

# Twenty Years of Training for Peace and Human Rights

Asia-Pacific Centre of Education for International Understanding

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**I**N 2000, proclaimed by the United Nations as the International Year for the Culture of Peace at the initiative of UNESCO, the Asia-Pacific Centre of Education for International Understanding (APCEIU) was established with the mandate of promoting and developing Education for International Understanding (EIU) within the framework of education towards a culture of peace in the Asia-Pacific region.

In order to fulfill its mandate and objectives, APCEIU has been earnestly carrying out for more than two decades its main functions as specified in the Agreement between the Government of the Republic of Korea and the United Nations Educational, Scientific and Cultural Organization on the Establishment of the Asia-Pacific Centre of Education for International Understanding (hereafter, “APCEIU Agreement”), in spite of its limited resources and adverse conditions.

APCEIU has the following functions:

- a. To strengthen regional and subregional capacities in planning and implementing a broad range of practices in education for international understanding and global citizenship education;
- b. To encourage and facilitate collaborative links between Asia-Pacific initiatives and other regional, international and global efforts in education;
- c. To carry out research and development related to the philosophy, teaching methods and curricula in the field of education for international understanding and global citizenship education;
- d. To organize training workshops and seminars on education for international understanding and global citizenship education;
- e. To produce and disseminate teaching/learning materials and other publications on education for international understanding and global citizenship education; and

f. To undertake any other activities necessary to promote education for international understanding and global citizenship education in the Asia-Pacific region.

These functions were defined based on the result of the feasibility study on the establishment of APCEIU. At the time of the renewal of the APCEIU Agreement with UNESCO, these functions were modified to reflect the trends of the time. The feasibility study has served as a foundation upon which APCEIU has engaged in activities to promote EIU for twenty years.

APCEIU has continuously striven to establish legal and institutional foundations to effectively fulfill its mandates and functions as well as to be in accord with the status of UNESCO Category 2 Centre.



APCEIU Building, Seoul, Republic of Korea

### **Adoption of Resolution on Establishment of APCEIU**

The Korean National Commission for UNESCO (KNCU) submitted to UNESCO the draft resolution on the establishment of APCEIU signed by twelve member-states in the Asia-Pacific region. The draft resolution was reviewed at the Education Commission of the 30<sup>th</sup> UNESCO General Conference held on 30 November 1999. At that time, some European Member-states expressed opposition to it, making it uncertain whether it would be tabled as an agenda item for discussion at the plenary meeting of

the General Conference. However, the resolution narrowly passed through the Education Commission and was finally adopted at the plenary meeting (30C/Resolution 17).

The adoption of the resolution despite such a difficult process was the result of the government of the Republic of Korea (ROK government) strenuously pushing for the establishment of APCEIU, maintaining close cooperation with the personnel of the UNESCO Secretariat, including Deputy Director-General Colin Power and Director Kaisa Savolainen (Division for the Promotion of Quality Education), and gaining support from member-states in the region through frequent consultations with them. Strong support from Mr. Ahmad Hussein, Vice President of the Education Commission, who chaired the plenary session, was also an integral factor in the successful adoption of the resolution. At the time, European Member-states exercised much influence on UNESCO, and Asian Member-states' opinions were divided by region—East, Southeast, and Southwest Asia. On top of this, it was unlikely that China, Japan and Korea would join their voices as one. In this environment, it was inevitably a challenging and difficult task for the Republic of Korea to host the EIU regional center with its own initiative.

### **Announcement of APCEIU Agreement**

August 2000 marked a significant event when UNESCO Director-General Koïchiro Matsuura signed the APCEIU Agreement together with Korean Education Minister Song Ja in the Republic of Korea. The APCEIU Agreement was given the same effect as a treaty on 25 August 2000 signifying the opening of APCEIU. In September 2000, the ROK government promulgated the Agreement as Treaty No. 1535 in its Official Gazette No. 14597.

The opening of APCEIU, held in August 2000, was a true feat that the ROK government achieved in less than three years after proposing to establish an EIU regional center at the 29<sup>th</sup> UNESCO General Conference in November 1997 and in just nine months after the adoption of the resolution at the 30<sup>th</sup> UNESCO General Conference in November 1999.

### **Programs**

APCEIU has several programs that implement its mandate as a *UNESCO Category 2 Centre*. The programs support the promotion of Global

Citizenship Education (GCED) in Asia-Pacific as well as other regions of the world.

**a. GCED Research and Policy Development**

In an effort to ensure that GCED is widely disseminated and firmly grounded, APCEIU has been developing evidence-based research and action-oriented policies on GCED for and with different stakeholders around the world.

In cooperation with the United Nations (UN) and UNESCO, APCEIU facilitates global dialogue on GCED through policy forums and conferences in order to identify strategies aimed towards action at the local, regional and global levels. APCEIU also engages in curriculum research and development in primary and secondary education in order to identify strategies on how to strengthen and complement national education systems through GCED. In order to engage with stakeholders in higher education institutions, APCEIU supports the development of GCED courses in universities.

**b. International Teacher Exchange Program**

In order to foster future generations that actively participate in the globalizing and multiculturalizing society, schools and teachers must have the opportunity to experience different educational settings and practices established in different contexts.



Curriculum Development, Uganda Refugee Camp 1

Recognizing the crucial role of teachers in making social changes, AP-CEIU aims to develop teacher capacity to nurture global citizens who can cooperate with peers for a better society.

*Asia-Pacific Teacher Exchange for Global Education (APTE)*

The Asia-Pacific Teacher Exchange for Global Education (APTE) is a bilateral teacher exchange program between the Republic of Korea (ROK) and seven Asia-Pacific countries, namely, Cambodia, Indonesia, Malaysia, Mongolia, the Philippines, Thailand and Lao PDR.

Selected by the ministry of education of the respective home country, exchange teachers are placed at host schools for three to four months to teach in collaboration with host school teachers, to experience different education systems and cultures, to share ideas and concerns on education and pedagogy, and to promote mutual understanding.

APTE is expected to contribute to the achievement of Sustainable Development Goals (SDGs) and Education 2030 by fostering intercultural understanding and global citizenship in schools, as well as strengthening global competency of educators in each participating country.



Teacher Exchange - Cambodia

### *School to School Online Exchange*

The APTE promotes both face-to-face and non-face-to-face educational exchange through offline and online educational activities. Non-face-to-face educational exchange focuses more on “exchange between schools” by coordination of Korean schools and schools of the partner countries. The participating schools organize study groups to carry out real time online classes, classes using GCED lesson materials, and study group projects.

### *Development of Online Educational Materials*

To improve exchange teachers’ understanding of APTE and prepare them for participation in the program, online lectures are provided.

Exchange teachers enhance understanding on the program through courses supporting the objective of the program - culture & history of the partner countries, and school system of the partner countries, etc. Moreover, online GCED materials developed by APTE alumni are distributed to Korean schools for better understanding of GCED by teachers and students. Spreading GCED materials utilizing various cultures of the partner countries is aimed at promoting multicultural acceptability and global citizenship in the education fields.

### *SSAEM Conference*

SSAEM (Sharing Stories of Asia-Pacific Education Movements) Conference is the final presentation for sharing outcomes of APTE. The Conference includes presentations of the program participants to share



SSAEM Conference (2024)

their experiences and a panel discussion of the ministry officials from the partner countries to share program outcomes at the policy level and to set a vision for the next year. It has been held since 2014, and annually about four hundred participants gather for sharing and networking.

### **c. Information Sharing**

APCEIU serves as a GCED information hub by building and distributing updated GCED news and information, and providing GCED partnership platforms.

APCEIU publications raise understanding of GCED and are easily accessible through its website to anyone who is interested.

#### ***UNESCO Clearinghouse on GCED***

Considered the first and most comprehensive database on GCED, this web-based platform disseminates GCED resources collected from all over the world, including policies, teaching & learning materials, case studies, etc. The Clearinghouse is available in multiple languages - English, French, Spanish, Arabic, Russian, Chinese and Korean.

#### ***Publication of SangSaeng***

Published two times a year, the professional EIU/GCED English magazine *SangSaeng* fosters global citizenship through updated quality information on various EIU/GCED-related issues such as cultural diversity, peace, human rights and sustainable development. The French version of *SangSaeng* is also published online.

#### ***Global Citizen Campus***

As an experimental learning space for GCED, Global Citizen Campus provides opportunities to experience GCED through diverse activities such as making global citizen passports, checking a global citizen type, and participating in model UNESCO conferences.

#### ***EIU Storytelling Project***

Striving to foster the importance and value of EIU/GCED, this program collects interesting EIU/GCED related stories from global citizens to share them on the APCEIU website and other global social networking services.

English العربية 中文 Français Русский Español 한국어 Log in UNESCO.org APCEIU.org

**UNESCO CLEARINGHOUSE ON GLOBAL CITIZENSHIP EDUCATION** HOSTED BY APCEIU

unesco APCEIU Asia-Pacific Centre of Education for International Understanding Under the auspices of UNESCO

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**In Focus**

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12 November 2024 UN Secretary-General António Guterres said on Tuesday that leaders gathered in...

**Road Map to Implement UNESCO's...**  
The Road Map is a product of the Regional Policy Dialogue and the Launch of the Recommendation on...

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13 Nov 2024  
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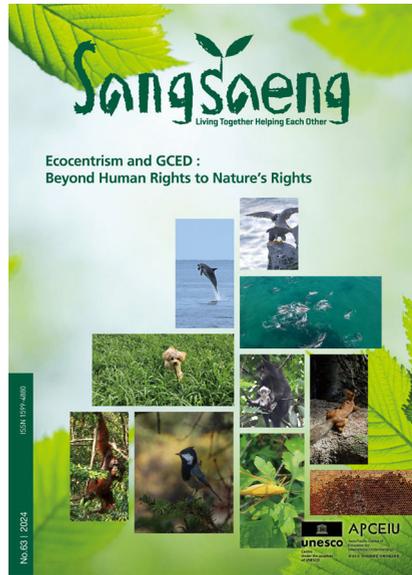
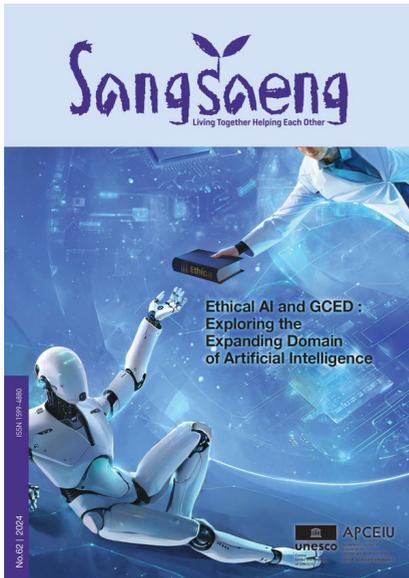
### GCED Clearinghouse Homepage

#### *Eru Photo Class*

Fostering global citizenship, the EIU Photo Class provides experiential learning opportunities to secondary school students through the art of photography by rediscovering the themes of cultural diversity, peace, human rights and sustainability through their own lenses.

#### d. Partnerships and Networking

The inclusion of GCED in the UN's Sustainable Development Goals (SDGs) reflects the clear call around the world for an education that enables



SangSaeng Magazine



EIU Photo Class in Kyrgyzstan (2024)

learners to play active roles in seeking solutions to global challenges being faced.

Inspired by the wealth of initiatives happening on the ground globally, APCEIU is finding ways to strengthen its network and partnerships with like-minded organizations and individuals through various GCED programs to contribute towards more peaceful, sustainable and tolerant societies collectively.

### *GGEDNetwork*

APCEIU provides GCED partnership platforms for various actors and institutions implementing GCED to share their experiences and promote collaboration for solidifying global actions. Through regional GCED networks and a global actors' platform, GCED partners also work together to develop effective GCED strategies and collaborative initiatives at the regional and global levels.

### *UN GCED Seminar*

In close cooperation with UN, the UN GCED Seminar is held annually to provide a platform to share practices and exchange information among various stakeholders including permanent representatives to the UN, high-level officials, and delegates from international organizations and civil society, aimed at advancing implementation of GCED in the global context, in line with UN SDGs.



UN GCED Seminar

### *Networking for UNESCO Category 2 Centres in Education*

APCEIU, recognized by the international community as one of the most active UNESCO Category 2 Centres in Education, leads and enhances a wide range of cooperative initiatives and exchange activities between UNESCO Category 2 Centres in Education.

By actively participating in regular meetings of the UNESCO Category 2 Centres in Education and organizing networking and updating meetings on UNESCO Category 2 Centres, APCEIU seeks to explore and develop new opportunities to build a more inclusive and action-driven community of UNESCO Category 2 Centres, surrounding the field of education, particularly on GCED and UN SDG Target 4.7

### *Establishment and Operation of Global Citizenship Education Cooperation Centres*

In order to strengthen the capacity of teacher education institutions to implement GCED based on the characteristics and needs of each country, APCEIU has been implementing a project on establishment of Global Citizenship Education Cooperation Centers (GCC) at teacher education institutions in partner countries since 2021. To date, Global Citizenship Education Cooperation Centers have been established at Chulalongkorn University in Thailand, the University of Science Malaysia (USM) in Malaysia, the Philippine Normal University (PNU) in the Philippines, the National



GCED Cooperation Centres Workshop



2nd International Conference on Global Citizenship Education 2024

Institute of Education (NIE) in Cambodia, Universitas Pendidikan Indonesia (UPI) in Indonesia, and the SEAMEO Regional Centre for Community Education Development (SEAMEO-CED) in Lao PDR with plans to expand to other countries including Nepal, Bangladesh, Vietnam and Sri Lanka.

### *Capacity-Building of Educators on GCED*

One of the core mandates of APCEIU is to enhance educators' capacities in understanding and carrying out GCED, with the ultimate goal of fostering a Culture of Peace. In accordance with this commitment, APCEIU offers a variety of professional development and training workshop opportunities for educators in the Asia-Pacific region and beyond.

APCEIU's training programs are committed to broadening the participants' perspectives on GCED, increasing their competencies in teaching GCED, and further encouraging them to build and maintain networks and partnerships. Moreover, training programs aim to develop participants' knowledge and skills that can be applied to different educational contexts, reflecting the participants' national and local needs.

### *Global Capacity-Building on GCED for Teacher Educators*

Highlighting the necessity of teachers' capacity-building in order to carry out and spread GCED, UNESCO created this global workshop to provide teacher educators from around the world the opportunity to deepen their understanding of GCED, share relevant experiences, and seek effective



Global Capacity Building Workshop (2024)



human rights do not remain as concepts and ideas,

Human Rights in the Context of GCED Workshop (2017)

implementation measures, thereby strengthening their capacities to implement GCED and building a collaboration network.

### *Asia-Pacific Training Workshop on EIU*

Designed to be a “Training of Trainers (TOT),” the Asia-Pacific Training Workshop on EIU annually invites teacher educators from the Asia-Pacific



APTW 2025



APTW 2025



APTW 2025



APTW 2025



APTW 2025

region to a ten-day comprehensive training session to strengthen their motivation and capacities to implement EIU and GCED.

### *Sub-Regional/Country-Based Workshop on GCED*

Reflecting the interests of UNESCO Member states, APCEIU provides subregional workshops as well as country-based workshops to meet regional and local needs in the field of GCED. Also, APCEIU has been providing capacity-building workshops for Korean GCED Lead Teachers and providing support for teachers' research activities on GCED.

### *Youth Leadership Workshop on GCED*

Intended to strengthen youth-led GCED initiatives, the Youth Leadership Workshop on GCED provides a platform where youth can share their own programs and discuss global citizenship for future generations. Furthermore, by supporting the GCED Youth Network established in 2016, APCEIU aims to contribute to the spread of GCED led by youth advocates across the globe.

### *GCED Online Campus*

APCEIU has the GCED Online Campus, a platform that provides GCED online courses for educators, special lecture series, case videos of GCED initiatives, and GCED-related teaching & learning materials. All courses and contents are free and accessible to every educator who is interested in GCED.

Easily accessible e-learning resources encourage educators to promote GCED in various settings, including classrooms, schools, and local commu-



Youth Leadership Workshop (2025)



Youth Leadership Workshop (2025)



Youth Leadership Workshop (2025)

nities. This will ultimately contribute to what APCEIU has long been advocating: Learning to Live Together.

The GCED Online Campus courses cover a number of topics including “Curriculum Development for GCED Educators: Perspectives, Purposes, and Practices” and “Empowering Educators in Shaping Futures with Action-Oriented GCED (A pre-requisite course for APTW).”

## Human Rights in APCEIU Programs

APCEIU’s programs that promote GCED include human rights as content. The programs subscribe to the SDGs as specifically provided in Goals 4 and 16. Goal 16 provides a general frame for the sustainable development of society as a whole. Goal 4 provides the specific educational content in promoting sustainable development.

Goal 16 of the Sustainable Development Goals provides:

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Goal 16 has several targets, a number of which are directly supportive of action in the community grounded on global ideas – the concept of “global citizenship.” Some of these targets are as follows:<sup>1</sup>

16.3 promote the rule of law at the national and international levels, and ensure equal access to justice for all

16.6 develop effective, accountable and transparent institutions at all levels

16.7 ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8 broaden and strengthen the participation of developing countries in the institutions of global governance

16.10 ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a strengthen relevant national institutions, including through international cooperation, for building capacities at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime

16.b promote and enforce non-discriminatory laws and policies for sustainable development.

Goal 4 of the SDGs is about ensuring “inclusive and equitable quality education and [promoting] lifelong learning opportunities for all.”

Target 4.7 of this Goal is about “Education for Sustainable Development and Global Citizenship” which translates into the following specific target:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

Human rights constitute a major topic of learning of the SDGs as a whole. Their understanding and realization support the achievement of the SDGs. Goals 4 and 16 provide the explicit mention of human rights as essential element in achieving SDGs.

The targets of Goal 4 and 16 are discussed in the activities held under the APCEIU programs, more specifically in the Global Capacity-Building on GCED for Teacher Educators and the Asia-Pacific Training Workshop on EIU.

APCEIU provides training both in-person and online. It has an Online Campus that provides online courses on a variety of issues related to EIU and GCED.

Additionally, in line with the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development (UNESCO, 20 November 2023), APCEIU is guided by the following recommendations:<sup>2</sup>

21. Education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development should be provided to all learners, teachers, education personnel and educational communities, and contribute to universal values, the prevention of human rights’ and fundamental freedoms’ violations and abuses, promote a universal culture of peace, as well as enable every person to exercise their own rights and to promote the rights of others and participate democratically in the cultural and social life of their educational institutions, community and public affairs.

42. (f) motivating educators to commit to the principles underpinning a culture of democracy, peace, human rights, sus-

tainability and global citizenship as part of teaching standards and competency frameworks for teachers and students, guiding teacher professional development.

The programs of APCEIU promote these Recommendations in order to facilitate not only the learning of human rights but more importantly the application of human rights principles inside the classroom and in the school as well as the realization of the human rights of students and everyone in the education community.

### Online Campus

Several courses in the GCED Online Campus discuss human rights. The GCED Online Campus is a portal for APCEIU's online courses. These courses are described as follows:

#### a. Becoming Global Citizens for a Sustainable Society

This course introduces the SDGs and the notion of Global Citizenship through the series of lectures by renowned experts from all over the world, interviews with scholars, advocates and representatives from all different sectors, and case presentations by active global citizens.

The course aims to examine and critically reflect on the revolving issues around the globe at local, national, and international levels by providing a platform where participants can virtually meet and learn from one another.

Participants will be able to deepen their understanding of the SDGs and global citizenship, exchange and embrace different perspectives, and challenge their own assumptions in this course.

The course invites those who see themselves as global citizens as well as those who aspire to assume active roles in bringing meaningful changes to oneself and to the society they are in.

**Table 1. Modules of Becoming Global Citizen for a Sustainable Society Course**

No.	Module	Units
1	Global Citizenship and the SDGs	1) Understanding global citizenship in the context of the SDGs. 2) Why & What is Global Citizenship? 3) Issues Around Global Citizenship

2	Global Citizenship in a Challenging World	Key Challenges to Global Citizenship - Poverty & Glocal Justice - Consumerism & Eco Justice - Peace & Preventing Violent Extremism - Media Influence and Critical Literacy - Globalization & Migration - Gender Equality
3	Act to Change: Global Citizenship for Transformation	1) Highlights and Key Issues of the SDGs 2) Global Partnership for Achieving the SDGs
4	Meet the Global Citizens Around the World	Case studies of innovative movements and cases of global citizens
5	Plan for Action: Becoming Active Global Citizens	1) How to become active global citizens 2) Advocacy tools and strategies

### *b. Glocal Justice and Peacebuilding*

Among individuals, groups and institutions committed to building a peaceful world, there is a long-standing consensus that there can be “no peace without justice”. Hence, this course seeks to provide a critical understanding of the relationship between conflicts and social and economic justice at local and global levels as well as peacebuilding initiatives to transform such conflicts in both South and North contexts. Identifying structural violence or social and economic inequalities and injustices as one of the major root causes of glocal (global and local) conflicts, it also explores strategies whereby nations and their citizens can live together with justice and compassion to build a culture of peace through personal and social action.

Drawing on case studies in diverse regions in the Global South and in part in the Global North, four specific themes or sectors are critically examined, including paradigms of development and globalization, marginalized rural communities, women and Indigenous Peoples. The impact of unjust social structures and relationships at international, national and local levels in catalyzing conflicts are analyzed. Various exemplars of grassroots peacebuilding initiatives and movements to transform these conflicts towards realities that reflect the values and principles of social and economic justice are explored. The course also provides a forum for understanding the roles played by NGOs, other civil society organizations and social movements in the building of a just world community.

**Table 2. Four- week course, Glocal Justice and Peacebuilding**

Week	Session
1	Global Poverty and Hunger, Paradigms of Development
2	Marginalized Rural People
3	Justice for Women
4	Rights of Indigenous Peoples

*c. Your Role in Eliminating Discrimination against Women*

As of 2024, no country has fully achieved gender equality. However, people can work together to change this and make gender equality a reality.

This course introduces feminist activist approaches to eliminating discrimination against women. While efforts to combat discrimination often begin at the local level, global mechanisms are in place to support governments in fulfilling their commitments to women. Key UN mechanisms are discussed, including:

- CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) Committee
- Special Procedures
- The Universal Periodic Review, and
- The Sustainable Development Goals (SDGs).

A core focus of the course is on Violence Against Women (VAW), which is both a cause and a consequence of gender inequality. Various forms and types of VAW are examined and two critical topics are explored in greater depth: Women's Reproductive Rights and Women in Media.

*d. Preventing Hate Speech: The Role of Media Literacy*

What can be done when online hate speeches spread into the physical world? This closed course is designed for educators who want to teach about Media and Information Literacy. It focuses on the spreading of prejudice and stereotypes online and their consequences offline. The workshop explains the role played by the Internet and the mechanisms of their diffusion on social networks (trends and patterns of online extremism). Using material found online, this course allows the participants to experiment hands-on the functioning of Internet, define their own posture, and gives them the tools and recommendations to teach about it.



**Radicalization**

- Influenced by radicalism through exposure to far-right, white nationalist ideologies.
- Found clues of radicalism in his childhood and family history.
- His radicalization mainly occurred through online communities and echo chambers where extremist views were normalized, reinforcing his xenophobic and Islamophobic beliefs.

PRESENTER: MASUD ( BANGLADESH)

Preventing Hate Speech Course

Those who want to apply for this course should complete the prerequisite course “[Critical Media Literacy](#)” in advance.

**Table 3. Modules on Preventing Hate Speech Course**

Module No.	Title
1	The Challenges of Privacy Online
2	Consequences of Fake News and Conspiracy Theories
3	Online Discrimination and Hate Speech by Extremist Groups

*e. Human Rights in the Context of GCED*

This five-week course covers a basic introduction to human rights principles, standards and mechanisms, discussion of specific issues related to GCED from a human rights perspective, and an understanding of the teaching of human rights in relation to GCED issues. After taking this course, participants will be able to explain basic principles of human rights, discuss GCED issues from a human rights perspective, and expound on issues and systems of teaching human rights.

**Table 4. Weekly topics of Human Rights in the Context of GCED Course**

Week	Topic
1	Society, History, Culture and Human Rights
2	International Human Rights Standards
3	GCED Issues Affecting Human Rights
4	Realizing Human Rights and GCED
5	Building Sustainable Communities

Various materials such as articles, videos, and documents from the UN, national/local governments, other institutions, and also from individuals are utilized for this Online Course.

Each weekly syllabus has several sections containing reading materials and tasks for participants to work on.

### **Asia-Pacific Training Workshop on EIU**

The Asia-Pacific Training Workshop on EIU (APTW) is a flagship training program of APCEIU. Through this workshop, APCEIU has provided training opportunities for key educators and teacher trainers in the Asia-Pacific for the past twenty-four years, contributing to the spread and enhancement of EIU/GCED in both the region and individual countries.

Since 2021, in response to the global pandemic, the original face-to-face workshop has been transformed into an online training format. In 2025, APCEIU adopts a hybrid format that combined the strengths of both methods. The online training (pre-workshop) enhances understanding of EIU/GCED, while the face-to-face workshop (main Workshop) focuses on deepening learning through active peer interactions and strengthening networking among participants. This format is to further enhance the effectiveness of the training and contribute to the effective implementation of the UNESCO 2023 Recommendation.

Designed as a Training of Trainers, the main workshop consists of three modules - Module 1: Conceptual and thematic areas of EIU/GCED; Module 2: transformative pedagogies for EIU/GCED; and Module 3: Action Planning. The first and second modules provide participants with opportunities to understand key concepts of EIU/GCED and engage in discussions on regional and international issues, as well as innovative pedagogical approaches to EIU/GCED. They also aim to help participants internalize the core values of EIU/GCED through various forms and content of training program, such as

field studies, case sharing and analysis, alongside lectures, discussions and workshops. Some examples of the previous sessions in the Modules 1 and 2 are as follows.

[Module 1] Conceptual and Thematic Areas of EIU/GCED

- Unpacking the Framework of GCED Implementation: *Theoretical Foundations* (2025)
- Language to Lives: Translating the UNESCO 2023 Recommendation and Asia-Pacific Road Map into Lived Experiences (2025)
- Reimagining GCED from Asia-Pacific Perspectives (2025)
- Peace, Glocal Justice and GCED (2024)
- Tackling Inequalities in the Context of Human Rights (2024)
- Climate Change and GCED (2024)
- Critical Media Information Literacy and Digital Citizenship (2023)
- Gender Equality for Inclusive Education (2023)
- Learning from History towards Peaceful Reconciliation (2021)
- Dismantling the Culture of War (2017)
- Dialogue with Director of DMZ Peace-Life Valley (2016)
- Culture and Sustainable Development in EIU Lens (2013).

[Module 2] Transformative Pedagogies for EIU/GCED

- Teachers' Role for Transformation (2024)
- Intercultural Dialogue for Peacebuilding (2023)
- Education for Respect for Diversity (2017)
- Learning from Each Other (2017)
- Teaching GCED: *Democratic Dialogism and Communication Skills* (2017)
- Pedagogical Approaches to EIU (2014)
- Curriculum Mapping (2014)
- Education for Peaceful Conflict Resolution (2014)
- Internalizing EIU through Creative Experiential Learning (2013).

Module 3 supports participants in developing specific action plans to implement contextualized EIU/GCED tailored to their educational settings. It also facilitates the establishment of alumni networks and follow-up initiatives, aiming to further advance EIU/GCED in the Asia-Pacific region.

Furthermore, by implementing the mentorship program as a follow-up activity of the workshop, APCEIU offers continuous learning opportunities

to alumni, supports their follow-up EIU/GCED activities in their local contexts, and identifies best practices in EIU/GCED.

## Participants

Each year, APTW brings together approximately twenty to forty participants from across twenty to thirty UNESCO Member-states in the Asia and the Pacific region. Initially designed as a training-of-trainers program targeting teacher educators, APTW gradually broadened its scope to engage a wider range of stakeholders, including teachers, curriculum developers and policymakers.

## Participants' Reflections: Head, Heart, and Hand

Participants of APTW consistently describe the program as a transformative learning experience. Their reflections, articulated through the dimensions of Head (what they learned), Heart (what moved them), and Hand (what they are called to do), reveal the personal and professional impact of the workshop.

### A. HEAD – *What did they learn?*

Participants reported a deepened understanding of GCED and the culture of peace—not only in theory, but through lived and relational experiences. APTW provided a unique learning space where knowledge was cultivated not only through structured sessions and educational materials, but also through meaningful connections, shared personal stories, and collective reflection.

Key insights shared by participants include:

- Several participants expressed that they “*deeply experienced a culture of peace*” through the workshop.
- A powerful realization expressed was that “*peace should never be taken for granted.*”
- Many participants highlighted the acquisition of practical skills, particularly on how to implement GCED projects in their own educational contexts.
- Others reflected on the power of interpersonal connection, noting that “*even though we wear different clothes and speak different languages, we laugh at the same jokes, we feel the same fears, and share the same dreams.*”

- Another participant shared: *“To create a safe space for others, one must first embrace one’s own authenticity without judgment. This openness allows honest and impactful dialogue to emerge.”*

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#### b. HEART – What moved them?

The most moving aspect of APTW for many was the sense of shared humanity and connection.

Key moments that moved participants include:

- Stories of personal struggle—*“silent battles and lonely fights for peace and change”*—resonated deeply.
- Participants were inspired by the courage of their peers, particularly during the Alumni Session, where one noted: *“Despite her wounds, she still chooses to reach out to others through education.”*
- A sense of unity in diversity was a recurring theme, as one participant beautifully stated: *“No one is the same in this space, yet we are united by GCED.”*
- Many noted that they *“learned more than words can express,”* highlighting the emotional and intellectual richness of the workshop.
- For others, the workshop awakened a newfound sense of responsibility: *“I experienced GCED through connection—I felt empathy, respect, and love. Now, I feel responsible. I need to educate my people.”*

#### c. HAND – What are they called to do?

Inspired by APTW, participants expressed renewed commitment to act—both individually and collectively.

Key calls to action expressed by participants include:

- One eloquently summarized their motivation using the acronym GCED:
  - G – Gift of being called for a purpose
  - C – Courage to pursue the lonely battles for a cause
  - E – Energy, Encouragement, and Empathy
  - D – Direction and Drive to make a difference.
- Many committed to strengthening the bridge between global and local efforts: *“I am called to build understanding in my community by meaningfully implementing GCED values.”*

- Participants emphasized that action begins with mindset shifts: *“I used to question everything and delay action. But now I ask myself, why not [act now]?”*
- Others shared that the workshop reaffirmed their commitment: *“Doing GCED without support is difficult, but I will continue for the sake of the next generation.”*
- Above all, participants left with hope: *“Even if the change seems small, I have learned not to give up. I will keep moving forward.”*

### Twenty-year Experience

For the last twenty years, capacity-building programs have been APCEIU's main initiative, with the highest demand from UNESCO Member-states. While these programs have high satisfaction rates as reported by participants, and inspire numerous follow-up activities, they also should be upgraded, improved and systematized for another leap forward at this turning point.

First, although face-to-face group training programs have an essential role to play in the capacity-building of the participants, it is also necessary to develop a new training program that can create multiplier effects, in consideration of limited resources. When planning and operating programs, it is necessary to prioritize their medium- and long-term multiplier effects, such as those in cases where the capacity-building of lead teachers leads to community activities such as delivery training and composition of research groups. Multinational training programs also need to explore ways to amplify medium- to long-term multiplier effects by taking into account the demands and characteristics of various participants.

Second, it is necessary to create a training module with a systematic curriculum so that the participants can engage in delivery training with less difficulty. While APCEIU has already developed some basic modules in the form of a training guide, it also needs to more systematically develop them into the APCEIU's signature modular curricula. Based on basic research on the training module since 2020, APCEIU should focus its efforts on the development of a modular curriculum for the next two to three years.

Third, APCEIU should develop and offer intensive training programs with advanced theme-based training or practice-oriented workshops, which are differentiated from basic training programs. APCEIU's basic training

programs can be evaluated as having outstanding impact in raising awareness of the importance of GCED and motivating practices of it. However, APCEIU also needs to provide advanced training programs by subject and by pedagogy to support field practices such as teacher training and classroom teaching.

Fourth, as the demand for online education increases, it is necessary to expand online courses and actively utilize them to increase the effectiveness of offline training. Although the previously developed online training programs can be used in the preparation for offline training programs or for the post-training expansion of the programs, there is also a need to develop and plan a program mainly consisting of online and offline blended learning where both modes are organically and systematically combined.

Fifth, there have been discussions on the ways to develop a prototype advanced capacity-building program out of those intensified, systematized, and institutionalized in the Republic of Korea to be shared with other UNESCO Member-states so that they can benchmark it. To do so, a new program is necessary to analyze, evaluate, and develop a model of the capacity-building programs already implemented in the Republic of Korea, and share it with UNESCO Member-states.

Sixth, the APCEIU's capacity-building programs are currently focused on public education, but there is a need to develop a program to train key personnel in the fields of non-formal education such as civil society and media. Considering the limited human and material resources of APCEIU, it is more efficient to focus only on the public education sector. However, as the non-formal education field has been growing in terms of influence and importance, whether APCEIU's capacity-building programs should embrace non-formal education needs to be discussed in consideration of a long-term perspective.

Seventh, APCEIU needs to find ways to resume meaningful programs that have been terminated, such as: the Asia-Pacific Leadership Academy for School Principals, which was aimed at school managers like principals; the China-Japan-Korea Children's Story Exchange Programme and the China-Japan-ROK GCED Policy Youth Forum that contributed to the promotion of cooperation and peace in Northeast Asia.

Finally, in order to increase the effectiveness of its programs, APCEIU should improve the planning and operation of its capacity-building programs by systematizing the monitoring and evaluating process. In order to

achieve this, APCEIU should secure the budget needed and separately develop them into programs, and it is essential to include the participation of external experts. In this respect, it was proposed that APCEIU establish a medium- to long-term plan as the first step towards a leap forward.

## Endnotes

1 Indicators and a Monitoring Framework, Sustainable Development Solutions Network (SDSN), <https://indicators.report/goals/goal-16/>.

2 Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development, UNESCO, 20 November 2023, [www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental](http://www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental).