

5TH ANNUAL MEETING OF GCED ACTORS' PLATFORM

Friday, 20 October 2023

MEETING REPORT





APCEIU

Asia-Pacific Centre of
Education for
International Understanding

APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with the UNESCO Member States.

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APCEIU expresses our sincerest gratitude to UNESCO, UNESCO Field Offices who participated in the 5th Annual Meeting of the GCED Actors' Platform. In particular, APCEIU extends our appreciation to regional coordinators who have actively contributed to the discussion session. The issues discussed are believed to contribute to the enhancement of the works of global and regional GCED networks.

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BACKGROUND

For the past few years, UNESCO and APCEIU have remained committed to ensuring knowledge exchange and cooperation between GCED stakeholders around the globe through the Global and Regional GCED Network programme. Under this programme, APCEIU, UNESCO and partners are working together to implement GCED programmes and activities based on the regional contexts and needs.

Over the past years, various progress and achievements have been realized in each Regional GCED Network, including the publication of three GCED handbooks (policymakers, teachers, parents, students and communities) for the Asia-Pacific region, GCED MOOC for youth and teachers in Latin America and the Caribbean, integration of GCED and Southern Africa Liberation History in the national curriculum for Southern Africa Development Community countries, and integration of GCED into higher education institutions in the Arab States.

In 2023, APCEIU has been working with four regions, including the Arab States, Asia-Pacific, Latin America and the Caribbean, and Sub-Saharan Africa. Some activities implemented were the development of a GCED mini-guide for Parents and Communities (Asia-Pacific), an expert meeting among Arab HEI to create a university network on GCED (Arab States), GCED Regional Congress and LAC Network Meeting (Latin America and the Caribbean), and Development of a series of pedagogical tools on GCED (Sub-Saharan Africa).

Nevertheless, the regional networks seem to need a momentum to renew the vitality and bring in more dynamism after three years of online meetings and activities during the pandemic. Of course, online meetings and activities have their own advantages and allow for more flexibility and accessibility. However, given the nature of networking, lack of in-person interactions and sharing may have led to reduced membership and less interest in the work of regional networks.

Against this background, the 5th Annual Meeting of GCED Global Actors' Platform was held by APCEIU and UNESCO in Hybrid format on Friday, 20 October 2023. The meeting gathered regional coordinators from each region in Seoul to share their achievements in advancing GCED in their respective regions over the past year. The meeting has also served as an opportunity to discuss how Regional GCED Networks can contribute positively to realizing UNESCO programmes and activities and transforming education as envisioned by the latest UNESCO report. Moreover, potential collaboration among the GCED actors on inter-regional and global levels was explored.

OPENING REMARKS

Dr Hyun Mook Lim

Director of APCEIU

Dr Hyun Mook Lim began his speech by welcoming all participants to the 5th GCED Actors' Platform and extended sincere appreciation for the unwavering commitment demonstrated by each participant. In his remarks, Dr Lim reiterated the objectives of the GCED network and expressed optimism for generating fresh momentum to advance GCED within the various regions.

In emphasizing the importance of this face-to-face gathering, Dr Lim expressed the anticipation that the change in format will not only bridge the virtual gap but also foster more profound and interactive discussions. Director Lim also encouraged all participants to engage in the discussion during the meeting.

WELCOMING REMARKS AND PRESENTATION FROM UNESCO HQs

Ms Cecilia Barbieri

Chief Section of Global Citizenship and Peace Education, UNESCO

Ms Barbieri welcomed the participants of the 5th meeting of the GCED Actors' Platform and highlighted the significance of the platform in reviewing past activities and identifying future priorities.

Following the remarks, Ms Cecilia Barbieri from UNESCO provided some updates on UNESCO's programmes and activities in 2023 and elaborated on UNESCO's main priorities within the context of the new UNESCO program and budget. There are three key priorities for the biennium of 2023-2024: 1

1. Revised 1974 Recommendation
2. Prevention of Violent Extremism (PVE)
3. Digital Citizenship, Hate Speech, and Information Literacy

Revised 1974 Recommendation:

Ms Barbieri shared Detailed insights into the forthcoming adoption of the revised 1974 recommendation. The proposed title, "Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship, and Sustainable Development," and the inclusion of new concepts, such as global citizenship and sustainable development, aligning with UNESCO resolutions were discussed. The introduction of key concepts in the glossary, including transformative education and the ethical use of technologies, was acknowledged. It was noted that the recommendation is intended to serve as a reporting instrument for SDG Target 4.7 and the next reporting cycle is set for 2027. underscores the imperative to support member states in effective implementation.

Follow-Up Strategy

An integral part of the discussion centred on the initiation of a comprehensive follow-up strategy. This strategy aims to empower member states with practical tools to unpack and implement the recommendation at the national level. Two primary areas of focus emerged:

- i) **Raising Advocacy and Awareness:** Ms Barbieri stressed the importance of raising advocacy to orient countries in disseminating the recommendation widely to raise general awareness and fortifying the commitment of nations to its implementation. There was recognition of the pivotal role of general awareness in highlighting the significance of education in promoting peace, especially in the current global landscape.
- ii) **Capacity Building for Effective Implementation and Monitoring:** The proposal being considered includes the development of an implementation guide, alongside a recommendation to facilitate the practical application of the underlying principles. In order to bolster implementation and contextualization efforts, member states are encouraged to appoint national institutions as focal points. These focal points will play a pivotal role in supporting monitoring activities. The initiative aims to establish an environment conducive to effective implementation by fostering peer learning and the exchange of best practices among nations. By doing so, it endeavours to create a collaborative ecosystem that encourages proactive participation and knowledge-sharing.

Prevention of Violent Extremism (PVE):

The evolving landscape of PVE was discussed, highlighting the need for UNESCO to adapt its approach to align more closely with peacebuilding. The recommendation was identified as a crucial tool to address the root causes of PVE, integrating essential elements of peace, human rights, and international understanding. The recommendation, seen as a powerful tool, will be advocated for and implemented to bring UNESCO's mandate to the forefront of the transformation of education.

Digital Citizenship and Hate Speech

Ms Barbieri provided detailed insights into UNESCO's initiatives on digital citizenship, combatting hate speech, and addressing misinformation. The development of tools, guidelines, and events was emphasized, with a strong focus on collaboration with partners

and global dissemination. The allocation of additional resources to field offices was highlighted, stressing the importance of coordination for effective implementation. A specific tool, the guidance on the role of education in addressing hate speech, was globally launched last March in Costa Rica.

Future Plans and Collaborations:

- i) **Translations and Dissemination:** Ms Barbieri outlined plans for the translation of guidelines into French, Arabic, and Spanish to facilitate broader dissemination. Collaborative efforts with the Islamic Educational, Scientific, and Cultural Organization were highlighted, with a focus on a high-level consultation meeting in Rabat to present and discuss the tool.
- ii) **Regional Workshops and Initiatives:** Ms Barbieri discussed the past workshop in Nepal and Japan to address the issue of hate speech and articulated plans for future dissemination in various regions, including Eastern and Southern Africa, the Middle East (with a specific focus on Iraq), and South America (with an emphasis on Brazil). Anticipation of future events and workshops in collaboration with regional offices was emphasized to amplify the impact of the tool.

Digital Citizenship and Media Literacy:

Ms Barbieri provided insight into the priority assigned to digital citizenship and media literacy, pointing out the allocation of resources to field offices for this purpose. The coordination between headquarters and field offices was stressed to ensure a cohesive and impactful approach. Ms Barbieri hinted at the forthcoming release of tools, including a manual on digital citizenship for educators and a handbook on teaching integrity, aligning with the broader goal of education for the rule of law.

Culture and Arts Education Framework:

Updates on the progress of the Culture and Arts Education Framework were shared. Ms Barbieri acknowledged the enthusiasm displayed by member states and reported on the extensive consultations and dialogues held. A preliminary draft had been shared with member states in September for their comments and feedback that will contribute to shaping the final draft. The framework was described as presenting a humanistic vision, emphasizing cultural diversity as a transformative force and a key element in the holistic education of individuals

and societies. The goal is to equip learners with essential skills, promoting creativity, critical analysis, social and emotional learning, and actions for peace and justice. After receiving comments in the next few weeks, a second draft will be prepared. The framework is set to be presented and adopted in February at the World Forum on Cultural Education in Abu Dhabi, hosted by the UAE.

Ms Barbieri concluded by highlighting the increased attention to education. In September, the Peacebuilding Commission in New York had a meeting where education was the main topic for the first time. UNESCO's work in education for peace was highlighted during the discussions, with specific cases from Sierra Leone and Palestine. UNESCO's role in this area was emphasized, and the importance of collaboration within the UN system was mentioned. The revised recommendation on Global Citizenship Education was also referenced during the meeting, indicating its potential use in advocating for UNESCO's work in New York and providing a foundation for us to create concrete strategies for future plans.

UPDATES ON ACTIVITIES OF REGIONAL GCED NETWORKS

Following the presentation from UNESCO HQs, regional coordinators of the GCED networks in four regions (Arab States, Asia-Pacific, Latin America and the Caribbean and Sub-Saharan Africa) shared their GCED programmes and activities in 2023 along with identified challenges and opportunities to advance GCED works in their respective region.

ASIA-PACIFIC REGIONAL GCED NETWORK

Dr Faryal Khan

UNESCO Bangkok

Dr Faryal Khan from UNESCO Bangkok shared the current status of GCED in the Asia-Pacific region. With APCEIU, UNESCO Bangkok has implemented various GCED-related projects in the region.

In the Asia Pacific region, the GCED network has welcomed new members from Japan, Thailand, and China. Ongoing endeavours within the GCED network involve collaborative initiatives with esteemed partners such as the United Nations Development Programme (UNDP) and Chulalongkorn University. These joint efforts particularly emphasize the creation of a professional learning community tailored for educators addressing challenges in conflict zones like the southern border provinces of Thailand. Additionally, the proactive involvement of members from New Zealand and Australia has been evident in the successful organization of the “Step Up to the World Conference” held in Auckland. This conference served as a platform to showcase innovative practices in global citizenship education, reflecting the commitment of these nations to advance the field and foster meaningful dialogue on a global scale. Plans are underway to collaborate with the European network for global citizenship education and establish Asia Pacific guidelines.

Additionally, a capacity development exercise led by Dr Darla Deardorff is on the horizon. It is designed to delve into storytelling and collectively crafted action plans. Collaboration with Yunus for a youth workshop centred around social entrepreneurship aims to channel the enthusiasm of younger participants in addressing social inequality.

‘GCED: Taking It Local’ Training Workshop

With APCEIU, UNESCO Bangkok has also organized an online GCED workshop, utilizing the learning tool ‘Taking It Local’. It served as a platform for participants to continue building on actions listed in their collective action plans to deepen systemic change and capacity around

GCED and share their learning points, challenges and opportunities while implementing the GCED initiatives in their action plans.

GCED Publication

In terms of publications, there have been collective efforts with APCEIU under the framework of the Asia-Pacific Regional GCED Network to publish GCED awareness and advocacy series focusing on policymakers, teachers, and learners. GCED Advocacy and Awareness Raising Handbook for Parents, Community Members and Learners in Asia and the Pacific is set to be published in 2023. The content contain elements such as the concept of GCED, the importance of GCED, the importance of the roles of parents and community members in GCED, what can parents and the community members to become global citizens themselves, and how they could further support learners to bring about the transformative changes in their actions.

GCED Network Meeting

This programme has been co-hosted with APCEIU since 2018, and it provides an excellent opportunity for GCED actors in the region to exchange knowledge and plan collaborative network activities. The annual GCED network meeting of 2023, scheduled for November 22nd, will serve as a platform to assess lessons learned, identify priorities, and outline future initiatives.

Challenges and Opportunities

A broad overview was provided on the challenges faced in the Asia Pacific region, particularly in achieving the Sustainable Development Goals (SDGs). It was emphasized that while SDGs form the core of global citizenship education, the progress in the region is uneven, with varying degrees of emphasis on the concept across national policies, curricula, teacher education, and student assessment.

The discussion delved into the existing disparities in addressing global citizenship education, pointing out gaps between policy formulation and on-the-ground implementation. The challenges in obtaining disaggregated data for the SDG 4.7.1 indicator were underscored, hindering the ability to make international and national comparative analyses. The need for addressing data gaps was emphasized to effectively monitor and track progress.

Insights from a 2017 study conducted in 22 Asia-Pacific countries were shared. The study, a collaboration between UNESCO and MGIEP, revealed that while national policies and curricula reflected concepts related to Education for Sustainable Development (ESD) and SDG 4.7.1, certain topics such as economic sustainability, gender equality, and a culture of peace and non-violence were underrepresented. A commitment to prioritizing peace education emerged as a significant focus at both the UN and UNESCO headquarters levels.

Recommendations

Before concluding her presentation, Dr Khan shares several recommendations for the future of GCED as the following:

- The need for collaborative efforts and data-driven strategies to monitor progress and bridge implementation gaps was emphasized.
- The need for the establishment of robust monitoring and evaluation mechanisms for GCED network activities was identified.
- Alignment with regional priorities and actively seeking synergies with other UNESCO networks was identified.
- The need to leverage the enthusiasm and commitment of new members to reactivate and fortify the GCED network in the Asia Pacific region was stressed.
- Exploring collaboration with academic and research networks and youth alumni networks was stressed.

SUB-SAHARAN AFRICA REGIONAL GCED NETWORK

Dr Charles Chikunda

UNESCO Harare

Dr Charles Chikunda from the UNESCO Harare Office shared the GCED activities implemented by the office under the framework of the Southern African Development Community (SADC), a political and economic development regional board for Southern Africa. The countries in SADC have agreed to infuse the Southern Africa Liberation History (SALH) to bring citizenship education into formal education. Under SADC, there are 16 countries, and the region has a history of colonialism. However, there was a period where every country was fighting for liberation and political independence, and in many cases, there was solidarity between the countries; thus, the regions moved as one strong force to fight colonialism.

There have been ongoing issues encountered by society, especially experienced by young people, such as violence, xenophobia, gender-based violence, and so forth. Building on the history of solidarity built during the struggle for independence, it is expected to bring on board the culture of tolerance to fight social issues. Therefore, the main reason the sub-region is focusing on GCED intervention in teaching and learning SALH is to contribute towards this shared identity and build on the existing cultural values. At the same time, it enhances the capacity to learn living together in one diverse region,

Following the agreement of SADC to develop a roadmap for implementing GCED through the teaching of SALH, UNESCO and SADC countries have endeavoured to realize the roadmap beyond 2025. At the current stage, the 16 countries are revisiting education policies, curriculum frameworks, assessment frameworks, and so forth to find the best way to bring GCED and strengthen the teaching of SALH. There has also been a strong effort in education policies. Although there might be discrepancies in the implementation strategy, each minister from SADC countries will report back regarding the progress of the roadmap implementation along with the challenges they encountered.

The presentation detailed the progress made by several member states, including South Africa, Mauritius, and Tanzania, in implementing GCED initiatives. Piloting initiatives have been undertaken by countries such as Mauritius, which focuses on training teachers in specific zones with deadlines and clear plans for capacity-building. Tanzania has conducted extensive training of trainers, particularly in transformative pedagogy, targeting senior education officials and institutions to address issues like gender-based violence. The emphasis on curriculum review spans from early childhood education to university levels in Tanzania, integrating GCE and Southern African Liberation History.

The significance of network meetings within the SADC community was emphasized. The network meetings in 2022 and 2023 have played a pivotal role in shaping national action plans. The focus on gender in the 2023 meeting, held in Maputo, Mozambique, provided a platform to amplify the voices of women who participated in the liberation struggle. The focus was on hearing voices from individuals who participated in the liberation struggle, with a particular emphasis on addressing gender perspectives. This event will provide an opportunity to engage with young journalists and historians. It also laid the groundwork for addressing concerns raised by young people about the alignment of present political leadership with the values upheld during the liberation struggle. Additionally, a Ministerial Meeting in August 2024 will feature Global Citizenship Education (GCED) on the agenda. The upcoming network meeting is expected to delve into this dialogue between political leadership and young people to foster peace-building efforts.

Challenges and Opportunities

Several challenges were identified during the meeting, including concerns about the disengagement of youth from the vision of solidarity, leading to protests and violence. Xenophobia and other issues were noted as arising due to a lack of knowledge about solidarity history. The slow pace of curriculum transformation, especially in resource-limited countries, was acknowledged. While ESD and GCED have been incorporated into new frameworks, there is a need for more extensive efforts to ensure that teachers are adequately equipped with the content and strategies aligned with the goals of GCED.

Challenges in curriculum transformation, resource constraints, and resistance to change were acknowledged. He also addressed a crucial issue within education, shedding light on

the hindrance to transformative pedagogy posed by exam-driven curricula.

Recommendations

Before concluding his presentation, Dr Chikunda shares several recommendations for the future of GCED as the following:

- The introduction of an assessment framework focused on soft skills aimed at evaluating values like empathy and collaboration was presented as a strategy.
- The need to teach young people about the history of liberation to revive the values of the past was highlighted.
- The need for ongoing efforts to train teachers and ensure curriculum content aligns with the goals was identified.

LATIN AMERICA AND THE CARIBBEAN REGIONAL GCED NETWORK

Mr Cristián Bravo Araya

UNESCO Santiago

Mr Cristián Bravo Araya, the ESD/GCED Coordinator from UNESCO Santiago, shared the outcomes of 2023 Latin America and the Caribbean Regional GCED Network activities and provided insights on challenges and opportunities to enhance GCED in the region. Mr Araya began by sharing the brief context of challenges experienced in the region. Latin America and the Caribbean (LAC) region is highly diverse. The whole exercise of citizenship in the region is a complex phenomenon accompanied by exclusion, inequality, contextual diversity, and post-colonial processes.

Strategic approaches to GCED were outlined in detail, emphasizing the significance of policy guidance, technical assistance, and capacity building. Notable initiatives like the Latin American and Caribbean Laboratory for Assessment of Education were spotlighted for their efforts in measuring the integration of GCED dimensions in the curriculum. The discussion pivoted to challenges in embedding GCED into teacher training, with a specific focus on hurdles faced in the Caribbean. Partnerships with NGOs and grassroots organizations were identified as critical for overcoming these challenges and fostering effective teacher training programs.

Ongoing initiatives were presented, showcasing studies on the integration of GCED in teacher training programs. Thematic training guidelines and collaborative efforts in Central America, including a bilingual network with Belize, were highlighted. The engagement with youth through impactful initiatives such as MOOCs on human rights and participation was also discussed, acknowledging the challenge of language diversity and a commitment to expanding materials beyond Spanish. The region has successfully implemented in-service and pre-service teacher training programs, with a specific focus on integrating GCED. A comprehensive study on the integration of GCED into these programs has been conducted.

Emphasis has been placed on engaging youth in GCED efforts, recognizing their pivotal

role in shaping educational policies. The network is actively supporting youth initiatives to foster advocacy and participation. Since 2019, an Education Laboratory has been operational, focusing on assessing education, including Sustainable Development (SD) and GCED. This initiative contributes valuable insights for evidence-based decision-making. The foundational document of the Regional Network is currently undergoing revision to align with contemporary educational needs and the evolving landscape of GCED.

A Ministerial Meeting is scheduled for January 2024, highlighting transformative education as a central theme, with GCED occupying a prominent place on the agenda.

Multifaceted initiatives were explored, including the development of a position paper on the ethics of artificial intelligence. The importance of addressing biases in AI development was emphasized. Additionally, initiatives around the culture and arts education framework were spotlighted, showcasing the collaborative efforts of thematic task forces.

Priority Areas

There are five priority areas for GCED in the region, including:

1. Advancing policies.
2. Technical assistance and capacity building.
3. Partnership and networking.
4. Teachers and educators' training.
5. Fostering youth engagement and advocacy.

Challenges and Opportunities

Mr Araya provided a comprehensive and insightful overview of the intricate challenges confronting Latin America and the Caribbean within the domain of GCED. The education sector faces challenges stemming from an unstable political situation, impacting the seamless implementation of educational initiatives. The region grapples with complex phenomena such as exclusion, invisibilization, inequality, contextual diversity, post-colonial processes, and the ongoing challenges of COVID-19 recovery. Challenges related to disinformation, media literacy, hate speech, discrimination, violence, and the climate crisis pose significant hurdles in the region's educational landscape.

The complexity in defining Global Citizenship Education remains a challenge, requiring concerted efforts to establish a shared understanding within the region. Emphasizing the region's noteworthy tradition of popular education, the speaker underscores the significance of community-based learning and acknowledges the diverse identities and historical intricacies that shape the educational milieu. A critical examination of the impact of socio-political issues, such as exclusion, inequality, and governmental instability, is meticulously presented in the context of prevailing educational policies and practices. The ramifications of the COVID-19 pandemic on education, particularly in rural areas, are cogently articulated, underscoring the imperative for transformative pedagogical approaches. Regional issues including disinformation, media literacy, environmental activism, and the nuanced challenges associated with addressing a violent historical past characterized by dictatorships and human rights transgressions was highlighted. Furthermore, the multifaceted challenges posed by migration, notably from Venezuela, and the consequential effects on extant educational systems were highlighted. The presentation culminates with a resonant call to action, advocating for the concerted addressing of three pivotal entry points—disinformation, discrimination and violence, and climate challenges—in the pursuit of efficacious Global Citizenship Education in the region.

Entry Points for GCED

Three primary entry points for GCED have been identified, with a special focus on combating cyber bullying and discrimination. The meeting identified the opportunity to leverage the global momentum generated by events such as the Transforming Education Summit, the revision of the 1974 Recommendation, the CA+E framework, post-pandemic recovery efforts, the Futures of Education report, and ongoing UN decades.

Recommendations:

- Building alliances and platforms for peer-to-peer exchange emerged as a crucial component of the GCED movement in the region.
- The urgency of integrating GCED into UNESCO's medium-term strategy was highlighted, aligning ongoing global consultations and reports, such as the Future of Education report, with regional efforts
- There is a strong emphasis on recognizing the diverse contexts and needs of Latin America and the Caribbean, advocating for a nuanced approach in implementing GCED initiatives.

ARAB STATES REGIONAL GCED NETWORK

Ms Nour Osta

UNESCO Beirut

Ms Nour Osta from UNESCO introduced the various GCED initiatives being undertaken in the Arab region. As part of this effort, UNESCO Beirut has conducted a comprehensive evaluation of GCED activities being carried out in universities, which marks the initiation of the first work stream. The evaluation has included an assessment of the existing GCED curriculum, pedagogical approaches, and learning outcomes, as well as an analysis of the challenges and opportunities facing universities in the region. Based on the results of the evaluation, a regional outlook has been developed and released by UNESCO Beirut, which not only summarizes but also offers valuable insights into the complex GCED landscape prevalent in higher education.

The work stream dedicated to providing guidance to Arab universities on strategically promoting Global Citizenship Education (GCED) was of significant importance. The initiative produced carefully curated recommendations and discerning findings, which served as a solid foundation for subsequent engagements. The latter included the development and implementation of GCED courses specifically tailored for teacher pre-service training. By building upon these foundations, active facilitation with higher education institutions was carried out to deliver targeted training for GCED. As a result of these concerted efforts, St. Joseph University in Beirut publicly announced the creation of a dedicated GCED course within its faculty of education, which is a noteworthy outcome.

The Arab Network is currently engaged in developing a guidance manual for Global Citizenship Education (GCED) courses intended for teacher pre-service training. Network members are working in tandem to create templates that can be leveraged as resources by other universities keen on initiating GCED initiatives. This collaborative effort is aimed at providing practical and insightful guidance to all concerned stakeholders. A meeting of the Network was held in Tunis in 2022 to further this work.

Beyond this, a noteworthy development is the expressed wish of certain network members, acting as representatives of their respective universities, to formalize their collaboration in the form of a proposed university network dedicated to advancing GCED within the Arab region. UNESCO Beirut will organize a meeting designed to support the formalization of this university network. Adding a layer of collaborative strength, APCEIU is set to provide crucial support for this initiative.

Currently, the office is also working on advancing GCED through the arts. A notable initiative undertaken was organizing a specialized teacher training program for Lebanese ASPnet schools. This initiative strategically coincided with the International Arts Education Week, underscoring the intersection of arts and education in fostering global citizenship. Post-training, ASPnet schools were tasked with the exciting challenge of developing projects centred around GCED through the arts. This creative endeavour aimed to empower educators and inspire students to explore and express global citizenship themes through various artistic mediums. Subsequently, three UNESCO projects were chosen and got support for implementation, further amplifying the impact of GCED through the arts within the Lebanese educational landscape.

DISCUSSION

Utilizing Existing Networks – Meetings for Information Sharing

The prospect of organizing regional network meetings within larger conferences or events emerged as a strategic initiative to enhance collaboration and facilitate the exchange of best practices among participants. These meetings will serve as an opportunity for network members to become acquainted with each other's work and activities. This exchange can be particularly beneficial in addressing common challenges such as monitoring and evaluation. The shared experiences of different regions in handling issues like measuring the impact of Global Citizenship Education (GCED) and providing evidence for its effectiveness can lead to more informed and effective strategies.

Similarly, existing networks, such as the APCEIU GCED alum network, were identified as another opportunity to foster exchanges of ideas and GCED practices.

Inter-disciplinary collaboration and collaboration with other networks

Drawing on experiences from other regions, participants highlighted the importance of mapping practices and fostering collaboration with other networks. The discussions underscored the need for interregional exchanges and the cross-fertilization of ideas to enrich the collective understanding and implementation of initiatives. It has been observed that various organizations and civic groups are engaged in similar issues and activities under different umbrellas. Therefore, these different platforms can be leveraged to identify these GCED practices under the various umbrellas.

Collaboration with Research and Academic Networks – UNI TWIN GCED Chairs

The strategic incorporation of collaboration with research and academic networks for informed practice has been recognized as an approach to leverage collective expertise and adopt a locally-oriented strategy. Particular emphasis has been placed on engaging closely with UNESCO chairs, particularly in the domains of evaluation and monitoring.

Revised 1974 Recommendation

The next steps, including planning and strategy for the implementation of the revised 1974 Recommendation in the Asia-Pacific, were discussed.

CLOSING REMARKS

Dr. Lim concluded the session by thanking all participants for their valuable contributions to the enriching discourse. He conveyed optimism regarding the future GCED initiatives in light of the revised recommendation. He underscored the importance of fostering sustained interregional collaborations and maintaining a cohesive and coordinated approach moving forward.

ANNEX 1

2023 ACTIVITIES OF THE REGIONAL GCED NETWORKS

Regional GCED Network	Partner Organization	Activities
Arab States	UNESCO Beirut Office	<ul style="list-style-type: none">• Meeting among Arab HEI and UNESCO Chairs expressed interest in creating a university network on GCED• Launch of publication on creating GCED courses for Faculties of Education in the Arab region
Asia-Pacific	UNESCO Bangkok Office	<ul style="list-style-type: none">• Joint Launch of the GCED Advocacy and Awareness Handbooks• Follow up training workshop for 'Taking It Local' Workshop for Systemic Transformations, based on the publication "Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'"• 2023 Asia-Pacific Regional GCED Network Seminar series
Latin America and the Caribbean	UNESCO Santiago Office	<ul style="list-style-type: none">• GCED Regional Congress• GCED LAC Network meeting
Sub-Saharan Africa	UNESCO Harare Office	<ul style="list-style-type: none">• Development of a series of pedagogical tools on GCED and teaching LH as regional reference materials• Validation and translation of the regional resources• Organize a "HERstory event" for GCED network • strengthening workshop

ANNEX 2

LIST OF MEETING PARTICIPANTS

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ANNEX 3

MEETING PHOTOS





APCEIU
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