

APCEIU-SEAQIL

Storytelling Contest on GCED

Call for Submissions

1. BACKGROUND AND RATIONALE

In order to build a more peaceful and sustainable future, it is crucial to promote learning to live together on the planet under pressure. The Sustainable Development Goals (SDGs), especially the SDG - 4 'Quality Education' and the accompanying Target 4.7,¹ highlight the importance of promoting education for global citizenship, cultural diversity and sustainable development, which can be expressed as Global Citizenship Education (GCED). It is about cultivating in learners the knowledge, values, attitudes and skill sets necessary for learning to live together. In this regard, teachers should be able to effectively utilize various pedagogical methods.

As one of effective pedagogical methodologies, there is growing recognition of the storytelling as a powerful pedagogical tool because storytelling conveys both pedagogical values and cultural messages. Adopting storytelling into classroom activities allows teachers to draw pedagogical values based on the contexts from which the stories are originated and cultural messages from local communities and/or ethnic groups or nations.

From pedagogical perspectives, the content as well as story characters play important roles and they serve as enrichment in teaching those value-related subjects such as social studies, civic education, and religion. As a way of enrichment, integrating the content and characters of story is intended to stimulate affective domain of students. Moreover, illustrations which are generated from stories broaden spectrums of knowledge about what are being learned by students. As a result, the content as well as characters encourage students to identify the relevance between what they learn in the classroom and the

¹ Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

reality of life they are a part of.

As a center with accumulated experiences and expertise, UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) has implemented various storytelling projects such as ‘SEA Journey, Telling Tales in Asia and Korea, Journey around Asia, and Humans as Global Citizens.’”

In 2019, acknowledging the value of storytelling to foster global citizenship, APCEIU and Southeast Asian Ministers of Education Organization Regional Centre for Quality Improvement for Teachers and Education Personnel in Language (SEAMEO QITEP in Language) are co-organizing the “GCED Storytelling Contest.”

2. PURPOSE

GCED Storytelling Contest aims to collect and disseminate GCED-related stories to promote the value and necessity of GCED and provide teachers with the opportunities to develop their capacity to foster global citizenship through storytelling.

3. THEME

“Stories of Global Citizens in My Neighborhood”

4. TARGETS

The targets of the GCED Storytelling Contest include both in-service and pre-service teachers of SEAMEO Member Countries (teachers in formal, non-formal and informal educational institutions and pre-service teachers (students of teacher-training institutions)).

5. GUIDELINES

A. Story Writing Guidelines

- 1) The context of story is about education and/or culture.
- 2) The content of story should explore those local wisdoms relevant to global citizenship. This wisdom may be generated from religious and cultural values, and traditions of an ethnic group.
- 3) The characters of the story should be those who can be considered as role models as global citizens, representing local, national and global identities and acting effectively and responsibly for a more peaceful and sustainable world.

- 4) The stories may be fiction or non-fiction.
- 5) The story should be written in English with the length of about 4 pages (1,800 words maximum) in MS Word format using font size 12 with single space.
- 6) The submitted stories should be original stories written by the applicants.



B. Submission Guidelines

- 1) Stories should be submitted through the applicant's school/institution to SEAMEO QITEP in Language by email at info@qiteplanguage.org by 10 November 2019 (Jakarta time) with the following documents:
 - Cover letter signed by the head of organization
 - Completed application form with the story (Please see attached form.)
- 2) Each school or teacher-training institution may send up to 2 applications.

6. AWARDS & BENEFITS

A. Prize Money for the Winners

- 1) USD 1,000/story for 3 in-service teachers
- 2) USD 700/story by 3 students of teacher-training institutions

B. Publication Opportunities

The selected stories will be:

- 1) Uploaded on the organizers' websites and published in their magazines such as APCEIU's <SangSaeng>
- 2) Used in various publications and workshops (as reference materials) of SEAMEO QITEP in Language and APCEIU

7. PROCEDURES AND SCHEDULE

A. Submission of Stories

Stories should be submitted through the applicant's school/institution to SEAMEO QITEP in Language by email at info@giteplanguage.org by 10 November 2019 (Jakarta time). (Please refer to 5-B. Submission Guidelines.)

B. Screening and Selection

- 1) A total of six best stories will be selected. An international screening committee, composed of experts of related areas (GCED, language education/storytelling, teacher education, etc.) as well as the representatives of SEAMEO QITEP in Language and APCEIU, will review the submitted applications and select six best stories:
 - Three stories written by in-service teachers
 - Three stories written by pre-service teachers (students from teacher-training institutions from SEAMEO member countries)
- 2) The criteria of selection are as follows:
 - Relevance to global citizenship and level of intensity as well as extensity of story narratives (which present local wisdom related to global citizenship and characters which serve as role models of global citizens for young generations)
 - Level of congruency of story narratives with millennial educational and cultural challenges
 - Originality and coherence & clarity

C. Announcement of Selection Results

The selected stories will be notified by 25 November 2019.

8. REFERENCES

A. Key References on Global Citizenship Education (among many)

- Global Citizenship Education: Topics and Learning Objectives (UNESCO, 2015) (<https://www.gcedclearinghouse.org/resources/global-citizenship-education-topics-and-learning-objectives?language=en>)
- Global Citizenship Education: Taking It local (UNESCO, 2018) (<https://www.gcedclearinghouse.org/sites/default/files/resources/180251eng.pdf> / (Video) <https://www.gcedclearinghouse.org/resources/video-global-citizenship-education-taking-it-local>)

B. Related themes (Examples ONLY)

GCED can be approached through specific thematic areas. Your stories **may include** the following themes:

- ✓ Cultural diversity & intercultural understanding
- ✓ Globalization & social justice
- ✓ Human rights
- ✓ Peace
- ✓ Education for sustainable development
- ✓ Other related topics/cross -topics

9. CONTACT INFORMATION

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