

GLOBAL CAPACITY- BUILDING WORKSHOP ON GCED 2023 (GLOBAL CITIZENSHIP EDUCATION)

TRANSFORM OUR EDUCATION THROUGH
CRITICAL REFLECTION, DIALOGUE & ACTION

FOLLOW-UP ACTIVITY REPORT

8TH GLOBAL CAPACITY-BUILDING WORKSHOP ON GCED MENTORSHIP PROGRAMME

OVERVIEW

This report summarizes 15 GCED projects implemented by the selected mentees/grantees of APCEIU's 8th Global Capacity-Building Workshop on GCED on 13-21 July 2023. The projects include teacher training workshops, curriculum development, school-based activities, and community development projects, undertaken by educators, teachers, and practitioners in Asia, Europe, Africa, Latin America, and the Caribbean. The mentees/grantees first participated in the 8th Global Capacity-Building Workshop on GCED in August 2023. After completing the Workshop, graduates submitted GCED proposals to be selected as grantees/mentees. The selected 15 mentees/grantees were matched with expert mentors who guided them in their project development and implementation. This report describes the summary of 15 projects held in different corners of the world along with their outputs.

<PROGRAMME STRUCTURE>



Capacity–Building Workshop for Pre–Service Teachers on GCED on the Northern Cape of South Africa

- Project Title: Capacity-Building Workshop for Pre-Service Teachers on GCED on the Northern Cape of South Africa
- Implemented by: Raymond Nkwenti Fru
- Date: 20-23 November 2023
- Location: Kimberly, South Africa

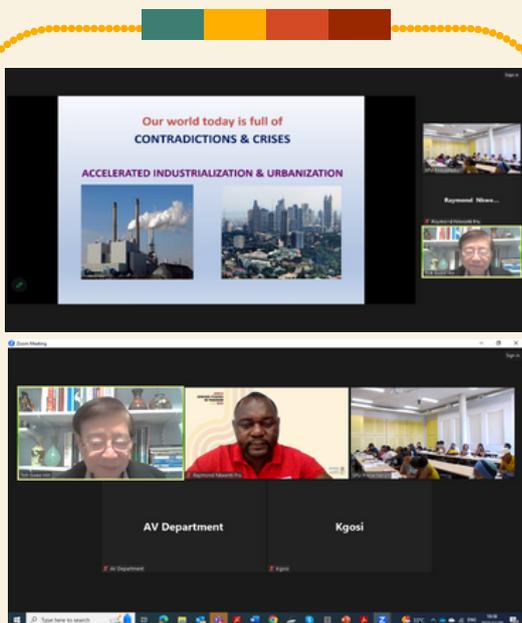


PROJECT OVERVIEW

The 'Capacity building workshop for pre-service teachers on GCED in the Northern Cape of South Africa' involved twenty-one (21) pre-service teachers from Sol Plaatje University. Addressing societal challenges like inequality and crime, the project empowered teachers to integrate critical GCED concepts. Sessions covered holistic GCED frameworks, critical pedagogical principles, and strategies for creating a GCED-friendly learning environment, contributing to a positive shift in South Africa's education landscape.

KEY ACTIVITY 1

- The opening session, led by Prof Emeritus Tow Swee-Hin, served as a pivotal start to the training, as it not only benefited from his mentorship but also established a foundational Holistic Framework of GCED, shaping the context for all subsequent discussions and presentations.



KEY ACTIVITY 2

- This session featured engaging presentations with active participant involvement, as small groups, collaborated under GCED-themed names for dynamic and lively sessions.



KEY ACTIVITY 3

- Key Activity 3, the closing ceremony, allowed participants to verbally reflect on the training in the post-workshop survey, enhancing the feedback process and contributing valuable insights.



KEY OUTPUTS

- Underscored a comprehensive grasp of GCED's overarching framework
- Demonstrated integration of GCED concepts into lesson plans and teaching across various school subjects showcased participants' capacity
- Displayed commitment by participants to act as agents of transformation within schools and the community reflected a practical application of GCED values
- Exhibited global perspective by participants emphasized the shared responsibility for sustaining the world as a cohesive global community

GCED–Global Capacity–Building Workshop for Community in Ribeirão Preto, São Paulo

- Project title: GCED-Global Capacity-Building Workshop for Community in Ribeirão Preto, São Paulo
- Implemented by: Aline Neli Dos Santos
- Date: 3 November 2023
- Location: Ribeirão Preto, São Paulo, Brazil



PROJECT OVERVIEW

The workshop utilized critical pedagogical strategies, demonstrating practical applications to address local challenges through a collaborative case study on human rights, global justice, intercultural understanding, and environmental justice. Activities focusing on human rights and cultural diversity highlighted their broader impact on marginalized sectors. This pioneering effort successfully integrated GCED into diverse educational contexts, contributing significantly to the development of a socially responsible community in Ribeirão Preto, São Paulo.

KEY ACTIVITY 1

- Daily case studies enriched the workshop, fostering collaborative problem-solving where participants jointly devised holistic solutions involving various social and institutional players.



Capacity-Building Workshop on GCED for Secondary Level Teachers in Bangladesh

- Project title: Capacity-Building Workshop on Global Citizenship Education (GCED) for Secondary Level Teachers in Bangladesh
- Implemented by: Masud Rana
- Date: 24-26 December 2023
- Location: Bangladesh



PROJECT OVERVIEW

Holy Land College organized a 3-day workshop for 20 secondary-level teachers in Bangladesh's private school sector. Guided by Prof. Emeritus Toh Swee-Hin, the workshop focused on adapting teaching methods and covered GCED themes like human rights and sustainable development. Activities, including lectures and group work, empowered teachers to integrate GCED into lessons. Post-workshop, feedback and surveys measured the impact, contributing to the development of globally aware and socially responsible educators in Bangladesh.

KEY ACTIVITY 1

- The session invited college administration to raise awareness about the positive cooperation to promote GCED in the school and local community.



KEY ACTIVITY 2

- The session delved into rights violations and protection mechanisms, examining the roles of governments, civil society, NGOs, businesses, and the importance of Human Rights education.



KEY ACTIVITY 3

- The activity focused on cultural discrimination, stereotypes, racism, and strategies for promoting anti-discrimination and anti-racism. Participants explored the oppression and cultural survival of Indigenous peoples, along with discussions on religions, faiths, conflicts, peace-building, and interfaith dialogue, fostering intercultural and multicultural education.



KEY OUTPUTS

- Effectively directed the workshop through involving participants in applying GCED and educational approaches in their work context.
- Addressed cultural discrimination, stereotypes, and racism, and actively explored strategies for promoting anti-discrimination and anti-racism.
- Engaged in discussions on religions, conflicts, interfaith dialogue, and fostered intercultural and multicultural educations.

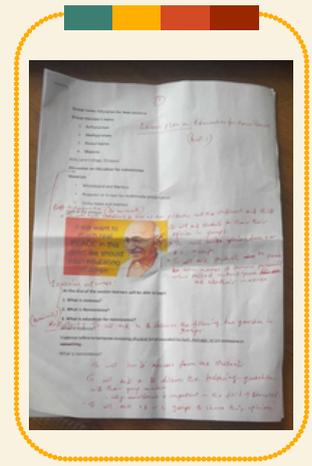
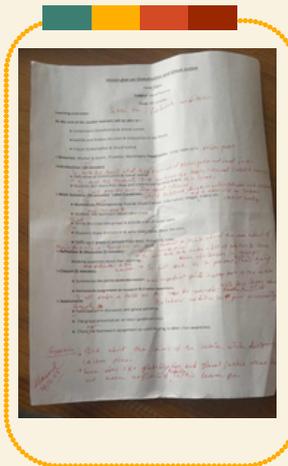
KEY ACTIVITY 2

- Dynamic hands-on activities such as pair work, group discussions, and poster presentations promoted collaboration among participants and created a festive atmosphere during the workshop.



KEY ACTIVITY 3

- Participants prepared individual and group plans to promote GCED, integrating their training experiences into their lesson plans.



KEY OUTPUTS

- The college authority actively participated in the workshop.
- Teachers established clubs where students plan to promote GCED not only within the college premises but also beyond the classroom.
- Participants gained valuable insights into human rights, respect for others, cooperation, nonviolence, and sustainable development, with a highly anticipated positive impact on local communities.

GCED–Global Capacity–Building Workshop for Community in Ribeirão Preto, São Paulo

- Project title: Project title: GCED-Global Capacity-Building Workshop for community in Ribeirão Preto, São Paulo
- Implemented by: Aline Neli Dos Santos
- Implemented by: Genevieve Mensah
- Date: 11,13,18,19, and 25 November 2023
- Location: Accra, Ghana



PROJECT OVERVIEW

Addressing the challenge of designing activities for socio-emotional skills in learners, this project equipped primary school teachers and support officers to seamlessly integrate Socio-Emotional Learning (SEL). Focused on core competencies based on CASEL’s model, such as self-awareness and responsible decision-making, the comprehensive training included discussions, hands-on activities, and reflections. Participants designed empowering lesson plans aligning with national education policies, emphasizing the crucial role of GCED in shaping empathetic global citizens, and committing to holistic development for educators and learners.

KEY ACTIVITY 1

- The project began with meticulous planning activities aimed at establishing a strong foundation for success.



KEY ACTIVITY 2

- The capacity-building workshop kicked off with opening remarks from the headmistress, program officers, lecturers, and representatives from the Ghana UNESCO National Commission. This was followed by a presentation introducing the workshop's purpose and expectations, along with an online pre-self-assessment session.



KEY ACTIVITY 3

- The project team visited the school on December 4, 2013, to assess the integration of Social and Emotional Learning (SEL). Observations highlighted effective teacher application of SEL skills and positive responses from learners, informing targeted strategies for further enhancing SEL practices within the classroom.



KEY OUTPUTS

- Graphic representations and posters aligning SEL with GCED principles and illustrating authentic scenarios within CASEL's model.
- Transformative strategies and group/individualized lesson plans integrating SEL competencies.
- Development of teaching portfolios, individual SEL action plans, and proposals for action for change.

Empowering Parents of Pre-Teens with Social-Emotional Skills

- Project title: Empowering Parents of Pre-Teens with Social-Emotional Skills
- Implemented by: Jaya Sharma
- Date: 4 November 2023
- Location: Kathmandu



PROJECT OVERVIEW

The "Empowering Parents of Pre-teens with Social-Emotional Skills" workshop focused on enhancing parents' social-emotional skills and nurturing their children's emotional development. The program consisted of four sessions, which explored the fundamentals of social-emotional skills, mindfulness, challenges presented by social media, and the importance of active listening. Impactful activities, such as the 'Emotional Wheel,' 'Bubble Breathing,' and the 'Digital Diet Plan,' particularly resonated with participants.

KEY ACTIVITY 1

- The primary activity involved an 'Emotion Wheel Activity, guiding parents to identify and understand their emotions in different scenarios, fostering interactive and participatory engagement.



KEY ACTIVITY 2

- Participants actively embraced deep breathing techniques and were involved in a activity that emphasize the importance of personal space and mindfulness in maintaining emotional stability.



KEY ACTIVITY 3

- Addressing positive social media use, the session highlighted challenges like cyberbullying and addiction. It introduced a 'Digital Diet Plan' to balance children's online and offline activities, supplemented by a video on child safety and parental locks, offering practical tools for internet safety.



KEY OUTPUTS

- Gained a deeper understanding of social-emotional skills
- Provided a balanced approach for managing children's online and offline activities
- Shared importance of active listening in child-parent relationships, and emphasized significance of understanding and nurturing children through attentive communication

Training Workshop on Global Citizenship Education for English Teachers at the Division Level

- **Project title: Training Workshop on Global Citizenship Education for English Teachers at the Division Level**
- **Implemented by: Jeanycris Ballesteros**
- **Date: 21, 28 October and 04, 11, 18 November 2023**
- **Location: Pangasinan Division II, Philippines**



PROJECT OVERVIEW

The "Training Workshop on Global Citizenship Education (GCED) for English Teachers" addresses post-COVID educational challenges. Led by Ms. Ballesteros and supported by her team, the project developed GCED-based Self-Learning Modules (GCED-SLM) in English. It was designed to explore global challenges, cultural diversity, sustainability, human rights, and social justice issues for learners.

The hybrid workshop, encompassing both face-to-face and online sessions, yielded impactful outputs. Regarding the impacts, participants integrated GCED principles in their workstations, spearheading Learning Action Cell (LAC) sessions, and pursuing additional GCED courses. The initiative received strong support from the school administration and stakeholders, reflecting a commitment to advancing GCED in English education at the division level.

KEY ACTIVITY 1

- The training commenced with a pre-test assessing participants' GCED knowledge, guiding discussions by identifying strengths and weaknesses. Speakers delved into global citizenship principles and responsibilities, fostering engagement through lively Q&A.



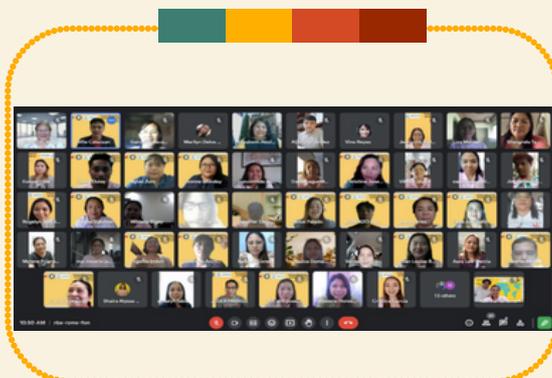
KEY ACTIVITY 2

- The online discussions enhanced participants' understanding of GCED, covering SLM writing principles, presentation of sample SLM, integration of GCED topics, themes, and evaluation Tools. Participants were empowered to continue their discussions via diverse online meeting platforms.



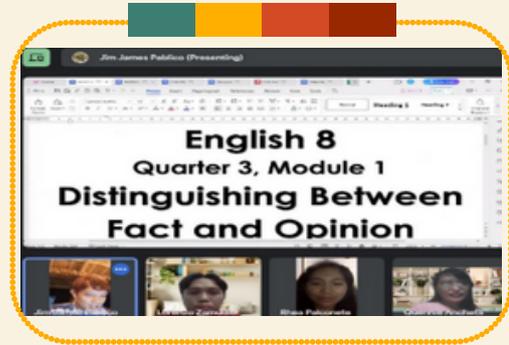
KEY ACTIVITY 3

- Participants engaged in face-to-face meeting, dedicating a full day to discuss and refine their GCED SLM. Ms. Ballesteros visited each group, addressing queries and offering clarifications to ensure a high-quality output.



KEY ACTIVITY 4

- In this session, participants collaborated in small online groups, working collectively to merge individual efforts and refine their SLMs, ultimately achieving a cohesive and polished output.



KEY ACTIVITY 5

- After incorporating all the suggestions from the evaluators, all groups were given the opportunity to cross-evaluate each other's developed GCED-SLMs. This activity emphasized two of the core values of GCED: respect for other's view and opinions and collaborative learning.



KEY ACTIVITY 6

- The ceremonial signing of GCED SLM marked a significant moment with the participation of the school principal, regional representative, evaluators, municipal councilor in-charge of education, department Head in English, and the proponent.



Teaching for a Better World

- Project title: Teaching for a Better World
- Implemented by: Munawara Shaikh
- Date: 2 January 2024
- Location: India



PROJECT OVERVIEW

"The project 'Teaching for a Better World' was a dual-component capacity-building initiative for educators, consisting of workshops and the development of an educator's manual. Its overarching goal was to transform education by sensitizing, creating awareness, and equipping educators to integrate social-emotional learning in classrooms. The key theme emanated from the United Nations' SDGs, GCED, and the intrinsic interconnectedness of SEL with GCED.

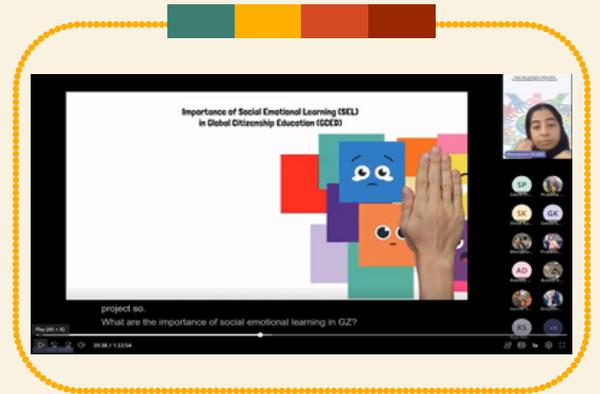
KEY ACTIVITY 1

- The workshop introduced key concepts such as SDGs, GCED, and SEL, aiming to establish a collective foundation where all educators embraced the project's key ideas and objectives.



KEY ACTIVITY 2

- Five online sessions of capacity-building were held for educators. The presentations and group work enriched educators' knowledge and fostered a community practice for infusing SEL in their classrooms.



KEY ACTIVITY 3

- The capacity-building project for educators encompassed a comprehensive journey, involving a pre-workshop assessment, transformative workshops, discussions, collaborative activities, and a post-workshop assessment. This multifaceted approach allowed educators to explore GCED and SEL, resulting in significant growth and understanding.



KEY OUTPUTS

- User-friendly educator's manual was developed to serve as a comprehensive resource for educators.
- Amplified global awareness through instilling a sense of global citizenship and appreciating diverse perspectives and cultures.
- Contributed to the cultivation of a positive classroom culture, created safe and supportive space for both educators and students to thrive.

Capacity-Building Workshop for Early Childhood Teachers on Global Citizenship Education (GCED) through Transformative Pedagogies

- Project title: Capacity-Building Workshop for Early Childhood Teachers on Global Citizenship Education (GCED) through Transformative Pedagogies
- Implemented by: Uzunma Emele Isiani
- Date: 23 - 26 October 2023
- Location: Lagos, Nigeria



PROJECT OVERVIEW

The Capacity-Building workshop in Lagos, Nigeria, involved 24 early childhood teachers from private and public schools in the Amuwo-Odofin area. The workshop spanned four days during the mid-term break and included interactive sessions, presentations, and context-specific exercises to address participants' lack of awareness. The project aimed at developing global citizenship competencies, SDG knowledge, and integrating GCED values in classrooms. Emphasizing cultural diversity, empathy, and socio-emotional skills, the goal is to cultivate responsible global citizens from the early years, contributing to a more inclusive society.

KEY ACTIVITY 1

- Goal sorting and Goal setting activities deepened teachers' understanding of the SDGs and inspired personal commitments to instill global citizenship ideals in their classrooms.



KEY ACTIVITY 2

- This activity empowered educators with practical approaches to instill crucial competencies, including empathy, critical thinking, and effective communication, in their students. Through group work, open-ended questions, hands-on projects, and debates, educators gained practical methods to foster these essential skills in their students.



KEY ACTIVITY 3

- Educators were asked to write a story to explain the SDGs to their students.



KEY OUTPUTS

- The workshop successfully equipped early childhood teachers with effective pedagogies and engaging activities, as reflected in a teacher incorporating GCED principles in lesson planning.
- Participants praised the workshop's engaging activities, prompting a private school owner to advocate for similar methods in her school, indicating a tangible impact on classroom practices.
- The positive reception led to invitations for further training sessions and speaking engagements, highlighting the workshop's success in garnering professional recognition and new opportunities.

Development of Green Vocational Pedagogical Strategies

- **Project title:** Development of Green Vocational Pedagogical Strategies
- **Implemented by:** Aaron Jed Y. Tumbali
- **Date:** 23 September 2023 - 7 January 2024
- **Location:** Quezon, Philippines



PROJECT OVERVIEW

The project aims to develop a Green Vocational Pedagogical Content Knowledge model, merging global citizenship education, TVET strategies, and teacher roles to empower educators in integrating green skills into their teaching. By equipping teachers with this model, we aim to cultivate a workforce proficient in green skills, fostering sustainable communities locally and globally.

KEY ACTIVITY 1

- Experts in TVET collaborated with green skills advocates to identify relevant green skills for Cookery qualification, focusing on food waste management. Key skills include waste reduction techniques and promoting sustainable practices. Teaching methods such as Project-Based Learning and Cooperative Learning were recommended for integrating these skills. This informed the development of a model for lesson plans with green skills integration.



KEY ACTIVITY 2

- A model titled, Green Vocational Pedagogical Content Knowledge (GVPCK), was developed based on the learnings and insights gained from the short course training, related literature, and studies in Green Skill in TVET.
- The GVPCK is the intersection of three domains of knowledge naming Vocational Pedagogical Content Knowledge (VPCK), Green Vocational Pedagogical Knowledge (GVPK), and Green Content Knowledge (GCK).



KEY OUTPUTS

- The project successfully developed a prototype vocational lesson plan with green skills integration based on the model of green vocational pedagogical content knowledge (GVPCK).
- The three basic types of knowledge served as the foundation for designing the lesson plan and applying other parameters of the model :
 1. Content Knowledge
 2. Vocational Pedagogical Knowledge
 3. Green Knowledge
- The lesson plan was presented to teachers of the subject for their comments, suggestions, and other feedback.

How Can I Fight Climate Change?

- **Project title:** How Can I Fight Climate Change?
- **Implemented by:** En-Difinmann Karnagar
- **Date:** 1 September 2023 - 7 January 2024
- **Location:** Liberia, West Africa



PROJECT OVERVIEW

The project aimed to raise awareness and inspire youth action in three key phases: preparations, workshops, competitions, and concluding with evaluation/reporting. Notable activities included a workshop with speakers, a successful bottle collection competition, and a tree planting event. The project's Awards Day on December 14 recognized participants, winners, and partners, emphasizing collaborative efforts with Liberia YMCA and CYCLES Liberia.

KEY ACTIVITY 1

- Workshop preparations encompassed drafting lessons plans, securing a venue, and engaging speakers. Participants were recruited from universities and partners, forming a diverse group of 15 participants. The main focus was meticulous planning and coordination for a successful project implementation.



KEY ACTIVITY 2

- The activities from November 21st to December 14th, encompassed the successful hosting of a three-day workshop, the collection of 3,700 plastic bottles with Team Growth as the winner, a Trees Planting Competition resulting in 200 cocoa and avocado seedlings planted, and an Awards Day recognizing participants and partners.



KEY ACTIVITY 3

- The activity focused on the comprehensive evaluation of the project, including the drafting of reports and videos for presentation to APCEIU.

KEY OUTPUTS

- Fifteen (15) young people were given basic knowledge on how they can contribute to the climate change issue as global citizens.
- There were four thousand (4,000) plastic bottles collected and given for recycling.
- Two hundred (200) trees were planted, serving purposes such as providing food, shade, and seedlings for future replanting; these trees will be utilized for educational purposes by students at the Forestry Training Institute
- Over twenty (20) young people exposed to GCED.

Bullying Prevention through Cultural Heritage

- **Project title: Bullying Prevention through Cultural Heritage**
- **Implemented by: Risa Nur Fitriyana**
- **Date: 16, 17 December 2023**
- **Location: Malang, Indonesia**



PROJECT OVERVIEW

Addressing gender-based bullying in Indonesian boarding schools, a transformative initiative engaged thirty (30) female students at Thursina International Islamic Boarding School on December 16-17, 2023. Focused on Traditional Javanese Grass Puppets, Wayang Suket, the project creatively merged tradition with modern anti-bullying dialogues. Using dynamic methodologies like psychodrama, participants expressed their perspectives on bullying through artistic Wayang Suket crafting. The project's success, evident in intricately crafted puppets and changed perspectives, aims for expansion, creating a network of student advocates against bullying in boarding schools, emphasizing empowerment and resilience.

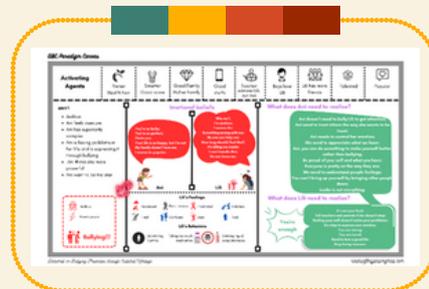
KEY ACTIVITY 1~3

- Collaborating with human rights experts, students delved into vital aspects of fostering a culture of respect within schools. Participants actively engaged in discussions and activities to explore preventive measures against gender-based violence. Additionally, they immersed themselves in discussions and role-playing exercises, gaining practical insights into how empathy plays a pivotal role in preventing and addressing bullying within their school communities.



KEY ACTIVITY 4~5

- Participants cultivated conflict resolution skills essential for maintaining a safe school environment, empowering them to address conflicts peacefully. Additionally, a case study on bullying employed psychodrama and the ABC paradigm canvas, fostering a structured approach that enhances social awareness, empathy, and responsible decision-making in comprehending and addressing bullying scenarios.



KEY ACTIVITY 6

- The Reflection Session offered participants a dedicated moment to share their insights, personal growth, and the workshop's impact on their perspectives. It encouraged participants to internalize their learnings and contemplate how they can apply these insights in their school environments.



KEY ACTIVITY 7~8

- In Key Activity 7, participants crafted traditional puppets, integral to a later video project sharing personal bullying stories. This leads to Key Activity 8, concluding with a collaborative session creating anti-bullying themed video projects. Empowering participants to creatively raise awareness and promote responsible decision-making in schools.



KEY OUTPUTS

- Participants produced six (6) compelling videos on bullying prevention.
- Thirty (30) female boarding school students participated in a comprehensive, where they enhanced their understanding of empathy, conflict resolution, and human rights.
- Wayang Suket creations served as tangible artifacts, preserving and promoting traditional Javanese cultural heritage.

Strengthening Task Force of Anti–Sexual Violence in Universities

- **Project title: Strengthening Task Force of Anti-Sexual Violence in Universities**
- **Implemented by: Aloysia Vira Herawati**
- **Date: 21 October - 18 November 2023**
- **Location: Indonesia**



PROJECT OVERVIEW

The workshop titled "Explored transformative change at the 'Online Workshop: Be A Change Maker!' conducted over 5 weeks. Themes included Human Rights, Women's Rights, Indonesia's regulations on violence against women, Learning methods, and Plans of action. Guided by 4 resource persons and 5 facilitators, 25 students from 12 universities crafted meaningful social media campaigns and university podcasts. These workshop aimed to raise awareness on women's rights and combat violence against women, urging universities to take a stand.

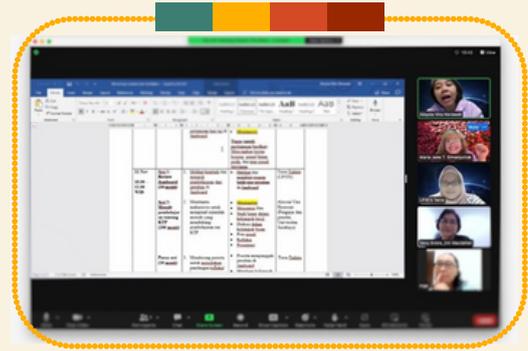
KEY ACTIVITY 1-2

- **Team Preparation & Participant Selection:** Formed a cohesive group of five in two phases—main and supporting teams. Distributed formal invitations to 12 targeted universities, selecting 25 participants based on geographic relevance and task force establishment for effective project execution.



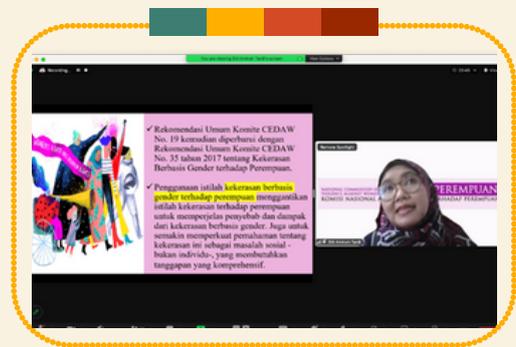
KEY ACTIVITY 3

- Main team crafted a module on 5 themes, reviewed with the supporting team and mentor. Emphasized addressing sensitive issues, ensuring access and coping strategies for participants' emotions.



KEY ACTIVITY 4

- Conducted online for 5 weeks, from October 21 to November 18, 2023, every Saturday. Sessions, led by 4 resource persons, covered human rights, women's rights, Indonesian regulations on violence against women, and learning methods.



KEY ACTIVITY 5

- Action Plan Assignment: Participants concluded the workshop by crafting action plans for public education on violence against women. In diverse small groups, guided by facilitators, they drew inspiration from past campaigns for impactful strategies, incorporating unique perspectives from various universities.



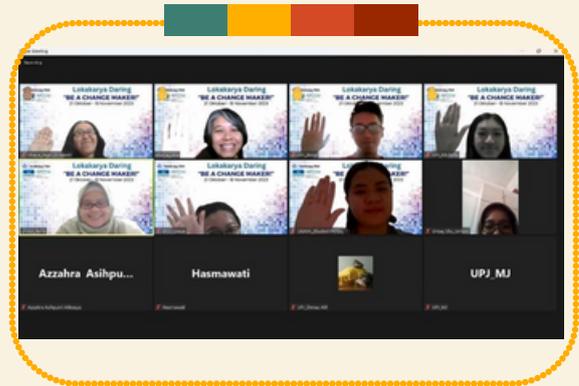
KEY ACTIVITY 6

- Action Plan Implementation: Participants executed 2 social media campaigns and a monthly podcast, addressing diverse topics on violence against women.



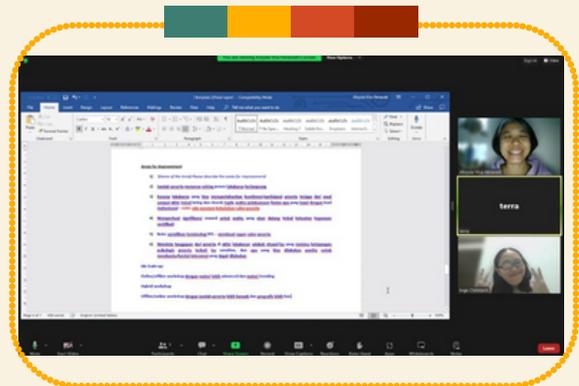
KEY ACTIVITY 7

- Facilitators guided action plan development, ensuring maximum impact. Supervision occurred through online meetings and chats, fostering comfortable interaction. Final meetings facilitated feedback exchange, enhancing strategies for plan improvement.



KEY ACTIVITY 8

- Evaluation and Reporting: The project team assesses achievements and areas for improvement. The final report, covering financials and activities, guides future scaling efforts to ensure sustained impact and participant motivation.



KEY OUTPUTS

- 25 university students gained knowledge on human rights, women's rights, violence against women, and effective education methods.
- 3 impactful public education initiatives and video presentations addressed violence and discrimination, especially against women.
- New connections forged among the project team, participants, universities, and organizations, fostering collaboration on ongoing programs beyond the workshop.

Spread Love Not Hatred

- **Project title: Media Literacy for Students, “Spread Love Not Hatred”**
- **Implemented by: Sri Agustina**
- **Date: 10 October 2023- 22 December 2023**
- **Location: Bogor, Indonesia**



PROJECT OVERVIEW

A comprehensive three-phase initiative was initiated, aimed at empowering educators and students in the realms of Global Citizenship Education (GCED) and media literacy. It commenced with a teacher-centric webinar, fostering collaborative discussions on GCED and laying the foundation for mentorship opportunities. Subsequently, a student workshop, developed in partnership with the Litera Rasa Institute, delved into project-based media literacy, equipping students with essential skills for navigating today’s media landscape. The project culminated in a product exhibition, spotlighting innovative creations and underscoring the learning journey aligned with Bloom’s taxonomy.

KEY ACTIVITY 1

- Guided by GCED trainer Ms. Rosdiana Rawung, 36 teachers at SMP RESAT RISING STAR participated in a webinar to enhance cross-cultural competence and mentor students in digital campaigns.



KEY ACTIVITY 2

- Media Campaign Project-Based Learning: As part of the real-action stage, students were equipped with GCED and Media Literacy knowledge through group discussion and exhibiting booths, enabling them to plan and design digital campaigns for positive GCED movements.



KEY ACTIVITY 3

- Students presented impactful digital campaigns on GCED topics like "stop bullying" and "eco-friendly living." Using allocated funds, they engaged parents, teachers, and judges in an interactive exhibition, explaining their projects.



KEY OUTPUTS

- Enhanced teaching perspectives and understanding of GCED.
- Ability to guide students in creating positive digital campaigns.
- Improved Media Literacy skills for discerning appropriate content.
- Proficiency in project design and planning through PowerPoint.

Tukune Itondo (Let us plant trees) Imitating the Litunga Lubosi Imwiko II

- Project title: TUKENE ITONDO (Let us plant trees): Imitating the Litunga Lubosi Imwiko II
- Implemented by: Mushinga Kapelwa Mooto
- Date: October - November 2023
- Location: Mongu Western Zambia



PROJECT OVERVIEW

The project aimed to foster global citizenship through tree planting, establishing clubs at a college and primary school. Sessions covered tree significance, types, historical perspectives, and debunking myths. College students, in turn, taught Lealui Primary School learners. Engaging various stakeholders, including the Barotse Royal Establishment, Raindrops Foundation, and local community, the project successfully procured 227 tree seedlings. Despite exam periods, the tree planting event on World Children Day involved a ceremonial march, speeches, and distributed trees to learners. The project's success sets the stage for potential expansion, promoting climate justice and responsible citizenship among learners and communities nationwide.

KEY ACTIVITY 1

Formation of College Club:

- Engaged college administration for club establishment.
- Formed GCED/ESD club, meeting weekly to discuss tree planting and global citizenship.
- Explored topics like tree significance, types, Litungaship, and SDGs.



KEY ACTIVITY 2

Formation of Primary School Club:

- Established satellite club
- Shared knowledge acquired in college club meeting



KEY ACTIVITY 3

Sourcing Tree Seedlings:

- Collaborated with a retired forester in Mandanga for affordable tree seedlings
- Received contributions from Raindrops Community Foundation (one of local NGOs)



KEY ACTIVITY 4

Tree planting:

- Conducted tree planting on World Children's Day
- Planted trees at Lealui Mini Hospital and Litunga's palace



KEY OUTPUTS

- Established GCED/ESD clubs at college and primary school, fostering research-based presentations.
- Efficiently secured affordable seedlings from a retired forester, supplemented by the college principal's donation.
- Successful event with lively participation, planting trees at school, Mini Hospital, and learners' homes.
- Involved with indigenous governance system, especially the Barotse Royal Establishment.

Community–Resilience Building Training for Young Individuals Experiencing the Current Conflict in Karary Locality, Khartoum State, Sudan

- **Project title: Community Resilience Building Training for Young Individuals Experiencing the Current Conflict in Karary Locality, Khartoum State, Sudan**
- **Implemented by: Kubra Ali Elisa**
- **Date: October - November 2023**
- **Location: Sudan**



PROJECT OVERVIEW

The Community Resilience Building Training engaged 91 participants in trauma-informed care and psychosocial support workshops across two areas in Karary. Facilitated by trained experts, the program created a secure space for shared experiences. Interactive sessions, held twice weekly for a month, equipped participants with practical skills. The training contributed to long-term peacebuilding by empowering communities with resilience-building strategies. Rigorous monitoring ensured program effectiveness, with participants committed to sharing gained knowledge in awareness sessions for psychosocial support and disaster preparedness.

KEY ACTIVITY 1

- Enhanced knowledge of psychosocial support for trauma-affected individuals in conflict areas.
- Improved skills in identifying and addressing psychosocial needs of conflict-affected populations.
- Reduced stigma through awareness in conflict-affected communities.



KEY ACTIVITY 2

- Equipped participants with early warning, response planning, and evacuation knowledge for disaster preparedness.
- Developed first aid skills to minimize loss during emergencies, enhancing community resilience.
- Ensured humane, effective first aid provision in conflicts, wars, or violence.



KEY OUTPUTS

- Equipped 91 individuals in Al-Emtidad and Al-Eskan areas with community resilience skills over six days.
- Participants can provide effective psycho-social support and have disaster preparedness knowledge.
- Established a communication channel for ongoing support, ensuring long-term effectiveness in Khartoum state.



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