ben Abdallah (Tunisia) ...

Nowadays, in front of the escalating levels of extremism and radicalization among our youth, I believe that GCED comes up as one of the most efficient tools in preventing violence extremism. Helping young people understand and be fully aware of their citizenship is a major milestone in reinserting them in society. Making them involved in a participatory process allows them to regain faith in change and reinforce their feeling of belonging to society.



Hamat BAH

Minister of Tourism and Culture, Gambia



Youth is an early stage of growth for the individual. I see it as referring to people from the ages of 18 to 35. Of course, I also agree when people call it “youth” to be young at heart. Culture is a person’s way of life. Every way of life for us—including food, housing, religious, and clothing—can be defined as culture, and this is transmitted from one generation to the next.

The Gambia has a very diverse and rich culture. The problem is that cultural resources such as music, dance, drama, and storytelling are not being used appropriately for societal development and job creation. 61 percent of the Gambia’s population is aged 24 and under. It is the opposite of South Korea, which is becoming an aging society. Many young people who are suffering from difficulties due to their inability to find work are risking their lives to migrate to places like Europe. Not long ago, the Gambia was in a very difficult situation politically. The president refused to relinquish power after losing the election. At that time, we were able to get through those difficulties thanks to the roles played by young people and culture. Seven political parties in the Gambia came together in a union to oust the dictator, but all of their means of activity were taken away by the dictator, and they suffered hardships such as press controls. People supported the party union and drew attention to the dictator’s wrongful acts through social media, wall painting, street demonstrations, and canvassing.

Many young people were sent to prison and threatened, but they brought about change, no matter what kind of sacrifices this entailed. Finally, there was an election in January 2017, and the dictator lost, garnering just 39 percent of the vote. Now the Gambia has entered a new era of democracy. A sustainable future must be a tolerant one. Different people must participate in the country’s development without being discriminated against. This includes women, the disabled, and foreigners. We can achieve interchange through tourism, and promote peace and achieve economic growth through mutual understanding. Young people and culture can contribute to the creation of this kind of sustainable culture.



Elom Jose Adoboe (Togo)



GCED means an opportunity for empowerment and networking to enhance issues of human rights, gender equality, and promotion of peace, non-violence and cultural diversity. It means also to be aware of the universal definition of some moral values and to be conscious about global challenges. Moreover, GCED means skills and capacity building, so that any learner could be competitive in the global job market.



Eduardo MÉNDEZ

Executive Director, El Sistema

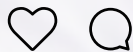
El Sistema achieves a culture of peace through music. To this end, it values teamwork and opens up opportunities for young people. El Sistema was founded in 1975 and fosters autonomy and community spirit through music. With the orchestra and chorus in particular, you learn what you can do within society through that community consciousness and development of your potential. Thus, El Sistema uses music as a tool for personal and community development. The positive experience of being a member of the orchestra or chorus offers new opportunities to students who have not had a chance for education, or who have been exposed to violence. El Sistema uses community organizations called “Núcleos” to learn about social coexistence. To achieve these communities, young people become leaders and play a role in promoting social unity. Through music, we are instilling the potential to combat violence and to solve problems in peaceful ways. This leads to a decrease in problematic activities and promotes healthy competition. The orchestra’s activities also teach respect for other people’s differences. Thanks to these efforts, El Sistema was awarded UNESCO’s International Music Prize in 1993, and the founder of El Sistema, Maestro José Antonio Abreu, was appointed a Goodwill Ambassador and has been working to achieve peace through music. Our performance for the UN General Assembly in 2016 was an opportunity to share this message of peace through music with the rest of the world. I would like to finish by quoting something El Sistema’s founder once said: “Putting together a chorus and orchestra means planting the seeds for a culture of peace.”





Umair Mushtaq (Pakistan) ...

Being a global citizen means being informed about issues of global importance and taking action to better communities. Global citizens feel a sense of responsibility to help when the rights of others are violated, no matter where in the world they live. Positive change often begins with one person who is passionate and dedicated to making a difference. When individuals join with others, local action can create global change.



Discussants

Umair MUSHTAQ

Communications Manager, The Little Art, Pakistan

The Little Art is an art education institution that uses media in particular to help children and early adolescents understand the social issues that affect their lives. Through this program, we are instilling wisdom for living, so that these children can become responsible members of society who resolve various social issues. We develop creative and diverse art programs for children and early adolescents to participate in. In Pakistan, we are planning and running a variety of festivals and events, including the International Children's Film Festival. These events are designed so that not only the children but adults and teachers too can take part at the community level. To that end, we also organize filmmaking, photography, animation, and art workshops and strive so that low-income children in particular can benefit in many ways. We are working so that children can realize their potential



Leen NASSERALLAH

Member, Yafa Cultural Center, Palestine

Palestine has been forcibly occupied by Israel for 69 years. The Balata refugee camp was created in 1996 and is involved in culture and arts activities to uphold the rights of Palestinian refugees. The center's goal is to preserve the memory of the Nakba (the history of Palestine since its occupation by Israel in 1948) and promote understanding of our rights. Each year, young people are given the chance to take part in festivals, parades, plays, and other activities. It is a way of reminding them of their right to return to the precious land they inherited from their ancestors. The children's rights are our center's top priority. Through various projects and workshops, we work to instill values of freedom, democracy, justice, and human rights in children and young people. We believe that through these activities, young people can grow to become leaders for a sustainable future for Palestine.





Sohee Jeong (Republic of Korea)



GCED is based on 'understanding.' Through understanding, you can accept other cultures without evaluating them by your own standard. It preserves other people's rights and dreams of a society that all people can live in together. In this time, we exist not only as citizens with a nationality but also as global citizens. So, understanding others is the basic foundation of today's society.



Daniel LINDEMANN

Panelist, JTBC Non-Summit

What kind of roles do Korean young people play? Culture holds great strength and is often referred to as “soft power.” Culture is also a good tool for diplomacy. Cultural interchange is important in and of itself to promote mutual understanding. The reason we fear others is because we do not know them. That is why cultural interchange is essential. This is an age of globalization. In the past, we were not able to communicate, but today we have many means that allow us to communicate with each other. Young people have played important roles in Korean history. Young people were at the heart of the March 1st Movement and many other historical revolutions. At the same time, with things like Trumpism and Brexit, young people need to take an interest in politics and play an active role amid this wave of widespread nationalism. A healthy interest in politics is what I would call it. That is something nurtured through culture. A healthy interest in politics is something that not only young people but also older people should work toward. That, and a healthy competition between generations, is a way for us to maintain our humanity in these unstable times.

**SHIN Hwajeong**

Representative, Jejudo Joa

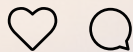
Jejudo Joa is a group that develops artwork out of refuse found in the sea off the coast of Jeju Island. The members of Jejudo Joa met at the Hansupul school for haenyeo(women divers). Haenyeo dive into the ocean to gather seafood. For 16 weeks, we took classes with the haenyeo every Saturday. Every time we went into the water, we found ourselves seeing more trash than beautiful ocean scenery. That is where our sense of critical awareness originated. With the sea, it is hard to hold any one country accountable for the constant food of garbage. We wanted to live on beautiful Jeju Island, and we wanted to do something to achieve that. So what we ended up doing was beachcombing. Beachcombing is about picking things up from around the beaches and using them to make art. We have been collaborating with various artists to do this. There is a lot of





Krystelle Diane Mag-aso Teh (Philippines) ...

GCED is a necessity rather than a privilege to be accessed by few. Everyone, including those who are marginalized, poor and oppressed, deserves to be educated and to take part in the decision-making process in the society. Hence, each citizen should acquire enough knowledge, values and skills that would deepen their understanding in choosing sustainable options that would benefit humanity and the planet.



different kinds of garbage that we find while beachcombing. We look at all the different possibilities in those items. We work with professional artists, and plan to expand into a campaign to protect not just Jeju Island but all of South Korea. It is small now, but we hope to see it become a large movement that can bring about a positive transformation. Haenyeo have to adjust their breathing when they are in the water. It is important for us to be like the haenyeo and make individual decisions about what we need to focus on and adjust accordingly.

Chair - Closing

LEE Sunghoon, Executive Director Korea National Human Rights Foundation

We have learned some tremendously important things about what kind of things young people need to do before and after social change occurs. Maybe we can look at the Sustainable Development Goals(SDGs) in a different way—since culture involves singing and dancing, perhaps we can understand the SDGs as “singing and dancing?”



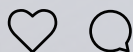
After the long session of discussing youth’s challenges and responsibilities for the future of peace, the young participants were comforted by Lorena’s singing performance of “Imagine” by John Lennon. Participants embraced the feeling of unity as they paid closer attention to the sanguine lyrics of the song than ever before. With the hope that “the world will live as one,” the Culture Session came to a close.



Zanji Valerie Sinkala (Zambia)



GCED is not just teaching individuals to have a better attitude towards the world, but converting this attitude into behavior. It helps individuals develop the core competencies which would allow them to actively engage with the world and helps to make it a more just and sustainable place. GCED helps us acknowledge the power within each of us to change the world and work collectively to do so.



Reflection and Synthesis

For the final reflection exercise, participants were seated in roundtables. Guranda, who led this exercise, handed each roundtable group a piece of paper with a sentence written on it. Then, each member of the group had to continue the sentence with the new one, but not being able to read what had been written before. The sentence that Guranda had handed each group was related to an aspect of the workshop, so after each member had finished their sentence, the group of sentences gave a message on the workshop development.

Closing Ceremony

The closing ceremony was started by Dr. Chung, who delivered words on his impressions of the workshop by congratulating participants for their achievements throughout the past days. Following the words by Dr. Chung, we welcomed Dr. Gwang Jo Kim, Former Director of UNESCO Bangkok, to address the participants. He surprised all youth present by sharing his musical talent with the guitar, and specially by sharing a meaningful song about teaching to defend peace, composed by him.

After the words and song of Dr. Kim, we moved to the presentation of certificates. The dynamic that was followed was one in which each youth presented the certificate to a fellow participant, describing them by their talents, qualities or stories that happened during the workshop, so that everybody could guess who the certificate was given to. This certificate exchange strengthened the bonds and friendships that were created over the prior days.

The ceremony finished with a group picture.







Worapot Yodpet (Thailand)



GCED emphasizes the need to foster the knowledge, skills, values, attitudes and behaviours that allow individuals to take informed decisions and assume active roles locally, nationally and globally. The integration and implementation of traditional education and GCED is the solution for this globalized world. Students should not only learn academic knowledge but also learn how to peacefully live with the differences.





Annex I : Programme Schedule

Day 1 (Sunday, 28 May) : Arrival

05:00~18:00	Arrival in Jeju, Republic of Korea Check-in and Welcome Evening	Jeju Int'l Airport Booyoung CC
18:00~19:00	Dinner	Restaurant



Bakytgul Kubeyeva (Kazakhstan)



Being a global citizen is about understanding who you are and what your mission is on Earth. It starts from very small action: not littering, helping old people in their routine, teaching children good manners, being tolerant and courteous to people around you. These rules are applicable in any part of the world. It means that GCED has big perspectives for extending and building worldwide network of motivated, energetic youth.



Day 2 (Monday, 29 May) : Setting the Stage

08:00~09:00	Breakfast	Restaurant
09:00~09:30	Registration	
09:30~10:10	[Opening Ceremony] - Opening Remarks (Dr. Utak CHUNG, Director of APCEIU) - Introduction of the GCED Youth Network	Seminar Room, Booyoung CC
	[Group Photo]	
10:10~10:30	Break	
10:30~12:00	[Narrative Building I] Role of Youth Leaders for GCED - SDG 4.7 and GCED in the context of Education 2030 (Dr. Utak Chung, Director, APCEIU) - Youth and GCED (GCED Youth Network)	
12:00~13:00	Lunch	Restaurant
13:00~14:40	[Workshop Orientation and Community Building] - Workshop orientation (Facilitated by APCEIU) - Community Building and Icebreakers	Seminar Room, Booyoung CC
14:40~15:00	Break	
15:00~17:00	[Narrative Building II] Introduction to GCED (Facilitated by APCEIU) - Understanding key concepts of GCED - Introduction to APCEIU's initiatives on GCED and Youth - Interactive activities to internalize GCED	
17:00~18:00	[Reflection & Synthesis I] Summing up Day 2	
18:00~19:00	Dinner	Restaurant



Maive Mc Grath (Argentina)



GCED is the opportunity for young people to debate, question and reflect contemporary issues. It is to know what our educational expectations are; to learn and share how education is applied in other countries and how we respond to the demands of society. It is an opportunity to generate exchange and especially to promote peer education, giving prominence to young people and their ideas.



Day 3 (Tuesday, 30 May) : Deepening the Understanding of GCED Advocacy

07:30~08:30	Breakfast	Restaurant
09:00~12:00	[Narrative Building III] Presentation on GCED Experience by Participants (Network Session) - Sharing of GCED experience by themes	Seminar Room, Booyoung CC
12:00~13:00	Lunch	Restaurant
13:00~15:20	[Developing Youth Advocacy I] Using Advocacy Tools for GCED - Introduction of Youth Advocacy Toolkit - Group works on GCED Advocacy by region	
15:20~15:40	Break	
15:40~17:00	[Developing Youth Advocacy II] Mobilizing Ideas for GCED Youth Network - Group works on GCED Advocacy by themes	Seminar Room, Booyoung CC
17:00~18:00	[Reflection & Synthesis II] Summing up Day 3	
18:00~19:00	Dinner	Restaurant
20:00~22:00	[Cultural Night]	



Ononju Silver Okwaraogoma (Nigeria)



GCED is an education for the culture of peace which is incorporated into activities. It is a platform to create opportunities for young people to be actively engaged in community service to address community challenges and problems by committing their time, skills and resources.



Day 4 (Wednesday, 31 May) : Exploring Local Initiatives on GCED

07:30~08:30	Breakfast	Restaurant
09:00~12:00	[Study Visits] Exploring local initiatives on GCED with Local Youth Group 1: Understanding GCED Local Initiatives - Global Inner Peace, Civil Society Organization on Global Issues Group 2: Creative Ways for the Sustainable Future - Jaejudo Joa, Cultural Group for Sustainable Marine Ecosystem through Beachcombing	Group 1: Gyorae Pongnang Group 2: Jeju Slobbie
12:00~13:00	Lunch	
13:00~14:30	Move to Ttarabi Oreum	
14:30~18:30	[Advocacy in Action] Peace Campaign at Ttarabi Oreum - Activity on writing peace messages and flying kites	
18:00~18:30	Move to Dinner Place	
18:30~20:00	Dinner and Walk on Seongeub Folk Village	Yieodo Restaurant, Seongeub Folk Village



Day 5 (Thursday, 1 June) : Bottom-up Planning for GCED Youth Framework

07:30~08:30	Breakfast	Restaurant
09:00~10:00	[Reflection & Synthesis III] Sharing the Experiences of Study Visits	Seminar Room,
10:00~12:00	[Developing Youth Advocacy III] Strategic Planning for GCED (Group work by GCED themes)	Booyoung CC
12:00~13:00	Lunch	Restaurant
13:00~14:00	Preparation for the final presentation	
14:00~16:40	[Final Presentation] Sharing the Strategies by GCED Issues	Seminar Room, Booyoung CC
16:40~17:00	Break	
17:00~18:00	[Reflection & Synthesis IV] Summing up Day 5	
18:00~19:00	Dinner	Restaurant



Day 6 (Friday, 2 June): Jeju Forum for Peace and Prosperity

07:00~08:00	Breakfast	Restaurant
08:00~09:00	Move to ICC Jeju	
09:00~10:00	[Jeju Forum] Sharing a Common Vision for Asia's Future	ICC Jeju
10:20~11:50	[Jeju Forum] From Babies to Grannies of the Sea: Global Promotion and Sustainability of Haenyeo	
11:50~13:00	Lunch (provided by Jeju Forum)	
13:00~14:30	[Jeju Forum] Sharing a Common Vision for Asia's Future (continued)	
14:30~14:50	Break	
14:50~16:20	[Jeju Forum] [Jeju Forum] Sharing a Common Vision for Asia's Future - Participation in a session for "The Role of Youth and Culture in Shaping a Peaceful and Sustainable Future"	
16:20~17:00	Move to Dinner Place	
17:00~18:00	[Final Reflection] Sharing Reflections on the Workshop	Sapphire Hall, Booyoung Hotel
18:00~20:00	[Reflection & Synthesis V] Final Reflection and the Closing - Words of Encouragement by Mr. Gwangjo Kim, Director, UNESCO Bangkok - Closing remarks by Mr. Utak Chung, Director of APCEIU - Farewell Dinner and Certificate Exchange	

Day 7 (Saturday, 3 June): Departure

08:00~09:00	Breakfast	Restaurant
09:00~	Check-out and depart	Booyoung CC

Annex II : List of Participants

9 participants from 9 countries in Africa



Benin
Moboladji Constant Benjamin Odounfa (Mr.)
Country Representative
One African Child International



Kenya
Gregory Ochieng Okumu (Mr.)
Peace Fellow
United States Institute of Peace

Deputy National Coordinator
Peace Unit Program Kenya



Malawi
Bridget Tellia Mwenda (Ms.)
Project Manager
Maestros Leadership Team



Namibia
Sem Mandela Utoni (Mr.)
Youth Ambassador
African Union Commission

Msc Student
Kaposvar University



Rwanda
Evode Ngayabo (Mr.)
Chief Executive Officer &
Founder
Strive for Health-Rwanda (SH-
Rwanda)



South Africa
Karabo Mokgonyana (Ms.)
Founder & Chairperson
Lethabo La Africa

Tutor
University of Witwatersrand &
3PLE-C



Sudan

**Elshariefsuliman Adam
Mohammed Adam (Mr.)**

Co-Founder & Project Manager
Iqraa Cultural Organization



Togo

Elom Jose Adoboe (Mr.)
Director of Communication
Educatin Citoyenneté
Changement E2C

Founder
Vision Des Jeunes VDJ



Zambia

Zanzi Valerie Sinkala (Ms.)
Global Platform Zambia



6 participants from 6 Arab States



Algeria
Salah Eddine Tiar (Mr.)
Postgraduate Student University
of Algiers 3

MENA Region Content Associate
United Ambassadors



Egypt
**Heba Mohamed Elhanafy
Abdelsalam Mohamed (Ms.)**
Project Coordinator
Ecumene Studio



Lebanon
Zeinab Cherri (Ms.)
Project Assistant
United Nations Economic and
Social Commission for Western
Asia (ESCWA)



Palestine
Leen Nasserallah (Ms.)
Member & Volunteer
Yafa Cultural Center



Syria
Dania Darwish (Ms.)
Core Team Member of FADA
Programme Mobaderoon
Association



Tunisia
Khalaf Ben Abdallah (Mr.)
Vice President & Project
Manager
Al Montada Organization

12 participants from 12 countries in the Asia-Pacific Region



Afghanistan
Sayed Ziafatullah Saeedi (Mr.)
Student
Kabul University

The Afghan Peace Volunteers



Bangladeshi
Rafaeal Hossain Rakin (Mr.)
Student
North South University

Intern of President's Office
Bangladesh Youth Leadership
Center (BYLC)



Bhutan
Tshering Zangmo (Ms.)
Journalist
Bhutan Broadcasting Service



Cambodia
Sreylet Hon (Ms.)
ICS Youth Project Assistant
Voluntary Service Overseas



China
Siwen Han (Ms.)
Graduate
Beijing Normal University



India
Kajal Ashok Boraste (Ms.)
Abhivyakti Media for
Development, Nashik



Mongolia
Maralmaa Munkh-Achit (Ms.)
Programs Coordinator Zorig
Foundation



Myanmar
Aung Myin Thu (Mr.)
Program Manager
Phaung Daw Oo Pre-College
Program



Pakistan
Umair Mushtaq (Mr.)
Communication Manager
Department
The Little Art



Philippines
Krystelle Diane Mag-aso Teh (Ms.)
Presidential Staff Officer Office
of the President

Member / Young Southeast
Asian Leaders Initiative



Thailand
Worapot Yodpet (Mr.)
Leader of the Children and Youth
Council in Phisanulok province,
Thailand
Ministry of Social Development
and Human Security of Thailand



Vietnam
Thi Thanh Hoa Tran (Ms.)
Student / Hanoi Law University

Vice President
Vietnam Social Entrepreneurship
Empowerment and
Development – VSEED Project

3 participants from 3 countries in Europe



Armenia
Ruzanna Baldryan (Ms.)
Corporate Social Responsibility
Manager
Coca-Cola HBC Armenia



Serbia
Lazar Krstic (Mr.)
Student
University of Vienna



Ukraine
Valeriia Moroz (Ms.)
Events & Meetings Moderator
Ukrainian Integration
Movement/American Councils

Student
Banking University

3 participants from 3 countries in Latin America & Caribbean



Brazil
Maria Eduarda de Quadros Rolim (Ms.)
Forum Coordinator
Open City International
Foundation

Student
Federal University of Rio de
Janeiro



Haiti
Nephtaly Andoney Pierre-Louis (Mr.)
Scholar
Haitian Education & Leadership
Program (HELP)



Guatemala
Diego Manrique (Mr.)
Embassador of the Francophonie
of the Americas
San Carlos University, Centre de
la Francophonie des Amériques

6 participants from Republic of Korea



Republic of Korea
Bomi Moon (Ms.)
Student
Jeju National University



Republic of Korea
Heesoo Choi (Ms.)
Student
AIESEC, Meiji University



Republic of Korea
Seo Hyeon Kim (Ms.)
Student
Jeju National University



Republic of Korea
Jimin Yoo (Ms.)
Student
Yonsei University



Republic of Korea
Seungwon Seo (Ms.)
Student
The University of Texas at Austin



Republic of Korea
Sohee Jeong (Ms.)
Coordinator
Gwangju International Center

Partner Institutions



Argentina
Maive Mc Grath (Ms.)
Assistant Direction
Ana Frank Argentina Center



Nigeria
Ononju Silver Okwaraogoma (Mr.)
African Union Youth Volunteer
UNESCO Liaison Office to AUC
and ECA



Kazakhstan
Bakytgul Kubeyeva (Ms.)
UNESCO Clubs Specialist
Kazakhstan National Federation
of UNESCO Clubs



The GCED Youth Network is an international youth-led autonomous organization that empowers young people across the world to become advocates and leaders in Global Citizenship Education. To do this, they work through capacity-building workshops, seminars, social media advocacy, and participation in international forums and grassroots projects based on GCED. This network is innovative and impactful because being youth, the network is able to explain the concepts and importance of GCED in a way easily understood by youth and reach a large audience through the use of technology (online courses) and social media. From each of their members' experience, it is able to share success stories, tools and innovative ideas that can be used as examples or replicated by other youth led organizations. Finally, because of its network that expands to all continents, it is able to share the opinions and ideas of youth and advocate for it to be included in global forums and initiatives regarding GCED.

GCED Youth Network



Albania

Serena Leka (Ms.)

Core Member (Participant of the
2nd Youth Workshop on GCED)
GCED Youth Network



Georgia

Guranda Bursulaia (Ms.)

Core Member (Participant of the
2nd Youth Workshop on GCED)
GCED Youth Network



Mexico

**Braulio Emilio Guemez Graniel
(Mr.)**

Core Member (Participant of the
2nd Youth Workshop on GCED)
GCED Youth Network



Morocco

Hind Touissate (Ms.)

Core Member (Participant of
the regional GCED Workshop by
GEFI)
GCED Youth Network



Nigeria

Imrana Alhaji Buba (Mr.)

Core Member (Participant of the
2nd Youth Workshop on GCED)
GCED Youth Network



Pakistan

Anusheh Bakht Aziz (Ms.)

Core Member (Former YAG
Member)
GCED Youth Network



Peru

Lorena Gamarra De Sousa Otto (Ms.)

Core Member (Participant of the 1st Youth Workshop on GCED)
GCED Youth Network



Syria

Hadi Althib (Mr.)

Core Member (Participant of the regional GCED Workshop by GEFI)
GCED Youth Network

* Total of 50 Youth activists and leaders actively engaged in Global Citizenship Education and/or youth engagement

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LEADERSHIP
WORKSHOP
ON
GCED