

Online Workshop
“Citizenship Education for Healthy and Sustainable communities”
17 June 2021
UNESCO GNLC Cluster on Citizenship Education

Summary Report

The UNESCO Global Network for Learning Cities (GNLC) cluster on citizenship education held an online conference under the theme, ‘Citizenship education for healthy and sustainable communities’ on the 17th of June 2021. The event was organised by two member-cities of the GNLC: Gdynia (Poland) and Tongyeong (Republic of Korea) as well as by the coordinating cities of the cluster: Larissa (Greece) and Yeonsu-gu (Republic of Korea). It was supported by the UNESCO Institute for Lifelong Learning (UIL). The workshop emphasised the role of global citizenship education (GCED) in building healthy and sustainable communities.

With almost 100 attendees, the online workshop presented examples guided by what keynote speaker, Dr. Jinhee Kim (Research Fellow at Korean Educational Development Institute) recalled from the 1996 Delors Report: “Choosing a type of education means choosing a type of society”. Representatives from eight Learning Cities reflected on how citizenship education had been used to respond to the current global Covid-19 pandemic. The workshop revealed the adaptability of cities to both long- and short-term issues of sustainability, health, and wellbeing.

The workshop included two break-out sessions, which were bookended by larger plenary sessions. Welcomes came from representatives of the organising cities: Mr Michał Guć – Deputy Mayor of Gdynia (Poland), and Dr Eun Kyung Park – Chairperson of Tongyeong Education Foundation for Sustainable Development (Republic of Korea). Thereafter, Dr. Jinhee Kim (Research Fellow at Korean Educational Development Institute) and Mr Jarosław Józefczyk (Deputy Director at the Municipal Social Welfare Center, Gdynia, Poland) gave keynote speeches. The two breakout groups dealt with sustainability, and health and wellbeing after introductions by Ms. Won Jung Byun (Senior project officer at UNESCO) and Mrs Katarzyna Ziemann (city of Gdynia) respectively. The final plenary session included sharing of summaries from the breakout groups and closing statements by Mr Nam Seok Ko (Mayor of Yeonsu-gu), Mr Dimitris Deligiannis, (Chairman of Larissa’s City Council), and Mr Raúl Valdés Coterá (Team Leader UIL).

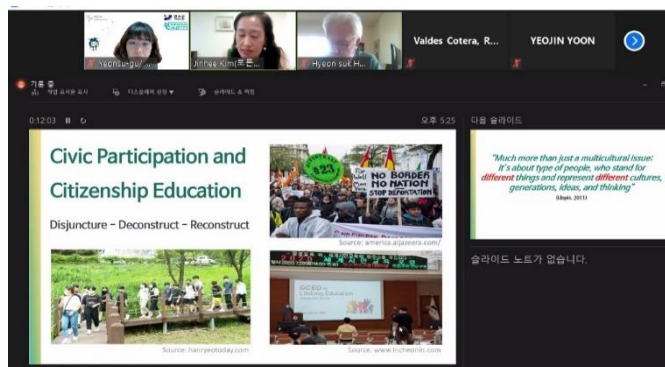
The workshop exemplified the resilience and dedication of citizens and cities to address and recover from major social challenges. Examples of local responses to global issues highlighted the importance of citizenship education in fostering communal responsibility. Additionally, the examples serve as guiding lights for other GNLC partners when developing their local Education for Sustainable Development (ESD) strategies.

Summary of the sessions

Plenary Session 1

Moderated by Ms Yejin Yoon (Senior programmer at Education Team RCE Tongyeong), this session set the scene for the workshop. Mr Michał Guć's welcome emphasised the need to build a city *with* its inhabitants by acknowledging and developing their passions and a sense of community. Dr Eun Kyung Park built on this idea by highlighting the need to develop community-based solutions to the widespread effects of the Covid-19 pandemic. Together, their welcomes set the scene for broadening the scope of GCED to include all members of society with the aim of developing widespread community engagement with LLL opportunities.

In her Keynote entitled “A New Direction of Citizenship Education to Empower Sustainability in the Global context”, Dr Jinhee Kim (Korean Educational Development Institute) reminded participants of the need to view information critically and respond with care. Her reference to a quote from the 1996 Delors Report, “Choosing a type of education means choosing a type of society” set the scene for what was to come: a depiction of learning cities that favour individuals’ unique learning trajectory in conjunction with a deep understanding of the sociological context of learning. Together, these highlight learners’ plural and global identities which can be enhanced by a designing and implementing a holistic approach to their LLL trajectories. To achieve this, Dr Kim argued that citizenship education in learning cities must move from the global to the local level through adjusting visions, strategies, implementation, monitoring, research and development, and networking to suit the context of the city.



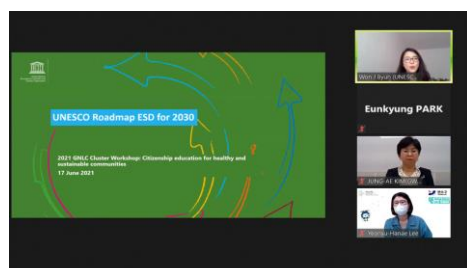
Next, Mr Jarosław Józefczyk (Gdynia, Poland) provided examples of how Gdynia had effectively observed and then responded to the socio-emotional, physical, and political impacts of Covid-19. According to his reflection, successful responses to crises depend on leadership, solidarity amongst citizens and their community, and efficient communication channels within the city. In conjunction with these top-level changes, citizenship education can also be used to manage citizens’ perceptions of crises and reimagine their role in social innovation. Together, these approaches will build resilience and keep cities relatable in times of crisis. Mr Józefczyk’s keynote speech resonated with Dr Kim’s emphasis on educational and societal choices, therefore setting the scene for the rest of the workshop.

Breakout Room 1: Citizenship education to foster sustainability

Ms Won Jung Byun began the session with a short presentation about how ESD is a necessity for achieving the Sustainable Development Goals (SDGs). Her emphasis fell on three key

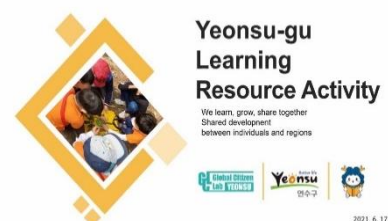
features: educators' roles, the 'big' transformations, and member states' actions needed to achieve the 17 SDGs. She proposed that these could be achieved by mobilising resources, tracking progress, and designing and implementing an iterative process of development at the local level of governance. To elevate this and achieve more sustainable practices, Ms Won Jung Byun emphasised the need to mobilise country-level support for ESD.

Representatives from five different Korean cities then presented their best practices of ESD



in short presentations. Ms Han Ae Lee presented the idea of operationalising ESD in the triangular space between citizens, lifelong learning institutions, and the city in Yeonsu-gu. Dangjin's case study of using culture to make citizenship more appealing was presented by Ms Koo Bon Huy, who highlighted the overlaps between citizenship and healthy democracies and how the city

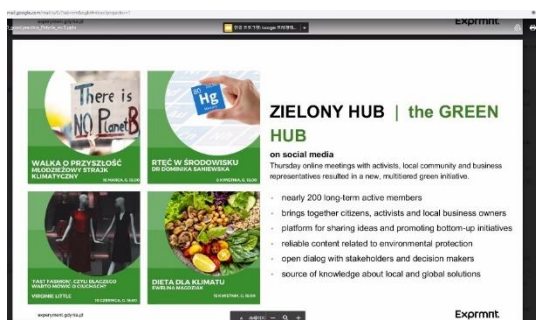
has created their localised version of SDGs which are guiding their priorities. Next, Ms Jung Ae Kim presented the case of Gwangmyeong which covered two main examples: Net Zero cafes in the city which are used to educate citizens about sustainable life choices; and the promotion of resources from Gwangmyeong Autonomous University to introduce family meetings as a form of citizenship education and communication. Dr Hyun Soom Bae then presented the dedicated municipal citizenship development department in Dobong-gu city, which is currently educating teachers on new GCED information in textbooks. Finally, Mr Do Hoon Lim presented the city of Tongyeong, which has been a member of the GNLC since 2005 and is currently running vocational courses for ESD instructors to bridge the gap between community centres and the communities they serve.



To end the session, Ms Won Jung Byun ran two virtual polls. These revealed that the participants regarded leadership and collaboration as the most important factors in linking ESD and lifelong learning, and that the biggest challenge to synergising GCED and ESD was a low level of community awareness. Korean city representatives responded to these results with examples from their contexts and were able to define the need for civic society groups to bolster support for societal change. A reflective comment by Ms Won Jung Byun concluded the session: "ESD in action is CE in action."

Breakout Room 2: Citizenship education to foster health and wellbeing

After a short introduction by Ms Katarzyna Ziemann (city of Gdynia), representatives from Gdynia (Poland), Larissa and Corinth (Greece) presented examples of good practice of GCED in their contexts.



Ms. Alicja Harackiewicz, Ms. Urszula Majewska, and Ms. Anna Postuszna presented the Gdynia case studies on environmental and cultural citizenship education. The first combined presentation covered the work of the Social Innovation



Laboratory and Science Centre Experiment, which are working to create awareness about, and finding solutions to, the impacts of climate change. This has been achieved through a series of social debates, idea generation sessions, district council commitments, and house cooperative directives. One of the major outcomes of these idea generation platforms is the Green Hub, which has been idealised as a mechanism for integrating climate change discourses into everyday life. The Hub serves as a platform for discussions, paints a broad picture of connections between society and the environment, works with researchers and the public, encourages sharing of personal experiences, and offers examples of good practice which the public can follow. This grass-roots level platform is providing citizens of Gdynia with rays of hope amidst the stresses of climate change. Next, The Gdynia Emigration Museum was also presented as a way for Gdynian citizens to keep in touch during the Covid-19 pandemic through various social media platforms, and to continue their discussions about active cultural education..

Speaking about the city of Larissa, Mr. Dimitris Dimitriadis noted the importance of the well-being of the city's residence. To achieve this during the Covid-19 Pandemic, the city moved towards digital platforms for communication and the expansion of their health, citizenship education, and urban development programmes. One such platform, entitled "Larissa



Together", provides an online information portal about healthcare measures concerning the Covid-19 pandemic, and other pressing social issues like immigration and refugees. Larissa's responses were made more successful by incorporating the youth into their planning and implementation of these shared online spaces.

Mr George Bagakis spoke about Corinth's response to teachers' needs during the Covid-19 Pandemic. The city realised that teachers would need extra pastoral support during the global crisis and therefore prioritised them. Online dialogues, conferences, pedagogical training, and psychological support was offered to these critical members of society.

In closing the session, participants raised concerns from their own localities, including loneliness, isolation, a lack of trust in state institutions, mental health, and racism. The session

moderated by Małgorzata Jasnoch and Joanna Grandzicka (TEAL Action Learning Global) was divided in two parts for common discussion:

1. What is the long-term influence of pandemic on your citizens' health and well-being?
2. How should we build the communication with citizens to take care about their health and well-being needs better?

The session ended on a positive note, with reflections on how cities have set examples for how we can work together to build unity and resilience in the face of challenges. The challenge for cities to help seniors to be part of the communication system and participate in creating solutions for the city and citizens was raised. Participants also paid special attention to a totally new topic, which is mental health in society as a whole. This issue was seen as a more private problem and not in the field of interest of the municipalities. Now in the world of pandemic, it is crucial for them to create special programs for different groups of society to prevent emotional or mental burnout and learn people how to cope with long-lasting stress. For example, in the city of Larissa, 24-hour online surveys were made available for vulnerable groups to share their problems and possible solutions to their challenges. This has meant that the city has been empowered to citizen's quality of life by calling on them to speak up for themselves. The themes brought up in this breakout group pointed to the role of ESD in alleviating problems facing the diverse population groups in cities.

Plenary Session 2

The closing session of the three-hour workshop began with short reflections on each of the breakout groups, followed by closing statements by representatives from three of the organising groups. Representative of the City of Yeonsu-gu, Mr Nam Seok Ko, reflected on how sustainable GCED practices have enabled citizens and cities to respond to the global pandemic with resilience. Mr Dimitris Deligiannis, Chairman of Larissa's City Council, encouraged participants to reflect on the social changes that can be made through GCED, especially through effective teaching practices which adapt to the needs of society. Mr Raúl Valdés Coterá, Team Leader of UIL, thanked the organising bodies and participants and closed the workshop with a reminder that cities need to do whatever they can to support their inhabitants in times of crisis.

A post-workshop evaluation was conducted and revealed an overwhelmingly positive response to the workshop, with participants suggesting that they gained knowledge on the topics covered and were inspired by the examples of good practice given in the breakout rooms.

Moving Forward

Citizenship education will play a key role in supporting the recovery and resilience of cities, building further solidarity and empowering excluded and vulnerable groups in society. More dialogues among stakeholders, better collaboration and exchange of best practices among institutions and cities, and continued capacity building are needed to fully use the potential of citizenship education in promoting sustainable and healthy cities. More insights will be

presented as Yeonsu-gu hosts the Fifth International Conference on Learning Cities from 27-30 October 2021.

The organisers would like to thank the presenters and participants in this workshop and look forward to continuing the work of the citizenship education cluster.