

SangSaeng

Living Together Helping Each Other

Global Citizenship Education in Local Contexts

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Cover Photo: Students at Appuuton Primary School, one of the schools piloting GCED programmes in Katawki District, Uganda. Located near the eastern border of the country, the district is home to diverse tribes. © Yong-Wook Kim / APCEIU

SangSaeng [상생], a Korean word with Chinese roots, is composed of two characters: *Sang* [相], meaning "mutual" (each other) and *Saeng* [生], meaning "life." Put together, they mean "living together," "helping each other," which is our vision for the Asia-Pacific region. *SangSaeng* [相生] aims to be a forum for constructive discussion of issues, methods and experiences in the area of Education for International Understanding. *SangSaeng* also seeks to promote Global Citizenship Education, which is one of the three priorities of Global Education First Initiative launched by the United Nations in 2012.

Signed articles express the opinions of the authors and do not necessarily represent the opinions of APCEIU.

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DIRECTOR'S MESSAGE



With the adoption of the new global education agenda, SDG-4 and the accompanying Target 4.7 and Education 2030, a great momentum was created for promoting Global Citizenship Education (GCED). Now, promoting GCED has become a key education target for all countries around the globe and it is expected that GCED will continue to be further integrated into formal, non-formal, and informal educational contexts. In fact, countries are taking steps to include GCED related components in their national curricula, develop educational resources, and prepare teachers to teach global citizenship in the classroom. While GCED has advanced as a global education agenda, it is being understood and developed differently at the local level by interacting with diverse educational systems as well as the sociocultural climate.

The 50th issue of *SangSaeng* explores some of the divergent practices to incorporate GCED in national, regional and local contexts. From the Cambodian case of integrating GCED in the history curriculum, coinciding with the national curriculum revision; to a provincial level initiative to develop GCED textbooks and support for professional learning communities of teachers for GCED in Gyeonggi Province, Korea; and to the story of a refugee settlement camp in Kiryandongo District; this issue hopes to provide an illustration of how GCED is being embraced under different circumstances and contexts.

This issue also sheds light on how GCED and Target 4.7 can be further facilitated. Aaron Benavot, Jean Bernard, Colette Chabbott, Margaret Sinclair, Andy Smart and James Williams remind us that Social and Emotional Learning (SEL) “should

feature strongly in schools promoting global citizenship, embedded both as content and pedagogy” and underscores the significance of inclusive and user-friendly textbooks and instructional materials. This issue also delves further into innovative pedagogies to promote peace and sustainable development, by introducing comics and video games as pedagogical ways to motivate learners and online GCED courses for educators.

Now publishing the 50th issue, *SangSaeng* (learning together and helping each other), like its title, has symbolized APCEIU’s mission and goals. Since the publication of the first issue in autumn 2001, the magazine has shared stories of educational work from the different corners of the world that focus on building peace, promote human rights and sustainable development. The magazine has transformed in various ways over the years and continued its endeavour to include different voices and reach out to a wider audience. In 2018, *SangSaeng* will be translated and published in French in collaboration with the UNESCO Dakar Office. Moreover, it will diversify its readership by inviting more contributors from the West Africa region. The article in this issue by Moumini Tiegnan, which provides an understanding of the security situation in the region and emphasizes the need for preparing future leaders, is the starting attempt to do so. Likewise, I hope this magazine will continue to promote a culture of *SangSaeng*, deepening our understanding of others and of ourselves. 🏛️

Utak Chung
Director

ENGAGING LEARNERS' HEARTS AND MINDS

How Social and Emotional Learning can Foster Global Citizenship and Achieve SDG Target 4.7

By Aaron Benavot, Jean Bernard, Colette Chabbott, Margaret Sinclair, Andy Smart and James Williams*

*The authors, listed alphabetically, constitute the Organizing Committee of NISSEM - Networking to Integrate SDG Target 4.7 and Social and emotional learning in Educational Materials (NISSEM.org)



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Challenge of Advancing Global Citizenship, SDG Target 4.7

In 2012, United Nations Secretary General Ban Ki Moon called for education to foster global citizenship so as to develop shared values and serve as a basis for social and political transformation. “Education must cultivate an active care for the world and for those with whom we share it ... helping people to forge more just, peaceful, tolerant and inclusive societies ... It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the 21st century.”

The critical importance of educating for “living together” and international understanding was again reflected in Target 4.7 of the Sustainable Development Goals adopted by UN member states in September 2015. Countries committed to “(ensuring) that all learners are provided with the knowledge and skills 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.”

Importance of SEL

How can schools and teachers promote sustainable development and global citizenship – the essence of Target 4.7 – at the classroom level? One critical way is by means of students’ social and emotional learning (SEL) and integrating social and emotional dimensions in educational materials and teaching methods. Cognitive knowledge and skills alone will not solve today’s global

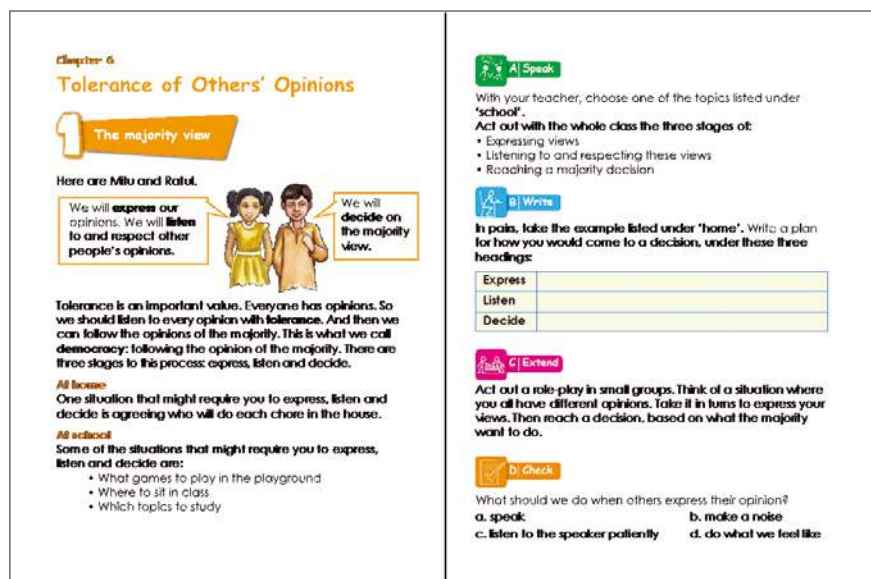
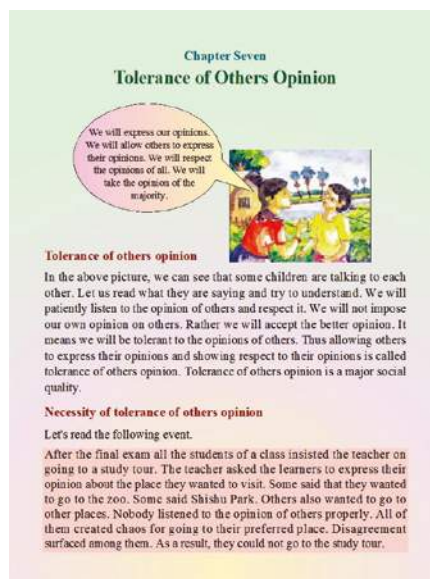
challenges. Learners must make conscious personal commitments to tackle the social, economic and environmental challenges facing their local communities, nations and the planet. SEL should feature strongly in schools promoting global citizenship, embedded both as content and pedagogy.

While there are different taxonomies for SEL and related concepts, most reflect several key attributes – namely, self-awareness and self-regulation, empathy towards others, interpersonal relationship and cooperation skills, intercultural communication and the ability to negotiate and manage conflict. These “soft” skills, combined with positive values and critical and creative thinking, help ensure that students are committed to active and responsible citizenship at the local, national and global levels.

A growing body of evidence indicates that attention to social and emotional learning has beneficial effects on academic achievement and attainment as well as subsequent employability and life functioning.

As researchers, teachers and parents, we know that learning that engages an individual’s emotions leads to personal growth, productive interpersonal relations and greater relevance and meaning for the learner. Attention to social context and constructivist approaches, whether in formal or non-formal education settings, enhances active participation and collaboration, and therefore encourages deeper and more lasting learning. Classroom activities in high-income countries have often taken advantage of these insights. However, in settings where teachers have responsibility for 40 or more students, and where teacher preparation may be circumscribed, conditions for classroom group work and other student-centred approaches are more limited.





△ The primary school 'Bangladesh and Social Studies' textbooks were refined and published in 2015-16. The illustrations show pages from an older and a revised textbook, the latter designed around structured pedagogy, with simple language, to help teachers and students address challenging topics.

© National Curriculum and Textbook Board, Dhaka

Challenge of Under-Resourced Schools

Given the clear value and importance of SEL for global citizenship and other Target 4.7 themes, how can we support efforts by countries with a preponderance of over-crowded classrooms and scarce resources to engage students in structured, collaborative learning? How do we support schools and teachers who wish to move away from the dominance of rote learning for high stakes examinations to more participatory teaching practices?

One major policy instrument available to governments is the revision of the curriculum, particularly textbooks, teacher guides and lesson plans. The textbook is often the de facto school curriculum, even where textbooks are scarce and capacities for teacher-related policy implementation are weak or non-existent. And yet today's prescribed textbooks rarely introduce social and emotional skills or Target 4.7 themes, either in content or pedagogy. This stands in stark contrast to non-formal programmes, including alternative learning, distance learning and community education, in which aspects of SEL are often integrated into learning materials and methods.

Textbooks should engage learners' hearts as well as their minds. If textbooks are overloaded with lengthy text and indecipherable content that is considerably above students' reading and comprehension skills, this is not possible.

To be effective, the quantity of text in textbooks should be limited and the content chosen selectively, so that students have time to comprehend, analyse and evaluate what they read. Illustrations should be rendered in culturally sensitive, inclusive and level-appropriate ways to enhance students' engagement with and understanding of the text. Even in settings where teachers lack specific pedagogical preparation, well-designed textbooks

can incorporate suggested activities for listening, class discussion, and working in pairs – activities that promote SEL and enable learners to adopt new values and ideas.

Embedding Pedagogy, Content

Effective textbooks skilfully fuse curriculum content and a structured pedagogy that embeds guidance for teachers and students in the textbooks themselves. Partly because textbooks are all too often focused on content, written by academic specialists with little classroom or teaching experience, they fail to achieve this fusion. This emphasis of content over pedagogy is also reflected in textbook evaluation and approval criteria. And because textbooks are written at language levels above learners' understanding, teachers remain focused on rehearsing content in preparation for examinations rather than on facilitating an inclusive and impactful learning process.

Given the centrality of textbook content and learning assessments, it is essential that SDG Target 4.7 themes supported by SEL are integrated into school activities and diverse curricular subjects, including language, social studies, science and mathematics, using teaching methods that are appropriate to each subject, grade level and context. Structured pedagogy, appropriate to national settings and embedded in textbooks, can help teachers inculcate social and emotional skills and responsible citizenship.

People tend to perceive the curriculum as discrete topics. For example, students upon arriving home are asked, "What did you learn in school today?" Older children and adults may



gather informally at a community centre or under a tree to discuss the specific topics or lessons of the day. Real progress is possible when senior educators in each country take the broad spectrum of SEL and Target 4.7 themes, and work with writers of textbooks and educational materials to identify those topics that help young people imagine a better future. Engaging youth in recognizing such topics and writing motivational stories – from real life or otherwise – serves to make the content more meaningful as they consider the challenges ahead.

Textbooks and Identity


Textbooks define the knowledge domains and topics to be taught in the classroom as well as the performance standards that students are expected to achieve in learning assessments. But textbooks are also public documents. They are typically the only education document that reaches, or is intended to reach, every family in the country. In this sense, they are among the most visible instruments of education policy. They reflect social priorities and political ambitions and are often catapulted onto the front page of newspapers when an objection is raised about a statement or illustration that disturbs the values of one group or another. Care is needed, therefore, to ensure that the Target 4.7 themes and SEL are developed collaboratively with diverse stakeholders to minimize unnecessary or destructive backlash.

The sense of collective “belonging” fostered by textbooks ranges from identities that are highly exclusive of some groups to more inclusive identities that recognize both shared and unique dimensions. “Sense of place in society,” “belonging,” “us and them” can all be conveyed, for example, by what textbooks say or

do not say about different groups, by the information provided about historical events, or the way such information is framed. Properly and appropriately framed, textbooks can help students begin to think critically about their circumstances, their historical roles and their place in the larger world.

Moving Forward

Transforming education by fostering global citizenship and other Target 4.7 themes can be facilitated through social and emotional learning. Key to this is ensuring that textbooks and instructional materials are inclusive and user-friendly, and that they emphasize the agency both of students as learners and of teachers as active interpreters of content and pedagogy. When effective, they will help learners develop collective understandings applied to local as well as national and global contexts.

In developing new or revising existing educational materials, the critical task is to provide space for writers of textbooks and relevant materials to gain fluency in and commitment to the knowledge, skills, values and attitudes included in Target 4.7 as well as SEL. Writers can then identify key content and examples suited to the national context, drawing on the views of teachers, youth and others to prepare motivational content that is deliverable even in difficult conditions, with support from structured approaches to pedagogy. This strategy addresses the central challenge of finding innovative ways to incorporate SDG Target 4.7 themes and SEL in textbooks, while allowing for regular updates based on ongoing research and changing conditions. Educational materials can reflect transformative ambitions now and lay the foundations for local, national and global citizenship in the future. 

EMBRACING GLOBAL CITIZENSHIP EDUCATION IN A TOUGH PLACE

Uganda Refugee Settlement Camp Schools Forgo Differences Move Towards Peaceful Coexistence

By Rosie Agoi
(Secretary-General, Ugandan National Commission for UNESCO)



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The refugee settlement camp schools in the Kiryandongo District accommodate learners from the Democratic Republic of Congo and South Sudan. Two schools, Canrom and St. Arnold Primary School, are implementing Global Citizens Education programmes. The majority of the learners in these schools hail from South Sudan while the minority are Ugandans.

Though the refugee learners are away from their country of origin, at school, they continue to interact with those they were in conflict with back home. On the other hand, the daily interaction of the learners with their teachers and one another are dominated by social injustice, tribal differences, bad leadership, and gender stereotypes. In total, all the aforementioned immediately demand reconciliation, forgiveness, peace, respect and

social justice through good leadership, care, and empathy.

“Before GCED implementation started in these schools, indiscipline among the learners was the order of the day,” said one of the teachers. The learners, mainly the Dinka and the Nuer (from South Sudan), would fight each other. The learners carried knives, stones, and sticks to fight against their conflicting tribes. The fights were held behind the pit latrines, in the playground and sometimes during lessons. In an effort to restore peace, teachers also carried sticks to cane whoever was found fighting, yet corporal punishment is illegal in schools.

Positive News

Having been equipped with heterogeneous skills to implement GCED through

induction, the teachers have a success story to narrate today despite the schools’ high enrolment and related challenges. Each school, which accommodates over 4,000 pupils, have inadequate pit latrines, water sources, textbooks, furniture and classroom space besides undisciplined learners and a few teachers who do not match the enrolment.

Today, a visitor to Canrom Primary School or St. Arnold Primary School will not believe that the conflicting tribes share the same desks in class and less disciplinary cases have occurred.

With guidance provided from the Teacher’s Resource Book, teachers use the following strategies to deliver GCED messages to their learners: debate sessions are held after the students have come up with motions; motions cover topics that encourage negotiations, reconciliation, and provide solutions to the challenges of



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the community; during debates, students get to appreciate other opinions irrespective of their gender and culture; they also learn to take turns to hold various offices during those debates.

Through reciting rhymes and poems, learners ingest different GCED messages. The rhymes and poems are from the Teacher's Resource book and other materials that have GCED content.

The use of music is another approach used in conveying GCED messages. The Teacher's Resource books have songs that are taught to students. The songs convey messages including peace, environmental protection and good leadership. As the students sing together, they are able to accommodate one another's failures and this infuses an ability to live in harmony.

Praying is one of the activities for learners as they study Religious

Education. As the learners pray to God, they develop the attitude of living as brothers and sisters. This closes the relation gaps that have risen from their differences.

Acting out dialogues help learners closely work together. Prior to acting, learners will have to practice together in groups and pairs. As they work, various GCED values get instilled amongst them.

Mental activities like spelling words, memorizing messages and completing puzzles have enriched learners' GCED knowledge, but at the same time it enables them to embrace cultural diversity.

Reading stories is another activity that has helped students to walk the talk of the characters found in the GCED stories. "Aki's Dream" and "Lalam the Girl Scout" present characters who solve

their problems without conflict with others despite the available opportunities. Since there are not enough books available, students must be grouped together in order to read them. This strategy has enabled the learners to read together without worrying about their gender or tribes.

Taking it Outside

Learners have been engaged in games and sports like football and athletics. These promote team spirit and cooperation. They also make the students permanently refrain from focusing on their cultural differences and start focusing on team spirit. These GCED skills breed sustainable lifestyles.

"Talking compound," which refers to the GCED messages written and



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displayed in the compound, has been one way of implementing GCED. As the students play or engage in their daily activities, they also read the messages displayed in the compound. These may be displayed on trees or on wooden/metallic posts. The messages encourage forgiveness, peace, and reconciliation, just to mention but a few.

The tree planting project has created environmental awareness among the learners. This activity has helped the learners to nurture planted trees and also protect them. Learners also protect the school/home environment through proper disposal of rubbish after sweeping or using different objects like polythene papers. Weeding the flowers and cutting the grass in the compound have been appreciated by the learners as part of environmental protection.

GCED activities have scaled up reconciliation, forgiveness, peace, respect, social justice through good leadership, care, and empathy among the students. The teacher-pupil relationship has greatly

improved through engagement in GCED activities which provide room for discussions. Corporal punishment, which was the only means the teachers used to instil discipline among the learners, has been abolished. Improved class control due to improved discipline has been appreciated by the schools and this has resulted in effective learning.

GCED messages have empowered teachers to handle high enrolment through team work. GCED has brought the parents closer to the school through the tree planting project. This has helped parents participate in providing security against pests and also helps them respect school property. Parents have participated in meetings with the teachers, which in turn instils discipline amongst their children.

In summary, through GCED implementation, conflicts have, to a greater extent, been eliminated as the learners, teachers and parents cooperate towards the common goal of living together peacefully. 

“

Today, a visitor to Canrom Primary School or St. Arnold Primary School will not believe that the conflicting tribes share the same desks in class and less disciplinary cases have occurred.

”



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△ “Global Citizens in a Global Village” for primary, middle, high school students

TEACHING TEACHERS TO TEACH GCED

Changing Times Means Implementing, Adapting for New GCED Curriculum in New Korea

By Hyunju Choe
(Head Supervisor, Division of Democratic Citizenship Education at the Gyeonggi Provincial Office of Education)



© Gyeonggi Provincial Office of Education

There have been a plethora of memorable speeches about climate change but one that stands out the most in my mind happened in February 2016. That was when Leonardo DiCaprio won Best Actor at the 88th Oscar Awards for his performance in “The Revenant.” During his acceptance speech, DiCaprio shook the world by saying, “For our children’s children and for those people out there whose voices have been drowned out by the politics of greed. I thank you all for this amazing award tonight. Let us not take this planet for granted. I do not take tonight for granted.” Considering that most scientists back the theory that climate change is happening, I believe that everyone should understand the message behind his speech.

After contemplating about how our future might unfold, I would like to say that it is also our responsibility to think of future generations. Therefore, Global Citizenship Education (GCED) is not just a simple study; instead, it is an understanding of what humankind is faced with and how we can start to change and think differently about the ways we treat our planet.

National, Provincial Context

The Republic of Korea is now a multicultural society. It is already a well-known

fact that there are many Koreans residing in numerous other countries besides Korea, and vice versa. As the number of non-Korean nationals increases in Korea, so does the number of educational subsidies offered to foreign students.

According to the Republic of Korea’s 2017 educational statistics, the total number of multicultural students has grown to approximately 109,000, out of which 25 per cent (26,000) live in Gyeonggi Province. This statistic tells us that there are multicultural students in almost every school. One takeaway from this study shows that it is meaningless to distinguish between multicultural and monoculture.

It is time to learn and implement the ways that different cultures can coexist. The final goal of multicultural education is to accept people from different cultures and foster global citizenship based on the principle of coexistence. In response, the Gyeonggi Provincial Office of Education created the Democratic Citizenship Education Division in 2013 in order to promote civic education. By establishing this body, the Gyeonggi Education Office became the first education office in the country to set up a relevant body in charge of handling multicultural issues.

Global Citizen Textbook

Despite the growing need to offer relevant

global citizenship education programmes in local schools, the current curriculum falls short of providing specific educational materials to teach and learn GCED in the classroom. Also, schools and teachers often find it difficult to make room for GCED in their existing curricula as well as making connections with other subject areas. One notable and important achievement of the Gyeonggi Education Office’s promotion of GCED was the development of a series of civic textbooks: “Democratic Citizens Living Together,” “Reunified Citizens Opening an Era of Peace,” and “Global Citizens in a Global Village.” These textbooks have been written by teachers with extensive experience in civic education.

Among the series, the Global Citizen textbook, titled “Global Citizens in a Global Village” is aimed at teaching skills and attitudes for students living in the global village era. The textbook deals with issues that are closely related to the students’ everyday lives so that they may recognize and understand the global issues surrounding them, while at the same time help to develop emotional sensitivity and empathy for those challenges, and learn how to appropriately take action by looking for specific solutions in order to apply them in their daily lives. The Global Citizen textbook has been published in three volumes, each targeting primary, middle, and high school students. The five



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main sections of the textbook are:

- 1) Awareness of what is happening around the world
- 2) Critical understanding of global issues
- 3) Empathy and respect for diversity
- 4) Sharing and extending learning
- 5) Actions to be taken and sustained

The themes within the textbook include human rights, labour, equality, diversity, peace, environmental diversity, poverty, conflict resolution, sustainable development, and so on.

The Global Citizen textbook was developed in collaboration with three other offices of education and has been duly approved by relevant government authorities. These approved textbooks can be used to complement the curriculum when there are no state-authored or authorized textbooks for a specific subject. Therefore, it is possible for schools nationwide to utilize the Global Citizens textbook in their classrooms. In fact, there are now ten different offices of education in the Republic of Korea that use this textbook as part of their GCED programme.

How these textbooks are being used varies from school to school. Some schools use them for cultural studies. Other schools use them in connection with other

subject areas. Teachers can perform activities related to a theme in the textbook – that is if the theme matches the subject being taught at the time. It is possible to utilize these books in theme-centred classes or activity-centred classes. Also, schools can use these textbooks for their creative experiential activities, a curricular component dedicated to encouraging students' autonomy, club activities, volunteerism, and career exploration.

In order to better understand how these textbooks are being applied in classrooms, here are a few examples: By combining the material from the Global Citizen textbook and a chapter on “How often do you exercise?” in a primary school English textbook, it is possible to deliver a lesson about “How often do you use paper cups?” which enables students to learn both the English phrase “how often” and a theme related to global citizenship. In the Ethics textbook, topics like poverty and hunger can be linked to learning about fair trade and ethical consumption.

Professional GCED Communities

Another line of activity that aims to promote GCED in the Gyeonggi Province is capacity-building initiatives for teachers,

who can transfer their knowledge and skills in the classroom. Since 2015, a group of teachers have been selected annually as “Global Citizenship Education Lead Teachers” – the programme is part of an effort to upgrade teachers' professionalism in Korea. The appointed GCED Lead Teachers are expected to play a leading role in implementing GCED at the school level. The Gyeonggi Provincial Office of Education is also supporting the professional learning communities of GCED Lead teachers by providing training opportunities. The teachers receive a 15-hour training course and discuss ways to teach and learn global citizenship in their classrooms.

In 2017, a training camp was organized for five days and four nights during the summer vacation period. This training provided opportunities for the teachers to communicate and strengthen their capacities in a variety of ways such as understanding global citizenship education, reviewing case studies of textbook applications, and examining human rights issues and multicultural education policies. The teachers also visited Suwon Hwaseong Fortress, a UNESCO World Heritage Site.

In 2018, the workshop titled Civic Education Academy started. Teachers participating in the academy meet one Saturday a month with the purpose of strengthening their capacities for civic education and forming a network of teachers in their districts. For each month, different lectures and discussion sessions are planned with themes including environment, labour, human rights, school democracy and justice. The academy is complemented by workshop sessions where teachers share their teaching practices, listen to invited inspirational speakers, and participate in a field visit which the participants planned for themselves. The academy is run by a group of teachers who have actively carried out civic education in their classrooms. The goal of Global Citizenship Education is not to stop once students have learnt a few ideas or concepts; it is a goal that is continuous and pushes students to achieve the next level of participation and action taking. To achieve this goal, the efforts of teachers shall go on. 🏠

GCED SHAPES NEW CAMBODIAN HISTORY CURRICULUM

**History Brought to Life through
New Curriculum that Educates Future
with Eye on Past**

By Vichheka Khuon

(Deputy Director General, Directorate General of Education (History Curriculum), Ministry of Education, Youth and Sport of Cambodia)



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One of the educational reform priorities of Cambodia is curriculum review and development. The new curriculum framework approved in 2016, aims to equip learners with knowledge, skills and attitudes to support their daily lives and further their studies. This curriculum framework intends to improve the quality of education in response to global changes and the actual demands of the Cambodian Royal Government strategies, which is geared to move Cambodia into becoming a middle-income country by the year 2030 and a high-income country by the year 2050.

In order to achieve this goal, a new curriculum was designed based on competency approaches, which not only provides students with the competitive capacities to move into a new industry within national, regional and international markets of employment, but also prepares students to gain 21st century skills. At the same time, students are also prepared to become good Cambodians and global citizens who actively

participate in the world with ease through their acquired capacities in order to contribute to positive changes.

The Ministry of Education, Youth and Sport of the Kingdom of Cambodia, in collaboration with APCEIU, has integrated Global Citizenship Education into history and moral-civic curriculums. In general, history education builds national identity and national pride. So how is GCED integrated into the history curriculum?

GCED and Local Concepts

Before the colonial period, which began in 1863, Cambodian education was mainly transferred through religious activities. Only men were able to become Buddhist monks, in which they started their student lives in Buddhist temples. Even though this traditional educational method has been almost replaced by the modern education system, the teachings of Buddha are still deeply integrated into the daily lives, practices and are well integrated into the belief system of the

Cambodian people.

“Fruit of action” or “Karmaphala” in the Pali language is the main Buddhist law that is acknowledged by every Cambodian. This law means that “any given action may cause all sorts of results.” Every person’s action will affect not only himself or herself but also affect surrounding people and relevant nature. Through GCED concepts implemented into the curriculum, students will be able to be aware of every action they take and the connectedness of each individual action to the world.

New Approaches for History Education

The history of the Kingdom of Cambodia started more than 2,000 years ago. Past wars, conquests, violence and competition amongst neighbouring kingdoms or countries in the region are often highlighted in history, not only by Cambodia, but also by other Southeast Asian countries. The way of presenting history “for national pride” of each



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country, causes anger, hatred, prejudice, and discrimination deep down in the heart of their own citizens. Furthermore, traditional teaching, in which students are passive, leads to the process of transferring the same results from generation to generation. Consequently, continuous conflicts are happening between nations or between ethnic groups. Hence, many years and many efforts of cooperation could only build a fragile relationship.

The new history curriculum of Cambodia with the essence of GCED implemented within it, introduces different approaches from the chronological and the negative learning of history. In order to give students a better idea of the region and the world as a whole, the new curriculum encourages concept-based learning and linkages with today's lives.

The generic patterns and organization of regional politics that share commonalities amongst the ancient kingdoms in Southeast Asia, for example, are emphasised. Students will be able to explain how ancient politics were organized, how each ancient kingdom in the region was connected and how it affected the

decision of the rulers in terms of starting wars, conquests, and violence. At the end, student can reflect on the connectedness of today's politics between countries, regions and the word, and how to maintain peace and cooperation. To be precise, the concept is not to define who is right or wrong, but what is right and wrong, as well as how to overcome the past and move forward together.

Teaching methodologies that engage students' activities and critical thinking are necessary in order to successfully implement GCED concepts. Students are not only able to think critically based on the different evidence gathered and real history, but also, to be aware of their actions which can affect their community and the word.


Teaching GCED by Raising True History

To play a role in shaping the future, students must have a good understanding of the past, not only concerning the achievements of human kind but also of its failures. An understanding of history can support efforts to create free and just

societies.

The Khmer Rouge genocide, which took place in Cambodia from 1975 to 1979, witnessed the death of almost two million people through executions, forced labour, starvation and diseases brought on by the lack of proper medical care, is one of the best examples to use in order to promote GCED.

Understanding how and why this tragedy occurred in Cambodia can induce a broader understanding of mass violence and promote human rights and human solidarity at the local, national, and global levels, as well as to prevent discrimination. As a post-genocidal country and a highly resilient society that has relentlessly struggled to combat the return of mass atrocities in the past almost forty years, Cambodia stands in the right position to take the lead to enhance national reconciliation and peace.

Furthermore, the comparative history of the Nazi holocaust and genocide is integrated into the new curriculum in order to promote awareness of the incremental nature of violence that can lead to genocide, and to reflect on the differences and similarities between various cases. 

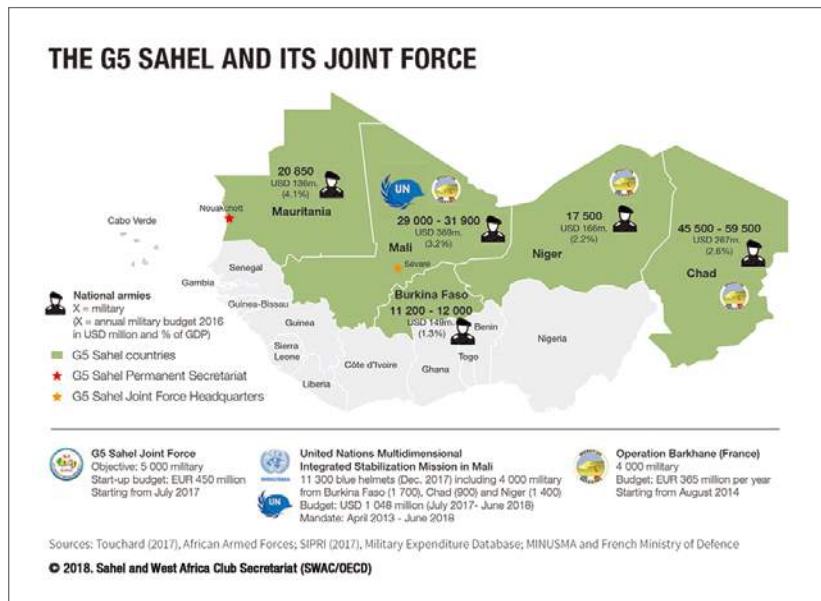


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CONSTRUCTING DEFENCES OF PEACE IN THE MINDS OF FUTURE LEADERS

Educating Young People to Face the Challenges of Peace and Security in West Africa and the Sahel

By Moumini Tiegnan
(Executive Director, Ecole Citoyenne de l'Afrique de l'Ouest (ECAO))



One of the African regions that is in the eye of the cyclone for about ten years, in terms of peace and security, remains without a doubt West Africa, not to say the Sahel-Saharan area. The security situation in this region is drifting and initiatives and strategies to contain the situation seem to be failing; concrete action is therefore needed to restrain the conflicts and the new challenges that structure it.

Dynamic but Drifting Region

Guinea-Bissau is in chronic institutional and political instability; in Guinea-Conakry, political and ethnic tensions are still smouldering, undermining national cohesion. In Côte d'Ivoire, lasting peace and reconciliation are like a distant horizon, revealing the remnants of an unresolved crisis. Mali remains the hotbed of Sahel-Saharan instability in terms of security, with both the thorny issue of the north and the problem of terrorism extending as far as the centre of the country. It also spills over into neighbouring Niger and Burkina Faso, the latter also being very fragile in its northern part. Nigeria is yet struggling with Boko Haram, which has spread out with other armed terrorist groups as far as the Lake Chad basin.

This region has now been transformed

into a theatre of increased and unprecedented violence of a transnational nature, due to numerous evils that undermine local states such as: fragility of democratic governance, weakness and/or collapse of state institutions, manipulation of religious and identity differences, struggle for control of resources, criminalization of economic and financial circuits, increased impoverishment of populations and especially of young people who no longer hesitate to pay for their knowledge of their territory or the information they hold.

Today, West Africa is both a gateway and a sanctuary offering mafia and terrorist groups enormous and strategic logistical facilities: the transfer of drugs from South America. It is a crossroads of the various migratory flows towards Europe, a refuge zone for terrorists and hostage-takers who are hunted down by state forces; a space for organising channels for transporting combatants, funds and weapons to theatres of conflict. This space has become heavily militarized.

To overcome this security crisis, states and their partners have entered the Sahel region, favouring a military approach, in an asymmetrical war, against terrorists, extremists and radical groups, mostly idle youth. Indeed, a large majority of Nigeria's 200,000 military personnel are mobilized to track down and neutralize terrorist groups, particularly Boko Haram; Niger and Mali, which are

among the five most powerful armies in the region, are on alert to stabilize their country, as is Burkina Faso.

In addition to national initiatives, it should be noted that five countries have joined in a military initiative called G5 Sahel. Since November 2015, Burkina Faso, Chad, Mali, Mauritania and Niger, although from different regional areas, have decided to join their efforts in the fight against terrorism, radicalism and insecurity, by mobilizing 5,000 soldiers.

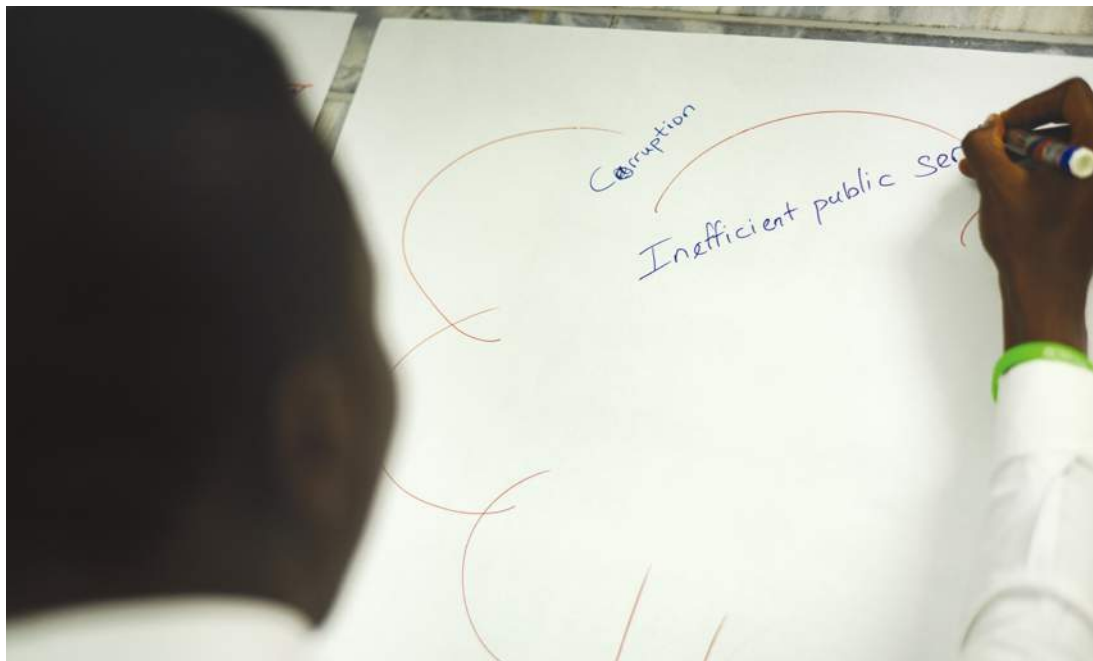
The G5 Sahel Force will be the force of the future that could replace the French force Barkhane, based in Chad and operating in the space of these five countries and still operational, having at least 4,000 defence and security forces. American drones, based in Niger, operate in any northern part of West Africa. In addition, there are at least 15,000 military and police personnel in Mali as part of the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA).

We are clearly in a highly militarized region. However, after more than five years of presence, there are legitimate questions about the stabilization strategy of this region or countries like Mali, Niger, Nigeria and Burkina Faso that no longer have total and complete control over the integrity of their territory.

Inadequate Strategies

The overall framework for the fight against terrorism and extremism is under the aegis of the United Nations. To this end, the United Nations has developed a strategy for the Sahel. There is also an Economic Community of Western African States (ECOWAS) strategy to combat terrorism and its implementation plan that are tools to facilitate partnerships geared towards greater coordination and effectiveness. The continental organization, the African Union (AU) also has its strategy for the Sahel region; as well as partners such as the European Union proposing their own strategy.

Each believes it has a comparative advantage through its strategy. However, after analysis, it should be noted that the multitude of doctors and other caregivers have not yet been able to overcome the gangrene that is inexorably eating away at



West Africa in terms of peace and security. On the contrary, it is creating unease in public opinion, which is increasingly reluctant to accept these foreign military presences.

The considerable military presence has so far failed to contain terrorism, extremist groups that have a remarkable capacity for resilience and adaptation. Emerging from the security crises in West Africa is imperative. One of the alternatives is to promote virtuous and responsible governance, a factor of socio-economic development that would enable each citizen to live with dignity and contribute more to regional development.

Yet, until now, it has been the predominance of the military option in actions, sometimes trampling on human rights. The mixture at the heart of the reforms must be articulated around two levers: democratic governance on the one hand, and security governance on the other.

Mission of ECAO

From the above, there are major issues and challenges to be addressed. Africa must ensure its security first, with the support of willing partners. However, to

claim this, one must have leaders up to the contemporary challenges and get the continent out in the eye of the cyclone. The problem today is, on the one hand, the absence of structural mechanisms to contain all these crises and, on the other hand, the growing doubt as to the capacity of current leaders to be indisputable alternatives for the search for and the consolidation of lasting peace and security. Current leaders appear to be demonstrating, over time, governance without a rudder, particularly on security issues.


The future leaders who are young people feel able to face the challenges of the moment. For them, they are better able to instil virtuous governance, regional integration and strategic reflection leading to a development policy worthy of the name, through visionary and transformational leadership. This is the mission of the ECAO (Ecole Citoyenne de l'Afrique de l'Ouest or West African Citizens' School) since 2014.

The ECAO intends to contribute to the emergence of this new generation of political, economic, social, cultural and environmental leaders who will be able to generate responsible governance whose absence generates a deflagration of problems in a democratic constitutional

state.

The ECAO plans to instil in young national and regional actors the capacities of leaders of a contemporary world of complex challenges that must be faced constantly and under increasingly limited time constraints. The ECAO wants to train and educate, as UNESCO's constitution states: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." We need to train young people now so that they have the defence of the nation in mind.

To achieve this, the ECAO, supported by partners, organizes each year a training cycle comprising two regional sessions and three to four national sessions, around contemporary themes. These activities are supported by experts in various fields. Participants (between 40 and 50) are young women and men from the public and private sectors. The themes are related to the rule of law; rights and people; democratic principles and practices; and all issues at stake today.

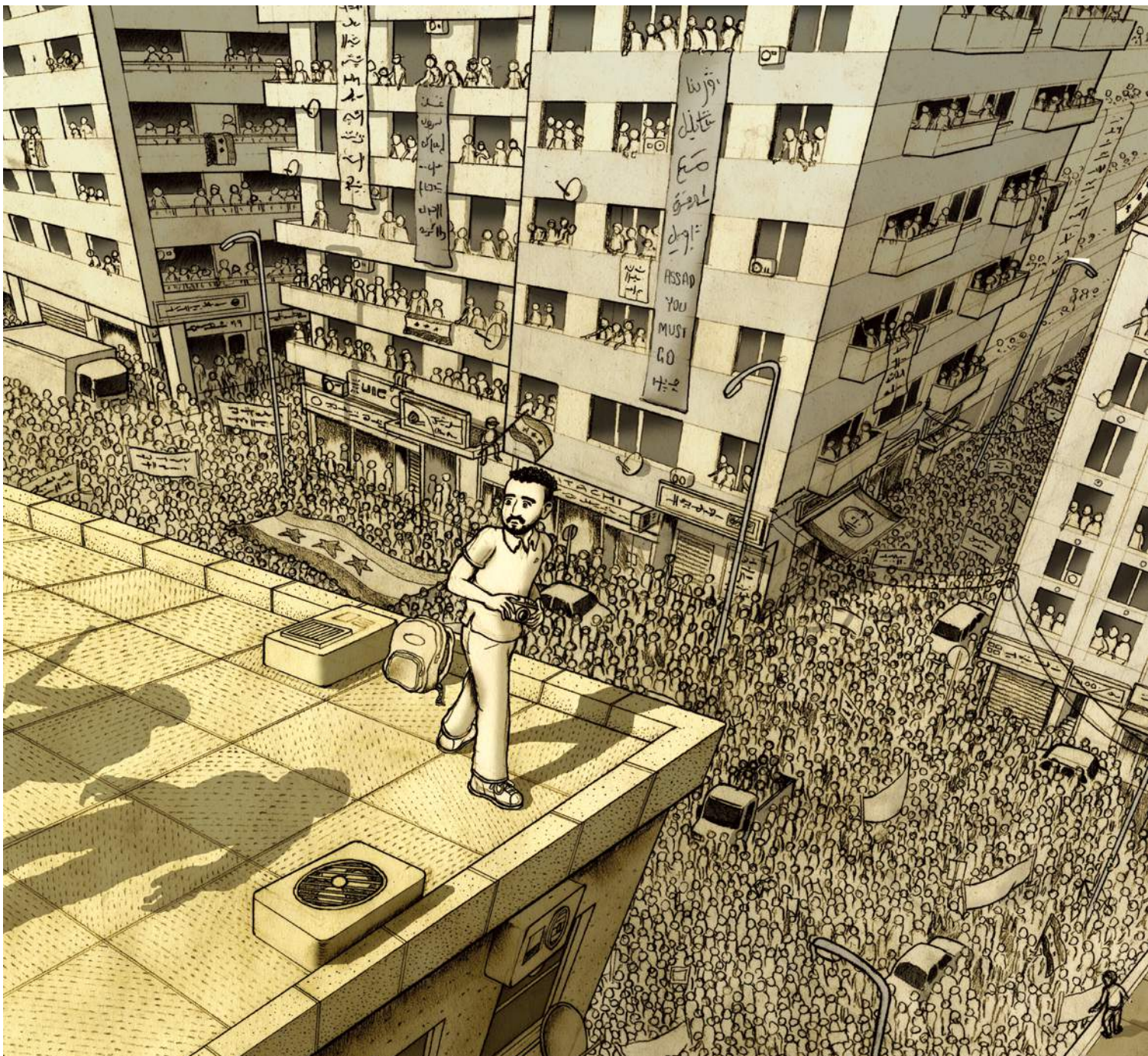
Through this, the ECAO hopes to contribute to building leaders capable of supporting West Africa to become a democratic, prosperous, united and leading region in the world. 

WHY(USE) COMICS IN SCHOOLS?

Positives of Turning Real Context into Illustrated Narrative

By Elettra Pellanda

(Senior Research and Education Consultant, PositiveNegatives)





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The contemporary world is impacted by complex forces. Issues such as migration, conflict, modern slavery, discrimination and identity increasingly need to be discussed and understood. However, sometimes it can be tricky to interpret the dynamics of what happens around us.

At PositiveNegatives, we produce comics about contemporary global issues based on real life stories. Our method is based on participation. We travel around the world to interview the people behind each story. We spend time with each person, trying to collect as much detail as we can not only about their life experiences, but also about them as individuals and the way they interact with the world.

We collect visual material too, which is extremely useful in the process of turning real context into an illustrated narrative. This process starts in the field: we often develop an initial draft of the comic script straight after the first interview. Then, we go back to the participants and collaborate with them to fix any incorrect details, or missing information. After all, they are the experts of their own experiences.

The script and collected source material are then worked into a storyboard by one of our collaborating artists. When the rough draft is ready, we share it with the participants to get their feedback, before we complete the final version of the comic.

Turning Question

But what is the need to turn testimonies into comics? There are two factors that help us answer this question. The first is an ethical concern around safety. The comic

format protects the identities of the people we interview, allowing them to speak freely about their experiences of different humanitarian or social issues. When working on the draft, the artist edits names and other identifying details to ensure our participants remain anonymous. This way, they are enabled to share their story without fear of negative consequences for themselves and/or their families.

Another important factor is academic research on the use of comics in education. The increasing interest in education innovation is leading scholars and researchers to give attention to different ways of learning. New studies demonstrate that the combination of text and illustration peculiar to comics engages the readers' attention in a different way than plain and simple written text. The sequential combination of words and pictures typical of comics, researchers found out, helps information retention and therefore makes the comic format a powerful educational tool.

In the words of Dr. Paul Aleixo, senior lecturer in Psychology at Sheffield Hallam University:

"Our research showed that the students that read a comic book version got more memory questions correct compared to when the same information was presented in text format alone – or in a combination of random images and text. This shows that the way comic books are structured – to include a special combination of words and pictures in a certain sequence – increases students' ability to remember information."

This is why at PositiveNegatives, we have set up an educational charity called *Why Comics?*, with the intention



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of turning our comics portfolio into a valuable educational resource to be used in schools.

Why Comics? exists to make learning a fun, engaging experience, and most importantly, one that is relevant to the world we live in. Our comics act as a hook to support learners to be critical and reflect on vital global themes, whilst encouraging readers to make connections between their lives and the lives of others throughout the world.

Commenting on one of our comics, a 16-year-old pupil from Birmingham,

UK said:

"Looking at Merha's story in class online made it ok for me to talk about my family's experience, suddenly it's like the other kids understand me and know where I'm coming from. I've felt much more included since then."

Our materials have a powerful impact, because they are real stories. No matter their background or reading level, readers can understand the human stories presented through the comic format.

On the *Why Comics?* website, students can enjoy an interactive learning experience: the comics are embedded with contextual multimedia links that fuel curiosity and frame the personal story into the bigger picture that is relevant to the comic's theme. We aim to design content that is easy to use for educators too, with discussion points and teaching resources available to download for free.

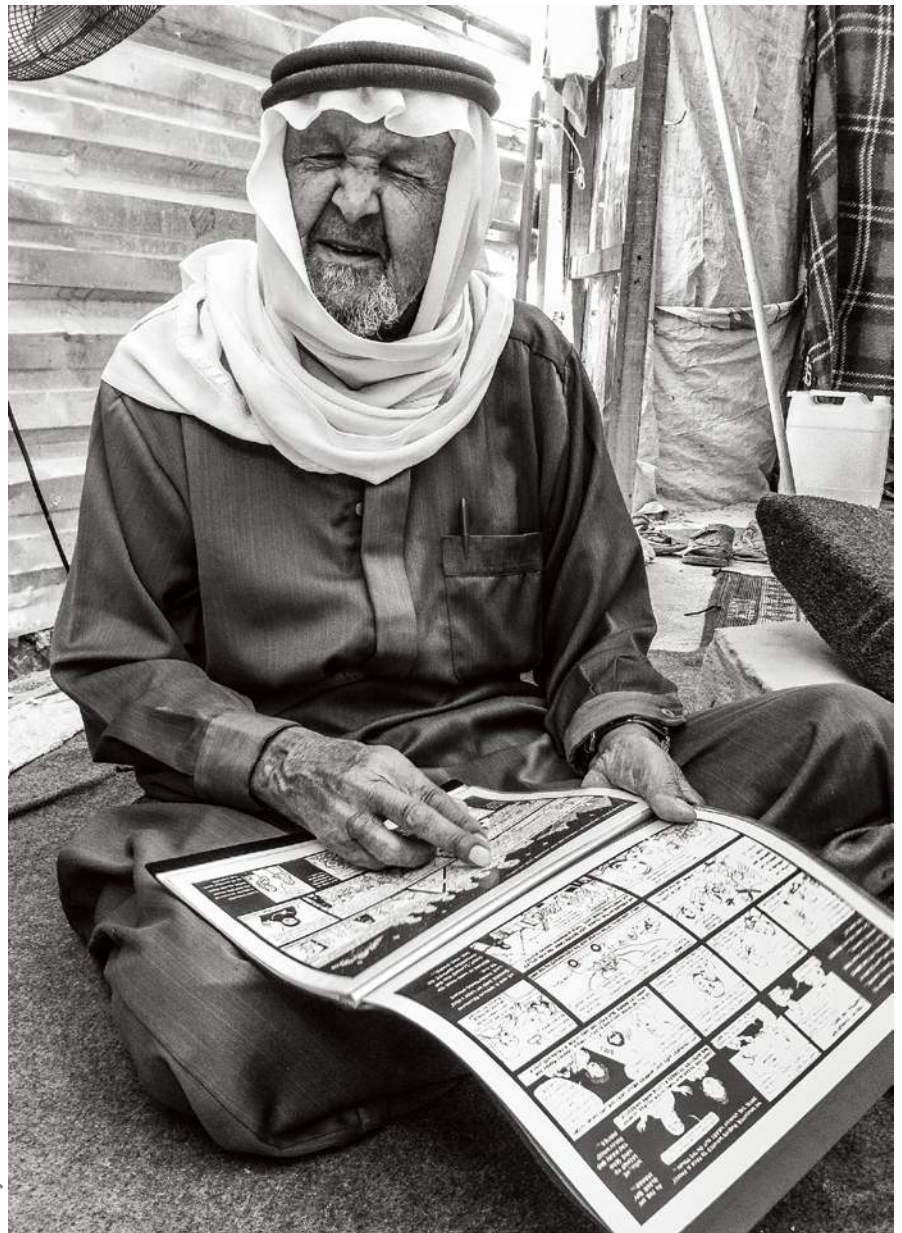
The comics, resources and lesson plans currently available on the website are for Key Stages 2, 3, 4 and 5 (ages 7 to 18). The materials can be used to enhance

“

Our materials have a powerful impact, because they are real stories. No matter their background or reading level, readers can understand the human stories presented through the comic format.

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the teaching of various subjects across the curriculum, such as English, art, personal, social, health and economic (PSHE) education, citizenship studies, history, and geography.

We are also currently prototyping our new interdisciplinary teaching resources, which we are developing with teachers basing on the innovative approach offered by creative learning theories. In doing so, we follow two main assumptions. The first is that learning is an ongoing, creative process through which we filter, select, organise and integrate verbal and

pictorial information (Mayer, 2009). The second is that online spaces are increasingly a valuable space for teachers and students alike to feed information into a network in which they can share learning, make wider connections and combine knowledge (Siemens, 2005).

To conclude, the PositiveNegatives team is committed to participatory storytelling and engagement of the general public in contemporary global issues. *Why Comics?* works on a deeper level, bridging the interest from a wider audience to educational settings. We

firmly believe that comics provide a great format for addressing humanitarian and social issues, while at the same time they provide students with a far more engaging experience than traditional text-based learning. We hope our work inspires and educates younger generations to become more aware of and critically engage with the world around us.

If you would like to know more about our organisation and about what we do, please connect with us at either info@positivenegatives.org or info@whycomics.org. [whycomics.org](https://www.whycomics.org) 

BEYOND ZOMBIE APOCALYPSE

Using Video Games as Tool to Achieve Peace and Sustainability

By Anamika Gupta
(National Project Officer, UNESCO MGIEP)



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Whether slaying flesh-eating zombies in Resident Evil, or brutally executing enemies in Mortal Kombat, violence is nothing new to video games. Even a quick glance through a game store reveals that the possibility for creatively eviscerating or otherwise annihilating a host of virtual characters – including fellow human beings – is seemingly endless. But what if, instead of embodying characters bent on death and destruction, users could engage in video games that were not only fun, but also promoted a deeper capability for critical thinking, problem solving and empathy?

The idea of games for peace and sustainability is not entirely new, and builds upon a well-established body of research. Since the 1990s, the growing popularity of video games has led to speculation about whether or not they can be used for more than just fun. Scholars such as Dr. James Paul Gee (Arizona State University), Dr. Jason Ranker (Portland State University), and Dr. W.S.E. Lam

(Northwestern University, Chicago) have been exploring how video games can promote learning and ultimately foster more peaceful and sustainable societies. In his book “What Videogames have to Teach us about Learning and Literacy,” games and learning expert professor James Paul Gee explains how, regardless of their audience or intention, well-designed video games already incorporate key learning principles associated with transformative ways of learning.

Rules of the Game

On a practical level, this means that players already acquire a set of useful life skills just by engaging in an activity they love. For instance, though video games may be set in a mythical or fantastical reality, the rules of the games and the contexts in which they are set are often based on real-life scenarios that require making critical decisions that will determine the outcome of the game. A second benefit is that games encourage

perseverance. Remember the feeling of dogged determination after failing to overcome a hurdle in Temple Run, or losing out to two survivors in Plague Inc? The frustration associated with attempting challenging but attainable goals is motivational and, according to internationally renowned game designer Jane McGonigal, reduces the fear of failure and promotes overall resilience.

Research also shows that interest in a game can inspire players, including students, to undertake voluntary research and learning activities about a subject they are particularly interested in, sometimes leading to a deep expertise in a particular area. In the right context, games can be powerful tools for helping students and young people become life-long, self-directed learners.

From the perspective of neuroscience, Jessica Berlinski, a leader in developing games for learning, and Dr. Jeremy Richman, a researcher on brain health and what drives violent behaviours, argue that computer games stimulate the brain



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to produce dopamine, a chemical that is most commonly known for rewarding pleasure-seeking behaviours. Less known, however, is dopamine's ability to enhance attention and promote connections, or synapses, between neurons. According to Richman and Berlinski, "this means that the act of playing video games can change the structure and composition of the brain and can be used to enhance learning." Their research also shows how playing video games helps to build the five competency areas of social and emotional learning: understanding and managing emotions (self-awareness); setting and achieving positive goals (self-management); showing empathy for others (social-awareness); building and maintaining positive relationships (relationship building); and making responsible decisions (decision-making).

UNESCO MGIEP's Gaming Initiatives

While research clearly supports the

benefits of using gaming and other technologies to enhance learning, education systems around the world are lagging behind.

In a rapidly changing world with instant connectivity and increasing inter-connectedness among its inhabitants, the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) believes that education should not only reflect these changes but also incorporate innovation at its very core.

Target 4.7 of the United Nation's Sustainable Development Goals states that all learners should acquire the knowledge and skills needed to promote sustainable development by 2030. Education for sustainable development, peace and global citizenship demands a new approach that calls for innovative pedagogies to inspire self-motivated actions.

A key reason that video games are not accepted and used widely could in fact be the criticism associated with the violent nature of video games. A critical

need has therefore arisen for certification and guidelines for the development of games to ensure that the kinds of games being developed for learning and education facilitate pro-social behaviours in learners as opposed to triggering violent behaviours in young learners.

In recognition of this, the UNESCO MGIEP is focusing on two key initiatives that it believes will help address this need in the future.

Games, Digital Learning Hub

The first initiative involves the conceptualising of a blueprint for the development of a unique Games and Digital Learning Hub in the state of Andhra Pradesh, India. The hub is being envisioned as a place where multiple stakeholders such as policy makers, knowledge and research partners, educators, learning science specialists, psychologists, technology providers, financial investors, established and start up companies come together to work towards developing digital products



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for learning and interactive content as tools for meaningful classroom learning and to foster 21st century skills. The digital products are envisioned to build critical inquiry, cognitive skills and also social and emotional skills; using deeply immersive and experiential learning methodologies.

TECH

A second initiative is UNESCO MGIEP's annual international ed-tech conference, Transforming Education Conference for Humanity (TECH), which brings together international experts in the fields of education, technology and the learning sciences to discuss, debate and define how digital pedagogies can transform future classrooms towards developing more peaceful and sustainable societies.

The first edition of TECH was held across three days in December 2017 in Visakhapatnam City, Andhra Pradesh, India. The conference was attended by over 1,700 participants from more than 75 countries and comprised two Headline Sessions, 50-plus Catalytic Sessions

as well as over 120 Presenter Sessions. Building on the success of TECH 2017, UNESCO MGIEP will organise TECH 2018 from 15-17 November, which will delve into the role of digital technologies in enabling a shift from transmission pedagogies to transformative pedagogies in order to create more peaceful and sustainable societies.

Teaching TECH

TECH 2018 aims at drawing a blueprint for harnessing pedagogical possibilities opened up by digital technologies, in order to contribute to enabling a revolutionary shift in education from individual content acquisition to collaborative intelligence. The conference targets education ministers and senior policy makers, education technology specialists, educators and teachers, curriculum designers, academics and researchers, learners, youth and students, game designers and ed-tech exhibitors.

The sub-themes of the conference include:

1) Transformative Gaming and Digital

Learning Pedagogies for SEL;

2) Beyond Four Walls of the Classroom;

3) Transformative Gaming and Digital Learning Pedagogies for STEAM;

4) Artificial Intelligence and the Future of Education;

5) The Institutional Framework for Application of Digital Technologies in Education: Towards Surveillance or Collaborative Intelligence?

TECH 2018 will be held in Visakhapatnam City, India – a coastal port city, often known as the “Jewel of the East Coast,” situated in the state of Andhra Pradesh. Nestled among the hills of the Eastern Ghats by the Bay of Bengal, Visakhapatnam offers the best of India's vibrant culture, fascinating architecture, jewel-like beaches, gastronomic delights and more.

TECH will be held annually over five years with an aim to transform education systems through innovation in technology. For details, visit mgiep.tech or mgiep.unesco.org

Parts of this story were originally published at bluedot-mgiep.org

TRANSFORMING SPACE INTO MEANINGFUL LEARNING PLACE

GCED Online Campus: A Way to Enhanced Access to Quality GCED Learning for Teachers

By Jihong Lee

(Head of Office of Education and Training, APCEIU)

GCED ONLINE CAMPUS

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- GCED by Themes
Human Rights in the context of GCED

GCED in Practice

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- Cook Islands: Policy and Practices

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Access to quality education is a right for all, not only for learners, but also for teachers. The Sustainable Development Goals (SDGs) call for the global community's action to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (Goal 4), reiterating the importance of improving access to quality education for everyone.

Teachers play a critical role in contributing to enhancing the quality of education, and oftentimes, the low quality of teachers is counted as the major factor jeopardizing prospects for quality education. Noting this fact, building the capacity of teachers should be of the highest priority in order to ensure quality learning; however, securing adequate training opportunities for teachers is a big challenge, particularly for countries with limited resources.

There is no doubt that technology has contributed to the widening access of information by reducing the barriers of location and cost. Moreover, digital technology has helped to increase the accessibility and affordability for learners of any age to learn through varied knowledge-sharing platforms such as e-learning programmes and more recently Massive

Online Open Courses (MOOC). Though connectivity still remains a challenge in developing countries, the great progress of mobile penetration has enabled a large number of people in Africa and other disadvantaged communities to have enhanced access to online learning opportunities.

Broadened Mission

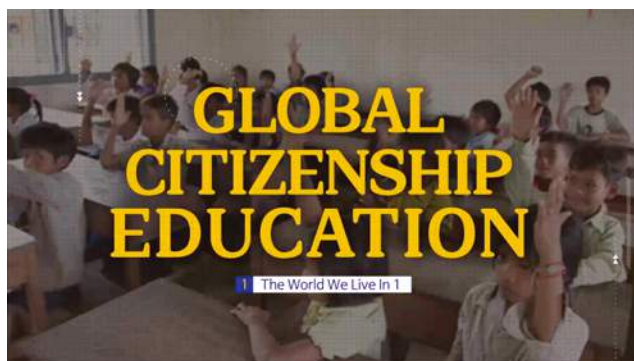
APCEIU has launched an online learning platform on Global Citizenship Education (GCED) titled "GCED Online Campus" (www.gcedonlinecampus.org); the Website aims to broaden the access of learning opportunities for educators, particularly for those in the global south. With the recognition of the necessity of transformative education for more sustainable and inclusive societies in this highly complicated and interconnected world, the international community has agreed that fostering global citizenship should be the educational target (SDG 4.7) to be achieved by all. This has ignited the high demand of educators to learn about GCED and bring it into their teaching venues. The demand is even higher in countries where provision is limited due to lack of resources and teacher support systems.

APCEIU, as the leading centre of GCED, bears the role of promoting GCED with an emphasis on building the capacities of educators. Furthermore, on a global scale, APCEIU's GCED online programme is a more effective and inclusive approach.

In order to reach out to many educators without sacrificing the quality of learning, the GCED Online Campus takes a mixed approach by combining conventional online courses that manage selected learners through guided tutoring and classroom management, while at the same time providing Massive Open Online Courses, open-to-all and operated by self-paced learning.

All courses and contents on the platform are provided for educators – both formal and informal (non-formal) – at no cost.

For mass delivery of the basic knowledge of GCED, an introductory course on GCED (GCED 101) is being run as an open course, accommodating thousands of learners year-round. This course is recommended for educators who are interested in the field but have no previous exposure to GCED, and the completion of the course is a prerequisite for other advanced courses. Utilizing varied learning tools such as animation, audio-visual materials,



Global Citizenship as Justice



digital simulation, games and quizzes, the course enables the students to engage in the learning process and, as a result, enriches their learning experience.

<GCED 101>

Module	Contents
1	Why GCED Now?
2	GCED as Global Agenda?
3	What is GCED?
4	What to teach GCED?

Leveraging the accumulated knowledge and expertise of APCEIU and its vast network, GCED Online Campus offers advanced courses on the thematic areas of GCED (human rights, justice and peacebuilding, cultural diversity, democracy in education, sustainable development, and preventing violent extremism through education, etc.), pedagogy and curriculum development on GCED, and target-specific courses such as courses for youth and teacher trainers. These courses are operated by designated tutors who are composed of experts in each field, and the careful management by APCEIU is provided to support the creation of an

enhanced learner experience.

Along with the full-length courses on GCED, the platform also showcases the locally-grounded efforts of educators in the different corners of the world in a short special lecture series that covers current trends and the evolving issues of GCED while at the same time focusing on case studies that highlight the innovative practices of GCED at the classroom and community levels.

GCED Online Campus has three priorities to ensure enhanced access to quality learning: context-based learning, learner-centred lessons, and multiplying impact of learning.

Making Learning Relevant

GCED Online Campus aims to generate opportunities for teachers in developing countries with its free learning courses and lessons. Yet, removing the barriers of fees is not enough to transform the space into a truly meaningful learning place. GCED Online Campus takes context-based approaches in terms of the learning contents and composition of facilitators as well as learning methods.

The courses reflect the prominent

and urgent educational issues in different regions, facilitated by experts with diverse backgrounds and extensive experiences in teaching international educators. Guided by tutors from Asia, Africa, Europe, North and Latin America, courses deal with relevant global and local issues by critically examining the contexts and analysis of concrete examples from the ground up. The balanced choice of cases from local and global contexts creates a vital learning environment, helping learners make connections with contents and relates them to their own realities. Moreover, tutors guide the learning contents to be contextualized through organized discussions on related issues among peer learners where participants from over 20 different nationalities exchange their perspectives stemming from their experiences in local contexts.

Learning to Empower

The core pedagogical principles of GCED should be embedded in online learning as well as challenges caused by the nature of e-learning. To minimize the risk of losing learners in a virtual classroom, GCED Online Campus adopts strategies such as



enhanced guidance for effective learning, increased interaction (peer-to-peer and peer-to-tutor) and reflecting the target learners' needs in choosing course topics and contents.

To encourage participatory and learner-centred learning, each course delivers methods that engage students in the learning process through close interaction and co-learning experiences with their peers through collaborative tasks and formal and informal dialogues, as well as guided learning by a support system and tutors' mentoring sessions. This helps to increase the students' social interaction and offers them a sense of belonging to the learning community, which not only contributes to raising the completion rate but also empowers learners and maximizes their meaningful learning experience.

Given the fact that access to quality materials is most needed for educators in countries who are suffering from limited resources, the courses provide a wide range of open source materials, which are mostly accessible in the GCED Clearing-house Website (www.gcedclearinghouse.org). This also enables inquiry-based learning, by giving students a more active

role as co-producers of knowledge, not as mere recipients.

Learning to Transform


APCEIU's online learning programmes have an ultimate goal: to build the capacities of learners so that they can reach out to teachers in their local communities. This is in line with APCEIU's offline capacity-building programmes, and GCED Online Campus serves as a venue where further support for graduates of APCEIU's offline training programmes is provided to enable them to be equipped with enhanced skills and knowledge. The close linkage with APCEIU's existing programmes will bring a synergetic impact between the online learning and the linked programmes.

Adding to its certificate system, APCEIU explores ways to integrate online programmes into a formal learning domain through joint courses in collaboration with teacher education institutions at a global scale, which will generate even more broadened learning opportunities through pre-service and in-service training. As an example, APCEIU is developing e-learning courses

on GCED for pre-service teachers in Togo in collaboration with the Institut National des Sciences de l'Education, Université de Lomé.

Collaboration with open universities is another channel to reach out to a larger number of learners. APCEIU, as a member of the International Network on Sharing Knowledge and Experiences of Distance Education in Higher Education, is jointly developing online course on GCED with UNITWIN network institutions (Korea National Open University, the Open University of Malaysia, Hanoi Open University, and Mongolian University of Science and Technology), which will be opened and operated through the five institutions in 2020.

APCEIU hopes the concerted efforts of scaling up GCED online learning will realize the aspiration of the transformative education by ensuring equitable access to quality learning for educators, which will eventually contribute to transforming the world into a more inclusive, peaceful, justice and sustainable place for all.

If you are interested in taking a journey toward quality learning on GCED with APCEIU, please visit www.gcedonlinecampus.org 

THROUGH THE LENS, OUT OF AFRICA, INTO OUR HEARTS AND MINDS

Interview with Amil Shivji

▽ Framing up for Cojack Chilo who plays Iddi in T-Junction (2017)





© Amil Shivji

Q1. What are the common themes, key messages, motifs, and inspirations in your work?

The work I try to do goes beyond the films I make. In the society we live in today, a film manifests itself as a product to be consumed, exploited and archived. If my role is but a producer of content in a chain of manufacturing media then I have lost the original idea behind my motivation. I never thought I would make films but I always knew I would tell stories. It was the stories that I wanted to tell that informed my themes and inspirations. I, like many other people in the world, am inspired by hope, love, decency, urgency, incomprehension, and by humanity. Although all my work does have similarities such as questions of social justice, perspectives of the marginalized, experiences of living on the fringes of society, the gaping class discrepancies and so forth, I also cringe at the fact that that is all my work does. I don't seek to point fingers and tell off the wrong doers with zero contexts. Rather, I strive to ground magical fables in realities so that they are not an escape but rather a tool, daresay weapon, for change whether personal or en masse.

Q2. What are some of the features found in filmmaking that reflect current social issues and promote social change?

A camera is a mechanical device that captures the moving world around it. But it doesn't really. Even in the most expensive, digitally crowned, latest models of high-end video cameras we are still capturing still images, 24 frames per second. It's not the camera that's telling the story; it's you. This is how I always begin my classes at the University of Dar es Salaam. For my first year students, this plays much more than a simple revelation, it allows them to dream infinite possibilities in a space that is still struggling with access to the latest technology and equipment. That being said, simply by utilizing the camera and the frame to do justice to our daily struggles in itself is an approach to promoting social change. Storytellers choose her or his medium or even mix them. I don't think any one art can be perceived as better than another but each has its unique traits that attract the artist. I initially felt that film meant that I could tell a story louder and more people could see it. Now I enjoy participating in and watching how the different mediums of art are collaborating and forming a hybrid format that is as aesthetically pleasing as it is powerful.



△ Kijiweni crew on set of T-Junction (2017) on the streets of Dar es Salaam

© Amil Shivji

Q3. How do you think local and personal stories could be global?

A good story resonates with many people regardless of where they are from. Mainstream media and the powers-that-be constantly remind us of our differences yet we are all part of the same story. Making films in Tanzania should not mean that we have isolated ourselves. Tanzania is not an island, nor is its stories. In that regard, I assume the struggles, conflicts, joys and desires we depict should in some manner, in varying degrees, contribute to the world as a whole. My films have screened, been nominated and won awards in Nigeria, the United States, Poland, Germany, Uganda, Russia, Burundi, Zimbabwe, Kenya, Egypt, Canada, Spain, Netherlands, Belgium, Italy and Burkina Faso, to name a few. I do encourage specificity and honouring the nook and crannies of our culture on the big screen. However, localizing a story should not be seen as an antithesis to an international platform. If anything, it serves to further diversify images and iconographies that run through global cables and flood our screens.

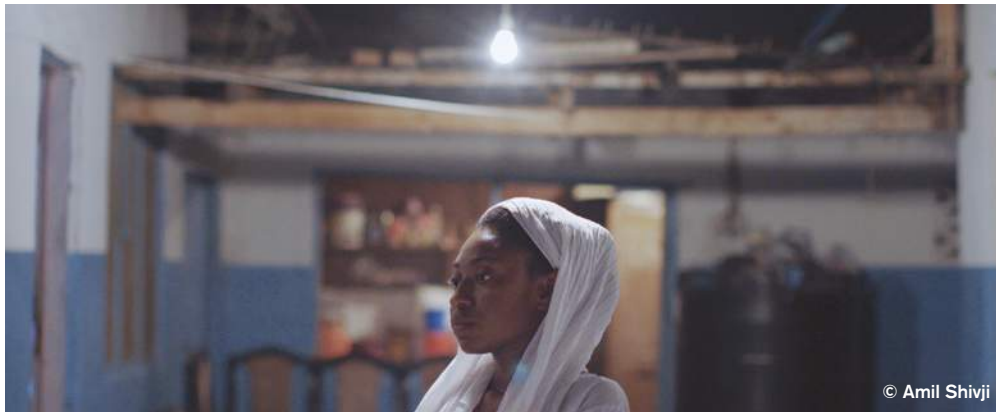
Q4. What is the most urgent global issue you wish to solve?

I do not think there is a single global issue I am attempting to solve. To be quite frank, it would be quite naïve on my part to assume I'm solving anything. The art I make is part of a process, a discourse, a debate, a failure, a success to bring to light

conversations that aren't happening on visible platforms or aren't accessed as much as necessary. In addition, building solidarity across marginalized groups is constantly on my mind in all of my work. One of colonialism's biggest achievements and dark legacies has been to divide and conquer. Segregation still exists in our communities along class, and to varying degrees, racial lines. Unlike my brown body that carries privilege in Tanzania but is attacked in the Western world, my films can permeate borders easier than my applications for visas.

Q5. You mentioned before that the Western-style filmmaking is often regarded as a standard of a “good film.” How do you intend to challenge this idea and how is your film different?

Before addressing Western-style filmmaking, I think there is a need to understand those centuries of imperialist hegemony and the violent and barbaric destruction of non-western societies and their political thought, which allowed the West to create their own self sufficient industries on the backs of ours. That being said, it would simply be out of context to make comparisons between the technical capabilities of the West and the rest of world. However, even in such circumstances, the rapid growth of African cinema, reclaiming its orator and challenging neo-colonial images, has been in the forefront of the agenda of many arts



△ Hawa Ally who plays Fatima in T-Junction (2017)



△ Magdalena Christopher who plays Maria in T-Junction (2017)

across the continent. My work is part of that. Rather than rating films on how they fare in comparison to Western standards, I prefer looking at films in relation to how they are innovating new cinematic languages.

Q6. How has education changed your life?

Education is the key reason why I have been able to achieve the confidence and determination to make films. It equipped me with the tools, history and references to mould my own force that I use to create with. I have a bachelor's degree in filmmaking and I am currently pursuing a master's degree in film production at York University in Toronto. These degrees allow me to access spaces and resources within academic institutions that are otherwise non-existent in Africa. It wasn't until I was rummaging through the Sound and Movie Image Library in Toronto that I came

across DVDs of Ousmane Sembène, Djibril Mambéty, Mikhail Kalatozov and Sergei Eisenstein. And these are the films that I show my students in the hope of inspiring them in the same way I was uplifted to see images that pertain to our daily experiences and meanderings on the African continent.

Q7. As a filmmaker, how do you want to inspire young people?

I always find it hard to answer this question. I'm unconvinced that any individual artist sets out on their artistic journey with the conscious aim to inspire youth. One of our biggest laments is to find inspiration, let alone give it. If people can watch my films and feel inspired by it then that would be the ultimate goal. The best possible way to achieve that is to be honest to the experiences that happen on the ground and dream of alternative possibilities. 🏠



Amil Shivji is a movie director and the founder of Kijiweni ("corner stone" in Swahili), a production house based in Dar es Salaam, Tanzania. With the belief of changing the world through cinema, Kijiweni Productions aims to uncover the stories which are unheard of and only whispered to the world. Those stories especially represent unique experiences and ideas from the identity of Africans.

TOWARDS A GREEN, PEACEFUL AND JUST WORLD THROUGH GCED

Sangeeta Pethiya

(Assistant Professor History, Regional Institute of Education, Bhopal, NCERT India)



© APCEIU

Dear APCEIU,

Namaste from India!

Sweet memories linger on since July 2017; that was when I was a participant at the 10-day 17th Asia-Pacific Training Workshop on Education for International Understanding (APTW). I still remember very vividly, the joy and excitement that I felt when I received an invitation letter to be part of the programme. It was truly a dream come true. The subsequent emails received from time to time regarding the programme schedule, what to look forward to, what to pack, and even how to speak a little Korean as in how to greet or how to say “I am lost, I need help,” filled me with excitement and provided me with a much needed reassurance. It also cleared whatever apprehensions I had. Honestly, since I was travelling alone, I had butterflies in my stomach.

On reaching Seoul, we were welcomed by the smiling and cheerful APCEIU team members whose hospitality and warmth touched my heart. Similar warmth was exuded by our Korean friends, which I deeply appreciate.

Indeed, within the Global Citizenship Education and Education for International Understanding programmes are the answers to issues related to conflict resolution, sustainable development, human rights and gender equity. The workshop was meticulously planned and effectively executed those issues. Each session forced us to think deeply. The facilitators’ ingenuity, simplicity and respect for the opinions of the participants created an environment of participative dialogue, ensured involvement and enhanced learning.

The three-day experience at the DMZ made us happy and sad at the same time. The war memorial reminded me of the cruel reality of war: death, misery and suffering. Young boys (many

hardly 14-16 years old) laid down their lives for their motherland. Further, a country that was once one nation, now sliced into two with families torn apart continues to break my heart. I pray for peace between North and South Korea. At the same time, it was heartening to see how beautifully life has unfolded with rich diversity in flora and fauna in the DMZ.

The content-rich sessions with innovative transformative pedagogies made learning fun filled and also led to the deep bonding amongst us—the participants. Activities during the workshop saw us dancing, laughing, sharing and, on the last day, even crying.

The session on Action Plan Preparation was our commitment to take GCED further. I am happy to share that much has been done since July 2017. While teaching History to undergraduates, efforts have been made to reinforce issues related to respect towards multiculturalism, commitment for sustainable development and deliberations on peace as the only hope for survival in a world torn apart with conflicts.

To substantiate, first semester undergraduate students come from different states with different backgrounds. To sensitise them about multiculturalism and build a bond among them, an activity was conducted where they shared special features about their state, culture, food habits, the meaning of their name and how to greet each other in their mother tongue. Similarly, while discussing various wars that have happened in the past, a detailed discussion on the alternative to war and the importance of dialogue and peace was started.

Two master trainer programmes were conducted for the western region of India – one for the states of Maharashtra, Union territories Daman Diu and Dadra and Nagar Haveli from 20-24 October 2017, and the other for the state of Goa from the 5 to 9 February 2018. The programme covered the constructivist approach and the integration of information and communication technology in the learning of social science. It also integrated GCED and EIU concepts. The sessions that covered training, included dialogue on conflict resolution, discussions and hands-on experiences of multiculturalism, sustainable development, human rights, gender equality and transformative pedagogies for its sensitization and implementation.

Similar to other training programmes that have been designed this year also include a proposal to develop a handbook on GCED. Much remains to be done and I hope to carry the torch of GCED further. APCEIU keeps inspiring and motivating me in this endeavour.

The memories of the 17th APTW will always continue to be one of the fondest memories in my memory bank. 🏠

प्रिय एपसीयू,

भारत से सादर नमस्कार ।

जुलाई 2017 में 17वीं एशिया पैसिफिक कार्यशाला ग्लोबल सिटीजनशिप एजुकेशन (GCED) एवं एजुकेशन फॉर इंटरनेशनल अन्डरस्टैंडिंग (EIU) में भागीदारी करने के बाद से ही कार्यशाला की सुखद स्मृतियां बनी हुई हैं।

कार्यशाला में भाग लेने का आमंत्रण पाकर, अभिभूत हो जाने की जो अनुभूति हुई थी, वह सदैव स्मरणीय है। वास्तव में, वह एक स्वप्न साकार होने जैसा था। ई-मेल द्वारा समय समय पर कार्यशाला की रूपरेखा जरूरत के सामान की सूची और यहां तक की कोरियाई भाषा में अभिवादन अथवा 'मैं गुम गया हूं' जैसे छोटे वाक्य बोलने के दिशा निर्देशों ने मुझे आनंदित किया और मेरे मन से एक अंजान विदेश में यात्रा के भय को भी दूर किया। (वास्तव में अकेले विदेश यात्रा करने की घबराहट मुझे बहुत ज्यादा थी !)

सीयोल पहुंचने पर हमारा स्वागत एपसीयू की हसमुख एवं सहृदय टीम ने किया। उनकी सरलता सादगी एवं मेहमाननवाजी ने हृदय को छू लिया। सार्वजनिक स्थानों पर भी कोरियाई मित्रों के द्वारा ऐसे ही अपनापन एवं गर्मजोशी का अनुभव हुआ। कोरियाई नस्लमा और शिष्टाचार के लिए मैं सदैव आभारी हूं।

वास्तव में जीसीईडी (GCED) और ईआईयू (EIU) की शिक्षा में ही आपसी संघर्ष, मानव अधिकार, सम्पोजित विकास संबंधित मुद्दों का समाधान है। इन मुद्दों पर कार्यशाला का नियोजन एवं कार्यान्वयन अत्यंत ही कुशलता से किया गया। इन विषयों पर विषय विशेषज्ञों की विद्वत्ता, सरलता और प्रतिभागियों के विचारों के प्रति आदर ने, कार्यशाला में सकारात्मक वातावरण का निर्माण कर सभी प्रतिभागियों की उत्साहपूर्ण भागीदारी एवं ज्ञान अर्जन को सुनिश्चित किया।

डी.एम.जी के तीन दिवसीय अनुभव से मैं जहां आनंदित हुई वही द्रवित भी हुई। वॉर मेमोरियल ने युद्ध की विभिन्निका... मृत्यु, पीड़ा एवं आपदा को पुनः याद दिलाया। युवा बालकों (कुछ मुश्किल से 14-16 वर्ष की उम्र के) ने मातृभूमि के लिए प्राण त्याग दिये। एक देश के दो हिस्से हो जाने की पीड़ा जिससे परिवार टूटे और बिखर गये अत्यंत ही पीड़ादायक अनुभूति है। मैं उत्तरी और दक्षिणी कोरिया के बीच शांति की प्रार्थना करती हूं। साथ ही डीएमजी ने निशस्त्रीकरण के चलते जैविक विविधता को पुष्पित पल्लवित होते देखना एक सुखद अनुभव था।

कार्य योजना बनाने का सत्र हमारा जीसीईडी को आगे ले जाने के संकल्प को प्रतिबिंबित करता है। मुझे यह साझा करते हुए हर्ष होता है कि जुलाई 2017 से जीसीईडी को आगे ले जाने में मैं अपना योगदान दे पायी। उदाहरणस्वरूप, प्रथम सेमेस्टर के पूर्व स्नातकपूर्व के छात्र विभिन्न राज्यों और परिवेशों से आते हैं। उनके कॉलेज के प्रथम दिन एक गतिविधि का आयोजन किया गया। इसका उद्देश्य उन्हें बहुसंस्कृतिवाद के प्रति आदर और आपस में संबंधों को प्रगाढ़ करना था। इस गतिविधि में उन्होंने अपने प्रदेश की भाषा बोली और खान पान के तरीकों को साझा किया। साथ ही अपनी मातृ भाषा में एकदूसरे का अभिवादन किया। इसी प्रकार इतिहास पढ़ाते वक्त पूर्व में हुए युद्धों के कारणों की चर्चा की गई। युद्ध से परे संवाद के माध्यम से शांति स्थापित करने पर भी चर्चा की गई।

इस सत्र में दो पांच दिवसीय मास्टर ट्रेनिंग कार्यशालाओं का आयोजन किया गया। महाराष्ट्र और संघ प्रदेश दादर नगर हवेली, दमन और दीप के लिये 20-24 अक्टूबर 2017 में और गोवा के लिए 5-9 फरवरी 2018 में। कार्यशाला सामाजिक विज्ञान को रचनात्मकता एवं सूचना और संचार प्रौद्योगिकी के माध्यम से पढ़ाने पर आयोजित की गई जिसमें जीसीईटी और ई-आई यू अवधारणाओं को भी एकीकृत किया गया। प्रशिक्षण में बहुसंस्कृतिवाद सम्पोजित विकास, मानवविकास, लिंग समानता और इसके कार्यान्वयन के लिए परिवर्तनीय शिक्षापद्धतियों (Transformative pedagogies) पर भी चर्चा की गई। इसी तरह के प्रशिक्षण कार्यों को इस सत्र में भी लिया जायेगा। साथ ही जीसीईडी पर शिक्षक पुस्तिका (Teachers Handbook) भी प्रस्तुत है। जीसीईडी की मशाल को आगे ले जाने हेतु बहुत कुछ किया जाना बाकी है। एपसीयू इन प्रयासों में मार्गदर्शक एवम प्रेरणादायक है।

प्रशिक्षण के दौरान औपचारिक एवं अनौपचारिक सांस्कृतिक आदान प्रदान ने विभिन्न देशों की विविधतापूर्ण संस्कृति को समझने में मदद की। इनके द्वारा प्रतिभागियों ने आपस में गहरे जुड़ाव का अनुभव किया। यांगसू ली, प्रमुख एपसीयू, ले चेंग टैन, प्रोग्राम ऑफिसर यूनिस्को बैंगकॉक, ली कांग को इस कार्यशाला के लिए अनेकों धन्यवाद एवं बधाई। 17वीं एपीटीडब्ल्यू की मधुर स्मृतियां मेरे मन मस्तिष्क में सदैव अंकित रहेंगी।

YOUTH FOR LEARNING, EXCHANGING, GROWING AND TAKING ACTION

‘Workshop Focused on Developing Plans to Maximize Contributions by Young People in Achieving SDG 4.7 through Promotion of Global Citizenship’

By Serena Leka

(Member of the GCED Youth Network)





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The 4th Youth Leadership Workshop on GCED brought together 48 participants from 46 countries to Seoul, Republic of Korea. The workshop, which ran from 20 to 26 May, aimed to deepen participants' understanding of global citizenship and enhance their advocacy skills; facilitate the space to discuss and establish action plans suitable for the implementation of Global Citizenship Education programmes at the local, national and international levels; and empower innovative youth-led initiatives.

During the week-long workshop, participants were immersed in intensive training sessions. The hosting venue could not be any more inviting: the Seoul Women's Plaza provided a hospitable working environment for youth leaders coming from diverse backgrounds. The Korean-style rooms made it possible for participants to feel welcomed in a new home. Several floors of the Seoul Women's Plaza accommodated NGOs and different clubs, so that participants could bond with the different groups of people staying there, as well as sharing lunch with each other. In the evenings, the participants explored the dynamic capital of South Korea while continuing their conversations that covered different topics and issues concerning their regions and the world.

Role of Youth in Achieving SDGs

Young people are often perceived as learners, but they can also be leaders, educators, advocates and agents of change in their communities. The Sustainable Development Goals (SDGs) were adopted by the global community, and Target 4.7 particularly focuses on the importance of global citizenship amongst all age levels. The SDG 4.7 states that "by 2030, ensure that all learners acquire the 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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."

SDG 4.7 is one of the most important targets in terms of linkages with other SDGs. Global Citizenship Education enables young people to be global citizens: compassionate, curious, and with a crucial role geared towards impacting political, social, and economic discourses. Their inclusion in the peace and security agenda in a broader society is key to building and sustaining communities. Yet, youth are faced with a harsh reality: according to a 2017 United Nations statistics, 200 million youth live on less than \$1 per day, 133 million are illiterate and 88 million are unemployed. The Youth

Leadership Workshop on GCED is a platform for learning, exchanging, growing and taking action against challenges that concern young people. The workshop focused on developing genuine advocacy plans to maximize proactive contributions by young people in achieving SDG 4.7 through the promotion of global citizenship.

The beginning part of the workshop was dedicated to deepening the participants' understanding of GCED in the context of Education 2030 and SDG 4.7. The role of youth as both learners and agents of change was discussed by inspirational speakers, who gave an outline of sustainable development and global citizenship throughout the history of human evolution. Participants themselves shared their inspirational stories. Celma Cainara Manjate from Mozambique focused on human dignity, while Jevanic Nyzam Kareem Henry from Saint Lucia shared a story about his work on climate change. Public Policies from a gender perspective was what Viktoria Nem from Kazakhstan introduced to the rest of the participants. Diana Ishaqat from Jordan shared her path in becoming a consultant for international organizations and finally, Lika Tsintsadze from Georgia reflected her work in education, gender equality, community-based activities and the media.

During the following days, a group of



passionate youth facilitators, consisting of the GCED Youth Network core team members, led vigorous sessions on youth advocacy. Advocacy is a central aspect of GCED, since it not only implies having a deep understanding and knowledge about the issues we want to tackle, but also defines a concrete strategy on how to approach the issues. Later, participants were grouped by regions and by goals to work on their own advocacy plans: Africa (SDG 17, Partnerships for Goals), Arab States (SDG 16, Peace, Justice and Strong Institutions), Asia-Pacific (SDG 3, Good Health and Well Being), Europe (SDG 11, Sustainable Cities and Communities), and Latin America and the Caribbean (SDG 4, Quality Education).

Learning through Experience

Later, an entire day was dedicated to study trips. The participants had the opportunity to spend the morning at the Demilitarized Zone (DMZ). Since 1953, the two-kilometre wide DMZ was established to serve as a buffer zone between North and South Korea to prevent any possible provocation. Before exploring the Third Infiltration Tunnel dug by the Northern army, participants visited Imjingak (Nuri Peace Park), which exhibits monuments of the South-North confrontations. It was a mesmerizing experience that some participants used to relate it with the history of their own regions and countries.


For the rest of the day, participants were divided into two groups: one group visited HEYGROUND and the other group checked out the 15th Seoul Eco Film Festival. At HEYGROUND, participants went on a tour to explore the inclusive co-working environment for start-ups that aims to promote sustainable growth within local communities. At the 15th Seoul Eco Film Festival, participants watched the film “Anote’s Ark,” a documentary about sustainable development and the environment. It was followed by a discussion where participants could share ideas on how to shape responsibilities and how to act towards immediate change.

The workshop was also complemented by two more enriching activities. Thirty-seven participants elevated their strength in the GCED Youth Summit, a three-hour session wherein a panel of 15 speakers, three per region, gave a comprehensive overview on how GCED can contribute to SDG 10: reduce inequality within and among countries. There were also role-play activities as part of the session as well. The 22-member audience were divided into stakeholders representing government, media, civil society and the private sector, and had to field questions from groups representing aforementioned interests. Participants here were left with a boost of energy and desire to commit to change.

The rest were using gamification as a tool to tackle issues, by means of building

solid problem-solving skills. The science and technology faculty of Aarhus University offered two board games for two groups of participants to play the ESHIP Game – Navigating Uncertainty. Participants were introduced to the potential of entrepreneurship as a form of tackling challenges in a three-hour session where team dynamics and negotiation skills were mastered. Finally, players went through a design thinking process while playing the game.

Towards the end of the workshop, participants were eager to finalize their action plans and get ready for presentation. The workshop was successfully able to combine the theoretical and practical aspects of GCED and as a result, the final product of the participants’ work was celebrated with positive confirmations from their peers and a show of interest towards further implementations. Everyone was left with actionable take-aways and ideas for their next steps in order to build youth participation and contributions to on-going advocacy issues in their respective regions.

For now, participants are getting back to their communities, while taking the first couple of steps toward contributing for a greater good. A call to all youngsters out there: if you wish to create your own projects or initiatives to tackle world’s problems based on GCED principles, join worldwide movements. See you at the next Youth Leadership Workshop on GCED. 

UNWANTED NATION LIVING IN OWN LAND

‘By Working Together We Can Help Prevent Future Genocides’

By Widad Akreyi

(Health expert and human rights activist, Co-founder of Defend International)



© Widad Akreyi



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We are the product of our experiences and choices. Reflecting back, the choices I made in my youth changed the course of my life. The moments I will share below are merely some of the brighter or darker string of moments that make me who I am today. They summarise how I discovered the ideals of peace and solidarity and how humbled I feel to have dedicated my life to the service of humanity from a very young age.

Born in southern Kurdistan, the sun rising over the mountains, trees swaying in the wind, leaves dancing in the breeze are images from my birth city embedded in my memory. Other than that, all my childhood memories are of warfare and persecution.

When I was five years old, I became internally displaced as the Iraqi government bombed the Kurds following the outbreak of an offensive against us. My mother took me, on the verge of death, and fled to another city where we stayed for months until we returned to what was

left of our homes. Our life was changed. There was, however, one thing that kept me excited: my yearning to learn. I could not wait to go to school. Invariably, I found myself filled with a strong feeling that the treasures of the world's literatures would be open to me the moment I learned to read.

Eyes Awake

At school, I had high grades and was loved by my teachers and classmates. I easily developed friendships with other pupils. At 8 years old, the inclusion of those whom fortune did not favour became my goal. It saddened me to see children being isolated or rejected because of poverty, race or religion.

Then and there began my first personal confrontation with the Iraqi authorities, which resulted in my being blacklisted. I had no major problems until one day a high-ranking Baath Party official showed up at school and ordered us to join his party. Everyone obeyed without a word except for me. My reason

for not joining made him angry, very angry. What made matters worse was that I did not let him force another girl to join. I stood up for what I believed in, even though that meant I had to stand alone.

After this episode, some of my classmates would look at me and say, "You are not a normal person." I took it as an opportunity for debate. To a certain degree, I managed to turn off my reaction to what others thought of me. I remember thinking that "I wouldn't be myself if I tried all the time to behave in a way that was generally accepted as being normal." My classmates did not realise that I had to choose between becoming part of the elite or the vulnerable citizens. There was a lot of pressure on me to choose the former, especially because of my grades and popularity. Nevertheless, I refused to give up my right to make my own choices. To me, it was essential to bring back the smiles on the faces of the marginalised. I decided to stand with the oppressed, to lift them up from the depth of despair. My choice came as a form of

solidarity, a way of telling them that they were not alone, and a way of telling the oppressors that I would not be one of them.

On a personal level, the lack of freedom around me made me grasp on how important my freedom of thoughts were. To cope with reality, I would rather spend my time reading books, escaping to (fictional) worlds and freeing myself from the shackles of tyranny. In a way, I created my own world in order to survive. I did not wait for others to help me form my self-identity. With an open mind, I read to ensure a steady flow of information. I did not feel threatened by new ideas. On the contrary, I was chasing after them.

When the time came and I had to select a university at the age of 16, I enrolled in civil engineering at the University of Salahadin because I wanted to demonstrate that a woman would be able to enter a male-dominated profession and be good at it. It was not unusual that wherever I went my views about human rights and fundamental freedoms were frowned upon. Still, the compassion I had for those in need was my guiding principle. My activism and thirst for knowledge got me through those trying times.

Then, in 1987, the Iraqi government launched a new offensive known as Anfal, during which chemical weapons were used against Kurds in specific areas. Civilians listed as “outsiders” or “opponents” were to be arrested and transported to the designated areas, where the army had unleashed summary executions, robbed, raped, conducted human trafficking and facilitated disappearances on a horrifying scale. My parents and I were on their list and had no choice but to take desperate measures to avoid certain death or worse. The genocide peaked in 1988 when over 4,500 towns and villages were destroyed, some of them wiped out completely without one single survivor. NGOs and other organisations were denied access, creating a horrendous humanitarian crisis that seemed to have no end.

In the face of devastating circumstances, it was critically important to document evidence of the ethnic

cleansing, as well as the immediate destructive effects of chemical weapons on the victims and the environment. I focused on taking action to move forward. The attacks that used mustard gas and nerve agents inflicted heavy losses. It dawned on me how life consisted of woven threads of time and tiny victories which ended in death.

The humanitarian crisis had reached critical levels. It was evident that it would not resolve with quick strokes, partly because the international community was silent. If it had been anywhere else in the world, steps would have been taken to protect civilians. We were the unwanted nation despite the fact that we lived in our own land – the land of our ancestors.

Suffering Continues

Among the survivors were women and children who had been victims of sexual violence. They ignited my sense of duty to advocate for the protection of females and children against physical and sexual violence in conflict zones. Faced with unforgettable traumas, the survivors could hardly gather their thoughts. Their hopelessness hit me hard. There were many injured, starving and homeless, with no prospect for peace in sight. Not only the visible impacts of the use of chemical weapon on civilians captured my attention, but the invisible impacts as well. What about their internal body organs? What was happening to their genes? What about the children the victims may be having in the future? These and other questions were in my mind at the end of the 1980s. It was the most painful period in my youth. I remember feelings of powerlessness. Yet, I kept clinging to the last shred of hope for a peaceful future, for the sake of our shared humanity.

A new wave of indiscriminate military attacks on civilians in 1991 forced us to leave our land. Once again, we were driven out. The cycle of violence seemed unending. Another massive exodus of Kurds was triggered by the Iraqi government. Some decided to flee to Bakur, others to Rojhelat. The elders and those with disabilities or chronic conditions and those carrying kids suffered the most.

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The darker moments have taught me valuable lessons. They have helped me build positive character traits that have moulded me into the person I am today.

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With food, water and medicine out of reach, we walked for many days. We had no shelter. The suffering was profound, as was the demand of treating the injured and sick and burying the deceased as a final act of respect.

Human misery was getting worse by the day. I recall being exhausted, too exhausted to move. Many did not make it. I was among those who did. However, the Turkish authorities had closed the border to all traffic from southern Kurdistan. Following local and international pressure, we were allowed to enter Bakur. At 21, I became a refugee.

Past Builds Future

In the beginning of the 1990s, as I began a new life in the West, I decided to study genetics. The victims of the Anfal genocide were still in my mind. Their untold suffering was still there. The powerlessness I had felt back then had accompanied me to the new continent. My desire to understand what they were going through in terms of mutations and the chemical changes in their bodies caused a shift in my academic focus from engineering to medical sciences.

The above are a few of the significant moments of my youth. While some may wish to turn back the pages of time to relive the best moments in their lives, I am at peace with how my life has evolved. The darker moments have taught me valuable lessons. They have helped me build positive character traits that have moulded me into the person I am today.

We all have times when things get on top of us, when life feels hard or when we recall something awful that has happened in the past. It is normal to have days that are clouded with a haze of sadness and confusion. What is not recommended is to try forcing yourself to forget your past. Feelings of frustration and anguish must not get you down. On those times, it is imperative not to deny your past because if we find the courage to step inside its tunnel we will emerge stronger and healthier at the end of it. Instead of having to endure a succession of bad days, recognise your past and make peace with it. And remember that personal peace is at the heart of global peace.

My life experiences have played a role in fostering my desire to campaign for global peace and an end

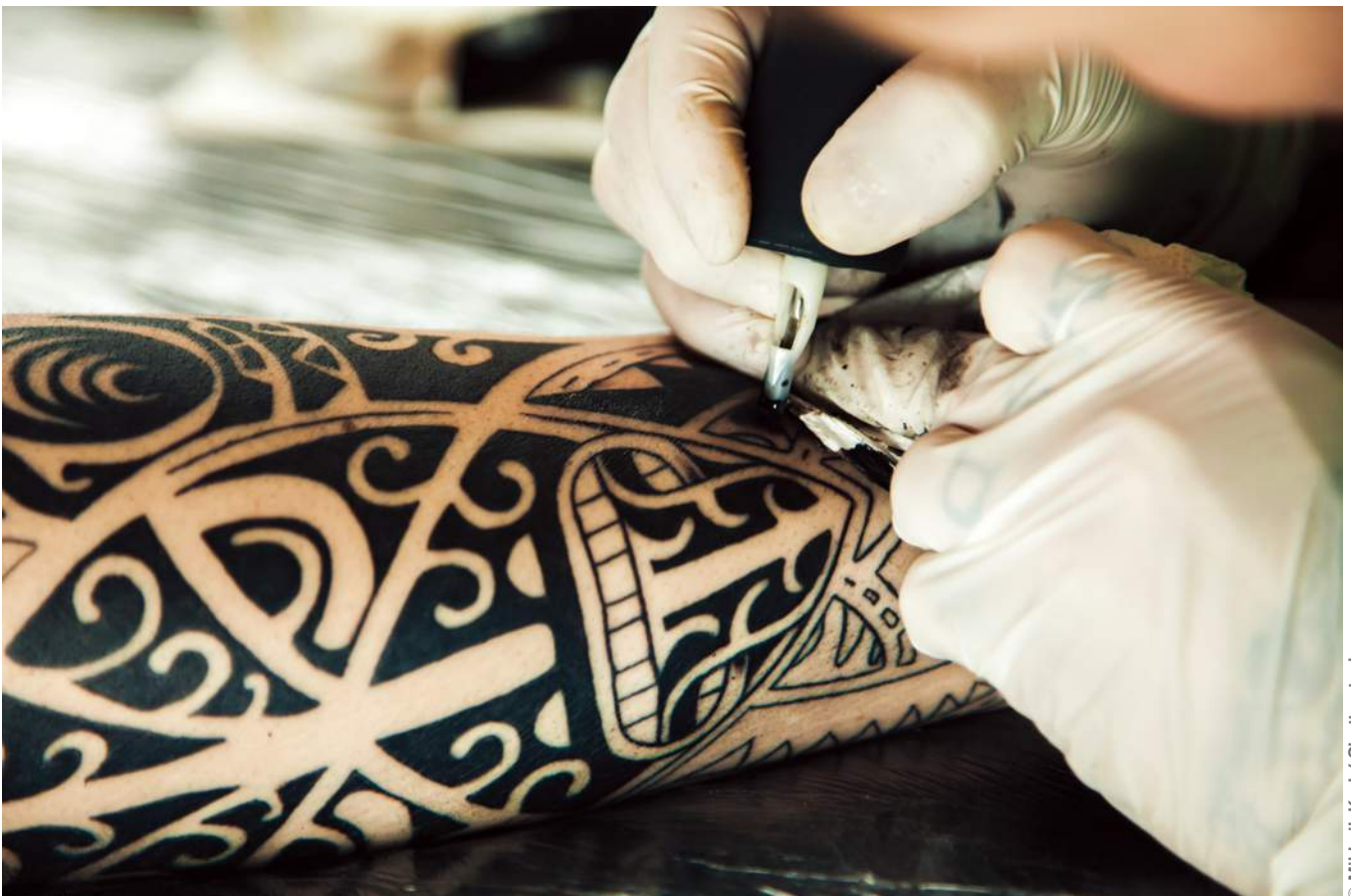
to humanitarian crises. We always say never again. Yet, we see time and time again that history repeats itself because we have not been successful in learning from it. Systematic persecution aimed at ethnically and religiously cleansing our region continues. In 2014, another genocide was orchestrated and carried out. From the Yazidi genocide to the Anfal genocide, to the Armenian genocide, to the genocides committed throughout the centuries against our ancestors, the mass extermination of peoples has been unprecedented. We should ask ourselves, why did we fail to stop it? If left unaddressed and unresolved, severe violations of human rights and accelerated catastrophic humanitarian crises will present major international security threats the like of which one has never seen. Hence the need for our immediate intervention.

We, the inhabitants of Earth, are connected. By working together, we can help prevent future genocides. We are all on one road, and what we do or not do matters. Our world deserves better. It is my hope that we can come together as one to bring about peace, healing and wholeness. 🏛️

TATAU: A PACIFIC JOURNEY

Tattoos Depict Life and Connectivity with Pacific

By Delaney Yaqona
(Principal of Nukutere College, Cook Islands)



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In the Cook Islands, as indeed across most of the Pacific, the tatau or tattoo holds a much greater significance than a distinctive marking on one's skin. It is about understanding the individual being tattooed. It represents significant people and significant moments in one's life. The tattoo re-tells a person's story. The tattoo is also about the connection between the artist and the person getting the tattoo. The artist listens to what the individual wants, then translates that into a tattoo that represents the story that the individual is trying to tell.

Tattooing was common in the Pacific especially in countries such as the Cook Islands, Tahiti, Samoa and Tonga before the arrival of the missionaries in the 19th century. After their arrival in the Cook Islands, the traditional art of tattooing was forbidden. However, the practice eventually made its way back into the Cook Islands way of life. In the last 10 years, tattooing on Rarotonga, the main island of the Cook Islands, has grown into a well-established industry. While tattooing is popular among the local population,

it is a thriving business in the tourism industry. There are several artists each with their unique style. People are usually drawn to the particular style of a tattoo artist.

Significantly Traditional

Growing up in Fiji, I was always fascinated by tattoos. How artists could transfer a photo onto skin, how they are able to listen to what you wanted and find something that matched, was a beautiful thing. I got my first tattoo at the age of 17. I simply wanted one. I walked into the first tattoo shop I found, flipped through a book and found a picture that I liked – an arm band that looked like a wave pattern. Initially it was the novelty of having one that made me happy about it. However, in the years that followed, I found that it had little meaning and was simply a marking on my skin. While I admired contemporary and modern art, I was being drawn more towards traditional motifs.

Of greatest significance to me are the traditional motifs of the Pacific as these

are rich in history of who we are as a people. My tattoo journey truly began in the Cook Islands. After graduating from university, I left Fiji and came to live and work in the Cook Islands.

It was here that I met Tetini Pekepo. Ti (as he is commonly known as) is one of the Cook Islands leading tattooists. Ti is also a well-respected traditional vaka (boat) builder and voyager. Ti is well-travelled throughout the Pacific and has extensive knowledge of Pacific Art and culture. Sitting and listening to his stories of his numerous journeys around the Pacific was fascinating. His passion for what he did as a tattoo artist was clear from the way he spoke.

"I don't advertise my work anymore," Ti said to me. "If people want me, they will find me."

This was when I knew that he was the right person to do my next tattoo. One day I sat with him and talked about my ideas for a new tattoo. I wanted a tattoo to speak of my journey from my home land, through New Zealand to my adopted country, the Cook Islands. Ti then set



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about asking more questions in relation to my tattoo and it became clear that he was simply checking to see if I was certain about what it was that I wanted.

After our 15-minute discussion, he began working on my tattoo. When it was done, one look at it in the mirror and I knew that this was what I was searching for. It spoke of me as a person, it represented who and where I was at this stage of my life.

In the years that followed, I had a daughter and travelled more in the Pacific for work and sport. Seven years ago, I decided that it was time to get another tattoo.

Heartfelt Tattoo

This time, the story I wanted to tell would be quite long and I knew that this would have to be a big tattoo. Again I returned to see Ti. This time we had a much longer discussion. We spoke of my life journey since my last tattoo. As we spoke, the vision for my tattoo became more and more clear. It was to become my Pacific

journey.

I decided to get an arm sleeve tattoo done. I also wanted something special for my daughter. As she was what I loved most in the world, the tattoo had to be close to my heart. Hence it was positioned on the inside of my arm.

The tattoo was of a bird with two heads – representing the two native birds of my daughter's Cook Islands ancestral island. Inside the bird's wings are traditional New Zealand Maori motifs which represent her maternal ancestry. Finally, the body of the bird has the traditional Fijian tapa motifs which represent my ancestry. The remainder of the sleeve tells of the stories of my journeys around the Pacific and of the wonderful experiences I have had with the people and the land.

It has been over 20 years since my first tattoo and despite the short comings of my teenage decision with my first tattoo, my left arm is covered with everything that represents me. It is also a constant reminder that even though we may make a mistake, it is how we navigate our way after it that really matters.

In recent years, I have often thought, "What next?" I know that my arm is still incomplete. There are still more stories that need to be told. None more so than that of my son who is now 5 years old. He will eventually take his place with his sister on my arm. How this will look is still a work in progress as my Pacific journey continues.

In a recent conversation with Ti, he spoke of his presentation on Tatau at Te Papa, the National Museum of New Zealand, in 2015. He spoke of how his research has shown that while the Cook Islands has its motifs, as do many other Pacific islands, there are many similarities between the motifs. This can be explained by the migratory history of our Pacific people. As the Pacific people voyaged from one island to another, they took with them their customs and traditions. This has given rise to the Pacific people who, while unique in their own way, are connected through history by our customs and traditions. The tatau is one such way that depicts the connectivity of the Pacific people. 🏠

Capacity-Building Training for 4th National GCED Lead Teachers



The Training Workshop for the National GCED Lead Teachers, which was sponsored by the Ministry of Education

of the Republic of Korea, was held from 15 to 19 January. During the five-day workshop, teachers enhanced their understanding and skills of Global Citizenship Education practices through various sessions and were encouraged to share their practical cases and training methods. On the last day of the workshop, to everyone's joy, former United Nations Secretary General Ban Ki-moon paid a surprise visit. During his tenure, the former head of the UN led the global agenda for education via the Global Education First Initiative. He emphasized the significance of GCED as a key factor to solve global issues and also warmly encouraged teachers to play a pivotal role in facilitating GCED in every school. Upon completion of the workshop, 67 primary and secondary school teachers were appointed as National GCED Lead Teachers.

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Third Phase of GCED Curriculum Development and Integration Kicks Off



A Kick-off Meeting for the 3rd Phase of the GCED Curriculum Development and Integration programme was held on 12-13 February in Seoul, Republic of Korea. The idea behind this three-year project, which is in its final year, is to facilitate

GCED-integrated curriculum/teaching and learning aids based on the specific contexts and needs of target countries. A sustainable mechanism for making a successful final result was discussed as well. Delegations from Cambodia, Colombia, Mongolia and Uganda reviewed the outcomes of last year, discussed specific action plans for this year and furthered their plans to spread their results nationwide. Recognizing the various ways of approaching Global Citizenship Education by country, all participants agreed that it is critically important to consider the characteristics of each country for its successful utilization. This meeting enabled the participants to feel reassured of their sincere efforts for the positive outcome of this GCED programme in their participating countries and to solidify close cooperation aimed at the successful completion of this three-year project.

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UNESCO Category 2 Centres in Education Meets in Cairo

The 5th Meeting of UNESCO Category 2 Centres in Education was



held from 20-22 February at the Al Masah Hotel in Cairo, Egypt. The meeting was co-organized by the Arab States Fundamental Education Centre,

the Egyptian Ministry of Education and Technical Education, and the UNESCO Beirut and Cairo offices. During the sessions, participants of each centre shared their programmes and plans, and examined the possibilities of collaborating in order to achieve UNESCO's objectives in this field. Since this was the first global meeting of the centres after the adoption of the Sustainable Development Goals (SDGs), the contribution of those centres towards the SDGs – particularly for SDG 4 (Quality Education) – was at the centre of the discussion. As the number of centres is increasing, their contributions are expected to grow; this will lead to an increase of close cooperation among the centres, as well as the provision of specialized professionals.

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New Light Shed on UN GCED Seminar



On 26 April, a United Nations GCED Seminar was held at the UN Headquarters in New York City. This year's seminar was aimed at shedding new light on Global Citizenship Education by exploring relevant concepts and methodologies already

applied in other areas, and to seek opportunities for GCED to enhance and progress towards realizing sustainable development with the theme of "the role of global citizenship education in the 2030 Agenda and beyond." Building on the unique national experience of the Republic of Korea, Cho Hyo-je, professor of sociology at Sungkonghoe University, delivered the keynote speech and shared his thoughts on the synergy between GCED and the Universal Declaration of Human Rights. In the panel discussion and the question and answer session that followed, representatives from academia, UN agencies and NGOs exchanged views about the importance of the right to education, human rights education, GCED mainstreaming and branding, and the role of universities in experiential learning and research. The seminar was co-organized by the permanent mission to the UN of the Republic of Korea, UN Academic Impact and the UN Department of Public Information.

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Asia-Pacific Regional Network Meeting in Jakarta

UNESCO Bangkok and Jakarta offices and APCEIU co-organized the 2018

Asia-Pacific Regional GCED Network Meeting under the theme “Solidifying Regional Action for GCED.” Held in Jakarta, Indonesia on 3-4 May, the meeting included 55 delegations from 40 organizations across the Asia-Pacific region. The participants represented government and intergovernmental organizations, academic/research institutions, and civil society organizations from their respective countries. After vibrantly discussing the methodologies on implementing Global Citizenship Education initiatives and reviewing current contributions towards GCED practices, it was proposed that an open network be established for relevant and interested institutions to share their activities and contribute to regional actions for GCED initiatives. The active participation of attendees resulted in the adoption of a foundation document of the Asia-Pacific Regional GCED Network, with the need to support policy levels as well as implementation levels.

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Promotion of Peace and Sustainable Development in Sahel



A planning meeting for the project “Reinforcement of Skills for Life and Work for Peace and Sustainable Development in the Sahel” was held in partnership

with UNESCO, APCEIU and the United Nations. In its initial phase, the three-year project aims to support socioeconomic participation and learning opportunities for the youth to work on sustainable development projects and to foster a culture of peace in the Sahel region. The project is geared to support the countries of Burkina Faso, Chad, Gambia, Mauritania, Mali, Niger and Senegal, and also the non-Sahel countries of Guinea Bissau and Cabo Verde. The two-day meeting, which ran from 7 to 8 May in Bamako, Mali, was attended by the representatives of the beneficiary countries who shared the overview of the current situation and their main concerns regarding the project. Considering the needs and situations of each country, participants developed result frameworks, as well as an implementation schedule through experience sharing with participating countries.

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Fourth Youth Leadership Workshop on GCED



With the youth’s rising role to transform the world into a more peaceful, sustainable and diverse place, APCEIU is committed to empowering young people by providing an annual platform

on Global Citizenship Education practices especially designed for

young leaders. From 20 to 26 May, participants at the 4th Youth Leadership Workshop in Seoul, Republic of Korea, worked on developing effective advocacy strategies and regional campaigns geared towards maximizing youth contribution in achieving the SDG 4.7 goals through the promotion of global citizenship. Forty-eight dynamic young participants from around the world attended the five-day workshop and fully engaged in the training sessions for enhancing global capacity, while presenting and sharing their own initiatives on GCED.

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Korea, Cambodia, Philippines, Vietnam Teacher Exchange Programme

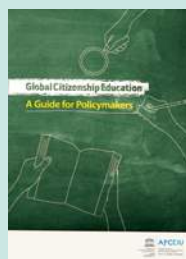


Teachers from Cambodia, Philippines and Vietnam have successfully completed their three-month teacher exchange programme in the Republic of Korea. Sponsored by the

Ministry of Education of the Republic of Korea, the Asia-Pacific Teacher Exchange for Global Education programme not only enhanced the global teaching capacities of participating teachers through hands-on educational experiences at Korean schools in cooperation with Korean teachers, but also strengthened the educational cooperation and mutual understanding among partner countries. It is expected that this year’s Teacher Exchange will contribute to the enhancement of the capacities of the participating teachers, which will have a lasting impact on the teachers themselves, their students and their schools.

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Guide for Policymakers to Navigate Integration of GCED into National Education Policies



“Global Citizenship Education: A Guide for Policymakers” is expected to assist UNESCO member states who want to integrate and strengthen Global Citizenship Education practices in their national education policies. The guide introduces five main action areas: policy review and development; curriculum review and development; capacity building; knowledge creation, sharing and dissemination; and monitoring and assessment. It can be applied to not only the formal education systems but also non-formal education sectors, including projects and activities implemented by civil society organizations and non-governmental organizations. Published in English and Korean, it is planned to be released in other languages such as French and Arabic.

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Tongan taovale, a mat wrapped around the waist, photographed during a funeral. The attire is worn by women and men as a sign of respect at formal occasions.
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