

2nd
#Youth
#Leadership
Workshop
on
#GCED

11-16 July 2016

Busan University of Foreign Studies, Busan, Republic of Korea

| Co-organizers



| Cooperation Partners



#Final Report

2nd Youth Leadership

11-16 July 2016 Busan University of Foreign Studies, Busan, Republic of Korea



Workshop on GCED

orea

| Co-organizers



APCE



Global Education First Initiative
UN Secretary-General's Roadmap for Education

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Ministry of Education

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BUSAN METROPOLITAN CITY
GEUMJEONG DISTRICT



BUPE
부산외국어대학교
Busan National University of Foreign Studies



About the Co-organizers

The Global Education First Initiative (GEFI) was launched by the United Nations Secretary-General in September 2012 with the aim to accelerate progress towards the Education for All goals and the education-related Sustainable Development Goals. Its three priority areas are putting every child in school, improving the quality of learning, and fostering global citizenship. The Steering Committee of GEFI provides strategic direction and guidance to the Secretary-General in order to ensure visibility and success of the initiative. The group of Champion Countries, currently composed of 16 member states, seek to catalyse political and financial support for education by leading by example and advocating for GEFI. The Youth Advocacy Group (YAG), currently comprised of 16 young people from around the world, promotes the priorities of youth and GEFI activities and messages. The GEFI Secretariat hosted by UNESCO provides overall support and facilitates collaboration with all partners.

Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a UNESCO Category 2 centre, mandated to promote a Culture of Peace. Guided by the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995), APCEIU has made various efforts to promote EIU ranging from training workshops to the development of education resources. APCEIU also works in line with the UN Global Education First Initiative (GEFI) launched in 2012 in fostering global citizenship.

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I. Introduction



Boitshupo Anjelica Motsamai (Botswana)

In my interpretation, GCED is the indoctrination of empowering young learners with needed knowledge to become critically thinking global citizens. It is the efforts of turning education of basic humanity (or in my country known as botho) into practical applications in societies.

Background

The United Nations Secretary-General's Global Education First Initiative (**GEFI**) recognized fostering global citizenship as one of its three priorities and has generated momentum to promote Global Citizenship Education (**GCED**) around the globe. In 2015, Incheon Declaration was adopted by world leaders and this encouraged active participation in making visible changes around GCED. Following this, in September 2015, the United Nations **Sustainable Development Goals (SDGs)** specifically drew attention to the importance of *fostering global citizenship in Target 4.7*, as the new vision of education for the next 15 years. For the past several years, promoting GCED has become a global education agenda and requires concerted efforts at all levels.

As a group who has the greatest stake in SDG 4.7, youth must assume a significant role to promote GCED across the globe. To carry this global agenda forward, capacity building of youth leaders is of foremost importance.

In this context, the Asia-Pacific Centre of Education for International Understanding (APCEIU) and GEFI organized the 2nd youth-targeted training on GCED. The 2nd Youth Leadership Workshop on GCED was a programme which invited active youth leaders around the world to participate in workshops on global issues and youth activities related to GCED. In 2015, as the 1st youth workshop, "Global Youth Advocacy Workshop on GCED" had successfully promoted to raise youth leaders' awareness of GCED.

The second Youth Leadership Workshop on GCED therefore aimed to build the capacity of dynamic youth leaders from countries around the world to lead and advocate GCED. Participants were selected on the basis of their previous experiences, present engagement and future commitment in educating and engaging with youth at the local and national levels. Working both individually and in groups, the young leaders were asked to identify specific priority issues around GCED and youth leadership in achieving SDG 4.7.



Yacine Sichaib (Algeria)

For me, Global Citizenship Education is the field that can gather humans all together from different countries, through an atmosphere of optimism and hope without any stereotypes of races or religions, focusing their attentions right into the development of mega-projects, which will lead them into a successful and creative work to solve many issues our world is facing today, whatever it was concerning climate change, economic instability/crisis or even socio-political conflicts

The objectives of the workshop were:

1. To enable youth leaders in education to gain a common understanding of GCED and its key priority areas to achieve SDG 4.7
2. To provide a forum for participating youth leaders to elaborate leadership strategies suitable for the implementation of GCED in national and regional levels
3. To strengthen a network of youth leaders to advance GCED

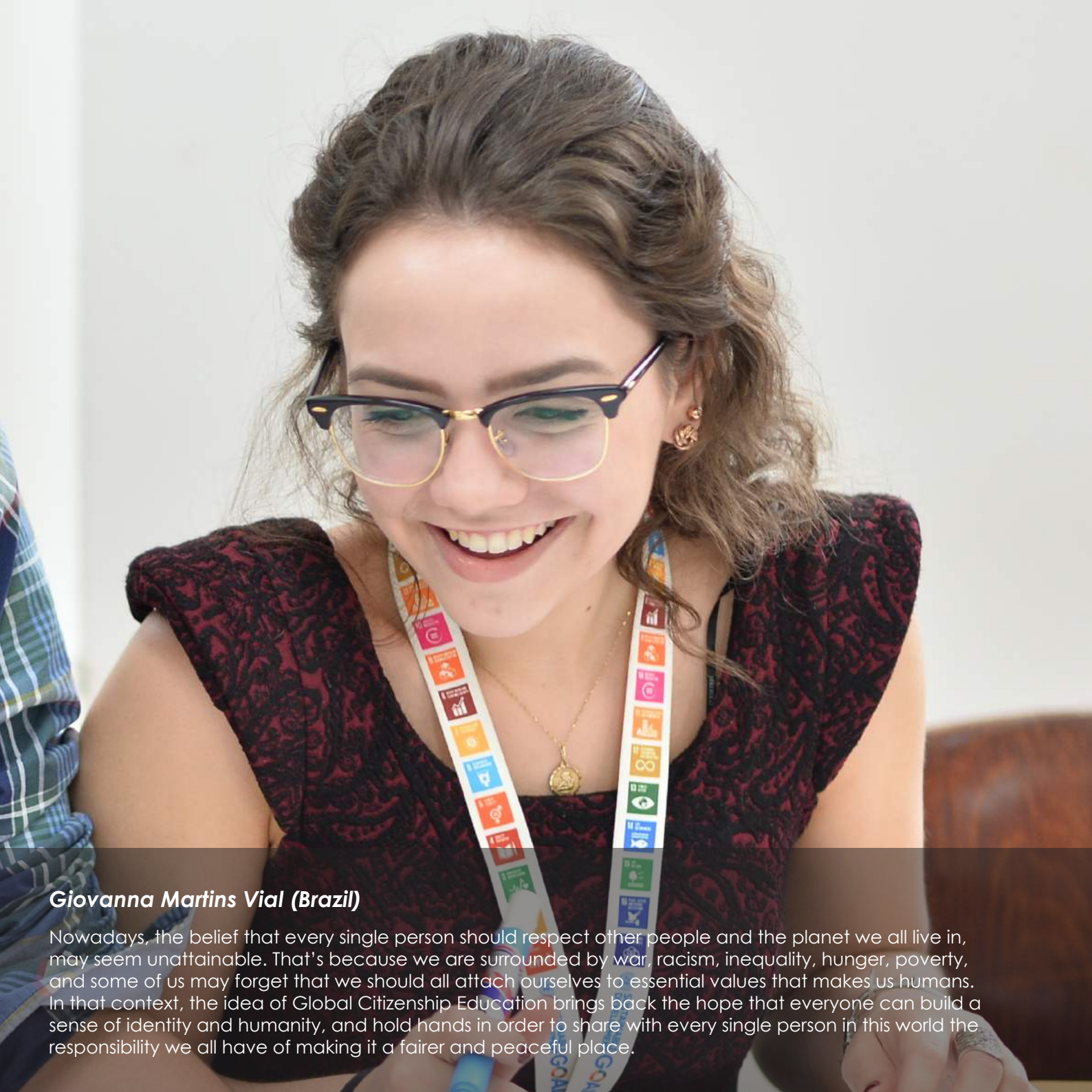
Dates : 11 – 16 July 2016

Venue : Busan University of Foreign Studies (BUFS), Busan, Republic of Korea

Participants : 49 Youth leaders/activists actively engaged in GCED and/or youth engagement

Organizers and Partners

- Co-organizers: APCEIU, GEFI
- Sponsor: Ministry of Education of the Republic of Korea
- Cooperation Partners: BUFS, Geumjeong District of Busan Metropolitan City



Giovanna Martins Vial (Brazil)

Nowadays, the belief that every single person should respect other people and the planet we all live in, may seem unattainable. That's because we are surrounded by war, racism, inequality, hunger, poverty, and some of us may forget that we should all attach ourselves to essential values that makes us humans. In that context, the idea of Global Citizenship Education brings back the hope that everyone can build a sense of identity and humanity, and hold hands in order to share with every single person in this world the responsibility we all have of making it a fairer and peaceful place.

II. Setting the Stage



Sara Brari (Albania)

GCED is a way of civic learning that involves everybody. It is addressed to everything around us starting from global issues up to other causes such as political or economical matters.

1. Opening Ceremony

Mr. Utak Chung, director of APCEIU commenced the 2nd Youth Leadership Workshop on GCED by welcoming the guests, 49 participants from 38 countries and facilitators. He started his opening remark by reminding the audience that the first youth leadership workshop, which was held on March/April 2015, was a key driver to raise the GCED as a global agenda of the World Education Forum. He stated that today the world is becoming increasingly interconnected and more complex and that we are witnessing increasing violence. As a result we are facing challenges to build a more peaceful and sustainable future. He said that followed by GEFI, global leaders' interests on GCED has increased conspicuously. GCED is recognized as SDG 4.7 which means the world community agreed to equip young generation with a critical mind-set and an active and participatory attitude for common humanity. APCEIU has been contributed under the frame of GCED. The workshop is to establish global network of global activities on GCED. He asked for contribution of participants to build the network. He told the participants that after the workshop, GCED youth network will be officially launched in October 2016, during the international conference on GCED. He concluded his speech by encouraging the participants to make the best use of the workshop utilizing the knowledge and network in their local contexts after the workshop.





Ntui Oben Obi Agborn Pewee (Cameroon)

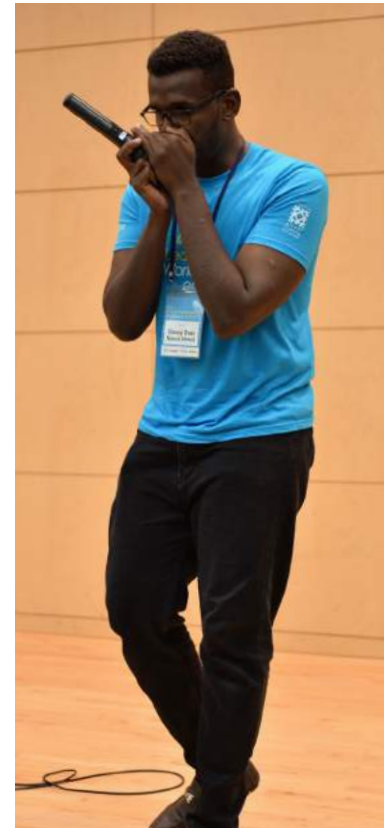
To me, Global Citizenship Education helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place through positive actions learnt in not only in school but through their engagement in community activities.

Mr. Chung's opening remarks was followed by the welcoming remarks of Ms. Minjeong Kim, Head of UNSG GEFI. She explained the GEFI by UN Secretary General Ban Gi Moon and necessity of global citizenship education. Afterwards she briefed the participants on the regional and national workshops held in different regions. She emphasized the purpose of the workshop focuses on youths which are 1) impact of youth to make a better world with 1.8 billion populations who are in age of 10-24, 2) brining the energy to enhance skills and take the voice collectively to bring out to the world and local level. She concluded her speech by asking the participants to lead the collective movement and spread it in local level to make the change with leadership and advocacy skills which will be covered in the workshop.

Subsequently, Mr. Jeonghee Won, Mayor of Geumjeong district conveyed his congratulatory remarks. After expressing his appreciation to the distinguished guests, he mentioned that as a capital of GCED, it is an honor to hold the workshop in Geumjeong district. He mentioned that the district also contributes on lifelong education center for those who wish to continue their learning. For the past few years, Geumjeong district has held many activities on global culture exchange programs between Korea and England and other events. He also mentioned that by UNESCO, the district is listed as a child protection city. At the World Education Forum in Incheon last year, Geumjeong district participated in the forum as a case of GCED as the only local government. He concluded his remarks by wishing active participation of participants to make Geumjeong district a capital of GCED.

Special Performance

The opening ceremony began with a special performance by a participant from Sudan. Mr. Shawgi Omer Nawai Ahmed performed beat box music in order to animate the environment.





Marryum Afzal Kahloon (Australia)

GCED encourages the development of a global consciousness from a young age and an emphasis on individuals as being agents of change. Further, GCED encourages students to up skill themselves in terms of technology use, language abilities and using project based learning to encourage autonomy and independence of thought.

2. Plenary Session I: Narrative Building on the Role of Youth Leaders for GCED

Ms. Minjeong Kim commenced the session by providing background information on UN Sustainable Goals and target 4.7. She stated that this year, the world population is 7.4 billion and in the year 2030, the population will be expected to be 9.4 billion, because people will live longer even though the growth rate is lower than before. She stressed that among them, 59 million of children cannot go to school and that less than half of them go to school but cannot further their education (SDG 4). 65 million do not receive secondary education. Adding that 784 million do not have access to clean water and sanitation (SDG 6), she said this has resulted in large numbers of children going hungry and dropping out of schools. SDGs were adopted with 17 goals and 169 targets and the target year to achieve all goals is 2030. The 17 goals apply to all countries and people based on six key areas: 1) people-centered, 2) protecting planet, 3) shared prosperity with enough income to comport our lives with equal opportunities, 4) dignity as a human being, 5) justice, 6) partnership to achieve all goals. Basic principle of SDGs are 1) universality, 2) leave no one, no country behind. Education goal has 7 targets and target number 7 contains GCED.





Imsouchivy Suos (Cambodia)

In this generation, I believe that understanding GCED would empower us, especially, the youth to be an active learner, proactive leader and contributor to help solve many global challenges that are still remained today and hopefully make the world a more just, peaceful, inclusive, stable, secure and overall a better place for us and for our future generations.



Ms. Yangsook Lee, head of Office of Education and Training at APCEIU briefed the participants on GCED in the post-2015 context. She started with the following questions. "Are you a global citizen?" and "What makes you a global citizen? "If you are not a global citizen, why do you think so?" Ms. Lee explained why we need GCED in today's world. She emphasized our planet is becoming increasingly interdependent and interconnected as the Earth is getting smaller due to rapid development of technology and movement of goods and human, and as a result, humanity is facing ongoing global challenges. She asserted that if people continue today's lifestyle, the Earth will not be able to survive till 2050 and therefore, there is a necessity of a shift in education from access to cognitive skills, and then to non-cognitive skills.

Accordingly, she introduced the definition of GCED with Universal declaration of human rights (article 26) and the core competencies of GCED. She emphasized that the workshop will be a priceless opportunity for the participants to exchange their experiences as global citizens.



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TO FEEL
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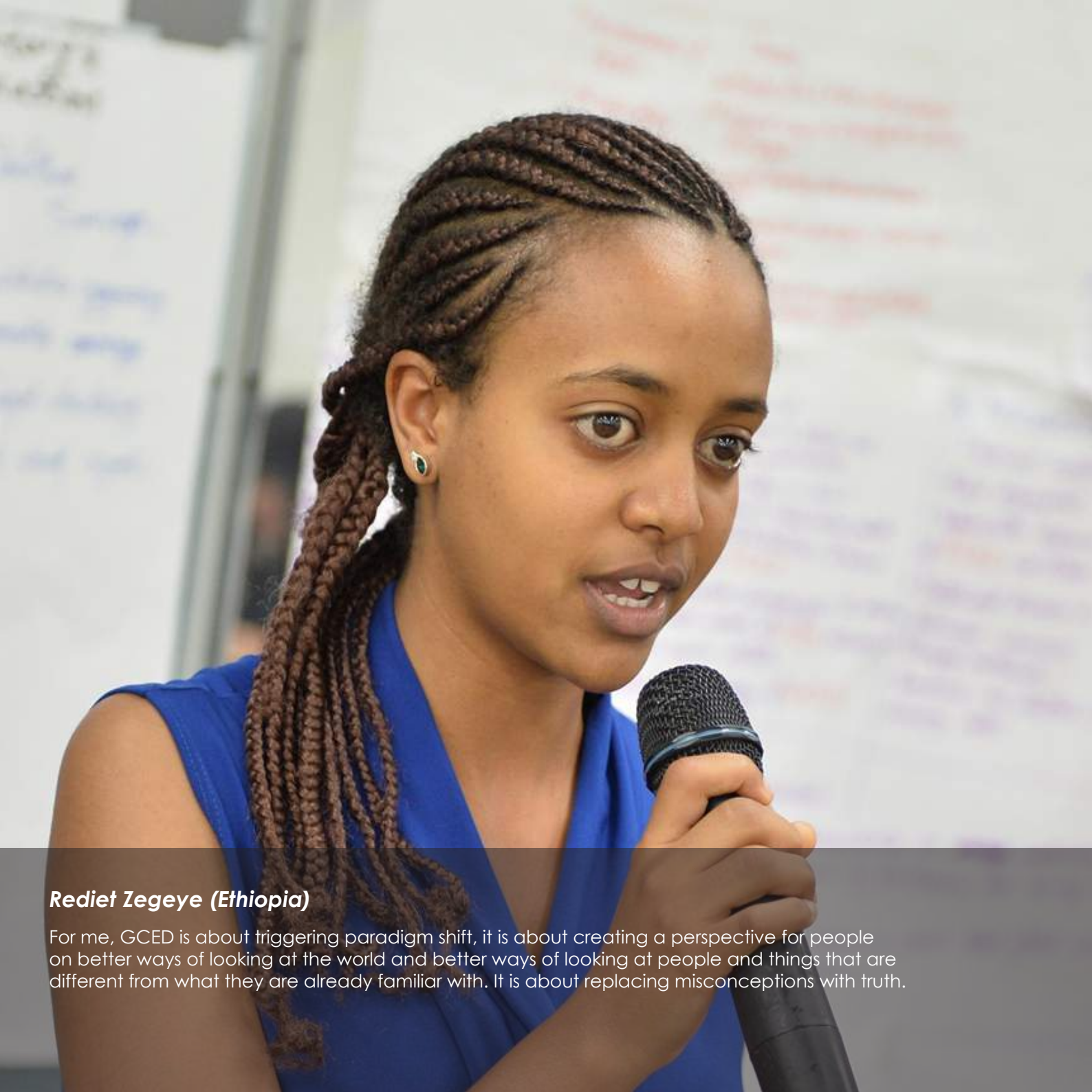
Francisca Constanza Cantos Zúñiga (Chile)

To me GCED means a convergence between being aware of what is happening on the global stage, feeling responsible for the consequences of your actions, and to take action, by proposing projects to generate a change.

Ms. Anna Susarenco, GEFI Youth Advocacy Group (GEFI-YAG) member debriefed of previous youth workshops on GCED. She pronounced that even though considerable number of people from previous workshops attended various workshops in Africa and Eastern Europe, there needs to be more effort to represent the 1.8 billion youth in order to make the world a safer and sustainable place.

Pakistan GEFI-YAG, Ms. Anusheh Bakht Aziz shared her experience of holding a national workshop in Pakistan. She attested that many young people have great motivation and that national workshop gave the space to discuss different issues regarding youth and the young people took the messages from the national workshop to their neighbors. She insisted that we need to have the capability to apply determinations into our local context in order to solve problems that local people are also facing. Ms. Anna Susarenco concluded the sessions by stating that it is vital to think big, but start in your local context and act immediately.





Rediet Zegeye (Ethiopia)

For me, GCED is about triggering paradigm shift, it is about creating a perspective for people on better ways of looking at the world and better ways of looking at people and things that are different from what they are already familiar with. It is about replacing misconceptions with truth.



3. Workshop Orientation

The orientation started with the introduction of the co-organizers of the workshop. It was followed by a brief introduction of facilities of BUFS and house rules during the workshop. Also, an activity was conducted which participants drew around their feet, and listed the expectations they have for the workshop and the resources they have to fulfil them. Afterwards, as an icebreaker activity, participants grouped themselves based on the following categories; colour of eyes, age, continent, seasons and months of the birth and alphabetical order of participants' names. And then, each of them briefly introduced themselves to one another.

4. Plenary Session II: Introduction to GCED

The session raised the question on what is the purpose of education for an individual and a nation. Participants had the chance to perceive GCED as a catalyst for change by challenging overriding view on education. They agreed that education should be accessible and affordable to all, and in this way, GCED should be the education contributing full development of human being. The group activity was followed on what does GCED mean to each participant. The session concluded with discussion on youth and GCED. Issues that were discussed included quality education for all, peace building, community development, climate change, global citizenship, cultural diversity, youth empowerments, human rights, civic engagement and legal awareness. GCED activities can be done by social media, leadership training, public speaking, research and policy making. Participants deepened their understanding and broadened their insights regarding GCED through the exchange of different views on GCED.



Sarah Moussaoui (Morocco)

GCED aims to build the sense of belonging needed to unite humanity and consequently empowering it towards a brighter future and a healthier present.

5. Dialogue with Mr. Se Yeon Kim, Member of National Assembly

Participants had an invaluable opportunity to meet Mr. Se Yeon Kim, a member of the National Assembly and asked questions on issues such as GCED, youth and the role of Geumjeong district in respect to GCED.



Q: Does the national assembly maintain a good relationship with geumjeong distict?

A: Members of the national assembly are putting their best effort to persuade the government including Geumjeong district to recognize and understand the importance of GCED including myself who takes great pride in advocating GCED. In this sense, in order to extend our definition of human nature, it is critical to develop the capacity to transform the way we discern issues.

Q: What is your motivation and challenge as a leader?

A: I was motivated to become a leader when I experienced frustration while I ran my own business. I realized after running my own business that many problems can be fixed by politics. One challenge I faced was to persuade people to accept change.



Q: What polices have you implemented to enhance GCED? Are there any indicators to evaluate GCED?

A: Korea is still at an infant stage in terms of implementing GCED. In the past few years, Korea has trained teachers, so that they can integrate GCED in their classes. We are expecting teachers to pass their know-how in implementing GCED to their fellow colleagues. Evaluation methods have not been applied in the education curriculum, but there is a need of developing indicators.

Q: How have you advocated on education issue?

A: Korea has invested on education for several decades, but we still have rooms for the improvement. For example, Korea should increase the number of teachers by more than 2000 teachers in the next few years. There is an issue regarding education for the less privileged people, as the economic inequality in Korea is becoming worse. We are more focused on public education and one of the important steps we have taken is to persuade students who have left school.

Q: How do you interact with youth groups?

A: In Korea, we have many ways to listen to the voices of youth. There are some official organizations which include youths' opinions in our administration, but we still need more endeavor to communicate with youths.





Serena Leka (Albania)

Education comes on move, youngsters are mobilized and are given the chance to maximize their potential, which will be expressed well if the environment leaves space. Not to forget, the opportunities should be loud enough to reach the ones who have eager to engage and represent the global community.

Youth Leadership Workshop Facilitators



Anna Susarenco (Moldova)



Bshr Dayani (Syria)



Gaoshan Junjian (China)



Sirine Rekhis (Tunisia)



Yeonwoo Lee (Korea)



Sainabou Nyang (Gambia)

Global Citizen Education is the synchronizing of individuals around the globe to foster respect for all. It means building a sense of belonging to a common humanity which will lead to being responsible and active global citizens, coming together to break all barriers, that way global issues can be tackled as a body rather than as an individual which will lay the foundation for a more tolerant, inclusive and secure world.

Issue No. 1
January 2015

III. Deepening the Understanding of GCED by Using Advocacy Tools



Koomson Jeremiah (Ghana)

Global Citizenship Education is a transformative system of building knowledge, skills, values and attitudes that learner (people) need to be able to contribute to a more inclusive, just and peaceful world.

1. Plenary Session III: Deepening the Understanding of GCED

Active and participatory learning methods are vital ingredients of GCED. Mr. Francis D. Lee, Research Professor in the Peace Studies Department at SungKongHoe University in Korea facilitated several activities to touch upon the issues of understanding differences, challenging stereotypes and prejudices, and synthesizing various approaches. After each activity, the participants came together to reflect about it. For the first activity, the participants had a brief conversation in pairs. Then, the participants were asked to repeat the same dialogue, but without paying any attention or reacting to what the other person was saying. Afterwards, they discussed how they felt and the difference in the two conversations. In general, they felt less motivated when there was no reaction from the listener, whereas they felt confident, intimate, and connected when the listener was paying attention.

For the second activity, the participants moved around to find the “center” of the room and explained why they chose a particular spot to be the center. The other main exercise was the puppet exercise which a participant designated as the king puppet manipulated how other participants, the smaller puppets, moved. For the next exercise, participants were asked to stand and form a regular triangle with two others, without letting them know. Whenever the two others changed their positions, he or she had to move accordingly to maintain the triangle with them. After the exercises, the participants were asked to give their observations and reflections, comparing the two exercises. The discussion was followed with the topics of power structures, relations and interconnectedness.





Salam Al Nukta (Syria)

Global citizenship means that all humans are provided with equal opportunities to participate and be involved in community development. I see global citizenship as little words for something very great. It gathers people around the world under one umbrella. We are all from sand and we shall remain equal.

The third activity had its purpose in learning about the concepts of violence, escalation and boundary after watching a video clip about a conflict situation titled 'neighbors'. Participants discussed the reasons of the conflict in the video clip based on the three terms and tried to come up with the answers on the cause of the conflict and when the conflict escalated. Through this activity, participants had the opportunity to understand the principles and nature of violence and conflict.

Finally, the participants linked their reflections with the concepts and characteristics of GCED. The significance of communication as the avenue to understand others was highlighted. It was brought to the participants' attention that GCED is about learning how to live together, embracing diversity and complexity. Therefore, the pedagogical directions of GCED must be holistic and participatory which encourages critical thinking and problem solving through diverse approaches. Also, there is a need to transcend the traditional boundaries and redefine citizenship for a culture of peace.





Broderick John Mervyn (Fiji)

Global Citizenship Education (GCED) is a 'way of living' that identifies our world as an increasingly complex network of associates and interrelationship. It is one in where our choices and actions may perhaps have impacts for people and communities in our hometown, country as a whole or globally.

2. Inspirational Speakers: Youth Who Embody Global Citizenship



**Mr. Shawgi Omer Nawi, Shaper/
Vice Curator of Global Shapers
Community-Khartoum Hub, Sudan**

He introduced Ms. Kandaka Magazine project where Kandaka means queen in ancient kingdom. The magazine is weekly basis, available on the internet dealing with women issues. It covers articles, stories on health care, violence and other issues. It offers jobs, training and scholarships to women.



**Mr. Israel Ying Ding, Member
and Volunteer of Kachin Baptist
Convention, Myanmar**

Mr. Israel Ying Ding explained that due to historical and political reasons, people are not interested in international affairs. He added that people want to succeed, but the education level is low and there is a big difference from other countries. Since there are not many organizations organized by youth because of educational and cultural reasons, he started an organization with his friends and bought books with a small amount of money. He emphasized that although books are cheap, they can have a positive influence on basic education. Most of the books are about children and also cover health, environment, human rights and other topics which they are aware of. As the organization is self-funded, the organization is still small, but he has high hopes to that it will grow.



**Ms. Serena Leka, MSc student
at Aarhus University/Regional
Manager of Venture Cup, Albania**

Supported by the US Embassy in Albania, the project on student initiative against corruption began in July 2014. During this project, students formed a group to monitor unfair conducts perpetrated by professors and the government.



Tina Renier (Jamaica)

Global Citizenship Education refers strategic measures that are implemented to enhance youth/student participation in social, cultural, economic, political and environmental issues.



Mr. Bryan Chesoli Wanyama, Co-founder and Director of Youth LITE Kenya, Kenya

As a teacher of high school, he organized a teacher network to guide students on religion especially focusing on Islamic extremism to find a solution on the copious incidents caused by extreme religious groups. The network has tried to change the mindset of students to avoid the students fall into the hands of Islamic extremist group which has happened many times. He covers issues such as propaganda, peace ambassador, jihadism and other relevant issues, and as a result, has helped the students to become global citizens.



Mr. Maxwell Minh Khai Tran, Founder and Executive Director of Ink Movement Canada, Canada

He explained that The Ink movement in Canada has spent approximately 25,000 dollars publishing five books in order to promote peace and tolerance through different forms of multicultural art.



Mr. Dong-ryul Kang, Representative of Korea Chapter UNAI ASPIRE, Korea

Mr. Dong-ryul Kang introduced Aspire as a student branch of the UN Academic Impact and highlighted ten principles of the UN Academic impact and emphasized that one of the principles is GCED. He added that Aspire actively involves in numerous social projects in many regions of Africa and Asia.

Who is GEFI-YAG?

The Global Education First Initiative Youth Advocacy Group is a group of young people from around the world who strengthen momentum and increase support for GEFI and move forward its three main priorities: putting every child in school, improving the quality of learning, fostering global citizenship. Their activates include:

1. Facilitating consultations with other youth in their countries, regions, and globally.
2. Providing strategic advice on the education priorities of young people.
3. Promoting the priorities and voices of young people in the advocacy messages and activities of GEFI.
4. Mobilizing young people and governments to make pledges in support of education and hold them accountable to their commitments.



Guemez Graniel Braulio Emilio (Mexico)

In terms of content and as a general objective, what GCED must achieve is the connection of people's local experiences and feelings with global economic, political, and social processes in order to promote the creation of innovative local projects that are placed in a global action paradigm guided by human rights.

3. Plenary Session IV: Leadership and the Implementation

During this session, Ms. Anna Susarenco facilitated two activities to reflect on the meaning of leadership, the different types of leadership and how we should perceive leadership as a global citizen. The first activity involved participants coming up with the definition of a leader after answering the questions whether anyone can become a leader and if there is a magic recipe to be a leader. In the next activity, participants were divided into four groups and after each participant was given a role including a leader assuming each participant did not know other participant's role, participants had to build a human statue as a group. While the purpose of the activity was to complete the human statue as one group, another important purpose of the activity was to realize the importance of the leader and how the various types of leadership influences others. Participants concluded that as a global citizen aiming to achieve SDGs, there cannot be one global leader but with dedication we can all be global leaders.





Bryan Chesoli Wanyama (Kenya)

The Global Citizen Education is a platform through which young, motivated and inspiring leaders meet to learn and share their ideas and experience towards addressing the sustainable development goals.



4. Plenary Session V: GCED Advocacy

In order to broaden participants' understanding and awareness of GCED, one of the facilitator, Ms. Yeonwoo Lee started the session with a group activity called "Trace me." Participants brainstormed and listed down identities, values, knowledges, attitudes and skills which global leaders or citizens need to possess on a human silhouette.

After the warm up activity, participants engaged in active discussions based on the following groups of GCED advocacy: definition of citizenship and global citizenship, importance of disseminating GCED to all levels, relevant thematic issues of GCED, limitations of traditional education in fostering global citizenship and challenges implementing GCED. Participants exchanged ideas with each other about current pressing GCED advocacy issues. In the latter part of the session, participants were introduced to the Youth Advocacy Toolkit, and the GCED online course. Through this session, participants had the opportunity to deliberate on the meaning of advocacy and identifying urgent matters on GCED.



Ooi Carol (Malaysia)

Global Citizenship Education (GCED) is a result of globalization. It involves learners of all ages from all over the world in a civic learning process where they are proactively engaged in activities that address global challenges in the social, economic, political, or environmental nature.

5. Cultural Night

During the cultural night, participants enthusiastically and passionately enjoyed cultural diversity in various forms. Participants took turns introducing their own culture to others where some participants performed traditional music and some participants shared about where they are from. Through this interaction especially in terms of various forms of formality and contents on cultural diversity, participants had the opportunity to bond and most importantly had an invaluable opportunity to recognize, understand and appreciate differences.

Let's be one!



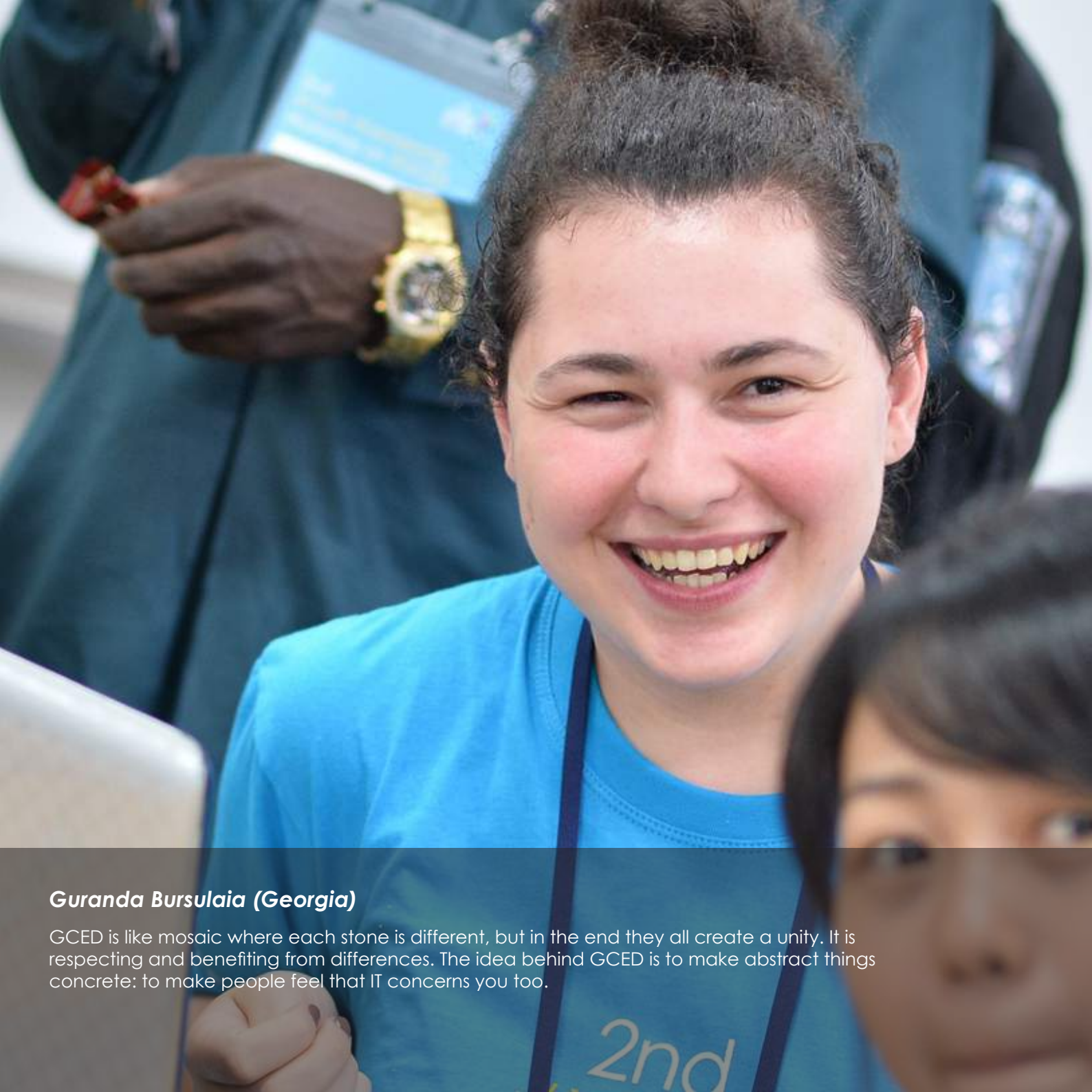
One of moments that all of the participants enjoyed during the cultural night was when participants danced to the song 'Gangnam style' altogether at the end of the cultural night. All the participants gathered at the centre of the stage and enjoyed their time with great energy and harmony.



Maxwell Minh Khai Tran (Canada)

To me, Global Citizenship Education (GCED) involves fostering peace by empowering people to be global-minded citizens. GCED emphasizes respect, dialogue, common values, and shared humanity, combatting the pervasive discrimination, exclusion, violence, and hatred that exist in our world.

IV. Exploring Local Initiatives and Strategic Planning for GCED



Guranda Bursulaia (Georgia)

GCED is like mosaic where each stone is different, but in the end they all create a unity. It is respecting and benefiting from differences. The idea behind GCED is to make abstract things concrete: to make people feel that IT concerns you too.

2nd

1. Study Visits: Exploring Local Initiatives on GCED with Local Youth

In four groups, the participants visited different places in the city of Busan to explore the local practices of GCED. Many of the participants reported that the study visits left strong impressions and pointed out as the most memorable moment during the workshop.

1) Empowering Youth in GCED Competences: Indigo Sowon, A Humanities Bookstore for Youth

Opened on 28 August 2004, Indigo Sowon is a humanities bookstore for young people, which also hosts public events, educational movements, and social activities; it is a combination of non-profit book publisher, bookstore, after-school course program, and community center. It has published the humanity magazine 'INDIGO+ing' whose writers and reporters are mainly youths and also organized Youth Camps for Humanities, Youth Humanity Forum, and Youth Book Fair.

2) Peace and the UN System: UN Memorial Cemetery and Peace Memorial Hall

"During the Korean War, Busan was a gateway for UN troops to Korea, but it is now a gateway to send troops to the world for UN peacekeeping operations," said UN Secretary-General Ban Ki-moon during his 2011 visit to Busan. Fifteen participants visited two significant places to reflect upon the theme of peace. First, they visited the UN Memorial Cemetery which honors UN soldiers from 16 countries who lost their lives in battle during the Korean War (1950-1953). Then, participants moved to the UN Peace Memorial Hall where they learned more about the United Nations and its commitment to peace, and its key roles in rebuilding the economy in the wake of the Korean War.



Buba Imrana Alhaji (Nigeria)

Global Citizenship Education (GCED) aims to teach people around the world that our lives are deeply interconnected and to recognize that our behavior has a global dimension. Thus, GCED challenges citizens of every nation to take global responsibility by proactive contribution to make a more peaceful, tolerant, inclusive and secure world.

3) Respecting Cultural and Religious Diversity: Beomeosa Temple

Beomeosa Temple is located at the edge of Mt. Geumjeongsan, a famous mountain in Busan. About 1,300 years ago, it was constructed by monk Ui Sang in 678 A.D. during the Shilla Kingdom. Also, the temple's Daeungjeon shows one of the most delicate and luxurious architectures of the Joseon Dynasty (1392~1910). Nowadays, the temple provides a variety of experiential programmes, in efforts to promote the understanding and respect of Buddhism to the public. Participants who visited temple had an experience of "alms bowl meal," offering food, one of the oldest and most common rituals of Buddhism. Through this ritual, participants had a chance of understanding sustainable way of life as well as respecting cultural and religious diversity.

4) Understanding GCED Local Initiatives: Seodong Maze Market & Art Creation Space

Seodong Maze Market was born when residents who were evicted moved to Seodong area since 1968. Today at Seodong Maze Market, there are different types of markets, various cultural and art programmes, art works and greenery, so that people can understand the local culture and develop the attitude to learn to live together. Seodong Art Creation Space, located in Seodong Maze Market, is a Culture and Art Complex comprised of a gallery, book café, a small library and a multi-purpose art creation room. Various creative art activities are organized at Seodong Art Creation Space which youths from the local area actively participate in, such as Earth Hour, African film festival and the International Open Arts Project in Busan. As part of the study visit, participants experienced the diverse aspects of Seodong's culture through the stamp tour and interacted with the local youth to understand Seodong's initiatives on GCED.



Anisa Indah Pratiwi (Indonesia)

I see Global Citizenship Education becomes a bridge for the existing differences. It enables the one who is left behind to continue making improvements, by implementing the GCED framework. By forging the importance of toleration, inclusiveness, and participation, GCED is a set of values translated into a comprehensive guideline, aims to echo the voices of the silenced.



From the study visit, the participants drew a number of insights which could be linked to the core values of GCED. Some of the reflections included:

- Respecting cultural diversity, and having tolerance and open-mindedness
- Letting go of prejudices and stereotypes—learning to look at things in another way, from the perspective of others
- Overcoming self-centeredness and thinking about others on the planet
- Being grateful for what they have
- Being aware of the interconnectedness, their impact on the nature, and responsibility



Yu Ogawa (Japan)

Global Citizenship Education is an essential education to produce global and humanistic leaders to solve global, complex and diverse issues all over the world.

Breakout Session 1: Strategic Planning for GCED Advocacy

During this session, participants deepened their understanding of GCED advocacy by sharing each other's thoughts of their own definition of advocacy and the importance of advocacy. After thorough and comprehensive discussion, participants came to the conclusion that advocacy is about influencing decision makers in an organized manner with clear and realistic requests and a well-structured plan. They also agreed that it is essential to us because there are many issues that directly affect our lives. After the participants were introduced to the advocacy toolkit, participants analysed the challenges in implementing GCED which they prioritized during the previous activity and then discussed the elements of advocacy strategy, such as the issues of advocacy strategy, needs and targets.

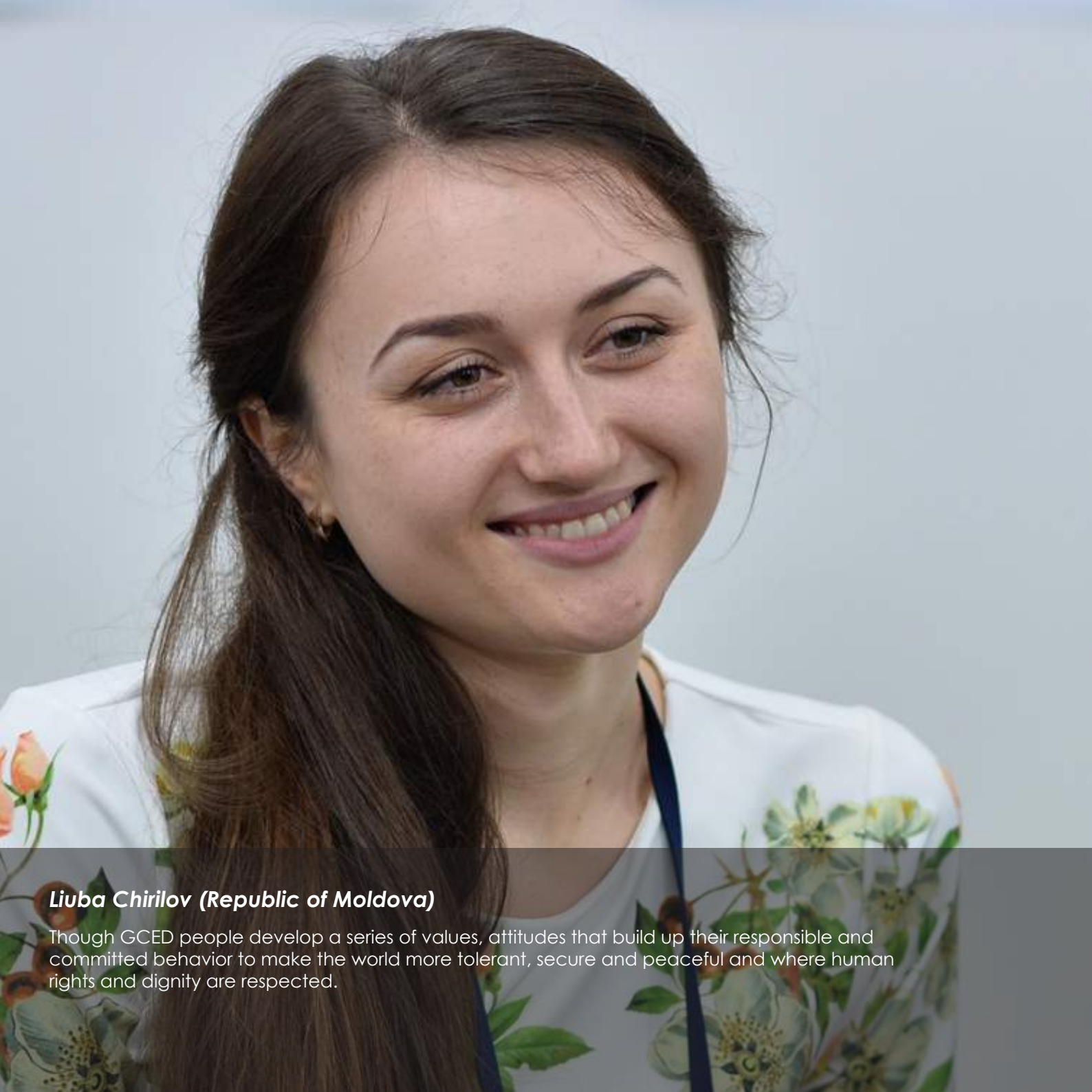




Sobit Baek (Republic of Korea/Philippines)

GCED is not about what I should do, but what I WILL do as a person, as a citizen of the world, and as a human being with morals and values that stand up to.

V. Identifying Key Strategies for GCED Youth Network



Liuba Chirilov (Republic of Moldova)

Though GCED people develop a series of values, attitudes that build up their responsible and committed behavior to make the world more tolerant, secure and peaceful and where human rights and dignity are respected.

1. Final Presentation

Six groups presented their discussion topics based on the outcomes of their group works on regional advocacy strategies for GCED. The first group aimed to emphasize the political agenda to the central and local government by mobilizing campaigns to raise awareness at the community level. They stressed that in order to disseminate GCED, it is essential to work from the bottom up. The next group pointed out to the vagueness of the definition of GCED and aimed at clarifying the definition of GCED. The second group came up with tools, such as social media showcasing GCED case studies and "Name GCED" competition for the localized name of GCED. The third group raised the issue of lack of resources in implementing GCED. They suggested identifying local and global NGOs which have the capacity to implement GCED, communicating with them via policy, actively engaging with youth through NGOs and policy makers and last of all carrying out advocacy work to increase funding for the NGOs to implement GCED.



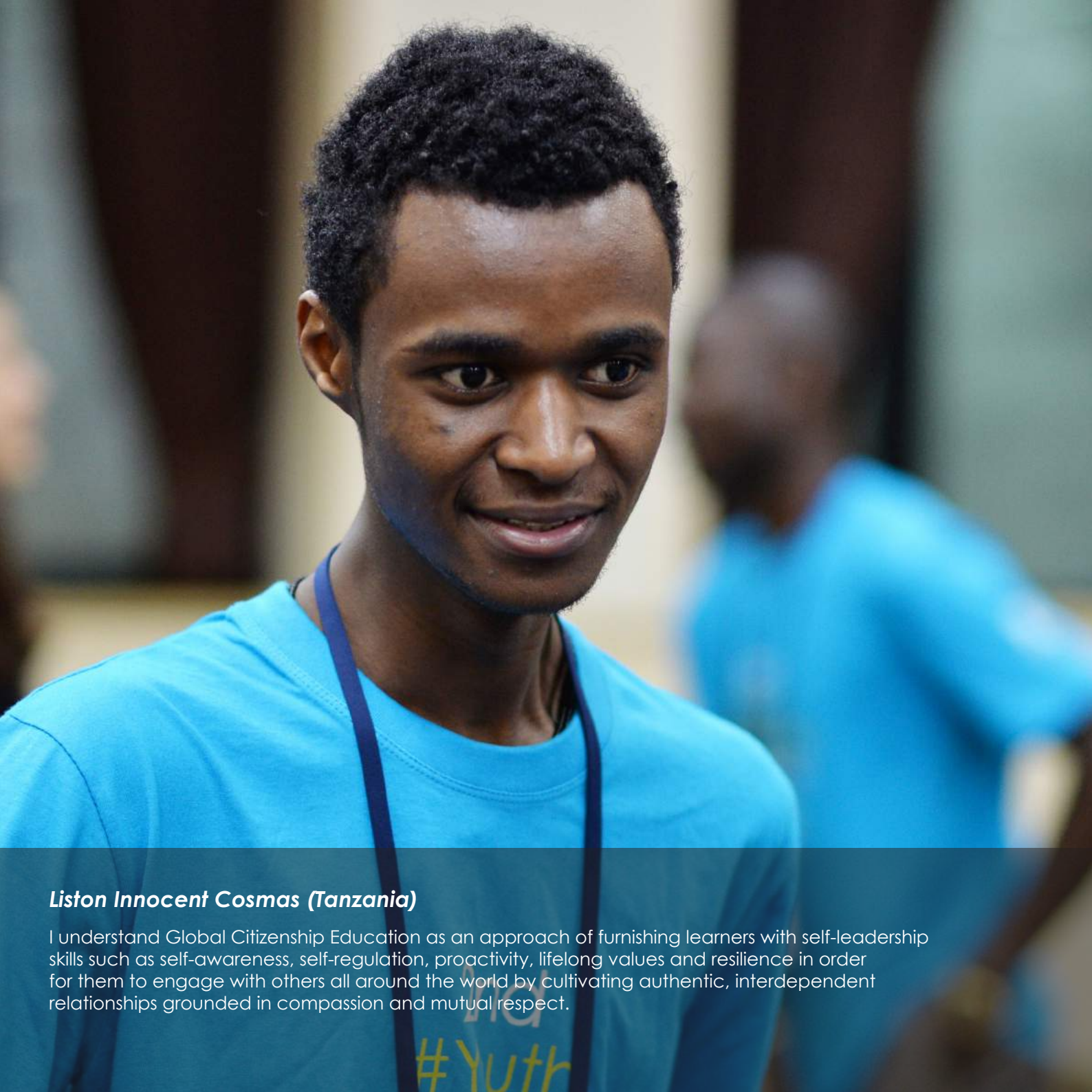


Shawgi Omer Nawai Ahmed (Sudan)

Global Citizenship Education is about applying and develop the skills for people in their communities the thing that will help in reflecting an expandable mutual environment, using educational approaches that goes beyond the traditional method that uses education as just a means to an end.



The fourth group focused on the lack of GCED champions. They proposed promoting GCED to the public through various media such as utilizing workshops and seminars on GCED, creating extracurricular clubs which focus on GCED in schools and strengthening the collaboration with GCED related organizations and GCED related conferences. The fourth group shared an important message that everyone is a global champion. The fifth group presented the application of GCED in our exam-oriented education system by suggesting drafts for the implementation of GCED in schools and addressing them to the government, mobilizing youth and other relevant stakeholders on GCED and raising awareness among public through campaigns. They stressed that it is important to take the initiative in order to apply GCED in our classrooms. The last group brought the people's attention to on the lack of competent teachers. They recommended holding forums on GCED at national and international levels, school visits and motivating teachers and faculty members to develop the educators' capacity and finally influencing policy makers, so that teacher friendly policies can be developed. The sixth group also called for more teacher friendly policies.



Liston Innocent Cosmas (Tanzania)

I understand Global Citizenship Education as an approach of furnishing learners with self-leadership skills such as self-awareness, self-regulation, proactivity, lifelong values and resilience in order for them to engage with others all around the world by cultivating authentic, interdependent relationships grounded in compassion and mutual respect.

#youth

2. Plenary Session VI: Discussion on GCED Youth Network

Participants were introduced to the GCED Youth Network and the future activities of network. The majority of participants voiced that an online platform on GCED would be more accessible, which ultimately encourage youth to take initiatives for the development of advocacy skills and raising awareness. Also, participants welcomed the idea of GCED Youth Network which reflects exercises through discussions, supports multiple languages and includes many people with disabilities.





Aziret Zhakypbaev (Kyrgyz Republic)

In my opinion, the role of Global Citizenship Education is very huge and it empowers people around the globe to take responsibility to change the world for better and safe future.

3. Visit Local Interests and Networking

1) Haeundae Beach

A beach in Busan, South Korea, Haeundae beach is 40 minutes away from Busan's main railroad station (in the Downtown area) and less than one hour from Gimhae International Airport. Along the 12 km of coastline is Busan's most popular beach, it is one of the most famous beaches in South Korea. Because of its easy access from downtown Busan, the beach is busy year round with several kinds of beach festivals. Oryukdo (Oryuk Islets), a symbol of Busan to many Koreans, can be seen in the distance from Dongbaek Island.





Alexandra Kensland Letelier (Norway)

From an early age, as a child of immigrants, my parents taught me to see the world from different perspectives and to embrace my multicultural background. Soon I realized that knowledge was way more than reading and writing. That's what Global Citizenship Education means to me.

2) Busan Cinema Center

Busan Cinema Center is the official venue of the Busan International Film Festival (BIFF), which is one of the most popular film festivals in Asia. The center is a historic work that embodies the theories of de-constructivism while exhibiting a sense of formative beauty. The center's 'Big Roof' is the largest roof in the world (2.6 times larger than a soccer field) and comes complete with 42,600 LED lights, which help create an unforgettable scene along with Suyeong River and Naru Park. The Cinema Center consists of three buildings: Cine Mountain, BIFF Hill, and Double Cone. The main building, Cine Mountain, has three theatres for screening movies and one performing arts theatre. Busan Cinema Center is said to be the first culture complex worldwide to combine movie theatres and a performing arts centre in one building.





Tran Huong Thao (Vietnam)

GCED plays an important role to my future direction. I will not be “blind” anymore, thanks for the light of GCED. It will help me figure out the best way to reach the world and understand people. More importantly, it will connect me with others and we will be united for our better planet.

Meet the Workshop Supporters

There were fifteen workshop “supporters,” a group of university students from BUFS, who volunteered to give helping hands in running the workshop. The supporters played various roles throughout the workshop, including accompanying the study visits and the cultural activities and documenting the workshop in photos and videos.





Agbenonwossi Elo Emmanuel (Togo)

For me, Global Citizenship Education (GCED) means an education that can develop and empower learners to become collaborative leaders and productive members of their communities to a more peaceful, tolerant, inclusive, and secure world.

Global Citizenship Education for the learners is the medium with the help of which they can quench their thirst for realizing their potentialities.

#Youth #Leadership
Workshop on #GCED
Togo

Agbenonwossi
Elo Emmanuel

VI. Reflections



Heena Yang (Republic of Korea)

Above all, GCED has the power that allows all the global citizens can communicate and by that, these individuals can follow the bottom-up decision making and make the sustainable society with the needs of society.

1. Reflection and Synthesis

At the final reflection, participants had opportunities to reflect their overall impression of the workshop. Participants sat in a circle and in turns, three people sat in the middle of the circle and shared their takeaways from the workshop. Many participants shared that they were greatly inspired by fellow participants' commitment to GCED and when they go back to their own countries, they would contribute to their community based on the experience during the workshop. Some also said that they learned how to think outside the box and had a chance of recognizing other topics of GCED, such as respecting cultural diversity. Overall participants conveyed their appreciation for the opportunity to participate in the workshop and build network and friendship with their fellow participants.





Israel Ying Ding (Myanmar)

Global Citizenship Education teaches people to take care of their world and make it a better place for themselves and their children and grandchildren. It also provides basic knowledge about human rights, justice and gender equality, a sustainable way of life, appreciation of diversity and respect to the needs and feelings of others, which are necessary when a person makes this world more peaceful, tolerant and secure world.

2. Closing Ceremony

Mr. Utak Chung started the closing ceremony by conveying a closing remark. He stated that since the development of GCED is at a beginning stage, there needs to be more efforts for the clarification on the definition of GCED and in this term, he encouraged the participants to keep up their efforts to achieve GCED goals by 2030. He also expressed appreciation to the mayor of Geumjong district, BUFS and participants for their successful completion of the workshop.

Ms. Minjeong Kim also conveyed her own words for the closing ceremony. She expressed that the workshop was a priceless opportunity to learn from each other and expand their network. She also showed her appreciation to the Geumjong district for their support during the workshop. Lastly, she insisted that the study visits were a great opportunity for the participants to interact with the local people, and experience the effects of municipality policy and practices of GCED within the Geumjeong district.



As the last part of the closing ceremony, Mr. Wonjeong hee, mayor of Geumjeong district conveyed his closing speech. He stated that the workshop will be a chance for the participants to be more aware of global issues and to be more active members of the global community. He hoped that participants had a meaningful time during the workshop and made the best use of the workshop.



Biwek Gairhe (Nepal)

As per my understanding about Global Citizenship Education, this is a concept that encompasses the very idea of raising the consciousness and competencies of the citizen of the world, crossing the boundaries and irrespective of nationalities, caste, creed, religion, age, etc. in order to counter together the global challenges of our wellbeing, and establish a peaceful, tolerant, respectful, just, progressive society throughout in the political, environmental, economic and social realms.

3. Presentation of Certificates

After the participants took a brief tour of Busan, the presentation of the certificates was held during the farewell dinner. To make the presentation more meaningful to the participants, participants presented certificates to fellow participants themselves. Each participant came to the front in turns and presented the certificate to other participants after describing in own way. Through this, participants felt more involved and deeply understood each other.





David Andrew Crone (United Kingdom)

Global Citizenship Education is a means by which young people can learn, whilst not being explicitly taught, through experience and exposure to the world around them, to embody a person aware of their part of the greater international community, conscious of their footprints and impact on it, and willing to engage positively with it.

4. Achievements

Key Outcomes

- Participants' understanding of GCED enhanced, and their motivation and commitment for GCED reinforced.
- Participants' capacity in leading GCED strengthened through sharing advocacy tools and strategies.
- The plan for GCED Youth Network among youth leaders concretized and possibilities of future cooperation strengthened.
- The organization of youth-led workshop improved as the youth participants assumed active roles as facilitators and speakers.

Main Outputs

- Six leadership strategies on GCED relevant to the regional contexts defined and developed by youth.
- Individual and collaborative action plans on participants' future actions developed.
- Key points of the draft for GCED Youth Network defined based on the agreement of the participants, building on the suggestion from UN GEFI and GEFI-YAG.

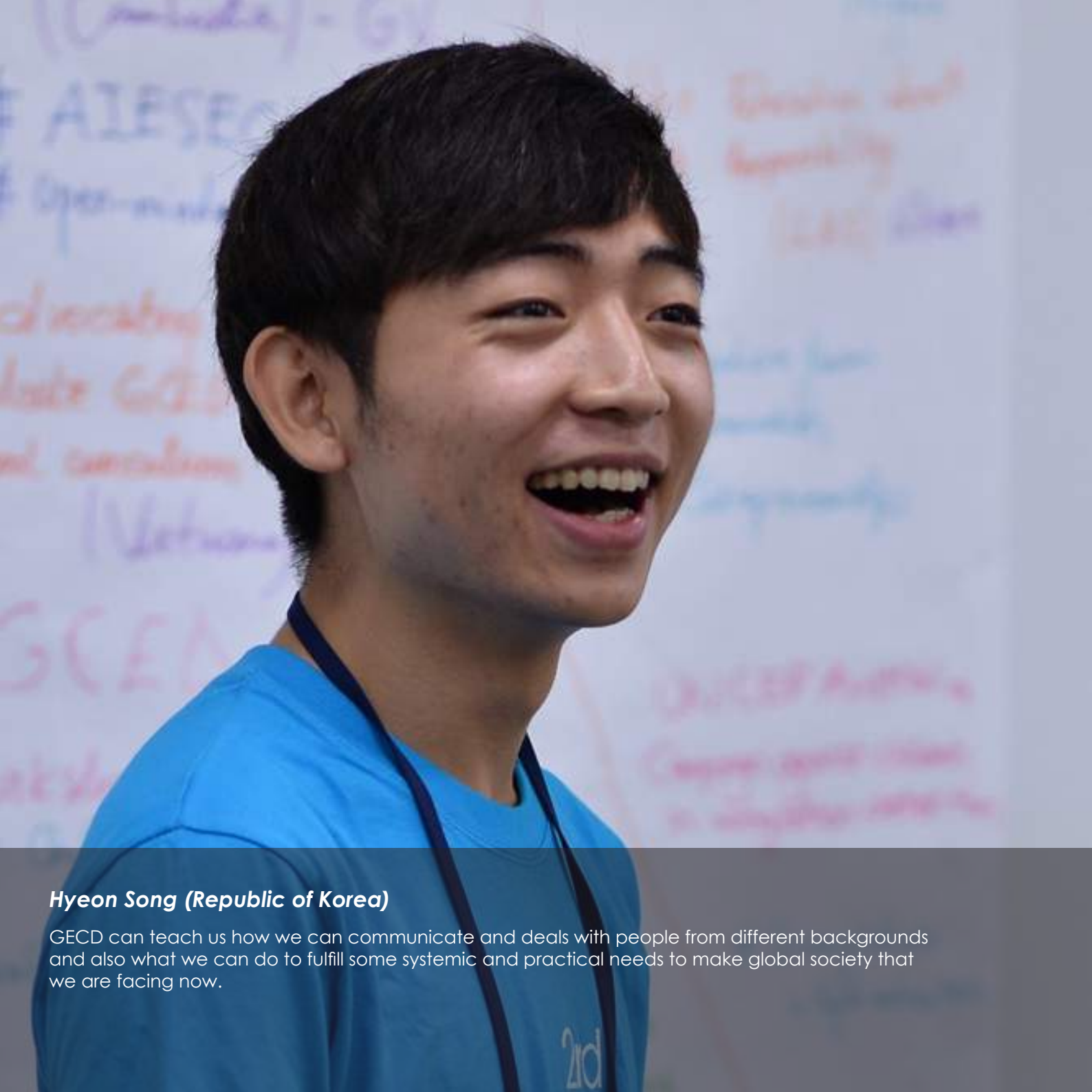




Trevis Belle (Saint Kitts and Nevis)

The Global Citizenship Education continues to work diligently and tirelessly to garner attention about the importance of educating the developing minds of our youth in efforts of promoting, empowering and ensuring these young minds are well developed to take proactive roles in contributing to a peaceful, tolerable and inclusive world for all.

Annex I:
Programme Schedule



Hyeon Song (Republic of Korea)

GECD can teach us how we can communicate and deal with people from different backgrounds and also what we can do to fulfill some systemic and practical needs to make global society that we are facing now.

Day 1 (Monday, 11 July) : Arrival

05:00~17:00

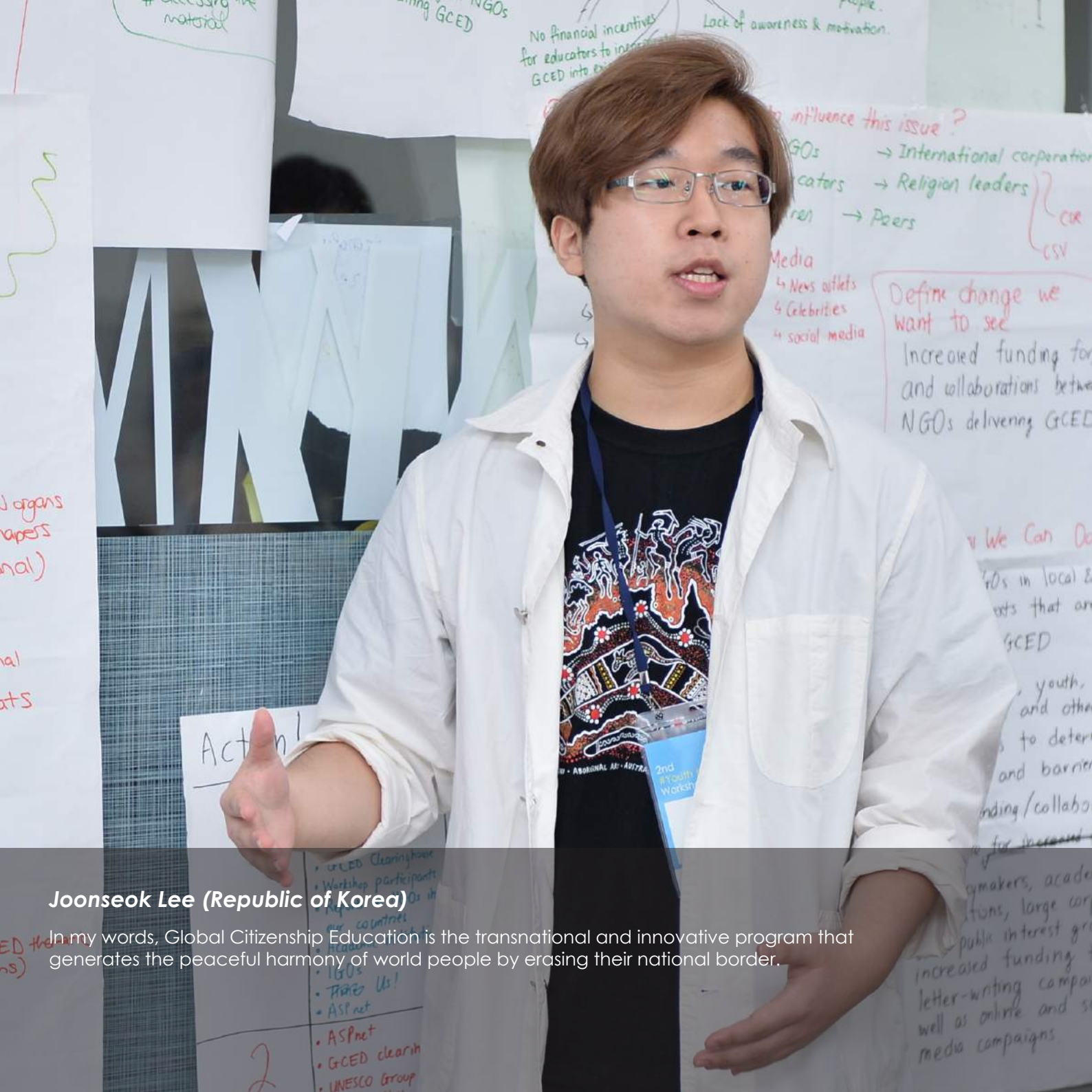
Arrival in Busan, Republic of Korea
Check-in

Gimhae Int'l Airport
Dormitory, BUFS

18:00~19:00

Welcoming Dinner

Restaurant (B1F),
Dormitory



Joonseok Lee (Republic of Korea)

In my words, Global Citizenship Education is the transnational and innovative program that generates the peaceful harmony of world people by erasing their national border.

Action!

- GCED Clearinghouse
- Workshop participants
- NGOs
- "Pledge Us!"
- ASPnet

- ASPnet
- GCED clearingh
- UNESCO Group

No financial incentives for educators to integrate GCED into existing curriculum.

Lock of awareness & motivation.

to influence this issue?

- NGOs → International cooperation
- Educators → Religion leaders
- Peers → Peers

Media
↳ News outlets
↳ Celebrities
↳ social media

Define change we want to see
Increased funding for and collaborations between NGOs delivering GCED

We Can Do

NGOs in local & ...
... that an
GCED

... youth,
and other
to deter
and barrier
ending/collabo

... for increas
... makers, acad
... tions, large corp
... public interest gro
increased funding
letter-writing compo
well as online and s
media campaigns

Day 2 (Tuesday, 12 July) : Setting the Stage

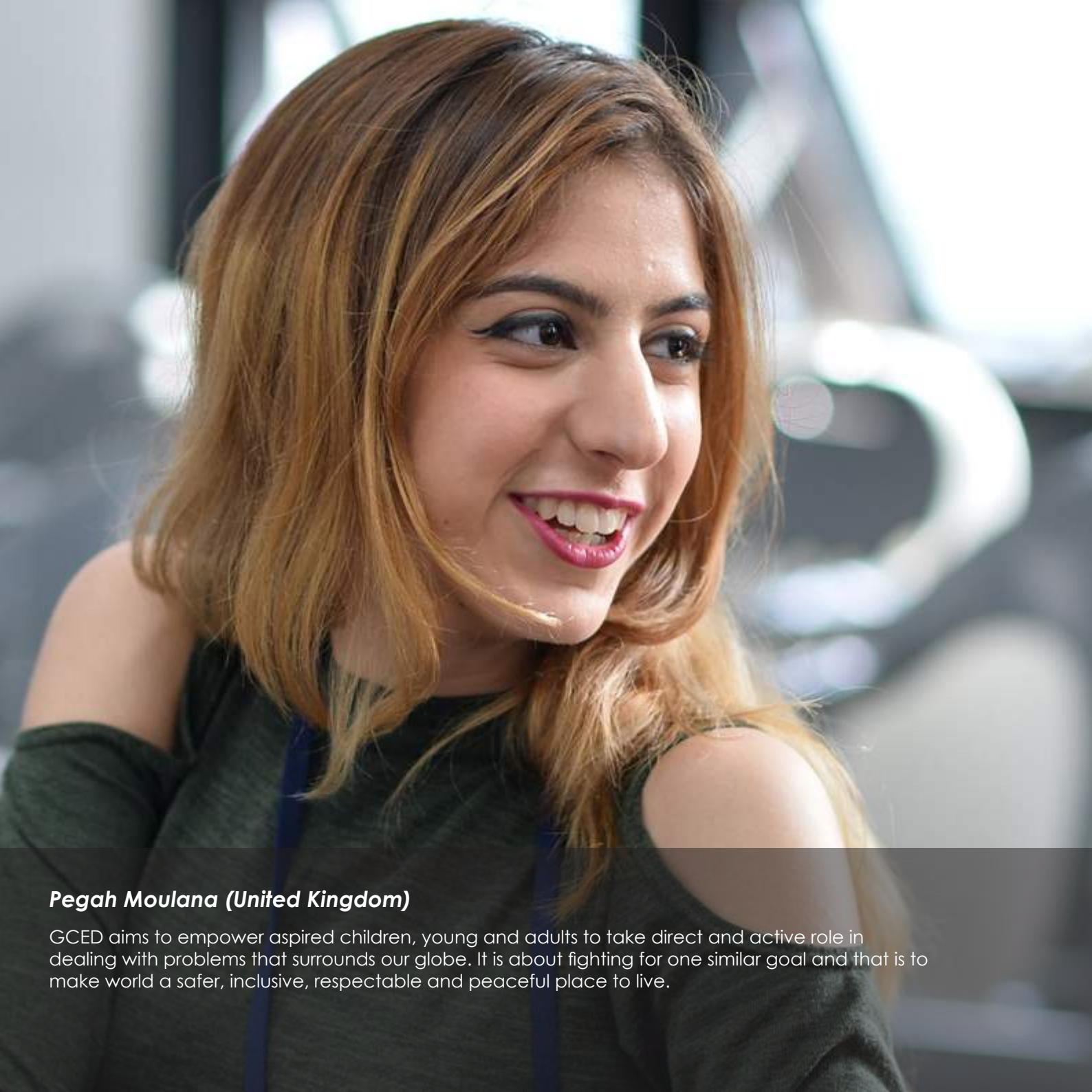
08:00~09:00	Breakfast	Restaurant (B1F), Dormitory
09:00~09:30	Registration	
09:30~10:10	[Opening Ceremony] Opening Remarks (Dr. Utak CHUNG, Director of APCEIU) Welcoming Remarks (Ms. Min Jeong KIM, Head of Secretariat, UNSG GEFI / Dr. Jeong-bae LEE, Vice President of BUFS) Congratulatory Remarks (Mr. Jeong-hee WON, Mayor of Geumjeong-gu) Introducing guests & participants	Auditorium (D-110), Trinity Hall (Open to Public)
	[Group Photo]	
10:10~10:30	Break	
10:30~12:00	[Plenary Session I] Narrative Building on the Role of Youth Leaders for GCED UN SDGs and SDG 4.7 (Ms. Min Jeong KIM, UNSG GEFI) GCED in the Post-2015 Context (Ms. Yangsook LEE, APCEIU) Debriefing of previous youth workshops on GCED: sharing the youth recommendation (GEFI-YAG)	
12:00~13:30	Welcoming Luncheon (hosted by BUFS)	Student Dining Hall



Aleena Khan (Pakistan)

Global Citizenship Education is a form of education that gives individuals a sense of belonging to a common globe instead of just their own country hence inspires them to work for the betterment of the whole world and not just their own community/country. It is also the education that teaches individuals important values like cultural diversity, understanding of different religions etc. hence fostering peace.

13:30~15:15	[Workshop Orientation and Community Building] Workshop orientation Icebreakers	
15:15~15:30	Break	
15:30~17:30	[Plenary Session II] Introduction to GCED (Facilitated by APCEIU) Understanding key concepts of GCED Introduction to APCEIU's initiatives on GCED and Youth Interactive activities to internalize GCED	D-310 (3F), Trinity Hall
17:30~18:00	Dialogue with Mr. Se Yeon KIM, Member of Korean National Assembly	
18:00~18:30	[Reflection & Synthesis I] Summing up Day 2	
18:30~19:30	Dinner	Restaurant (B1F), Dormitory



Pegah Moulana (United Kingdom)

GCED aims to empower aspired children, young and adults to take direct and active role in dealing with problems that surrounds our globe. It is about fighting for one similar goal and that is to make world a safer, inclusive, respectable and peaceful place to live.

Day 3 (Wednesday, 13 July) : Deepening the Understanding of GCED by Using Advocacy Tools

09:00~12:00	[Plenary Session III] Deepening the Understanding of GCED (Facilitated by Prof. Francis D. LEE)	D-310 (3F), Trinity Hall
12:00~13:00	Lunch	Restaurant (B1F), Dormitory
13:00~15:00	[Plenary Session IV] Leadership and the Implementation Brainstorming about definition of leadership Practical exercises on the leadership Case study	
15:00~15:15	Break	D-310 (3F), Trinity Hall
15:15~18:00	[Plenary Session V] GCED Advocacy What is advocacy? Introduction of the Youth Advocacy Toolkit Presentation on GCED online course Identifying pressing issues on GCED	
18:00~18:30	[Reflection & Synthesis II] Summing up Day 3	
18:30~20:00	Dinner	Restaurant (B1F), Dormitory
20:00~22:00	Cultural Night	Lounge (1F), Global Center



Lina Wisam Hameed Al-Shaea (Iraq)

Feeling the responsibility to promote awareness and to educate the people in the communities is the main goal in Global citizenship education. It aims in developing tolerance, peace as well as awareness about global issue and help engaging people with emerging issues locally and globally. Global citizenship education helps to identify life-time issues and identify them.

Day 4 (Thursday, 14 July) : Exploring Local Initiatives and Strategic Planning for GCED

08:00~09:00	Breakfast	Restaurant (B1F), Dormitory
09:00~12:00	[Study Visits] Exploring Local Initiatives on GCED with Local Youth Group 1: Empowering Youth in GCED Competences - Indigo Sowon, a humanities bookstore for youth Group 2: Peace and the UN System - UN Memorial Cemetery and Peace Memorial Hall Group 3: Respecting Cultural and Religious Diversity - Beomeosa Temple Group 4: Understanding GCED Local Initiatives - Seodong Maze Market & Art Creation Space	
12:00~13:00	Lunch	
13:00~14:00	Move to BUFS	
14:00~15:30	[Reflection & Synthesis III] Summing up Day 4 Sharing the experiences of the study visits Break	D-310 (3F), Trinity Hall
15:30~15:45	[Breakout Session I] Strategic Planning for GCED	
15:45~18:00	Advocacy (5 groups by theme) Discussion of the youth leadership activities for GCED Dinner	
18:00~19:00		Restaurant (B1F), Dormitory



Liu Qian (China)

GCED greatly influences my active participation in youth activities. I am working as a part of Youth Voluntary Association and also compiled a book called Path to Peer Education instructing how to conduct the youth advocacy and peer education.

Day 5 (Friday, 15 July) : Identifying Key Strategies for GCED Youth Network

07:30~08:30	Breakfast	Restaurant (B1F), Dormitory
08:30~09:30	Preparation for the final presentation	
09:30~11:00	[Final Presentation] Presentation on the outcomes of the group work Q&A	
11:00~11:15	Break	
11:15~11:35	[Plenary Session VI] Discussion on GCED Youth Network Introduction of GCED Youth Network Suggestions on future activities of the GCED Youth Network	D-310 (3F), Trinity Hall
11:35~12:00	[Closing Ceremony]	
12:00~13:00	[Reflection & Synthesis IV] Final reflection and synthesis	
13:00~14:00	Lunch	Restaurant (B1F), Dormitory
14:00~18:00	Visit local interests and networking Busan Cinema Centre (venue of Busan International Film Festival) Walk on the Haeundae Beach	
18:30~20:30	Farewell Dinner (hosted by Busan Geumjeong-gu) Certificate exchange	Golden Wedding Town Buffet
20:30~	Move back to BUFS	



Anusheh Bakht Aziz (Pakistan)

As member of GEFY-YAG, I have been working on training young people to advocate around GCED both by arranging a national training on GCED in Pakistan but also through my participation in Global Review Workshop in Moldova. Through GCED, I look forward to the input of young people on how we can better face challenges.

Day 6 (Saturday, 16 July): Departure

08:00~09:00	Breakfast	Restaurant (B1F), Dormitory
09:00~	Check-out and depart	



Annex II:
List of Participants



Africa : 10 (7 Males, 3 Females)



**Boitshepo Anjelica Motsamai
(Botswana)**
*The Afrolutionist
Founder*



**Ntui Oben Obi Agbor
(Cameroon)**
*Actions for Change Cameroon
President*



**Rediet Zegeye
(Ethiopia)**
*Rotaract Club of Solyana
President*



**Sainabou Nyang
(Gambia)**
*Think Young Women
Administration Officer*



**Koomson Jeremiah
(Ghana)**
*Ghana Health Service
Health Volunteer*



**Bryan Chesoli Wanyama
(Kenya)**
*Youth LITE Kenya
Founder*





Buba Imrana Alhaji
(Nigeria)
*Youth Coalition Against
Terrorism(YOCAT) / Taimako CDI
ordinator*



Shawgi Omer Nawai Ahmed
(Sudan)
*Global Shapers
Community - Khartoum Hub
Shaper-Vice Curator*



Liston Innocent Cosmas
(Ethiopia)
*Circle of Influence Projects Society
(CIPS)
Captain*



Agbenonwossi Elo Emmanuel
(Togo)
*Chocotogo Cooperative
Co-Founder&Communication Officer*



Arab States : 5 (2 Males, 3 Females)



Yacine Sichaibi
(Algeria)
SIDRA Algérie
Audiovisual
communication manager



Bshir Dayani
(Syria)
Mobaderoon Network
Facilitator / Trainer



Salam Al Nukta
(Syria)
UNFPA
Volunteer



Sirine REKHIS
(Tunisia)
Associa-Med
(Tunisian Medical Students Association)
Project Coordinator



Lina Wisam Hameed Al-Shaea
(Iraq)
IPST
(Iraqi Pharmaceuticals Students Team)
Leader

Asia & Pacific : 19 (9 Males, 10 Females)



**Marryum Afzal Kahloon
(Australia)**

*Lapis Communications
Independent*



**Imsouchiv Suos
(Cambodia)**

*Plan Australia, UNICEF Australia
Youth Leader, Youth Ambassador,
Participant Youth*



**Liu Qian
(China)**

*China Youth Network
Intern*



**Gaoshan Junjian
(China)**

*GEFI-YAG
Youth Advocacy Group Member*



**Broderick John Mervyn
(Fiji)**

*Youth Parliament Alumni
Fiji Youth Prime Minister*



**Anisa Indah Pratiwi
(Indonesia)**

*Indonesia Berbicara
Head of Substance*



**Yu Ogawa
(Japan)**

*Soka Gakkai International (SGI)
Student*



**Aziret Zhakypbaev
(Kyrgyz Republic)**

*AIESEC in Kyrgyzstan - International
youth-run organization
President*



**Ooi Carol
(Malaysia)**

*University of Malaysia
Student*



**Israel Ying Ding
(Myanmar)**

*Youth for Agriculture Development
(YAD)
A Member and Volunteer*



**Biwek Gairhe
(Nepal)**

*Foreign Trade University
Ex-President, Lifetime Member*



**Aleena Khan
(Pakistan)**

*IFMSA Pakistan
Coordinator*



Anusheh Bakht Aziz
(Pakistan)
GEFI-YAG
Member/Pakistan's Representative



Dong-ryul Kang
(Republic of Korea)
UNAI ASPIRE
Representative of Korea Chapter



Heena Yang
(Republic of Korea)
Meiji University
Student



Hyeon Song
(Republic of Korea)
Busan University of Foreign Studies
Student of English Department



Joonseok Lee
(Republic of Korea)
Busan University of Foreign Studies
Student



Sobit Baek
(Republic of Korea/Philippines)
Ayala Young Leaders
N/A



Tran Hung Thao
(Vietnam)
Foreign Trade University
Senior Student

Europe & North America : 9 (7 Females, 2 males)



**Serena Leka
(Albania)**

*Aarhus University / Venture Cup
MSc student / Regional Manager*



**Sara Brari
(Albania)**

*Student
Member of Youth board*



**Maxwell Minh Khai Tran
(Canada)**

*Ink Movement Canada
Founder and Executive Director*



**Guranda Bursulaia
(Georgia)**

*Civil Forum for Peace
Trainer*



**Anna Susarenco
(Moldova)**

*UN Secretary General's Global Education First
Initiative Youth Advocacy Group (GEFI-YAG)
Lead Facilitator*



**Liuba Chirilov
(Moldova)**

*Y-PEER Moldova Network
National Coordinator*



**Alexandra Kensland Letelier
(Norway)**

*Plan International Norway and
Changemaker Norway
Sponsorship Contact and Project
Coordinator & Board Member*



**David Andrew Crone
(United Kingdom)**

*United Nations Global Education First Initiative
Member of the
Youth Advocacy Group*



**Pegah Moulana
(United Kingdom)**

*Youth Council
UK Young Ambassador
Youth Activist in British*



2019
Sara Brari

PROCEEDING T&E
2019

Latin America & Caribbean : 5 (2 Males, 3 Females)



**Giovanna Martins Vial
(Brazil)**
*Sao Paulo Court of Justice;
Missao Paz-Casa do Imigrante
Intern*



**Francisca Constanza Cantos Zúñiga
(Chile)**
*Melton Foundation
Junior fellow*



**Tina Renier
(Jamaica)**
*Respect Jamaica
Youth Ambassador*



**Gumez Granriel Braulio Emilio
(Mexico)**
*Campldeas México,
Integrando a México
Independent*



**Trevis Belle
(Saint Kitts and Nevis)**
*MADE St. Kitts
Founder*





shop on GCE
Singapore Education Trust Institute

COCO
31, RUE...
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- Website: www.unescoapceiu.org



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO