

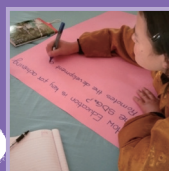


EIU Best Practices Series **No. 61**

EIU Best Practices 2022

Implementing Conduct of GCED Programme

A Case from **Bhutan**



APCEIU

United Nations
Educational, Scientific and
Cultural Organization
국제연합
교육과학문화기구

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

APCEIU plays a pivotal role in promoting GCED reflected in both the UNESCO Education 2030 and UN Sustainable Development Goals (SDGs).

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Foreword

The Education for International Understanding (EIU)/Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 59 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Mr. Santosh Kumar Biswa's case has been included in series number 61, focusing on equipping youths, teachers and people around the world with the concept of GCED through his capacity-building and familiarization programme in schools and communities.

In the past few years, APCEIU has encouraged the participants of its capacity building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavours of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Mr. Santosh Kumar Biswa's case is the outcome of the action plans established from his learning in the 20th Asia-Pacific Training Workshops on EIU/GCED.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and

observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. Due to COVID-19 pandemic since 2020, the programme was discontinued but later resumed online and published the series in 2021 caused by the eagerness of the Centre's alumni. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Mr. Santosh Kumar Biswa for his continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2022.

October 2022



LIM Hyun Mook
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^① highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Online Monitoring: The selected applicant is required to make his or her programme/project available for online monitoring. The selected applicant

EIU Best Practices is obligated to cooperate in terms of making arrangements for APCEIU's online monitoring on his/her respective country. 4) Case presentation and award ceremony: Selected applicants present their cases and receive the Global Citizenship Education Award; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

① Target 4.7: By 2030, ensure that all learners acquire 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.

Contributor



Mr. Santosh Kumar Biswa

Sr. Teacher, Damphu Central School, Bhutan.

Founder and President of
World Literary Forum for Peace and Human Rights
(WLFPH)

Santosh Kumar Biswa is a Bhutanese author, poet, peace and social activist, founder and president of the World Literary Forum for Peace and Human Rights, and is presently working as a senior teacher at Damphu Central School, Bhutan. He is the accomplished source of several educational books and poetry anthologies, and an Inspirational World Peace Agent, in which he promotes peace in his place and around the world through literature and various other activities. As the creator of WLFPH and a supporter of GCED, he dedicates his life to advancing peace and humility among people for a higher quality of life in society.

Due to his commitment towards working for world peace, he achieved several awards from around the world such as; Certificate of Honour from International Organization for Democracy and Human Rights (Norway), Humanitarian Missions Towards Peace in the World Award, awarded by the His Majesty Sovereign Emperor of Kutai Mulawarman Kingdom, (Indonesia),

Best Social Service Award, National Humanity Global Peace Federation (India), International Medal for Best Character (2019) from Commission National Change De Mission Culturelle et Sports (Morocco), Best Character (2019) from Najem Arabic International Association of Creativity (Israel), Golden Peace Certificate from Kurdish Institute for National Issues, International Youth Icon Award from WAC People Council (India), International Humanity Award from Global Institute of Alternative Science (India), Appreciation Certificate, Arab European Union for Training, Arbitration and Dispute Resolution (AEU), Peace Medal, Commission National Change De Mission Culturelle et Sports (Morocco), Golden Icon of World Peace and Human Amity, and many more.

In addition, he was given the several recognitions through Honorary Doctorate Award in the field of peace by several institutions and organizations such as Honorary Doctorate of Philosophy (PhD) in Human Rights and Peace, National Human Rights and Humanitarian Federation (India), Honorary Doctorate (Doctor Honoris Causa), Doctor of Philosophy in Human Rights and Peace, Insitituto Teologico De Missao A Ultima Trometa – ITMUT, Sao Paulo, (Brazil), etc.

Moreover, he is an award-winning writer who achieved various laurels from the circle of writing worldwide, such as World Icon of Literature Award; New World History Maker of English Poetry Award; Gold Level Award on Poetic Prowess and Profundity; Poetic Prowess Award; Poetic Parley Gold Quill Award twice; World Poetic Star Award; Global Literary Society Bronze Star Award; Writer of the Week Award; Eternal Flame's Commendations; Writer Guild of America Honour; Platinum Category Certificate of Honour from Motivational Strips; Edgar Allan Poet American Poet Award; and many more.

He too had helped the 'Forget-me-not Foundation' and the 'Luke Batty Foundation', based in Australia, in promoting peace through his literary pieces by contributing poems, especially about violence against women and children. He brought out his latest Amazon best-seller poetry anthology "The Rhythm of the Butterfly" in 2019 and "White Dove" in 2020 that deals with global concerns.

Recently, he achieved the Specialist Position through a meritorious promotion for his hardship and outstanding performance in the field of teaching.

Acknowledgement

The entire project and the goals would not have been possible without the aid given by people who were directly or indirectly involved in making the project successful, starting with my training sessions and continuing until project completion.

My principal, Mr. Bhuwan Chandra Ghalley, helped me implement a training programme in the school as the first step in fulfilling the GCED objectives. I have no doubt that any leaders who show their ardent support for such a noble cause will lead everyone engaged to the desired outcome. He has been very encouraging and supportive, and I want to thank him from the bottom of my heart for that.

The programme would have failed without the active involvement of the participants. I want to express my gratitude to all the teachers and students who participated and showed a lot of interest despite their hectic schedules. Most importantly, I admire their commitment to taking action and understanding of world challenges. I'll never forget how my school's IT department came to my aid by giving me the supplies I needed for the programme's presentations.

I want to convey my sincere gratitude to all of my worldwide coordinators who offered their time to help me in my efforts to promote GCED and world peace through a range of projects and events with regard to my online organization. The general secretary of my online organization, Ms. Lenus Lungu from Romania, who worked tirelessly to carry out the awareness-raising, pro-peace, and humanitarian actions, reach people all over the world, and have faith in me and the project's goals, deserves my appreciation as well.

I have the deepest respect and gratitude for the entire team of the APCEIU, who

supported and trained us using a variety of ways and believed in us.

Last but not least, I would like to thank my wife for her encouragement and help with the GCED training programme and other implementation chores.

LIST OF ACRONYMS

EIU	:	Education for International Understanding
GCED	:	Global Citizenship Education

Summary

GCED Training programme is the capacity building and familiarization programme, school-based programme, and community-based programme that is designed to equip youths, teachers and people around the world the concept of GCED.

This write-up takes the readers through how the two-day training workshop for students and three-day training workshop for teachers on GCED of Damphu Central School was conducted and its best practices. The participants of the course explored some of the practical ideas involved in appropriate, effective, and creative teaching of GCED, gaining an understanding of the central concepts and principles of GCED. They are now capable of recognizing a few educational issues and some pedagogical approaches to GCED through the promotion of conflict transformation, transformative learning, critical pedagogy, and teaching for a holistic culture of peace. It prepared them to provide wholesome development to the youth they met or instructed. They are now well aware of how to involve people they meet for firm decision-making. This publication describes how the GCED concept was disseminated for the purpose of making the participants competent in becoming an agent of GCED and some of the best practices.

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Implementing Conduct of GCED Programme

1. Introduction and Background

1.1 Outline of the Programme

The EIU/GCED workshop was organized by me for 77 students from 6 and 7 November 2021; and on 9, 16, and 23 April 2022 for 24 teachers in three groups at Damphu Central School, Bhutan. The said programme was conducted to equip student leaders, class XII graduates' participants, and teachers with the concept and principles of EIU/GCED through the understanding of local, national, and global issues, and can positively instil in youth the values, attitudes, and behaviours. It enables them to assist youths in developing critical thinking and analysis skills so that they can become responsible global citizens by promoting peace, human rights, and sustainable development awareness at the local, national, and global levels for a more peaceful and sustainable world. The two-day programme for students and the three-day programme for teachers were interactive, insightful, and engaging.

1.2 Rationale and background information of the Programme

“Educating for GCED” is the novel initiative for the students and the teachers of Damphu Central School, Tsirang, Bhutan. It was conducted for the first time to set education as a platform for realizing global citizenship. The intended programme tries to educate the people and fulfils the needs of global values through the social interaction and dissemination of deep knowledge of global issues and universal values.

The development of citizens reflecting the features/profile aspire by GCED is an official and social concern at the national and global stand. So, in order to achieve this concern, the outcomes, the attributes, and the topics of GCED, participants can act as an agent of change in line with the goals set by EIU/GCED. This particular programme addressed the aspirations of the global needs by transforming people as “Beacons of Hope and Change” to satisfy the objectives of education for sustainable development, building competencies and opportunity to realize everybody’s rights and obligations to encourage a safer world and future for all. The programme enabled to instill respect for human rights, social justice, diversity, gender equality and environmental sustainability in all our participant’s mind empowering them to be responsible global citizens.

The programme was conducted for 77 students with 2-day ToT (Training of Trainers) Programme in which all the students were class 12 graduates who were trained to educate their friends, family, and people in the community about the GCED and its principles. On the other hand, the training programme for teachers was scheduled in three groups of eight teachers. It was conducted during three different times to train teacher participants on how to infuse GCED principles through the teaching lesson so that students learn about sustainability, intercultural and interreligious, diversity, inclusion, identity, etc. for peaceful dialogues.

During the programme, the participants explored some of the practical ideas involved in appropriate, effective, and creative teaching of EIU/GCED in the real society, community, country, and world through various activities such as brainstorming, panel discussion, gallery walk, group discussion, peer discussion, presentation, reflective sharing, interpreting the video clips, etc. to provide them with hands-on experience in understanding the central concepts and principles of EIU/GCED with a sense of belongingness to common humanity.

After the workshop, the participants gave an assurance that they can recognize a few issues and can identify approaches to EIU/GCED through the promotion of a holistic culture of peace and then create awareness during the course of their

lives. They also mentioned that they can bring wholesome development to people they meet through the sharing of values and responsibilities to promote positive attitudes, compassion, empathy, solidarity, and respect for diversity.

In the end, the student participants also took an oath to transfer the knowledge gained to other youths they meet in life and work to promote peace globally. Similarly, the teacher participants committed to infusing GCED perspectives through their teaching lessons to the students and making some positive changes in the school. They confirmed that they can become supporters of global citizenship through creativity, innovation, and commitment to peace, human rights, and sustainable development at local, national, and global levels for a more peaceful and sustainable world, and can train others based on their own level.

2. Description of the Programme

The main purpose of the programme is to equip students and teacher participants with the concept and principles of GCED to have an efficient and successful personal life. Through the infusion of GCED among youths in the school, local community, and the country as a whole, it can positively instil values, attitudes, and behaviours that support responsible global citizenship through creativity, innovation, and commitment to peace, human rights, and sustainable development at local, national, and global levels for a more peaceful and sustainable world.

2.1 Goals and Objectives (Training Programme)

The programme's overarching goal was to create a forum for young people from all cultures, religions, races, and socioeconomic classes to interact, exchange and express their philosophies and opinions in order to promote greater intercultural and interreligious understanding.

The specific objectives of the training programme are as follows:

For Students:

- To create youth trainers who can be the warrior of EIU/GCED in the community where they live and the world as a whole;
- Gain competencies and opportunity to realize everybody's rights and obligations to encourage a safer world and future for all;
- To train them to be a well-equipped global citizen who can be the messenger of peace and help in promoting sustainable world;
- To equip students with values, attitudes and behaviors that support responsible global citizenship;
- To provide deep knowledge of global issues and universal values in the context of local, national and global issues;
- To encourage students in communication sciences and social interaction meaningfully;
- To minimize the number of disciplinary issues such as gang fights, bullies, dropout cases, substance abuse, discriminations among the students, etc.; and
- To develop the sense of belongingness and interconnectedness among them and the people they meet in the walks of life.



▲ Training Programme for students

For Teachers:

- To equip teacher participants with the concept and principles of EIU/GCED to have an efficient and successful teacher who through infusion of EIU/GCED in the curriculum can positively instill in students the values, attitudes and behaviors;
- Train teachers to infuse EIU/GCED through the curriculum so that the teaching and learning in the classroom becomes a platform for realizing global citizenship.



▲ Training Programme for teachers

Post Training Objectives (ACTION):

Students:



▲ Student participant in the training programme

As an agent (Trainer) of EIU/GCED, all students should:

- Satisfy the objectives of education for sustainable development;
- Educate their friends, relatives, and people in the community about everybody's rights and obligations to encourage a safer world and future for all;
- Become the warrior to promote respect for human rights, social justice, diversity, gender equality and environmental sustainability in their minds and in the minds of people with whom they meet in their walk of life; and
- Empower their friends, relatives, and the people in the community to be responsible global citizens through dissemination of EIU/GCED objectives and principles.

Teachers:

- Teachers should implement EIU/GCED through the practical ideas involved through appropriate, effective, and creative teaching of EIU/GCED in the real classroom based on the central concepts and principles of EIU/GCED;
- Teachers should recognize a few educational issues and identify pedagogical approaches to EIU/GCED through the promotion of conflict transformation,



▲ Student participant in the training programme
Teachers implementing EIU/GCED in real classroom

transformative learning, critical pedagogy and teaching for a holistic culture of peace in order to integrate them into the course of study to bring wholesome development to the students they instruct in the classroom;

- Teachers should involve students in critical and creative thinking for firm

decision-making processes for a sustainable world; and

- Teachers should use the assessment system as a tool to promote learning through mistakes. This should go on continuously because learning should be purely based on process built on student engagement in data collection, analysis of data and panel discussions, not simply the process of leveling students.

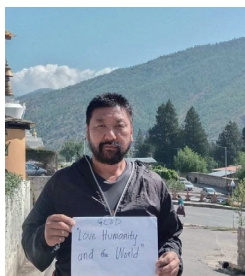
2.2. Main Activities in Detail

Training Programme for 77 Students and Implementation

The students involved during the 2-day ToT Programme are the class 12 graduating students who were trained to educate their friends, family, and people in the community about the GCED and its principles. The participants were thoroughly trained on all the objectives of SDGs so that they can help people understand the main purpose as global citizens for a sustainable world. It was reported by GCED student warriors that they are able to help people by educating them about waste management, reusing waste, sustainable use of available resources, money,



▲ Training Programme for students

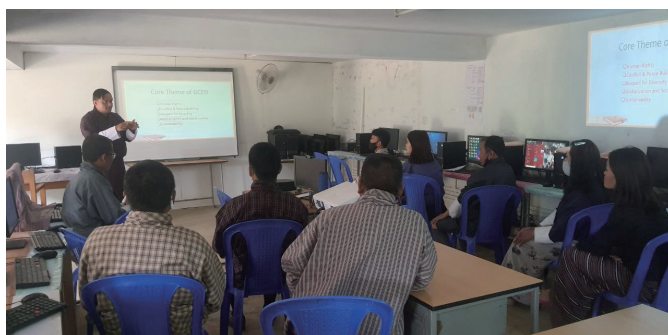


▲ Students implementing GCED

electricity, human rights, gender equity, sustainable use of resources, etc. They were actively involved in the programme implementation process until today. After graduation, they are now in different locations in the country and are doing the noble tasks assigned to them successfully and reporting accordingly through Facebook GCED Group Chat.

Training Programme for Teachers and Implementation in the Classroom Teaching

The three groups of eight teachers each who attended the GCED training programme are vibrantly infusing GCED principles through the lessons. The project proponent sat on these classes to see how the GCED concept and its principles are instilled through the lesson. It was found that they were doing well. So far, he attended around four to five classes to assist them and help them during the lesson delivery based on the SDGs goals.



► Training Programme
for teachers and
implementation in the
classroom teaching



► Training Programme for teachers and implementation in the classroom teaching

Among the few classes he attended, he found an English teacher during the drama lesson trying to teach religious diversity and gender equity through the Shakespeare play. The lesson not only helped students to understand the concept taught but also helped all who were present in the classroom to reflect on their own actions in the real-life situation. On the other hand, during one of the economics classes, a teacher taught sustainable use of resources and waste management (reusing and recycling) through the economic content. There were discussion, collaboration, and decision-making activities in which the learning outcomes were effective. That concluded with promoting a sustainable world.

Now, the school too has adopted the “No Wastebin in the Classroom” to promote the sense of waste management. They don’t have wastebins in any classroom. It was done to minimize the creation of waste with the mission of “Greener World.” The school has only about 8 wastebins whereby the small amount of waste produced is segregated accordingly. The waste management system is now the whole school approach in the school.

The identified characteristics of the target group after the training programme are as follows:

A. 77 Class XII Graduate students of Damphu Central School who attended the 2 days training programme.

After their graduation from class 12, they are to work as an agent of EIU/ GCED in educating their friends, family, and people in the college, workplace, community and around and promote global citizenship and the SDGs for sustainable world. They would be engaged in promoting education about cultural diversity, human rights, globalization, peace, sustainable resources management, etc.

B. 24 Teachers (8 in each cohort of 1 day training) of Damphu Central School

- With the concept of GCED and its philosophy, they are to satisfy the objectives of education for sustainable development through the curriculum.

- Instill respect in students for human rights, social justice, diversity, gender equality and environmental sustainability in our student's mind through teaching the subject and lesson.
- Empower our students to be responsible global citizens right from their youthful age.

The programme was fully structured and well planned as shown in the table below:

For Students

Structure of the Programme/Project		
Stage	Particulars	No. of Days
1	Training Programme for Participants	2 Days
2	Meeting friends, family and people in the community and educating them about GCED and its principles, and SDGs	Continuous Programme (Endless)
3	Let people make the commitment by holding a A4 size paper with the slogan written in it.	Continuous Programme (Endless)
4	Switch to other people (Repeat from Stage 1)	Continuous Programme (Endless)

For Teachers

Structure of the Programme/Project		
Stage	Particulars	No. of Days
1	Training Programme for Participants	1 Day for each group of teachers (3 Consecutive weeks for 3 groups)
2	Infusion of GCED and SDGs in the curriculum through teaching lesson	Continuous Programme (Endless)
3	Classroom and mass value talk to the students	Once a month
4	Repeat again from Stage 1	Continuous Programme (Endless)

Awareness and Pledge making Programme for People around the Globe

World Literary Forum for Peace and Human Rights (WLFPH) is the online Peace Organization in Facebook that strives to promote Peace, Safety and Human Rights around the world through dissemination of the values of life that will ultimately makes any individuals bold and courageous so as to prevent from the notion of violence and to strengthen and restore the real essence of life. Moreover, the organization also tries to educate individuals from around the world about some of the basic principles of human rights and the roles of individuals to know it.

Peace has become important for everyone to have a happy life and if an individual is not true to themselves, it is impossible to achieve it. WLFPH tries to achieve it through various means engaging peoples from around the world keeping in mind that peace starts from oneself and one should mend themselves to be true to themselves.

Thus, WLFPH operates with the theme, “All humans are same, all deserve peace, equality and tranquillity and all have the right to know about Human Rights” to keep its motto “One World, One People” alive. Its goal is to promote literature, peace, safety and human rights worldwide through awareness, advocacy and literary programme and the vision is to make WLFPH as a model platform to the world. The only mission of WLFPH is to bring wholesome transformation in the lives of the people of the world. It functions with the objectives as follows:

- Appoint more GCED Volunteers from around the world to work as a Global Citizen advocate in curving issues around the world;
- Appoint more Peace Ambassador from around the world to work as a team in the promotion of world peace;
- Appoint more Volunteers from around the world to work as a team in the promotion of world peace;
- Appoint more Global Youth Peace Ambassador from around the world to work as a team in curving youth related issues around the world;
- To conduct awareness campaign through social media;

- To provide online counselling on peace, safety and human rights to the needy;
- To encourage peace activists through certifications;
- To develop interpersonal skills for relationships constructively,
- To promote encouragement for positive community values through social the media ;and
- To prepare in the development of a more peaceful, less violent society through advocacy programme.

With the help of online Peace Organization (World Literary Forum for Peace and Human Rights) on Facebook, the project proponent strives to promote peace, safety, and human rights around the world through various activities conducted for the forum members that are centered on the principles of Sustainable Development Goals and Global Citizenship, along with the roles of individuals around the globe. The followings are the activities carried through online forum:

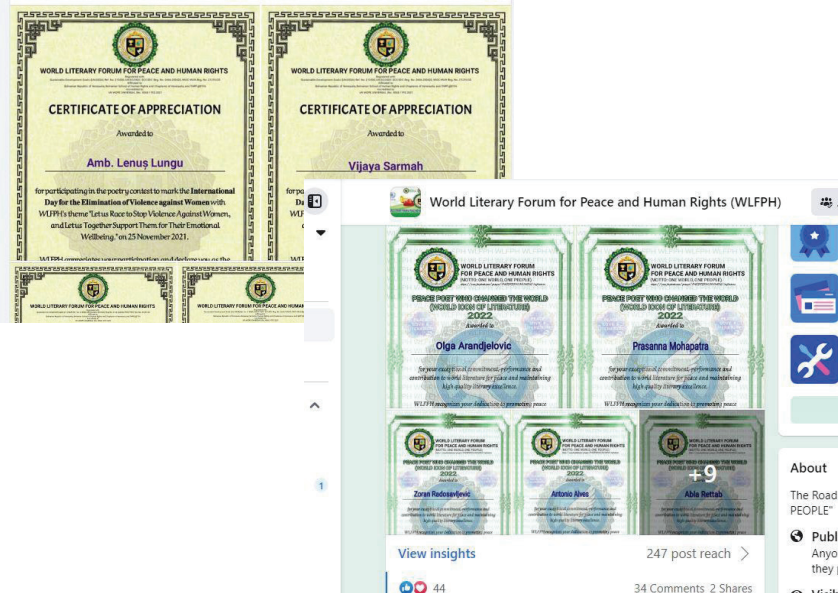
1. Poetry Contest

WLFPH conducts various poetry contest to encourage writers from around the world to post/contribute poetry related to peace, safety and human rights based on the principles of SDGs so that not only the writers are kept in line with the peace concepts but also encouraged to create awareness about world peace through their writing with the purpose of peace. To conduct the contest, announcement is made in advance in which interested members take part in the contest and finally the winners are awarded with the certificates and non-winning participants with certificate of participation so as to encourage them to continue to work for peace. It indirectly educates them too.

The following poets competed in the POETRY CONTEST on the theme "Women are better at decision making than men" to mark the **International Day for the Elimination of Violence against Women** (25 November 2021), the WLFPH's THEME being "Let us Race to Stop Violence Against Women, and Let us Together Support Them for Their Emotional Wellbeing."

GLOBAL THEME

Orange the World: Fund, Respond, Prevent.... See more



▲ Certificates for the poetry contest of WLFPH

On the other hand, the members are also encouraged to make daily post in the forum on peace promotion and awareness through poetry writing. The member who contributes consistently are also awarded with the certificate so that they remain engaged thinking good about the world and its people. The forum always tries to maintain the culture of peace and never allow its member to make any hate comments of unacceptable post.

2. Open Discussion on the Peace Topics

WLFPH creates a forum for all people from around the world to come together to discuss on the given topic productively for the professional development of all to cater the needs of the world for peace by equipping with the concepts of principles of SDGs. Firstly, I announce the open discussion topics and invites the members to participate in the discussion. The topics given are based on the SDGs that promote the culture of peace around the world. The discussion lasts for a week and the participants are awarded with certificates to recognize their participation in the forum. It is conducted after every three months.

3. International Debate on the Peace Topics

Similar to the open discussion, WLFPH creates a forum for all people from around the world to come together to debate on the given topic productively for the professional development and the fruitful argument to cater the needs of the world for peace. It is conducted twice a year and the debate lasts for two weeks. In order to conduct the debate, the participants are divided into two groups, one to support and one to go against the motion. The debate is conducted in two rounds. At the end, only three best participants are given the awards. The winning participants are awarded with the certificates and the non-winning participants are awarded with the certificate of participation.

4. Awareness Programmes

Moreover, WLFPH conduct various awareness programmes based on the topic of peace, global citizenship and SDGs through the banners and posters that contains peace messages for advocacy programme around the world and to reach every individual. The members are encouraged to come up with suitable posters and banners for the purpose of the promotion of peace and to reach more people by sharing through their social media forums. At the end, the winners are awarded with the certificates so as to encourage them to work for peace.

5. Appointment of International Peace Ambassador

WLFPH appoints more people as International Peace Ambassador through

certifications in order to encourage them to work for peace and ultimately encourage them to be the peace activist in their community and the world as a whole. It calls the members to perform any humanitarian activities in their community as needed and come up with evidence of their work for certifications. So far, 5.5k volunteers were appointed who have also taken an oath to be the SDGs volunteer to educate people through awareness raising programme.



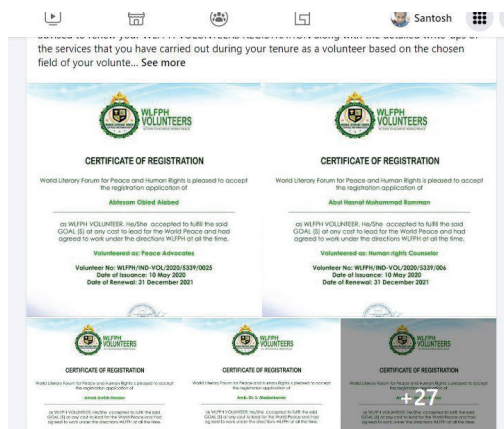
▲ Certificates for International Peace Ambassador of WLFPH

6. Appointment of Volunteers at WLFPH

WLFPH appoints Volunteers at WLFPH through filling up the application forms and registrations. All volunteers are assigned with Volunteer registration numbers for identifications and appointment orders are issued. They work as a peace activist in their community and the world as a whole. The volunteers are called to perform in their chosen area of work in voluntary basis in their community as needed and come up with evidence of their work for certifications/ awards. The Volunteer types are as follows:

SN	Volunteer	Roles
1	Substance Abuse Counsellor	Assisting youth with drug related issues and reducing the use through counselling.
2	Peace Advocates	Advocate people through conducting an awareness campaign to promote peace and to overcome barriers in religions, castes, colours and races all over.
3	Humanitarian Soldier	Identify needy people to render humanitarian services to them in terms of the problems they are facing inclusive of poverty.
4	Safety Warrior	Conduct awareness programme on safety during disaster, workplace safety, personal safety through risk assessment seminars/advocacy and is present in the place wherever assistance is needed.
5	Human Rights Counsellor	Educate people on all rights of humanity and assist people having problems with any human right issues.
6	Health Warrior	Educate people about clean surrounding, safe drinking water, hygiene and sanitation, and conduct cleaning campaign in your vicinity.
7	Climate Change Guide	Provide awareness programme through different means to educate people about climate change and its effects. Can conduct tree planting programmes in the locality as an additional programme.
8	Gender Equality Educator	Educate people about the impact of gender equality in order to reduce inequalities in the society.
9	Online Advocate of PSHR	Become an online advocate of PSHR (Peace, Safety and Human Rights) to promote Peace, Safety and Human Rights through posting literary works, banners and posters about PSHR.

As of now, there are about 3k plus appointed volunteers at WLFPH to work for SDGs. Each volunteer is given an appointment certificate.



► Certificates of registration for volunteers at WLFPH

7. Appointment of Global Youth Peace Ambassadors

WLFPH appoints interested youth under thirty years old, who are ready to perform the task as volunteer, to become Global Youth Peace Ambassadors at WLFPH through filling up the application forms and registrations. All Youth ambassador are assigned with Volunteer registration numbers for identifications and appointment orders are issued. They work as a peace activist in their community and the world as a whole. It calls the members to deal with the following youth related issues:

1. Internet Bullying
2. Substance Abuse
3. Suicide
4. Mobile Addiction
5. Depression
6. Underage Sex
7. Sexual Assault
8. Teenage Pregnancy
9. Relationship Violence
10. Anger
11. Self-harm
12. Racism
13. Materialism
14. Education Disparity
15. Sense of Belongingness
16. Gang formation
17. Stress
18. Peer-Pressure

They are to perform the tasks in voluntary basis in their community as needed and come up with evidence of their work for certifications/ awards. The volunteers are to renew their volunteerism after every one year. As of now, around 1.5k Global Youth Peace Ambassadors are appointed with oath taking and the award of certificates.



▲ Types of WLFPH volunteers

Each Global Youth Peace Ambassadors at WLFPH has their identified roles and responsibilities. The roles are as follows:

- Act as a guide, counsellor, mentor etc. among youths in your community, country and the world as a whole to control any kind of youth related issues;
- Present a report after every six months at WLFPH Volunteers for further assistance and upgrading of membership: and
- Conduct awareness programme among youth to educate them and to make them stay safe always.

8. Registered Organizations at WLFPH

There are many organizations from around the world that are registered with WLFPH organization. There is a memorandum of understanding (MOU) in which all organizations registered with WLFPH will have to perform their tasks in accordance with the goals of WLFPH for world Peace. The goals are:

- Substance Abuse
- Peace
- Humanitarian
- Safety
- Human rights

- Health
- Climate Change
- Gender Equality

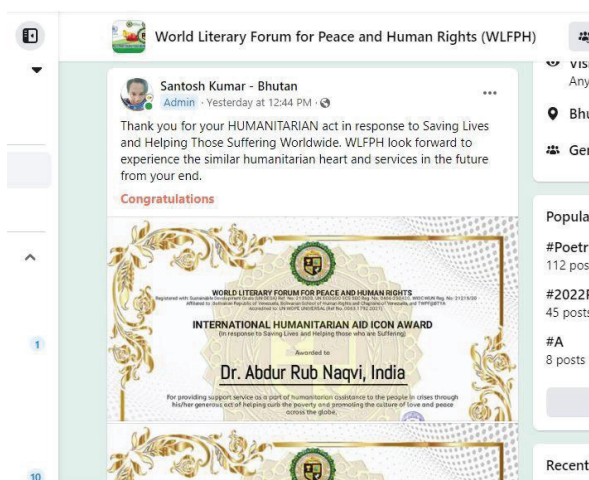
Each Organization registered with WLFPH is given with unique registration number for identifications. The organizations are mandated to work in voluntary basis and come up with evidence of their work in the form of report submission for certifications and renewal of membership. They are to renew their registration in yearly basis.

9. Others

WLFPH also makes the members to sign the pledge to work for peace and humanitarian purposes. It is done in order to encourage and refine their mind to be the real activists.

WLFPH is jointly operating with many governmental and not-governmental organizations from around the world. Through WLFPH, people will not only become the peace activist, but also excel in their literature, especially writing and will gain lots of international experiences through communication with peoples around the world. Ultimately, such encouragement will enable, especially youth to stay in track, away from bad activities. In doing so, the organization has made numerous achievements in the field of voluntary services around the world.

Recently, an online campaign on “Sustainable Development Goals” and “Global Citizenship Education” was conducted and around 1,000 plus people made pledges to be global citizens from every corner of the world, helping people better understand the world as a community.



▲ Certificate of International Humanitarian Aid Icon Award of WLFPH

The act of having generous heart is essential. The members are always encouraged to have the heart of giving for the purpose of humanitarian services in helping people in crisis irrespective of gender, caste, creed, religion, race, etc. They have helped through generous contribution to WFP (World Food Programme) for the victim of Serian War, Ukraine War and people who are affected during the flood in Nigeria.

2.3 Relevance to EIU/GCED

Despite the fact that the globe is becoming more connected, human rights breaches, inequality, and poverty continue to pose a threat to international peace and sustainability. The solution offered by UNESCO to these problems is the EIU/GCED. The project chosen aligns with EIU/GCED to empower participants to recognize that these are global, not local issues and enables them to actively promote GCED for more peaceful, tolerant, inclusive, secure, and sustainable societies because all of the EIU/GCED guiding principles are infused within the program, instilling in students the values, attitudes, and behaviours that support responsible global citizenship: creativity, innovation, and commitment.

The goal of the training programme for teachers and students as well as the awareness programme offered by the online organization is to help participants comprehend the connection and interdependence of various geographical regions and the inhabitants who call them home. Additionally, it emphasizes understanding the material through the growth of critical analysis and thinking in formal, non-formal, and informal learning. Because the participants have the power to change not only themselves but also society as a whole, the process is transformational in character.

The entire curriculum focuses on the communication of concepts that promote human rights and fundamental freedoms as well as education for international collaboration, understanding, and peace. While raising awareness among the people they encounter, participants can easily contextualize the content based on their understanding and the topic they want to educate. The programme is oriented to meet the three primary GCED cores, such as behavioural, socio-emotional, and cognitive development, based on the GCED targets. Most importantly, people may be able to cultivate a sense of humanity in themselves.

The youth engagement programme, through the training given, can prepare youth to meet the challenges they see in today's world. As a result, youth would be able to comprehend that we live in a boundary-less, globally connected society that promotes the formation of citizenship. Youth can actively participate in educating those they encounter in their communities about the SDGs and GCED, which helps them comprehend and address the world's problems by taking an active role in society by becoming proactive contributors. The participants would be able to understand that having basic literacy skills is not enough and that they each play a special role in fostering a community that is peaceful, tolerant, and inclusive. As they advance, their understanding of the SDGs will become more profound, motivating them to pursue sustainable lifestyles, respect for human rights, gender equality, the advancement of a culture of peace and nonviolence, global citizenship, and an understanding of the diversity of cultures and how each one contributes to sustainable development.

The significance of EIU/GCED is prioritized in both the training material and the post-training programme because it will guarantee the participants that education is the primary tool for transforming this world into one that is sustainable and peaceful. The curriculum teaches participants the importance of non-discrimination, equality, respect, and communication as well as the holistic, transformative, and value-based principles that affect them and the people they encounter throughout their life. In the end, it drives people to understand their personal responsibilities to take action and deal with global concerns.

3. Conclusion

3.1. Evaluations and Reflections

About 50% of the students who participated in the training programme are successfully involved in the dissemination of the GCED principle in educating people in the community about Global Citizenship. Moreover, people willingly accept the concepts shared with them by the participants. Teachers are doing their part very well, and as the founder of the organization, I was able to train people, make them pledge, and become global citizens to a greater extent, reaching every corner of the world. It is happening successfully because of the follow up on the implementation process and also because of the reward given through certificates for recognizing the successful conduct of the action. He also sets a good example by being the role model in implementing the intended programme. Looking at the members' active participation in the promotion of GCED and SDG education in the real world inspires me to do more. My mind says that no one in this world should be left out because of the success rate. At present, more people are being encouraged to work for it. I get many emails in which people express their interest in working on SDGs and GCED. I feel that I should train more students so that they become the reason for peace in their community and the world. Moreover, teachers play a significant role in changing the minds of young people.

After completing the online courses (GCED 101: Introduction to GCED, and

Curriculum Development for GCED Educators) in 2019, I got the true value of life and our purpose in this world. So, I decided to seriously implement the programme in my own small way in the classroom. Subsequently, I also felt my role in this world was an important one, so I created and started my online peace forum, “World Literary Forum for Peace and Human Rights (WLFPH)” to create awareness about various principles of sustainable development goals and peace. Now, WLFPH have more than 13K members (details given in the separate sheet). In 2021, after attending the 20th Asia-Pacific Training Workshop on EIU/GCED and the 20th APTW Mentorship programme, my confidence increased and I became more inspired to work and educate people to become global citizens and make more agents of peace. Now, more than 5,000 people are working for WLFPH as SDGs agents.

Some of the programme’s key success factors include my ability to conduct frequent follow-up on the implementation process by my participants and to keep it alive, I also award certificates for successful implementation process and action through my online organization. More than that, I set an example by being a role model in implementing the intended programme.

At present time, I am glad to see that most students are spreading the GCED in various places in their own way, with full responsibilities, meeting people, explaining in their own way, and making them make the commitment across the country. Similarly, the school can see visible changes with the infusion of EIU/GCED into the curriculum in educating students to become global citizens. I created a GCED group with the trained students and is frequently monitoring them for the implementation process. People are made aware of the SDGs, World Peace, and Global Citizenship through various activities such as conducting awareness programs, poetry writing competitions about peace, world debates on peace and SDGs concepts, pledge-making programs, etc. organized by WLFPH, which has over 13.6k members. For instance, in recent months, several “GCED Volunteers” from around the world were appointed by, in which the interested people were first made to watch videos and read articles sent through my online organization forum, after which they were asked to submit an essay of about 200 words based

on global citizenship and sustainable development goals concepts. It was done to equip them with the concept of GCED and SDGs. I was happy to know that my online peace organization members are interested in volunteering and working for global peace through the promotion of global citizenship education and to voluntarily spread it in their community and the world with full dedication, both online and in person.

To scale-up the project, I am targeting to appoint at least 2,000 Global Citizen and GCED Ambassadors at the WLFPH for ADULT ENGAGEMENT this year, who would be engaged in educating people about GCED and their role in this world. The announcement has already been made through the organization's forum, in which interested people are asked to write an essay of about 200 words based on the given questions. And, he will be continuously providing the training programme to at least 60 students every year in his school.

3.2. The Effects on the Target Group(s), the School, and/or the Larger Community

After the implementation of the programme, I never thought that the programme would be successful. Today I feel proud that all the participants are well trained to be global citizens. On the other hand, the 2-day training programme prepared the students to be agents of EIU/GCED in educating their friends, family, and people in the college, workplace, community, and around them and promoting GCED and the SDGs for a sustainable world. Based on some of the evidence they have submitted, I feel that some of them are really serious about promoting education about cultural diversity, human rights, globalization, peace, sustainable resource management, etc. Most students are seen spreading the GCED in various places in their own way with full responsibilities, meeting people, explaining in their own way, and making them pledge the commitment across the country.

Simultaneously, based on my classroom observation that I carried out in my school, he found that teachers are successfully infusing the concept of GCED and its philosophy through their lessons, bringing greater impact to the world. Through their teaching, they are vividly instilling respect in students for human

rights, social justice, diversity, gender equality, and environmental sustainability through their teaching, and empowering the students to be responsible global citizens right from their youthful age.

3.3. Implications and Suggestions

By being actively involved through such an activity, the implication is that we get peace of mind and satisfaction because we are engaging ourselves for a good cause. Not only will we be able to change the people, but we will be changing the world by making it a small community where all the people living in it become a true family. People today appear to be preoccupied with their own work, but no one appears to look at others, the world, or the environment. This is due to increased awareness and education. my only suggestion is that you should take this role willingly and with determination because it gives full satisfaction to self if we are able to change even a single person for the cause of peace in this beautiful world.

Most importantly, we should be thinking globally, not only locally, because we belong to a small community called the world. It is our responsibility to make this world a beautiful place to live. It is just an act of positive mind that opens the road for anyone to become a global citizen. If today we are able to change one or two people, tomorrow three or six people will be changed, and if it continues, one day the whole world comes together. I got satisfaction after this programme that at least I did something for this world. Today, I am happy that many people are changing just because I acted a step ahead. On the other hand, this project has prepared the participants to be the trainers of GCED and also help them become global citizens. The participants made the commitment to work for global peace, be global citizens and show progress by encouraging people around them through providing awareness and bringing meaning to their lives. Their active involvement truly indicates that there is nothing impossible if the mind is willing to act for a good cause. In this case, readiness matters a lot from each individual because the world that we are living in is a small community and we should work together to make it a good place to live. Finally, let us remember, “Until we start, we don’t progress.”

Annex 1

GCED PROGRAMME SCHEDULE (For Students)

	Session 1		Session 2		Session 3		Session 4
Day 1	Understanding GCED - Who is a Global Citizen? - What is GCED? - The Conceptual Framework, Goals and Objectives of GCED - World Café – Sharing Ideas on GCED & SDGs - Understanding the Regional/National Contexts of GCED.	T e a c h i n g B r e a k	Understanding the Global/Regional/ National Contexts of Promoting GCED - Promoting GCED as a Key Target of SDG and Education. - Understanding the Conceptual Framework of GCED. - Understanding the Regional and National Contexts of Promoting GCED.	L u n c h B r e a k	Thematic Areas of GCED - Global Justice, Peace building & Education for Global/ Local Justice - Promoting Respect for Human Rights - Prevention of Violence Extremism through Education (PVE) - Education for Sustainable Development (ESD)	T e a c h i n g B r e a k	Transformative Pedagogies for GCED. - Democratic Learning through GCED in Formal and Non-formal Education - The Role of Teachers for a Critical GCED - GCED Pedagogy: Teach to Transform - Pedagogical Strategies for Diverse Learners.
Day 2	Innovative Practices of GCED and Reflection of Pedagogical Approaches for Transformative Education - Sharing Tools and Innovative Practices of GCED - Approaches to Infusion of GCED in the Curriculum (Through different teaching subjects)		Subject-department wise Group Activity -Lesson Planning based on GCED through teaching Teaching Subject. -Group Presentation		Group Presentation Continue		Action Plan Development and Feedback Session - Action plan writing -Sharing feedbacks

After Training ACTION (For Students)

Resource Person	Students (Who attended the Training Program)
Targeted People	Friends, Family and People in the Community
Topics to Cover During the Awareness Programme	<ul style="list-style-type: none"> ● Waste Management (Recycle and reusing of waste) ● Save Climate Change ● Why Global Citizen? ● Education for Sustainable world ● Sustainability of resources ● Sanitation in the community ● Gender Equality ● Domestic Violence towards Women and Children ● Peace in Self-and other ● Self-hygiene ● POVERTY (Helping EACH OTHER) ● Interconnectedness and interdependency ● A sense of belonging to common humanity ● Loving Humanity and the World ● Solidarity and respect for Diversity
Timeline for Campaign	Endless during free time and holidays
Mode	Personal visit to respective target ed people
Process	Verbal Communication, Discussion and Awareness
Commitment Making	Slogan in the A4size paper, hole it and take a photo

Annex 2

GCED PROGRAMME SCHEDULE (For Teachers)

	Session 1		Session 2		Session 3		Session 4
Cohort 1 9 April 2022	Understanding GCED - Who is a Global Citizen? - What is GCED? - The conceptual framework, goals and objectives of GCED		Thematic Areas of GCED - Global Justice, Peace Building & Education for Global/ Local Justice - Promoting Respect for Human Rights - Prevention of Violence Extremism through Education (PVE)	L u n c h	Transformative Pedagogies for GCED. - Democratic Learning through GCED in Formal and Non-formal Education - The Role of Teachers for a Critical GCED - GCED Pedagogy: Teach to Transform	T e a k	Innovative Practices of GCED and Reflection of Pedagogical Approaches for Transformative Education - Sharing Tools and Innovative Practices of GCED - Approaches to Infusion of GCED in the Curriculum (Through different teaching subjects)
Cohort 2 16 April 2022	- Promoting GCED as a Key Target of SDG and Education - Understanding the Conceptual Framework of GCED	B r e a k	- Education for Sustainable Development (ESD)	B r e a k	- Pedagogical Strategies for Diverse Learners.	B r e a k	Subject-department Wise Group Activity - Lesson Planning based on GCED through Teaching Subject.
Cohort 2 23 April 2022							

After Training ACTION (For Teachers)

Resource Person	Teachers (Who attended the Training Programme)
Targeted People	Students
Topics to Cover during the teaching lesson	<ul style="list-style-type: none">● Waste Management (Recycle and reusing of waste)● Save Climate Change● Why Global Citizen?● Education for Sustainable World● Sustainability of Resources● Sanitation in the Community● Gender Equality● Domestic Violence towards Women and Children● Peace in Self-and other● Self-hygiene● Poverty (Helping Each Other)● Interconnectedness and Interdependency● A Sense of Belonging to Common Humanity● Loving Humanity and the World● Solidarity and Respect for Diversity
Timeline for Campaign	As per yearly plan for the lesson and the content
Mode/ Process	Infusing GCED topics mentioned above through the lesson