

# Evaluation of the Asia-Pacific Centre of Education for International Understanding (APCEIU) (2010-2016)

By Abhimanyu Singh

## Executive Summary

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a Category 2 centre under the auspices of UNESCO through an agreement between the Organization and the Government of the Republic of Korea. The Agreement was subsequently renewed in August 2005, in August 2010, and in August 2011. The current Agreement between UNESCO and the Government of the Republic of Korea will expire in August 2017.

APCEIU's mission is to promote international understanding and peace through education in accordance with the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom (1974) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995).

APCEIU's main functions and activities include: training and capacity building, research and policy development, publications and dissemination as well as the creation of expert networks and partnerships. The Ministry of Education is its main source of funding.

The present review of APCEIU has two main objectives:

1. To assess the extent to which the agreement concerning APCEIU is in conformity with the Revised Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO (37 C/Resolution 93); and
2. To evaluate the Centre's performance with respect to its objectives and functions and its contribution to UNESCO's strategic programme objectives and education priorities.

The evaluation's findings are intended to serve as the basis for UNESCO's Director-General's recommendation to the Executive Board regarding the renewal of the agreement between UNESCO and the Republic of Korea concerning APCEIU.

### *Relevance to UNESCO's education priorities*

Based on the analysis of key documents and interviews conducted as part of APCEIU's review and evaluation (2010-2016), it may be concluded that there is a close conceptual and operational alignment between APCEIU's mission, core programmes and activities with UNESCO's Medium Term Strategy for 2014-2021 (37 C/4) and the main lines of action (MLAs) of UNESCO's quadrennial programme and budget for 2014-2017 (37 and 38 C/5).

APCEIU's work on promoting and supporting Education for International Understanding (EIU) and Global Citizenship Education (GCED) in the Asia-Pacific region and beyond contributes

directly to UNESCO's strategy to "empower learners to be creative and responsible global citizens".

APCEIU has grown in stature and reputation through its contribution to shaping the post-2015 international agenda for education and development (SDGs and Education 2030). It has been proactive in raising awareness and advocating successfully for the inclusion of GCED in SDG Target 4.7. In terms of UNESCO's two overarching global priorities, APCEIU's capacity building work and research does extend to Africa and seeks to benefit both men and women.

## *Effectiveness of APCEIU's Programmes*

### **Capacity Building**

APCEIU has a well-earned reputation for building capacities of school teachers, teacher educators, school principals and officials in EIU in ROK, the Asia Pacific and Africa through its annual workshops and conferences.

Besides their two annual flagship programmes - Asia Pacific Training Workshop (APTW) on EIU for teacher educators and the Training Workshop on EIU for Korean Educators - APCEIU has expanded and diversified its training programmes for school leaders, lead teachers and local government officials.

APCEIU now provides several international-scale programmes, including the Global Capacity-Building Workshop on GCED for teacher trainers, Youth Leadership Workshop on GCED and International Teacher Exchange Programme (ITEP). APCEIU launched its first online distance-learning programme in 2016 to supplement its traditional face-to-face programmes.

### **Research and Policy Development**

In close cooperation with UNESCO, APCEIU has been active in generating and disseminating knowledge and practices on GCED since the launch of the UN's Global Education First Initiative (GEFI) in 2012. It teamed up with IBE in 2015 to undertake comparative research on global citizenship concepts involving 10 countries across different regions of the world. Within the remit of ROK's ODA programme, APCEIU has collaborated with IBE on a study of existing curricula of Cambodia, Colombia, Mongolia and Uganda to identify gaps and opportunities for strengthening GCED.

The themes and the audience of APCEIU's recent research publications represent an important shift in its research agenda from a regional to a more global orientation and from teacher training towards curriculum development and learning materials for integration of GCED in education.

### **Publications and Dissemination**

The Centre has published around 110 educational materials since 2010. These include the EIU Best Practice series, teacher guidebooks and learning materials on culture and heritage. Dissemination of information and educational materials on EIU/GCED has been a pivotal part of APCEIU's achievements. A good example is "UNESCO Clearing House on GCED", the first and most comprehensive online database on GCED that was jointly set up by UNESCO and APCEIU. Other publications such as "*SangSaeng*" and "E-Newsletter" deliver the latest trends and information regarding APCEIU's programmes activities.

### **Network of experts/institutions**

APCEIU is well appreciated for its extensive networks of experts and institutions in Korea and overseas, especially in the Asia-Pacific, built over the last sixteen years. These are actively contributing to developing and disseminating APCEIU's work.

APCEIU recently hosted a GCED Network Meeting (9-11 November 2016) of 36 partner organisations from different parts of the world who have been working with the Centre as implementing partners for the last ten years. Officially launched on this occasion the APCEIU GCED Network is expected to promote the ideals of GCED at global, regional, sub-regional and national levels through integrating them in policy and practice.

### *Quality of interaction and collaboration*

APCEIU has maintained good relationships with UNESCO, especially with the Education Sector at HQ through the Division of Education for Inclusion, Peace and Sustainable Development and the Asia and Pacific Regional Bureau for Education in Bangkok. Since 2012 this relationship has been raised to a strategic level with APCEIU's proactive and close engagement with and valuable contributions to UNESCO's strategic and programme priorities through GEFI, World Education Forum 2015, GCED, Education for Sustainable Development (ESD) and Prevention of Violent Extremism (PVE).

APCEIU also collaborates with UNESCO's Field Offices (e.g. Apia, Jakarta, Hanoi, Almaty) and Category I Centres such as MGIEP and IBE as well as other Category II Centres in education.

The Centre has good working relations with NATCOMs for UNESCO and Member States in Asia and the Pacific and beyond. The Centre works in collaboration with regional organisations like ASEAN and SEAMEO.

### *Institutional Arrangements*

APCEIU obtained registration as an autonomous non-profit organization in January 2009 under the Korean laws and formal Articles of Association. An independent governing body of APCEIU, its first Governing Board was established in May 2010 according to UNESCO's Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO, 35 C/22 and Corr.). APCEIU's most significant partners are UNESCO Education Sector at HQ, UNESCO Bangkok Office, the ROK Government (i.e. Ministries of Education, Culture and Foreign Affairs) and the Korean NATCOM. All are represented on its Governing Board and are engaged in collaborative work on different aspects of APCEIU's mandate.

APCEIU's visionary leadership, efficient institutional arrangements, capable human resources and stable financial situation as well as the quality of its relations with its major stakeholders inspires confidence in its capacity, viability and sustainability in the foreseeable future. The staff are seen to be able, efficient and diligent.

APCEIU's funding is assured and stable in the medium term with a healthy balance between programme, staff and supporting costs on the one hand and regular and extra budgetary funding on the other.

### *Key Recommendations*

## Renewal

APCEIU maintain its status as a Category 2 Centre under the auspices of UNESCO and that the agreement between UNESCO and the Republic of Korea be renewed with appropriate modifications to bring it up to date and in line with UNESCO's strategies and programmes for achieving SDG4.7.

## Areas for Improvement

The following action points have been identified by the evaluation for improvement in APCEIU's work in collaboration with UNESCO:

### 1) Capacity Building

Undertake a strategic review of the impact and reach of APCEIU's capacity building programmes to enable APCEIU to position itself better to focus and concentrate on the emerging needs of GCED and PVE in the context of SDG Target 4.7 and to harness the potential of ICTs and MOOCs. A fresh approach could focus on the capacity building of educational leaders who have the potential to influence wider communities of policy makers and practitioners.

### 2) Publication and Dissemination

Enhance the quality and relevance of APCEIU's academic and research publications by adapting UNESCO's publication guidelines for quality assurance. APCEIU's expanding global role and the wider dimensions of GCED require a deeper reflection, exchanges and support of regional and international experts to bring in a greater diversity in perspectives.

### 3) Human resources

Undertake a review of the core staffing requirements of APCEIU in view of its increasing workload and enhanced global role and responsibilities and consider staff compensation (salary; working conditions) commensurate with market trends. Its current phase of expansion of programme and activities thematically and geographically also requires internationalization and diversification of APCEIU's human resources. This could be achieved by creating a pool of international scholars with the requisite academic expertise, depth of experience and cultural diversity to work on global issues such as GCED/PVE.

### 4) Financial resources & Programme cycle management

Work on a broader resource mobilisation strategy to tap resources from UN agencies active in delivering on SDG 4.7 and private providers seeking to fulfil their Corporate Social Responsibility (CSR) towards building a Culture of Peace.

The annual and biennial reports of APCEIU could be improved through better results orientation, deeper analysis and a gender sensitive approach.

### 5) Relations with UNESCO entities

Build synergies and complementarities between APCEIU and other UNESCO entities, especially MGIEP, under the auspices of UNESCO HQ and Bangkok on their shared agenda for peace, sustainability and GCED to ensure complementarities to maximize synergies within the purview of SDG Target 4.7. UNESCO regional and field offices are to be more closely associated with emerging initiatives beyond the APA region.

### 6) Global Outreach

Planning APCEIU's global outreach in close collaboration with UNESCO (Headquarters and Regional offices) to ensure advance preparation, coherence in approaches and a strong contextualization of the actions proposed.

\*\*\*

# Report of the Evaluation of Evaluation of the Asia-Pacific Centre of Education for International Understanding (APCEIU) (2010-2016)

## 1. Purpose

The *Revised Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO* (37 C/Resolution 93) stipulates that at least six months prior to the expiration of the Agreement, the Director-General carries out a review of the activities of the Category 2 institutes and centres and of their contribution to UNESCO's strategic programme objectives and the expected results approved by the General Conference. The results of the review serve as the basis of the Director-General's recommendation to UNESCO's Executive Board on the continuation or termination of a Centre's designation as a Category 2 Centre under the auspices of UNESCO.

Following Resolution 17 adopted by UNESCO's General Conference at its 30<sup>th</sup> session in 1999 (30 C/Resolution 17), the Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a Category 2 centre under the auspices of UNESCO through an agreement between the Organization and the Government of the Republic of Korea. The Agreement was subsequently renewed in August 2005, in August 2010, and in August 2011 (valid for 6 years). The current Agreement between UNESCO and the Government of the Republic of Korea will expire in August 2017.

The present review aims to respond to the requirement set by UNESCO's Integrated Comprehensive Strategy and inform the Director-General's recommendation on the Centre's designation to the 201<sup>st</sup> session of the Executive Board in April 2017. The main objectives of the review are twofold (**Annex 1** - Terms of Reference of the review):

- 1) To assess the extent to which the current agreement concerning the APCEIU is in conformity with the Revised Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO, as contained in document 37 C/18 part I and its annex, and to provide necessary guidance on how this can be achieved; and
- 2) To assess the Centre's performance with respect to its objectives and functions, as specified in the Agreement between UNESCO and the host Government, and the Centre's contribution to UNESCO's strategic programme objectives and the Education Sector's strategies, priorities and themes.

## 2. Context

Since the establishment of APCEIU in 2000 it has been assessed twice; once in 2005 and then in 2010 by the UNESCO Asia and Pacific Regional Bureau for Education.

While recommending the renewal of APCEIU as a UNESCO Category 2 Centre, the previous assessment made several recommendations for the next phase of the relationship between UNESCO and APCEIU. For the purposes of this review, the senior management of APCEIU was requested to provide information on their responses to the issues raised and the recommendations made in the aforesaid assessment. The major recommendations and the actions taken by APCEIU are summarized in **Annex 2**.

The current evaluation of APCEIU takes place in the context of significant changes both within

UNESCO and the global education agenda that have had an impact on APCEIU's plans, strategies, programmes, management and funding.

Within UNESCO these changes relate to:

- The adoption of the Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the auspices of UNESCO (37 C/18 Part I, November 2013) with a range of stipulations that APCEIU is expected to meet;
- The new planning and management cycle consisting of an eight-year Medium-Term Strategy (2014-2021) and the quadrennial Programme and Budget (2014-17); and
- The establishment of a new Category 1 Centre in Education (MGIEP; New Delhi) in 2012 with similar goals and objectives.

Globally these changes relate to:

- The launch of the UN Secretary General's Global Education First Initiative (GEFI) in 2012, including Global Citizenship Education (GCED), with UNESCO as its secretariat, which gave an impetus to the Organization's commitment to the increased relevance of education and learning as framed by the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995) ;
- Adoption of the Incheon Declaration and its Framework for Action for Education 2030 in line with SDG4; and
- Inclusion of Target 4.7 in SDG4 with a focus on GCED and ESD.

### 3. Scope and methodology

UNESCO Bangkok is responsible for managing and coordinating the review process for APCEIU covering the period of 2010-2016, in consultation with the focal points for Category 2 Centres and Institutes within the Education Sector at UNESCO Headquarters. To meet the purpose of the review described above, the following parameters were considered for conducting the review and drafting of a report:

- a) The extent to which the activities and outputs by the APCEIU are in conformity with those set out in the Agreement signed between UNESCO and the host Government and are potentially adaptable to current UNESCO's strategic programme objectives and expected results aligned with the four-year programmatic period of C/5 document (Programme and Budget), including the two global priorities of the Organization (i.e. gender and Africa), and related sectoral or programme priorities and themes;
- b) The global, regional, sub-regional or inter-regional relevance and impact of the Centre's programmes and activities to achieving UNESCO's strategic programme objectives and sectoral or intersectoral programme priorities and themes;
- c) The effectiveness of the Centre's programmes and activities to achieving its stated objectives and the quality of its deliverables;
- d) The quality of coordination and interaction with UNESCO, both at Headquarters, the Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) and in the field (including UNESCO Field Offices and UNESCO National Commissions), and other thematically-related Category 1 and 2 institutes/centres, notably the Mahatma Gandhi

- Institute for Peace and Sustainable Development (MGIEP), with regard to planning and implementation of programmes;
- e) The quality of partnerships with government agencies, public/private partners and donors;
  - f) The nature and quality of organizational arrangements, including management, governance, reporting and accountability mechanisms;
  - g) The human and financial resource base and the quality of mechanisms and capacities, as well as context-specific opportunities and risks for ensuring sustainable institutional capacity and viability;
  - h) The process of mobilizing extra-budgetary resources and to what extent such extra budgetary funding is aligned to the strategic programme objectives of UNESCO.

The review of the APCEIU was conducted through:

- A desk review of relevant documents, provided by APCEIU and the UNESCO Secretariat, as well as additional documentation collected by the external expert (**Annex 3** – list of documents)
- A visit to the APCEIU (7-11 November 2016, Seoul, ROK)
- Questionnaires for APCEIU senior management and external stakeholders (**Annex 4**)
- Interviews (face to face, online, phone and/or via e-mail) with APCEIU senior management, governing board members as well as UNESCO Staff at HQ, UNESCO Bangkok, Field Offices and MGIEP (**Annex 5** – list of informants).

The present review has been elaborated on the basis of the analysis of the data and information collected by the external expert.

#### 4. Overview of APCEIU

APCEIU was established in 2000 in the Republic of Korea (ROK) to promote international understanding and peace through education in accordance with the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom (1974) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995).

Its stated mission is:

- To promote regionally and internationally, education for international understanding (EIU) which strengthens participatory democracy, protection of human rights, social and economic justice, inter-cultural respect, ecological sustainability, and nonviolent and just reconciliation of conflicts;
- To collaborate with educators and institutions who share its goals, in order to expand, strengthen, and institutionalize EIU in schools and society;
- To serve as a centre of excellence for education, training, research and development of curricula for EIU in the Asia- Pacific Region;
- To share ideas and lessons for enhancing and implementing EIU with educators, policy-makers, institutions, and communities in other regions and countries, through networking and partnerships.



## 5. Findings

### 5.1 Relevance to UNESCO's education priorities

Based on the analysis of key documents and interviews conducted as part of APCEIU's review and evaluation (2010-2016), it may be concluded that there is a close conceptual and operational alignment between APCEIU's mission, core programmes and activities with UNESCO's Medium Term Strategy 2014-2021 (37 C/4) and the main lines of action (MLAs) of UNESCO's quadrennial programme and budget (37 and 38 C/5) on education.

APCEIU's work on promoting and supporting Education for International Understanding (EIU) and Global Citizenship Education (GCED) in the Asia-Pacific region and beyond contributes directly to Strategic Objective 2 of UNESCO's education strategy and MLA2 of 38 C/5 to "empower learners to be creative and responsible global citizens." Its work also contributes to the promotion of cultural diversity and the creative arts in its training programmes and learning materials as reflected in UNESCO's Strategic Objective 7 for "Protecting, promoting and transmitting heritage".

In line with Strategic Objective 3 of UNESCO's Education programme, APCEIU significantly contributed to shaping the post-2015 international agenda for education and development (SDGs) in the run up to and at the World Education Forum (WEF) at Incheon in May 2015 and the UN Sustainable Development Summit at New York in September 2015. It provided strong support to UNESCO in raising awareness and advocating successfully for inclusion of GCED in SDG Target 4.7. GCED is now one of the two pillars for achieving this goal along with Education for Sustainable Development (ESD). APCEIU is a key partner of the Global Action Programme on ESD and in particular of the Partner Network of Action Area 3: 'Building capacities of educators and trainers'.

At the inception of the Centre, the initial geographical focus of APCEIU's work on EIU was in the Asia Pacific region and ROK. It has gradually become active beyond ROK and APA in engaging actions more globally, for example, with a steady stream of African educators benefitting from the UNESCO/ROK co-sponsored Fellowships programme since 2007. In responding to the needs of its Member States and in its leading support role to UNESCO in GCED, APCEIU is expanding its global reach and influence. This is evident in its collaboration and partnership with UNESCO and MGIEP in several global conferences and seminars on GCED beginning with the Technical Consultation Meeting on GCED (September 2013; Seoul) led by UNESCO HQ, and including the most recent International Conference on GCED: Platform on Pedagogy and Practice (October 2016; Seoul) organized by APCEIU in partnership with UNESCO HQ. APCEIU now hosts the UNESCO Clearinghouse on GCED that also includes resources on Prevention of Violent Extremism (PVE), as well as research relevant to education about the Holocaust and other genocides.

The rising global expectations from APCEIU and the additional funding provided by the Korean government for GCED capacity building requires the Centre to maintain a delicate balance in responding to domestic and overseas demands within and beyond the Asia-Pacific. The planned interventions for curriculum development for GCED in four countries, including one in Latin America (Colombia), through Korea's ODA funding is noteworthy in the framework of South-South cooperation. Nevertheless, it needs to be carefully planned in close collaboration

with respective UNESCO Regional Offices to ensure coherence in approaches with a strong contextualisation of actions proposed. It also requires internationalization and diversification of APCEIU's human resources to become more responsive to diverse contexts of other regions.

In terms of UNESCO's two overarching global priorities, APCEIU's capacity building work and research does extend to Africa and seeks to benefit both men and women. However, gender does not particularly appear as prominent in the documents or initiatives of APCEIU.

## **5.2 Effectiveness of APCEIU's programmes**

### **5.2.1 Capacity Building**

Since its inception, APCEIU has a well-earned reputation for building capacities of school teachers, teacher educators, school principals and officials in EIU in ROK, the Asia-Pacific and Africa through its annual workshops and conferences coordinated by its Office of Education and Training.

A list of workshops and conferences organised by APCEIU since its last five-year assessment is attached (**Annex 6**).

APCEIU's leaders deserve to be complimented for their dynamism in utilizing the opportunities provided by the launch of GEFI, Education 2030 and the SDGs to expand and diversify the scope and content of their capacity building programmes in Asia Pacific and beyond. This was aided by the additional funding provided by the Government of ROK for GCED capacity building. The geographical reach of APCEIU's capacity-building programmes has also widened. Besides its regional, inter-regional, sub-regional and national programmes, APCEIU now provides several international-scale programmes, including the Global Capacity-Building Workshop on GCED for teacher trainers and Youth Leadership Workshop on GCED. The expanded geographical reach of programmes creates a synergy with other APCEIU programmes with varying geographical reach.

Besides their two annual flagship programmes - Asia Pacific Training Workshop (APTW) on EIU for teacher educators and the Training Workshop on EIU for Korean Educators, both in their 16<sup>th</sup> year - APCEIU now provides a range of training programmes for school leaders, youth and local government officials in ROK and the Asia Pacific region.

APCEIU has also continued to invest in organising annual Sub-Regional Workshops on EIU/GCED for training school principals, teacher educators, teachers and EIU experts co-hosted by Member States in the Asia Pacific region. Since 2010 such workshops have been organised in six countries (Malaysia, Bhutan, China, Myanmar, Thailand and Kazakhstan) training hundreds of teachers. In Bhutan and Myanmar, the sub-regional workshops were complemented by national workshops. Vietnam and Indonesia hosted study visits by participants to their teacher training institutions. Nigeria is the only African country so far that has hosted a capacity-building workshop for government officials and teachers in 2012.

In order to support efforts to promote GCED at the sub-regional level more systematically and to improve sustainability, APCEIU supported the UNESCO Almaty Office in organising GCED workshops for Central Asia in 2015 and 2016 and plans a third in 2017. This approach could overcome the shortcomings inherent in one-off training programmes of a short duration.

In 2010 APCEIU launched the Asia-Pacific School Leadership Academy, which completed its 7th edition in October 2016, to raise awareness of EIU/GCED and to facilitate school-to-school

exchange programmes. It seeks to create school environments that are conducive to respecting diversity through dialogue and mutual understanding between different cultures. 47% of the participants are women.

A separate capacity building programme for GCED Lead Teachers of national and provincial schools in ROK has been initiated in 2015.

In September-October 2015 the Centre launched the GCED Capacity-Building Workshop for Asia-Pacific Local Government Officials (55) in Jeju, ROK, and in Almaty, Kazakhstan. Its second edition was held in 2016 with 22 government officials. A similar training programme for Korean local government officials (42) was launched in ROK in March 2015 and continued in 2016.

In 2015, APCEIU initiated Youth Leadership Workshop on GCED in Busan, ROK, recognizing the pivotal role that youth play in education. The workshop brought together 45 young leaders around the world to share their inspiring practices related to GCED and contributed to the launch of the GCED Youth Network. The second Youth Leadership Workshop on GCED in 2016 brought together 49 youth leaders in Busan.

Since 2007, APCEIU has implemented the UNESCO-ROK Co-sponsored Joint Fellowship Programme for educators from the Least Developed Countries (LDCs) in the Asia Pacific region and Africa through a two-month residential training programme on EIU/GCED. From 2010-2016 the Fellowships have been availed of by 122 participants from 23 countries. About two thirds of the participants are from Africa. Just over one third of the Fellows are women. Under this programme, which is categorized as ODA from ROK to developing countries, KOICA has agreed to provide additional budget support for follow up activities of the participants on return to their home countries.

APCEIU's International Teacher Exchange Programme (ITEP) is designed to meet the emerging needs for enhanced global competency of teachers and promote global citizenship as well as intercultural literacy. ITEP was launched in 2012 with full sponsorship from the Ministry of Education of the Republic of Korea. The main segment of this teacher exchange programme is the Asia-Pacific Teacher Exchange Programme (APTE) for Global Education, a bilateral teacher exchange between the Republic of Korea and six partner countries in the Asia-Pacific region. APTE provides the participating teachers with a semester-long teaching experience at the host schools of the partner countries. In doing so, it provides the participating schools – their students, teachers and parents – with opportunities to interact with and learn from the invited teachers from the partner countries.

APTE, which started with two partner countries Mongolia and the Philippines, is gradually adding more partner countries each year. Indonesia joined the Programme in 2013, Malaysia in 2014, Vietnam in 2015, and then, Thailand in 2016, while Cambodia is expected to join the Programme as a new partner in 2017. The number of participating teachers has grown from 133 in 2012 to 161 in 2016. ITEP has produced over 20 different manuals and handbooks for effective international teacher exchanges and programme implementation as well as 10 different types of teaching/learning materials for multi-cultural education.

APCEIU launched its first distance-learning programme in 2016. It is expected that this programme will reach a wider audience of educators, learners and the general public who are interested in GCED. The distance-learning programme will complement APCEIU's training workshops by providing preliminary and follow-up training courses online.

Following observations made in the previous five-year assessment report, APCEIU has sought to undertake a more systematic follow-up on the results of its workshops and training programmes and also supportive follow-up activities of alumni.

APCEIU's package of training and capacity building programmes now represent a wide range with a few being retained from the inception of the Centre in 2000 and others introduced recently. The trainees are mostly educators and teachers from Asia Pacific countries and Korean educational institutions. The cumulative impact of these programmes should be assessed through a strategic review so as to revamp and renew the training package in the context of the new SDG targets, especially GCED/PVE, and the widespread use of ICTs that allow wider coverage at lower costs.

A fresh approach could focus on the capacity-building activities targeting educational leaders who have the potential to influence wider communities of policy makers and practitioners. A network of selected higher education institutions in ROK and the Asia-Pacific region could be invited to partner with APCEIU to offer customized training and conduct high quality research on emerging areas such as GCED/ PVE through public-private partnerships. The immense potential of Massive Open Online Courses (MOOCs) could be harnessed to provide interactive learning opportunities to in-service professionals at their work place.

### **5.2.2 Research and Policy Development**

In close cooperation with UNESCO, APCEIU has been active in generating and disseminating knowledge and practices on GCED since the launch of the UN's Global Education First Initiative (GEFI) in 2012. For instance, APCEIU provided technical and financial support to UNESCO's endeavours to mainstream GCED on various occasions such as the Technical Consultation on GCED (2013), the First and Second UNESCO Forums on GCED (2013, 2015 respectively) and the World Education Forum (2015). In addition, it teamed up with IBE in 2015 and undertook comparative research on global citizenship concepts involving 10 countries. Also, APCEIU has continued its partnership with IBE through 2016 and undertaken a study of existing curricula of Cambodia, Colombia, Mongolia and Uganda to identify gaps and opportunities for strengthening GCED.

A summary of APCEIU's major research outputs in recent years is as follows:

***Situational Analysis on GCED Curriculum (2016)*** In order to assist Cambodia, Colombia, Mongolia and Uganda in developing GCED curricula and teaching guides, APCEIU in close collaboration with IBE reviewed the education system and policy of each country and identified the challenges, issues and opportunities in implementing GCED on a wide scale. The result of this research will be the basis upon which APCEIU further supports the four countries' efforts to integrate and strengthen GCED in their curricula in the years to come.

***Global Citizenship Concepts in Curriculum Guidelines in 10 Countries: Comparative Analysis (2015)*** Produced in partnership with IBE, this paper reports on a study of concepts associated with the new construct of GCED in school curricula. It compares the national school curricula of 10 countries with markedly different cultures and levels of development across different regions of the world (Africa, Asia, Europe, Latin America and Southeast Asia) on the presence of concepts associated with GCED. The curricula of both primary and secondary education, in the areas of history and social sciences, and civics and moral education, were compared using a set of categories constructed for this study and derived from UNESCO's definitions of GCED

as well as from the International Association for the Evaluation of Educational Achievement's (IEA) international assessment studies of civic and citizenship education.

***A Pedagogical Guide on Global Citizenship Education in Korean Context (2015)*** APCEIU published a pedagogical guide on GCED for Korean readers, which is the Korean adaptation of the UNESCO pedagogical guide, GCED: Topics and Learning Objectives (aka TLOs). Following the recently launched Korean translation of the TLOs, this Korean adaptation contextualizes the TLOs in Korean education, aligns its terminologies with Korean curriculum, and provides further explanations for Korean readers. This guide was developed by professors in the field of teacher education, primary and secondary school teachers and curriculum developers with special expertise in GCED.

***A Study on International Organizations (2013-2015)*** The ten book series published in Korean results from research, both online and offline, on international organizations in such diverse fields as human rights, culture, sports, population, environment, etc. Considered a summation of academic and practical work, it has been used as a textbook in local universities across Korea as well as a guide for those who are interested in international organizations.

***Global Citizenship Education: Goals and Challenges in the New Millennium (2013)*** This short volume touches upon the diverse perspectives and responses emerging from the Technical Consultation on Global Citizenship Education jointly organized by UNESCO and the Ministry of Foreign Affairs of the Republic of Korea in partnership with the Ministry of Education of the Republic of Korea and the Asia-Pacific Centre of Education for International Understanding (APCEIU) in Seoul on 9-10 September 2013. The Technical Consultation aimed to provide answers to some of the core questions about global citizenship education such as: *Why global citizenship and global citizenship education now? What is global citizenship education? What needs to be done at the global level to support and promote global citizenship education?* This volume draws heavily from the answers to those questions that the participants of the Technical Consultation sought to provide.

The themes and the audience of these publications represent an important shift in APCEIU's research agenda from a regional to a more global orientation and from teacher training towards curriculum development and learning materials for integration of GCED in education.

### **5.2.3 Publications and Dissemination**

It has been APCEIU's mission to develop educational materials that are practical and useful making contributions to quality enhancement as well as promotion of EIU/GCED. During the last six years, APCEIU has published around 110 different kinds of educational materials. See list of APCEIU's list of publications (**Annex 7**).

Dissemination of information and educational materials on EIU/GCED has been a pivotal part of APCEIU's achievements. A good example is "UNESCO Clearing House on GCED" which is the first and the most comprehensive database on EIU/GCED based on an online platform.

Other publications such as "*SangSaeng*" and "E-Newsletter" deliver the latest trends and information regarding EIU/GCED and APCEIU's activities which make the institution an 'Information Hub' in the region. The E-Newsletter is sent out to approximately 4,500 subscribers monthly.

According to the feedback received from a number of stakeholders, SangSaeng is an accessible

and popular source of information, including interesting articles on GCED and EIU. Since 2014, APCEIU prints 3000 copies annually and has also developed an e-version for online subscribers. It is now in its 45<sup>th</sup> edition.

Since 2006 APCEIU publishes the “EIU best practice series” which collect the practice and experiences of alumni of various teachers’ programmes in order to encourage follow-up activities and strengthen connections among them. Since its launch a decade ago, more than 40 cases (8 monographs) of good practices have been collected from member states in the Asia Pacific region. These are mostly written by alumni of APCEIU’s training programmes who continue to work to integrate EIU/GCED in their institutions. Though the case studies may not be adequately rigorous or comparable from an academic standpoint, they serve as a useful guide to practitioners in the field. Where appropriate, the authors of the case studies are invited as co-facilitators and lecturers in sub-regional workshops to share their rich experiences with other educators in the region.

APCEIU has been actively engaged in developing teachers’ training materials on EIU/GCED such as “A Guidebook for Teaching EIU and MDGs”, “A Guide to Teaching Educators on EIU, MDGs and Caring in the Pacific” and “GCED Meets Teachers-GCED Workshop Guidebook”.

Teachers are encouraged to develop not only lesson plans but also learning materials themselves such as “Letters from Korea series –Children in the Land of Rainbow”.

Online content created by teachers on cultural heritage is easily downloaded or viewed on web. “Angkor: The World Heritage of Cambodia” and “World Heritage in Uzbekistan: Crossroad of Cultures” are the examples of multimedia based materials as to assist learning and teaching EIU/GCED.

Another example is the “EIU Photo Class Archive”; an online archive of photos taken during the EIU programme held in different countries that can be utilized as learning resources. Also, there is a variety of printed publications such as “GCED Full of Colours” which is the collection of creative works from 2015 GCED Competition and even a board game “Art Explorer-Southeast Asia and Korea” to approach learners in a friendlier way.

Strong and sustainable partnership and cooperation in development of materials has been a foundation for publications to be applicable to various national contexts. Some of the publications are the direct outcome of such cooperation: “Cultural Understanding through Paintings from Southeast Asia and Korea” which was a 3-year collaborative project with the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the SEAMEO Regional Centre for Archaeology and Fine Arts (SPAFA) and “100 Everyday Objects from Southeast Asia and Korea” published in 9 different languages; English, Korean and 7 languages of ASEAN member states.

APCEIU’s most popular electronic publication is the ‘SEA Journey’ produced in DVD format with 40,000 copies. It is also distributed online.

The following observations could be made:

- ◆ There has been a proliferation in the number and range of APCEIU’s publications since the advent of GEFI and GCED;
- ◆ APCEIU’s publications are now available in both print and electronic versions making them more accessible to experts, practitioners and the general public;
- ◆ Most them are available in both English and Korean;

- ◆ APCEIU has not been able to undertake a systematic survey on the utilisation and impact of its publications since 2011. This is planned for 2017.

The relevance and depth of APCEIU's academic publications may be further enhanced by adapting UNESCO's publication guidelines to ensure better quality control.

APCEIU's expanding global role and the wider dimensions of GCED require a deeper reflection, exchanges and support of regional experts, consultants and visiting GCED scholars to bring in a greater diversity in perspectives.

#### **5.2.4 Network of experts/institutions**

APCEIU is well appreciated for its networks of experts and institutions in Korea and overseas, especially in the Asia Pacific, built over the last sixteen years (**Annex 8** – List of project partners).

APCEIU's most significant partners are UNESCO Education Sector at HQ, UNESCO Bangkok Office, the ROK Government (i.e. Ministries of Education, Culture and Foreign Affairs) and the Korean NATCOM. All are represented on its Governing Board and/or are engaged in collaborative work on different aspects of APCEIU's mandate.

While APCEIU has taken the initiative in hosting the bi-annual network meetings of UNESCO's Category 2 Education Centres, it is working with two Category 1 Institutes on collaborative projects: with IBE on the GCED Curriculum Development; and with MGIEP on Youth Advocacy as well as on Prevention of Violent Extremism under the leadership of UNESCO's Education Sector.

APCEIU is well regarded by NATCOMs in the Asia Pacific. Two Secretary-Generals of NATCOMs sit on its Board by rotation. NATCOMs are the primary channel of APCEIU in reaching Member States.

APCEIU has worked in cooperation with UNESCO's Field Offices (e.g. Apia, Jakarta, Hanoi, Almaty) for organising events such as the sub-regional and country level workshops on EIU/GCED. According to the responses to the evaluation questionnaire received from UNESCO's field offices in New Delhi and Islamabad, APCEIU could be more active in South Asian countries.

APCEIU has recently entered into MOUs with the Ministries of Education in Mongolia, Cambodia, Columbia and Uganda for collaboration on GCED curriculum development.

APCEIU has worked closely with several organisations in the region, including ASEAN, SEAMEO and its affiliated centres such as SPAFA and INNOTECH through various collaborative projects. It works with prestigious research institutions like NIE, Singapore and University Sains Malaysia (USM)

Within ROK, APCEIU works with the national, metropolitan, provincial governments and educational and research institutions on capacity building programmes and material development projects on EIU/GCED.

APCEIU has signed MOUs/MOA with ten prestigious Universities in ROK for cooperation in GCED (**Annex 9** - list of the partner universities).

APCEIU has received financial contributions from the corporate sector, including Intel, HP and Samsung for its projects.

APCEIU recently hosted a GCED Network Meeting (9-11 November 2016) gathering 36 partners including intergovernmental organizations, research and training organizations, civil society organizations, higher education institutions, existing networks of educators. Officially launched on this occasion the APCEIU GCED Network is expected to promote the ideals of GCED at global, regional, sub-regional and national levels through integrating them in policy and practice.

## **5.3 Quality of interaction and collaboration**

### **5.3.1 Relationships with UNESCO**

#### **a) Education Sector**

Over the years since its establishment in 2000, APCEIU has maintained good relationships with UNESCO, especially with representatives of the Education Sector at HQ through the Division of Education for Inclusion, Peace and Sustainable Development, and the Asia and Pacific Regional Bureau for Education in Bangkok. Since 2012 this relationship has been raised to a strategic level with APCEIU's proactive and close engagement with and valuable contributions to GEFI, WEF 2015, GCED, ESD and PVE, particularly in preparation and follow up of the agenda and outcomes of the World Education Forum in Incheon (May 2015), the inclusion of GCED in SDG 4.7, the organisation of the Technical Consultation on GCED (Seoul; September 2013) and the first UNESCO Forum on GCED (Bangkok; December 2013). A significant achievement is the establishment of a UNESCO Clearing House jointly set up by UNESCO and APCEIU to facilitate information sharing and to enhance knowledge and understanding of GCED.

This relationship acquired a high level of visibility with UNESCO's Director-General Irina Bokova's visit to APCEIU in February 2014 and her participation in the UN GCED seminar co-organised by APCEIU, UNESCO, UN GEFI and the ROK Ministry of Foreign affairs at the UN Headquarters in New York in March 2015.

In order to better align APCEIU's programme priorities with those of UNESCO (C/4 & C/5), the Centre regularly attends the sessions of the General Conference (Biennial) and Executive Board (six monthly) in Paris.

#### **b) UNESCO Regional Bureau for Education in Asia Pacific (UNESCO Bangkok)**

UNESCO Bangkok serves as APCEIU's focal point in the region. The representation of the Bangkok office on the Governing Board of APCEIU from 2011-16 has facilitated close collaboration between the two. APCEIU has participated in the Asia Pacific Meetings on Education 2030 (APMED) convened by UNESCO Bangkok in 2015 and 2016 to assist Member States in integrating the SDG4 in their education plans and strategies and in developing monitoring mechanisms and necessary institutional capacities in accordance with the new global/thematic indicators. APCEIU's contributions in regard to SDG 4.7, especially GCED, have been helpful in creating a better understanding of the emerging perspective of GCED and inviting Member States to give due attention to value-based education.

With reference to the observations of the last five-year Assessment of APCEIU (2005-09), links have been established between the Culture sector in the Bangkok office and some of APCEIU's work on heritage, cultural diversity and history.



As recommended by the same assessment, the same unit in the Bangkok Office is looking after the work of both GCED and ESD in relation to SDG4.7.

### **c) UNESCO Field Offices**

APCEIU hosted two sub-regional workshop on GCED in Central Asia in collaboration with UNESCO's Almaty office in 2015 and 2016 targeting countries facing conflicts around natural resources and emphasising the importance of EIU/ GCED to resolve such conflicts in the spirit of "Learning to Live Together".

It collaborated with the Beijing cluster office in organising several workshops such as the sub-regional workshop on EIU (2012) and the China-Korea-Japan Youth Forum on GCED (2016).

The discussion with UNESCO Beirut office and UNESCO Cairo office is on the way to define the modalities of cooperation in the promotion of GCED in the Arab States.

### **d) Category I Centres**

#### ***MGIEP, New Delhi***

UNESCO HQ and Bangkok have a crucial role in furthering collaboration between APCEIU and the new UNESCO Category 1 Centre (MGIEP; New Delhi) on their shared agenda for peace, sustainability and GCED in line with UNESCO's strategic objectives (37C/4) and programme outcomes (38 C/5; MLA2; ER8).

MGIEP and APCEIU are official ESD-GAP partners with the former responsible for coordinating Priority Action Area on Youth and the latter on Teachers. They take part in meetings organised by UNESCO on ESD-GAP.

APCEIU and MGIEP attended a number of events organised by UNESCO Bangkok related to GCED (e.g. meetings for the K-FIT project on "Preparing Teachers for GCED" and MGIEP project on values education).

APCEIU and MGIEP established direct working relationships on the following occasions:

- APCEIU-MGIEP parallel session at the WEF 2015 to ensure inclusion of GCED in SDG.4;
- MGIEP's participation at the Sub-Regional Workshop on Global Citizenship Education in Central Asia, 14-16 October 2015, Almaty, Kazakhstan, co-organized by UNESCO Almaty and APCEIU;
- APCEIU's presentation at the UNESCO International Conference on the Prevention of Violent Extremism through Education: Taking Action, 19-20 September 2016, New Delhi, India, co-organized by UNESCO HQ and MGIEP;
- MGIEP and APCEIU co-organised a Workshop on Youth Advocacy for GCED in Busan, ROK;
- MGIEP made a presentation at the APCEIU GCED Network meeting in Seoul on 10-11 November 2016.

Nonetheless concerns have been expressed in certain quarters about the possible overlap in the work of the two institutions and the need to ensure complementarities to maximize synergies in promoting their shared agenda on GCED, ESD and a Culture of Peace within the purview of SDG Target 4.7. It should be possible for the representatives of UNESCO

Headquarters, UNESCO Bangkok and the Directors of MGIEP and APCEIU to meet at least once a year to discuss plans, strategies, collaborative work and joint initiatives.

In responding to the questionnaire, one of the Member States has suggested mutual representation of Directors of MGIEP and APCEIU in their Board of Governors, perhaps as observers.

Meanwhile the simultaneous presence of the Director of the Division of Inclusion, Peace and Sustainable Development of the Education Sector on the Boards of APCEIU and MGIEP should help to establish necessary synergies in the work of the two UNESCO education-sector Institutes towards achieving SDG Target 4.7.

### ***IBE, Geneva***

In 2015, APCEIU teamed up with IBE to undertake comparative research on global citizenship concepts in ten countries. In 2016 APCEIU collaborated with IBE on the GCED Curriculum and Integration Project in four member states (Mongolia, Uganda, Cambodia and Columbia) that receive ODA from KOICA.

It is understood that MGIEP is working separately with IBE to prepare curriculum guidelines on GCED in the social sciences for a number of member states. It would be beneficial for IBE to work in tandem with MGIEP and APCEIU in developing curriculum and pedagogical guidelines on GCED.

### **e) Category II Centres**

APCEIU has responded positively to the request of the Education Sector at Headquarters to bring about better synergies between UNESCO's category 2 Centres/Institutes in Education by seeking to promote cooperation and contribute to a stronger network among such Centres, especially in the Asia-Pacific region.

APCEIU hosted consultation meetings of UNESCO Education Sector Category 2 Centres in Seoul, ROK in 2011 and in Colombo, Sri Lanka in 2014. Representatives of UNESCO Headquarters, Bangkok Office, Category 1 and Category 2 centres/institutes participated and shared their experience.

However, since there is not much in common in the specialised education agendas of UNESCO's Category 2 Centres and they are not at the same level in terms of their capacity and funding, the outcome and impact of these meetings remain unclear.

A number of UNESCO Member States, including China, Brazil, Thailand and Botswana have visited APCEIU to benchmark the establishment of Category 2 Centres in their countries.

### **5.3.2 National Commissions for UNESCO**

In the Asia-Pacific region, APCEIU has closely collaborated with National Commissions for UNESCO (NATCOMs). Their role in APCEIU's programmes is crucial as they identify participants and key institutions in member states to work together, particularly in co-hosting of APCEIU's sub-regional workshops for capacity building of educators.

It would be appropriate for APCEIU to keep the UNESCO Secretariat, including Education

Sector at HQ, Regional, Cluster and National Offices as appropriate, informed of their initiatives at the national, sub-regional, regional, and global level for better coordination and articulation with UNESCO's objectives.

For example, in Latin America and the Caribbean, APCEIU's expanded outreach needs to be carefully planned in close collaboration with UNESCO to ensure coherence in approaches with a strong contextualization of the actions proposed.

## 5.4 Institutional Arrangements

### 5.4.1 Governing Board

As a category 2 Centre operating under the auspices of UNESCO, APCEIU is required to have a governing body or similar supervisory and decision making mechanism in place, and to ensure that this body meets annually and has representation from the main sponsors of the organisation, including UNESCO and the Korean government, as well as international experts.

The Five Year Assessment of APCEIU (2005-2009) had noted with concern that a formal Governing Board of APCEIU had not been constituted despite several assurances. After a prolonged period of negotiations with the National Commission of the Republic of Korea to UNESCO and the Ministry of Education, APCEIU obtained registration as an autonomous, non-profit organization in January 2009 under the Korean laws and formal Articles of Association.

In addition, with an insertion of the new chapter (Chapter 4. Asia-Pacific Centre of Education for International Understanding under the Auspices of UNESCO) in the amended "Act on UNESCO Activities" which was adopted by the Korean National Assembly and promulgated on 26 January 2012, the legal status of APCEIU has been further reinforced under the Korean law.

An independent governing body of APCEIU, its first Governing Board was established in May 2010 according to UNESCO's Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO, 35 C/22 and Corr.). The Board consists of 9-11 members. The term of the Board members is 3 years. It has since been re-constituted twice in May 2013 and 2016.

The APCEIU Board meets regularly twice a year-once in March for an ordinary meeting through 'written consultation for documentary resolution' and the second time in December for a round table session. Its agenda includes approval of long-term and medium term plans, programme and budget, recruitment of officers and maintaining international relations. The Board annually receives and reviews the Settlement of Accounts and annual Audit Reports.

The current Board consists of 10 Members (**Annex 10**) and is chaired by Professor Bae Kidong, Professor of Anthropology, Hanyang University, ROK. He is a Ph.D. in Anthropology from the University of California at Berkeley and is an internationally renowned scholar in EIU. He is in his second-term.

The other two EIU experts currently represented on APCEIU's Board were also interviewed. They have been both closely engaged with APCEIU for a number of years and are familiar with its achievements and challenges. One of them stated that:

*"APCEIU has matured into a full-fledged institution that offers various programmes for the promotion of EIU/GCED. It is slowly but steadily gaining its share of attention as a model category 2 Centre around the international development community."*

The Korean Government is represented on the Board by three line Ministries that support APCEIU viz. Ministry of Education, Ministry of Foreign Affairs and the Ministry of Culture, Sports and Tourism. The Ministries are represented by nominated Director-Generals. The Secretary General of the National Commission to ROK is an ex-officio member of the Board. Through the evaluation process, all four members expressed their appreciation and support for APCEIU's leadership, its programmes and the valuable contributions of its staff.

One of the EIU experts on the Board observed that *'better communication could be facilitated among the three Korean government ministries that are stakeholders.'*

The Secretary-Generals of NATCOMs of Kazakhstan and Sri Lanka are the current Member States of UNESCO's Asia-Pacific region represented on the Board. The Board has followed a healthy practice of rotating members from the Member States with Japan and Indonesia represented on the first Board and the Philippines and Tonga on its second Board. This ought to be maintained so as to provide the widest possible representation on the Board from different countries/sub-regions in Asia-Pacific.

In the early years of APCEIU, a Director of the Education Sector at headquarters represented UNESCO on its Advisory Committee (predecessor of the Board). In the first two Boards (2011-2016) this responsibility was assigned to the Director of UNESCO's Bangkok Office. As mentioned in the previous Assessment Report this was a move to strengthen APCEIU's links with UNESCO Bangkok as the Regional Bureau for Education in the Asia and the Pacific and was in line with the evolving decentralisation policy of UNESCO. In the third Board, the Director of the Division for Inclusion, Peace and Sustainable Development at headquarters represents UNESCO.

In view of APCEIU's rising global profile and outreach, APCEIU's Board should have an improved geographical representation and a better gender balance.

#### **5.4.2 Steering Committee**

According to the Constitution of APCEIU, a Steering Committee drawn from the membership of the Board reviews and decides matters entrusted to it by the Board and matters relating to implementation of resolutions of the Board. It meets at least once a year and is chaired by the Chairperson of the Board. The evaluation concludes that the Steering Committee plays a useful supportive role to the Board.

#### **5.4.3 Leadership**

*"Leadership of APCEIU has high academic credentials and expertise; an asset for defining strategic directions and scientific credibility of the Programmes."*

APCEIU has benefitted from competent and stable leadership since its establishment in 2000. Dr Utak Chung is its fourth Director. He is the only Director so far to have been extended for a second four-year term in office in early 2016. With a Ph.D. in Political Science from Sogang University, ROK he came to the job with a long and close association with UNESCO having worked in different capacities at UNESCO HQ and Bangkok, as Assistant Secretary-General of the Korean NATCOM and in academia in Korea and the US. He has played a crucial role in transforming APCEIU's profile and effectiveness through its successful engagement with GEFI, the global education agenda for 2030 and the inclusion of GCED in SDG 4.7. He has been able

to mobilise additional funds for implementing APCEIU's ambitious GCED agenda. Dr. Chung enjoys the confidence of his government, the APCEIU Board and UNESCO. He has demonstrated the ability to get the best out of his dedicated team and to expand the networks of the Centre overseas. According to one of the Board members, Dr. Utak Chung has restructured the organisation to make it more streamlined. He has also improved communications between senior and junior staff.

Given the increasing demand on his time in travelling overseas and expanding GCED related programmes, it may be appropriate to provide him administrative back up through a Deputy Director.

## 5.4 Organisational Management

### 5.4.1 Human resources

APCEIU has 33 staff members including regular (24) and program-based staff (9). An organogram showing the distribution of work among the six heads of office and a list of staff working in each office is attached (**Annex 11**).

The educational qualifications of the staff are impressive with one Ph.D., 15 Master's and 12 Bachelor's among them. Their field of specialisation are relevant to different aspects of APCEIU's work, viz. International education (9), International studies (6) and Social sciences (4).

APCEIU staff has a relatively young age profile with 10 staff in their twenties and 14 in their thirties. Two thirds are women. This should help in promoting youth-based activities and a more extensive use of social media in APCEIU's work.

Though 32 staff members are Korean, 10 of them have acquired degrees from higher education institutions overseas. Most of them have some international exposure as they have either lived or worked abroad as volunteers or through exchange programmes. They are all fluent in Korean and English, having passed a mandatory written test in English to qualify.

At present there is only one international staff from the Philippines. However, from time to time international staff from other countries, including Australia, Canada, China, Thailand, Indonesia, Myanmar and USA have worked on short duration assignments at the Centre. In his response one of the Board members observed, *"Keeping a pool of committed international scholars, who can serve as contributing members, could be useful."* The evaluation concurs with this recommendation to enable APCEIU expand its global outreach and acquire a more international profile.

In order to attract and retain quality staff and to keep their morale high, the Centre rewards employees, who have completed at least ten years of continuous service, for "remarkable contributions", provides a range of opportunities for in-service professional development as well as study leave to upgrade their knowledge, competences and skills.

In terms of the quality of staff and their workload, the same Board member made the following observations:

*"The current staff are able, diligent and efficient. However, the workload may be overwhelming, depending on the time of the year. .... additional staff recruitment, may be necessary."*

APCEIU needs to make efforts for consolidation and prioritisation of its activities to maintain a level of workload that is manageable and is commensurate with the quality of deliverables. In this context consideration ought to be given to the level of compensation (salaries; working conditions, etc.) of staff to keep it comparable with market conditions and attract the best talent.

It is recommended that APCEIU undertake a review of its permanent staffing requirement in consideration of the increasing workload and the need for aligning their overall compensation package with market trends. The increased budget of APCEIU should allow for an increase in the permanent staff, including more international representation.

The gradual extension of APCEIU's work beyond the Asia Pacific region underlines the need for a pool of international scholars who could serve for short duration assignments as necessary. This should help to bring in staff who are highly experienced, have proven academic expertise in GCED and the capacity to work in multi-lingual settings.

In the context of APCEIU's expansion to other regions (Africa; LAC), it would be appropriate to consider integration of human resources from different regions to bring in more heterogeneity.

#### **5.4.2. Financial Resources**

APCEIU's annual budget has witnessed a steady increase in recent years. Its 2016 budget of 8,782,800,000 Korean Won (KRW) is equivalent to US\$ 7,704,211 (applying the rate in November 2016, 1 KRW=0.000877193 USD).

Its regular budget for 2016 (US\$ 3,454,386) has gone up by 40.6% as compared to 2015 (US\$ 2,456,140) mainly due to the additional funding provided by MOE for expansion of GCED programmes in an attempt to contribute to the achievement Target 4.7 of Education 2030.

The share of MOE in APCEIU's regular budget has increased from 33.8% in 2014 to 44.8% in 2016.

In 2016, the share of extra budgetary resources (US\$ 4,249,825) is 55.2% of the centre's total budget. Key donors are the Ministry of Education (GCED and International Teacher Exchange), the Metropolitan and Provincial Offices of Education of ROK (International Teacher Exchange) and KOICA (UNESCO/ROK Fellowships Programme).

The share of MOE in APCEIU's extra budgetary resources has increased from 62% in 2014 to 77.2% in 2016.

It is noteworthy that the ratio between programme costs, staff costs and support costs of APCEIU is healthy and has remained constant in recent years.

In terms of maintaining a balance between the regular budget and extra budgetary resources, one of the Board members cautioned *"APCEIU should not be reduced to a service agency for donor projects, including those funded by MOE. In its partnerships with funding agencies, APCEIU's mission should remain central"*.

In regard to the sources of extra budgetary funds for APCEIU, it may be observed that as compared to the recent past, private sector resources and partnerships with UN agencies are less visible. In light of APCEIU's strong advocacy and intensive engagement with GCED and SDG 4.7, it may be opportune for the Centre to work on a broader resource mobilisation

strategy to tap resources in UN agencies active in delivering on the Education 2030 agenda and private entities seeking to fulfil their Corporate Social Responsibility (CSR) towards building a Culture of Peace.

Through a review of the last five certified audit reports (2011-2015) of the Centre, which have been duly approved by its Board, it was found that the accounting of APCEIU has been properly conducted in accordance with its accounting regulations.

The certified Auditor has made a couple of strategic observations in his report of 2013 that are still relevant and should be considered by APCEIU's management:

- ◆ Develop and implement follow up strategies to secure programme sustainability and to elicit continuous interest and participation from its alumni; and
- ◆ Make efforts to mobilise funds from the private sector to expand its donor base and ensure the sustainability of the programmes.

APCEIU's Governing Board has been engaged in a debate on the pros and cons of seeking private funding for the Centre's growing needs. (Minutes of 9<sup>th</sup> session on 16 December 2013 refer). While some members have advocated the importance of partnerships with reputed MNCs to raise extra budgetary funds for expanding the Centre's reach and visibility, others have cautioned prudence.

In the light of the Auditor's advice and the discussions in its Board, APCEIU may wish to build on its previous experience in working with corporate entities such as Samsung, LG and Intel (for the popular EIU photo workshops and publications) within the framework of a fresh resource mobilisation strategy. For instance, a partnership with the private sector for using modern information and communication technologies (ICTs) to deliver high quality training to policy makers, educators and practitioners in GCED at a distance through MOOCs would be in keeping with current trends and needs.

**(Annex 12 – List of donors; Annex 13 – Financial resources)**

### **5.4.3. Accommodation**

In its initial years, APCEIU was located in rent-free accommodation in premises provided by the Korean NATCOM outside Seoul in Icheon (Gyeonggi Province). In 2006 it moved to the NATCOM premises in Myeondong in central Seoul. Rent was subsidised. In July 2010 APCEIU relocated to its present premises provided by the Guro District office in a prime location in south-west Seoul. Currently it occupies nearly 3,000 square metres of office space in a three-storey building with state of the art technology. The Centre pays the rent and management fee from the regular budget provided annually by the Ministry of Education.



During the evaluation process, it was observed that the upkeep of the premises was excellent and the available space was creatively utilised for inter-active offices, meetings, seminars, conferences, classrooms, libraries and IT facilities. One of the highlights is the creation of a world class GCED virtual campus within the building.

The APCEIU office is easily accessible from the domestic and international airports, is situated at a walking distance from several high-end hotels and is well connected by public transportation. However, as it has no residential facilities, the increasing number of participants in its activities have to be provided with expensive hotel accommodation, local transport and meals. Besides the rent and the management fee, this becomes a costly proposition in the long run.

The evaluation found that the Ministry of Education recognises the need of providing APCEIU with its own permanent accommodation with residential facilities in the future and negotiations on this matter are underway. It would be advisable for APCEIU to follow this up systematically commensurate with its requirements in the context of the larger global responsibility for capacity building and networking that it is assuming for promoting GCED.



### 5.5 Results-based Management

APCEIU regularly conducts self-assessment as required for all UNESCO Category 2 Centres. However, more efforts are to be made to align its programme cycle management with the results-based approach. While the programme documents refer to the objectives and expected outcomes, the reports often list the activities organized as outputs, and are not analytical enough so as to evaluate the outcomes of the implemented activities. It would be useful for APCEIU to improve its M&E framework for the Centre’s overall programme objectives (not only against the projects and activities), on the basis of the existing tools such as a mid-term strategy, self-assessment scheme, questionnaires for partners (e.g. workshop participants). In developing performance indicators, it would be appropriate to include the gender dimension, which would help better streamlining APCEIU’s approach to gender equity and equality in its strategic planning and implementation.

### 5.6 Conformity with UNESCO Strategy for Category 2 Centres

The Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO (37 C/18 Part I) includes a range of stipulations that all category 2 centres, including APCEIU, are expected to meet. A summary of the key stipulations and an assessment of the extent to which each is met is summarised in Table 2 below.

Stipulation in Revised Strategy	Assessment
<p><b>Legal status</b> – Each category institute or centre must be independent of UNESCO and have the legal capacity necessary for it to function under the laws of the country in which it is located.</p>	<p>APCEIU has attained an independent legal status in ROK in January 2012 by promulgation of partially amended Act on UNESCO activities (Act n° 11217): Chapter 4, paragraph 25. APCEIU was newly inserted.</p>
<p><b>Governance</b> – Each category 2 institute and centre must have a governing body or a similar supervisory and decision- making mechanism, which shall meet annually. Such body shall appoint the director and approve the budget and the programme of activities. UNESCO must be represented as a full member in the governing body.</p>	<p>An independent governing body of APCEIU, its first Governing Board was established in May 2010 according to UNESCO’s Integrated Comprehensive Strategy for Category 2 Institutes and Centres under the Auspices of UNESCO, 35C). The Board consists of 9-11 members including a representative of UNESCO. The term of the Board members is 3 years. It has since been re-constituted twice in May 2013 and 2016. Currently a representative of Education Sector at HQ is represented (Director, Division of Education for Inclusion, Peace and Sustainable Development).</p>

**Geographical scope** – The activities and operations of category 2 institutes and centres must be global, regional, sub-regional or interregional in scope. Entities with a national scope only do not qualify for designation as category 2 institutes and centres.

APCEIU has actively engaged partners in Asia and the Pacific since its inception, and more recently beyond the region, especially from Africa and Latin America and the Caribbean. APCEIU also contributes to UNESCO’s programmes and objectives at the global level through cooperation in the GCED clearing house and the global forums.

**Contribution to UNESCO’s programmes** – Each category 2 entity shall contribute to the achievement of UNESCO’s strategic programme objectives and global priorities of the Organisation, as well as sectoral or inter-sectoral programme priorities or themes.

APCEIU’s programmes and activities are fully aligned with UNESCO’s strategic programme objectives and priorities. However, gender dimension could be further strengthened in planning and communication.

**Reporting** – Directors of all category 2 institutes and centres shall be required to submit to UNESCO a biennial report with information on the contribution of the activities of the institutes or centres to UNESCO’s strategic programme objectives, global and sector priorities as well as sectoral expected results.

APCEIU prepares biennial self-assessment reports and submits them to UNESCO Bangkok Office as required.

## 6. Recommendations

### A) Recommendation to renew the Centre’s status as a Category 2 Centre

The terms of reference for this review and evaluation require a recommendation regarding the renewal of the Centre’s status as a Category 2 Centre of UNESCO. In making this recommendation it is important to recognise the increased relevance of APCEIU’s renewed mission and enhanced functions to UNESCO’s strategic programme and global priorities in the post-2015 development scenario.

Following APCEIU’s influential and effective role in supporting both UNESCO and ROK in setting the ambitious and universal agenda for SDGs and Education 2030, the Centre has deservedly acquired a higher and more visible profile in UNESCO and the wider UN family.

Since its previous five-year assessment (2005-2009) APCEIU has achieved complete conformity with the key stipulations of the Integrated Comprehensive Strategy for Category Institutes and Centres under the auspices of UNESCO (37 C/18 Part 1). This is reflected in its separate legal status and the establishment of a Governing Board with the membership, role and functions envisaged for Category 2 centres.

APCEIU’s visionary leadership, efficient institutional arrangements, capable human resources and stable financial situation as well as the quality of its relations with its major stakeholders

(Government of Korea, UNESCO and its education institutes and member states) inspires confidence in its capacity, viability and sustainability in the foreseeable future.

In light of the factors noted above, this evaluation recommends that:

APCEIU maintain its status as a category 2 Centre under the auspices of UNESCO and that the agreement between UNESCO and the Republic of Korea be renewed with appropriate modifications to bring it up to date and in line with UNESCO's strategies and programmes for achieving SDG4.7.

## **B) Recommendations for improving performance**

The report contains a number of suggestions and observations for enhancing APCEIU's relevance, effectiveness, quality of partnerships and institutional arrangements. In particular, suggested areas for improvement are highlighted for consideration by APCEIU and UNESCO:

### Capacity Building

In general, APCEIU's contributions to enhancing the capacity of educators, teachers, school principals and officials in Korea and Member States in the Asia Pacific and Africa are well appreciated by participants, institutions and the partner countries.

Nevertheless, the continuous and varied demands for capacity enhancement and the spread of internet connectivity calls for a reassessment of the number and type of courses offered, their continued relevance and their cumulative impact. APCEIU's programmes should be assessed through a strategic review so as to revamp and renew the training package as a whole in the context of SDG Target 4.7 and the easy, affordable access to ICT mediated learning opportunities provided through Open and Distance Learning, MOOCs and the social media on an array of digital devices, including laptops, tablets and smartphones. This may allow wider coverage at lower costs.

A fresh approach could focus on the capacity building of educational leaders who have the potential to influence wider communities of policy makers and practitioners. A network of selected higher education institutions in Korea, the Asia-Pacific and Africa could be invited to partner APCEIU to offer customized training and conduct high quality research on emerging areas such as GCED and PVE. The immense potential of MOOCs should be further exploited to provide interactive training to in-service professionals at their work place.

### Publication and Dissemination

By and large most of APCEIU's stakeholders are satisfied with the quality and reach of its publications. As suggested in the previous assessment, the relevance and depth of APCEIU's academic publications could be further enhanced by adapting UNESCO's publication guidelines to ensure better quality control.

APCEIU's expanding global role and the wider dimensions of GCED/PVE require a deeper reflection, exchanges and support of regional and international experts, consultants and visiting scholars to bring in a greater diversity in perspectives.

### Human resources

The quality, output and teamwork of APCEIU's staff are well appreciated by its stakeholders in Korea and overseas. Nevertheless, in its current phase of expansion of programme and activities thematically and geographically, there is a growing concern about their increasing workload, their limited international experience and the lack of sufficient exposure to multi-cultural settings.

This requires augmentation of core staff along with diversification of human resources for APCEIU to become more heterogeneous and responsive to the diverse cultural contexts of other regions. The relevance of APCEIU's work could be improved by staff with a deeper knowledge of latest policy trends and needs in the field.

In this context it is recommended that the leadership and Governing Board undertake a review of the core staffing requirements of APCEIU in view of its increasing workload and enhanced responsibilities. Consideration may be given to improving staff compensation (salary; working conditions) commensurate with market trends. This would also help to attract the best talent to the Centre.

It has been suggested that APCEIU would benefit from a pool of international scholars with the requisite subject expertise and a global outlook. They could be recruited for time-bound assignments as consultants or drawn from member states and partner agencies on secondment.

#### Financial resources & Programme Cycle Management

Currently APCEIU is reliant on funding from the Korean government. In light of APCEIU's strong advocacy and intensive engagement with SDG 4.7, especially GCED, it may be opportune for the Centre to work on a broader resource mobilisation strategy to tap resources in UN agencies active in delivering on the Education 2030 agenda and private providers seeking to fulfil their Corporate Social Responsibility (CSR) towards building a more peaceful, tolerant and just world. The possibilities of public private partnerships with reputed corporate entities may be explored to expand the scope and visibility of APCEIU's programmes.

The annual and biennial reports of APCEIU could be improved through better results orientation, deeper analysis and a gender sensitive approach.

#### Relations with UNESCO entities

It would be advisable for APCEIU to keep the UNESCO Education Sector at HQ, Regional, Cluster and National Offices as appropriate, informed of their initiatives at the national, sub-regional, regional, and global level for better coordination and articulation with UNESCO's programmes and objectives.

In order to optimize synergies between APCEIU and MGIEP in promoting UNESCO's shared agenda on GCED, ESD and a Culture of Peace within the purview of SDG Target 4.7, it would be in order for representatives of UNESCO Headquarters, UNESCO Bangkok and the Directors of MGIEP and APCEIU to meet at least once a year by rotation to discuss plans, strategies, collaborative work and joint initiatives.

#### Global Outreach

As things stand, APCEIU is inclined to respond as best as possible to the growing expectations and aspirations of the Korean government, UNESCO, member states and stakeholders to expand its programmes (e.g. GCED/PVE) and extend its geographic coverage (e.g. Africa; Latin America). This outreach needs to be carefully planned in close collaboration with UNESCO (Headquarters and regional offices) to ensure advance preparation, coherence in approaches and a strong contextualization of the actions proposed.

During the evaluation process, a few stakeholders have shared their concern that APCEIU may be spreading its net too wide and its activities may be too thinly spread in the Asia-Pacific region and other parts of the world. Others have noted the challenge of achieving a better balance between national, regional and global agendas. APCEIU's management would do well to define APCEIU's areas of work more clearly to achieve better focus, to avoid dispersion and increase impact. It would be appropriate for the Centre to have a long-term plan with clear targets, achievable results and indicators for measurement of progress. An annual calendar of programmes and events may be shared in advance with UNESCO headquarters, its regional and field offices and NATCOMs for better coordination and complementarity of services. It is important to ensure consistency of messages between APCEIU and UNESCO on GCED.

### **Concluding Remarks**

In a strife-torn world where dialogue, understanding and cooperation are seen to be on the decline, APCEIU's mission and work are ever more relevant to counter prejudice, bias and narrow mindedness. UNESCO's partnership with the Republic of Korea and the guidance and support from its stakeholders is necessary to sustain APCEIU in its noble endeavours for a more peaceful, just and tolerant world.

## Annexes

1. TOR of the review
2. Recommendations by the previous evaluation and APCEIU responses
3. List of reviewed documents
4. Interview guides
5. List of informants
6. List of conferences & workshops
7. List of key publications
8. List of project partners
9. List of partner universities
10. List of Governing Board members
11. List of APCEIU Staff
12. List of donors
13. Financial resources