

Explain why you think that you are a global citizen. (Maximum 500 characters)*

In today's interconnected world, almost every issue; whether climate change, immigration, public health, or trade, transcends national and regional borders. The challenges we face are no longer confined to a single country or region; which require collective action, shared responsibility, and a deep understanding of perspectives. Being a global citizen means recognizing that our actions, ideas, and innovations have ripple effects across nations and cultures.

One defining characteristics of a global citizen is the ability to adapt, learn, unlearn, and re-learn. The world is constantly evolving, and so are the challenges that come with it. What worked in the past may not be the solution for the future - but could give us ideas on how to deal with future problems. As someone deeply invested in addressing global issues, I believe in the importance of staying informed, embracing new ideas, and working collaboratively to find solutions that promote inclusivity and sustainability.

Moreover, in an era where digital connectivity bridges the gaps between continents, knowledge and opportunities are more accessible than ever before. This connectivity fosters a sense of shared responsibility, as what happens in one part of the world can have profound impacts elsewhere. Climate change for instance - greenhouse gas emissions from one country contribute to global warming, affecting ecosystems and livelihoods worldwide; similarly a public health crisis in one nation can quickly escalate into a pandemic, reminding us of the need for global cooperation as evident during the COVID19 pandemic.

Beyond these challenges, being a global citizen is also about celebrating cultural diversity and fostering mutual respect. Interacting with individuals from different backgrounds allows for a broader and better worldview, taking down stereotypes and fostering empathy wherever needed. It is my belief that true progress is built on collaboration and inclusivity, where diverse perspectives contribute to innovative solutions.

My contributions to an inclusive and global society come from this mindset; one that values cooperation over building borders, solutions over problems, and collective action over isolation. Whether through education, technology, or community engagement, I see

my role as someone who not only understands these global challenges, but also actively seeks ways to make an impactful difference.

Therefore, the label of a global citizen to me, is not just about geographical mastery and mobility; it is about a mindset (which I possess) - one that acknowledges our shared humanity and the responsibility that comes with it. By engaging with global issues (via platforms as UNESCO APCEIU), advocating for solutions, and embracing the ever-changing nature of our world, I affirm my commitment to making a meaningful impact beyond borders.

Why do you want to participate in this Workshop? Please explain your motivations and reasons for applying. (Maximum 500 characters)*

I am a lecturer at the University of Juba in South Sudan, at the School of Computer Science and Information Technology, where I teach and mentor students in technology, sustainability, and digital innovation. I hold a PhD in Informatics (Sustainability Research from Tokyo, Japan), and my research focuses on using technology to address environmental and social challenges.

My passion for education goes beyond the classroom. I firmly believe that Global Citizenship Education (GCED) and Social Emotional Learning (SEL) are powerful tools for shaping a generation of critical thinkers and responsible global citizens. In a rapidly changing world marked by social, environmental, and economic challenges, it is imperative that young people develop not only technical skills but also emotional intelligence, intercultural competence, and a deep understanding of global issues.

By participating in this workshop, I hope to deepen my knowledge of innovative and transformative teaching methodologies that can empower students to become proactive leaders in their communities. I am particularly interested in exploring new strategies to integrate GCED and SEL into my curriculum, ensuring that education is not only knowledge-driven but also character-building. This is especially important in post-conflict societies like South Sudan, where education plays a critical role in fostering peace, resilience, and sustainable development.

This workshop also presents a valuable opportunity to connect with other youth leaders from different backgrounds who share a commitment to driving meaningful change. I am eager to exchange ideas, collaborate on projects, and learn from best practices that have been successfully implemented in other regions. Through these interactions, I hope to gain insights into how GCED and SEL can be effectively adapted to diverse educational settings, particularly in under-resourced communities.

Furthermore, I intend to use the knowledge and networks gained from this workshop to enhance my ongoing initiatives in education and research. I believe that by fostering a global mindset among students, we can create a generation of change-makers who are not only aware of global challenges but are also equipped to address them through innovation, empathy, and collaboration.

Ultimately, my goal is to bridge the gap between theoretical knowledge and practical applications of peacebuilding, sustainability, and social justice. This workshop aligns perfectly with my aspirations, providing me with the skills, networks, and resources necessary to implement impactful educational programs. I want to play an active role in shaping policies and curricula that prioritize inclusivity, equity, and sustainability.

By participating in this workshop, I am committing myself to the mission of fostering global citizenship and social cohesion through education. I look forward to gaining fresh perspectives, engaging in meaningful discussions, and contributing my expertise to this collective effort. I believe that education should not only inform but also inspire, and this workshop is a step toward realizing that vision.

How is Global Citizenship Education(GCED) and Social Emotional Learning(SEL) understood or practiced in your context? Please provide specific examples or answers based on your personal opinions or experiences. (Maximum 500 characters)*

Global Citizenship Education (GCED) and Social Emotional Learning (SEL) hold significant importance for South Sudan, a nation recovering from conflict and intertribal / regional fragmentations, and working toward lasting peace, social unity, and progress. Though these approaches are not yet fully embedded in formal systems, their core ideas are being applied through diverse educational, community, and social efforts.

In South Sudan, GCED is slowly integrated into civic education and peacebuilding efforts. Schools and higher education institutions highlight the value of national unity and global interconnectedness. Given the country's history of conflict, education serves as a vital tool for nurturing mutual respect and peaceful coexistence.

At the university level, I embed GCED concepts in my teaching by urging students to devise solutions for local problems while keeping global viewpoints in mind. For example, I mentor students in leveraging technology to tackle challenges like social systems design, digital skills development, and climate resilience. These efforts align with GCED's overarching aims of fostering innovation, global accountability, and sustainable growth.

Moreover, local groups and international NGOs advance GCED through youth leadership programs, cultural exchanges, and activities that spur civic participation. Workshops and discussion forums teach young people about diversity, human rights, and ecological sustainability, equipping them to act as conscientious global citizens.

Social Emotional Learning (SEL) is equally vital in South Sudan, where conflict has left a deep impact, particularly on youth. SEL is implemented through trauma recovery initiatives, school-based psychosocial support, and community peace conversations. In areas hit hardest by conflict, schools incorporate SEL elements like conflict mediation, emotional control, and resilience training to support students in coping with tough circumstances.

For instance, some schools train teachers to use storytelling, role-playing, and group talks to help students process emotions and build social skills. These exercises foster empathy, self-awareness, and constructive emotional management among youth. Community programs such as the "Kuron Peace Village (<https://www.kuronvillage.net/>)" founded by the late veteran Bishop Paride Taban also promote SEL via peace clubs and youth groups, encouraging dialogue on tolerance, collaboration, and reconciliation.

As an educator, I integrate SEL into my classroom by creating a space that encourages empathy, collaboration, and analytical thinking. Assigning group projects on societal challenges helps students hone leadership and emotional intelligence. I also stress the

significance of self-awareness and flexibility in their professional and personal journeys, emphasizing that education extends beyond technical expertise to shaping emotionally aware and socially responsible individuals.

Though still evolving in South Sudan, GCED and SEL are key to advancing peace, sustainable progress, and engaged global citizenship. By strengthening these ideas through education, community involvement, and leadership opportunities, South Sudan can build a more inclusive and cohesive society.

Please explain your activities / engagement and how these relate to the objective/values of GCED as well as SEL, the theme of this year's workshop. If possible, please specify which areas (education, political participation, community-based activities, media, arts, student movement, etc) you have been engaged in and for how long. (Maximum 1000 characters)

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As a lecturer at the University of Juba in South Sudan, I am deeply committed to promoting Global Citizenship Education (GCED) and Social Emotional Learning (SEL) in both my academic and extracurricular activities. For the past several years, I have made it a priority to weave these values into my teaching methodology, ensuring that students are not only acquiring knowledge but also developing critical thinking, empathy, and a global perspective. In my classroom, we engage in discussions about the intersection of global challenges such as climate change, migration, and social justice, and their local implications. These conversations are essential in helping students recognize their responsibility as global citizens, capable of addressing the pressing issues facing the world today.

Through my role as a lecturer, I have had the opportunity to mentor students from diverse backgrounds, guiding them in developing their ability to engage with the world in a thoughtful and compassionate manner. I encourage them to look beyond their immediate surroundings and consider how global issues are interconnected. My teaching approach places strong emphasis on teamwork and collaborative problem-solving, both of which are key aspects of GCED and SEL. I make sure to create a classroom environment where students feel comfortable expressing their opinions and exploring diverse viewpoints, thus fostering a culture of respect, inclusion, and empathy.

Apart from my academic responsibilities, I am also deeply involved in community-based initiatives that focus on empowering young people, especially those from marginalized backgrounds, to become active and responsible global citizens. One such initiative is my involvement with the GoGirls ICT Initiative (<https://gogirlsict.org>), an organization dedicated to encouraging young girls, particularly in South Sudan, to pursue careers in STEM. As a mentor in this initiative, I work closely with high school and elementary students to develop their skills in digital literacy and introduce them to the vast possibilities within the world of science, technology, engineering, and mathematics. This initiative not only equips girls with the technical knowledge necessary to thrive in the digital age but also aims to boost their confidence and self-esteem. By mentoring young girls, I seek to challenge traditional gender norms and provide them with the tools to become future leaders in STEM fields.

Moreover, I am actively engaged in peacebuilding and social cohesion projects, where I integrate SEL principles to promote emotional resilience and conflict resolution. South Sudan, where I work, has faced significant challenges related to conflict and division, and my involvement in these projects has given me a chance to help foster unity among different ethnic and social groups. Through SEL, we work on developing skills such as empathy, emotional awareness, and mindfulness, which are essential for building trust and understanding in divided communities. These projects are deeply aligned with the values of GCED, as they contribute to creating a more peaceful, inclusive, and just society.

I am also passionate about political participation and the importance of youth engagement in decision-making. I actively encourage my students to engage in discussions about their rights and responsibilities as citizens, and how they can use their voices to advocate for change. By nurturing their leadership potential, I aim to empower them to take on active roles in shaping a better future for their communities and the world.

In all these activities, whether through teaching, mentoring, or community outreach, I consistently strive to embody and promote the principles of GCED and SEL. I believe that by equipping young people with the knowledge, skills, and mindset to navigate the complexities of the world, we can collectively create a more just, peaceful, and sustainable future. This aligns with the objectives of the 11th Youth Leadership Workshop on GCED: “Empowering Hearts, Building Peace: Harnessing Global Citizenship Education (GCED) and Social Emotional Learning (SEL) for Global Change.”

Please briefly describe how you will implement GCED and SEL after participating in the workshop. (Maximum 1,000 characters)*

After participating in the workshop, I plan to take a multi-faceted approach to integrate the principles of Global Citizenship Education (GCED) and Social Emotional Learning (SEL) into my work and beyond. As a lecturer at the University of Juba, I will weave these concepts into my curriculum by incorporating global issues such as climate change, migration, human rights, social justice, and sustainability. I aim to help students understand how interconnected our world is and the role they play in addressing these pressing challenges. By emphasizing the importance of local actions in a global context, I can empower students to take responsibility for positive change, demonstrating how their efforts can contribute to a more equitable and sustainable world. I will integrate discussions and case studies that encourage students to critically analyze global issues and reflect on solutions, fostering global awareness and critical thinking.

Moreover, I will ensure the inclusion of SEL in my teaching practice, focusing on developing the emotional intelligence and social skills of my students. I believe it is essential for students to understand their own emotions, manage them effectively, and empathize with others. In my classroom, I will create a supportive environment where open discussions are encouraged and emotional expression is respected. I will integrate SEL into group work, peer feedback, and conflict resolution exercises, helping students build empathy, teamwork, and leadership skills. These competencies are vital not only for academic success but also for their personal and professional development, especially in an interconnected world. The emphasis will be on teaching students how to develop self-awareness, manage emotions, set goals, show resilience, and maintain positive relationships. These SEL competencies will complement GCED, helping students develop both a strong sense of self and a sense of responsibility towards others.

Beyond the university, I will continue my work mentoring young girls through the GoGirls ICT Initiative. In this capacity, I will incorporate both GCED and SEL into the mentorship programs, encouraging girls to pursue STEM while also developing social and emotional skills. I will create a safe space where they can learn to express themselves confidently, understand and regulate their emotions, and build resilience to overcome the challenges they face. By encouraging girls to be self-aware and empathetic, I hope to help them develop leadership qualities that will equip them to advocate for gender equality and drive

change in their communities. Through GoGirls ICT, I will also host workshops focused on social responsibility, teaching the girls how to use technology as a tool for social change, empowering them to become global citizens who understand the wider impact of their actions.

In the broader community, I plan to engage with local organizations and leaders to promote GCED and SEL through outreach programs, workshops, and public discussions. These initiatives will focus on promoting peace, social justice, and environmental sustainability. I will work with local stakeholders to organize community events where individuals can engage in conversations around these themes, helping foster greater understanding and empathy for different perspectives. The workshops will be designed to inspire collective action, encouraging people to think about how they can contribute to creating a peaceful and just society. The emphasis will be on building emotional resilience, fostering social cohesion, and addressing community challenges with empathy and understanding.

By applying the knowledge gained from the workshop, I will strive to develop programs and initiatives that empower individuals to be more thoughtful, emotionally intelligent, and globally aware. I envision a future where communities are more connected, resilient, and proactive in addressing the challenges we face as a global society. This holistic approach will help foster a sense of responsibility for others and for the planet, equipping individuals with the tools to work collaboratively and effectively to create a better world for all. Through these efforts, I hope to contribute to building a culture of peace, understanding, and global citizenship, impacting not only those I work directly with but also their communities and the wider world.

What areas of support and professional guidance do you need to implement the GCED activity you have in mind? (Maximum 500 characters)

*** Those who successfully complete the workshop will have the chance to apply for 'mentorship and grant' opportunities by submitting a project proposal on GCED/SEL.**

To implement the GCED activities I have in mind, I would need comprehensive support in several key areas. First, assistance in designing a curriculum that seamlessly integrates the principles of Global Citizenship Education (GCED) and Social Emotional Learning (SEL) into various learning environments, including classrooms and community-based settings.

This would involve creating lesson plans, activities, and resources that foster students' understanding of global interconnectedness, human rights, and sustainability while also promoting emotional intelligence, empathy, and resilience.

Second, I would need professional guidance on developing strategies for cultivating social and emotional skills in diverse groups of learners; essential for developing a deeper sense of responsibility, peace, and empathy in students, especially in conflict-prone regions like South Sudan. Guidance on how to tailor SEL approaches to address the unique needs and challenges faced by students in these contexts, such as trauma-informed practices and culturally relevant content, would be highly valuable.

Moreover, I would seek mentorship on organizing and facilitating community-based outreach programs and workshops that involve both youth and adults; serving as platforms for fostering dialogue around key global challenges such as climate change, gender equality, and social justice.

Additionally, I would benefit from professional support in building partnerships with local and international organizations, educational institutions, and stakeholders who are committed to advancing GCED and SEL. One key partnership I would like to pursue is with UNESCO's Asia-Pacific Centre of Education for International Understanding (APCEIU), as well as other relevant UNESCO entities. These partnerships would not only help amplify the reach of my activities but also provide me with access to UNESCO's expertise, networks, and resources, which would significantly enhance the effectiveness and sustainability of my initiatives.

I would also appreciate guidance in building connections with other educational institutions, non-governmental organizations, and governments who are aligned with the principles of GCED and SEL. Establishing collaborations with UNESCO APCEIU will strengthen the credibility of the projects I aim to implement, ensure they are in line with international standards, and open doors to additional funding and resource-sharing opportunities.

Finally, to successfully implement and scale these projects, mentorship and guidance in grant writing and resource mobilization would be instrumental. This includes insights on identifying funding opportunities, developing compelling project proposals, and managing financial resources to support long-term projects. Having the support to secure the necessary resources will allow me to provide better learning opportunities, training programs, and community engagement initiatives, ultimately driving greater impact and change.

I would greatly appreciate comprehensive guidance and mentorship in curriculum development, SEL strategies, community outreach, partnership building (especially with UNESCO APCEIU), and resource mobilization to effectively implement GCED and SEL in South Sudan and beyond. Such support will ensure that my efforts are grounded in best practices, aligned with global standards, and culturally appropriate for the context I am working in. Additionally, it will provide me with the necessary tools and resources to create lasting, positive change in the communities I aim to serve.