



EIU Best Practices Series **No. 50**

EIU Best Practices 2019

Building Capacities in GCED and Better Living Together

A Case from **Chile and Columbia**



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under the auspices of UNESCO

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Foreword

The Education for International Understanding (EIU) /Global Citizenship Education (GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 49 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Mr. Marcelo Ignacio Trivelli Oyarzun's case has been added to the series with the series number 50, which includes community-based and youth education programmes for the peace of Chile.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through these series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Mr. Marcelo Ignacio Trivelli Oyarzun's case is the outcome of the action plans established from his learning in the Global Capacity-Building Workshop on GCED 2017.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different locations and institutional backgrounds, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those

challenges. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulations to Mr. Marcelo Ignacio Trivelli Oyarzun for his continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2019.

September 2019



LIM Hyun Mook
Director

EIU Best Practices is...

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

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

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

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

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

④ Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Contributor



Mr. Marcelo Ignacio Trivelli Oyarzun
President, Fundación Semilla

Mr. Marcelo Ignacio Trivelli Oyarzun is a Civil Industrial Engineer and graduated from Universidad de Chile in 1978. He obtained a Master's Degree in Business Administration in the University of California at Berkeley.

In 2003, he founded Fundación Semilla, an NGO focusing on youth. Twelve thousand teenagers have participated in leadership workshops regarding citizenship, non-violence, culture, environment, community, etc. At present, Fundación Semilla has engaged, along with UNESCO, in developing an innovative pedagogical tool aimed to teachers based on gaming methodologies in order to promote GCED in schools.

Since the early nineties he assumed the position as the board member of Fundación Tacal where handicapped persons are trained and integrated to labor in Parque del Estuario, a native forest conservation park.

He was appointed as the adviser by the President of Chile and intendente of Chile's capital region, Santiago. During the eighties he was a lecturer in the Faculty of Engineering in Universidad de Chile.

Acknowledgement

I thank the Regional Office of UNESCO for Latin America and the Caribbean for inviting us to be part of Global Citizenship Education initiatives. We were proud to receive Dr. Utak, Former Director of APCEIU in Fundación Semilla's offices in 2016 who introduced us to GCED and invited us to be part of this global movement in the education of young people.

Our common interest in education and citizenship of young people in the school system led us to a close collaboration in which the first step was to attend the 2nd Global Capacity Building on GCED that took place at APCEIU in Seoul, Korea during which I had the opportunity to acquire in depth elements of Global Citizenship Education as well as share culture and experiences with fellow educators coming from Africa, Asia, America and Europe.

The constitution of the World Network for World Citizenship Education has been a significant step in the promotion of this initiative and I am grateful to have been invited to be part of this network both by APCEIU and UNESCO. Likewise, I appreciate the invitation to be part of the Technical Advisory Committee on GCED Network and to participate in the 2nd and 3rd International Conference on GCED.

The achievements of Fundación Semilla are not personal. We are a team and I thank each of them for the work done in the design of the “Building Capacities in GCED and Better Living Together” programme. In particular to IDEMAX a Chilean consulting firm in Innovation that created the WAYNA games.

Finally, I would like to thank APCEIU for having been selected as EIU/GCED Best Practices 2019. This is a direct incentive to continue our work in this field in order to help built a better world for present and future generations.

Summary

Fundación Semilla works with young people in schools aiming to: (1) encourage them to be part of society and their educational communities through their participation in the decision-making process; (2) strengthen their self-esteem and confidence in their abilities; and (3) behave harmoniously with their surroundings, valuing diversity and respecting differences.

With this goal in mind, Fundación Semilla has developed different methodological approaches, among which are (a) community leadership methodologies that seek to encourage peaceful problem solving with a collective focus, as well as (b) gaming participatory methodologies based on youngster's interests and motivations to encourage meaningful teaching and learning processes.

Having verified that there are very few pedagogical tools on Global Citizenship Education (GCED), WAYNA emerges, under the GCED guidelines to fill this need. WAYNA complies with the basic requirements of a pedagogical tool introduced in the educational system such as: scalable, capacity-building and evaluation.

Large scale programmes in Chile and Colombia were implemented but still with insufficient basis to show statistically valid conclusions.

After using the tool, it exhibited the following results: learning is fun and entertaining, produces an increase in class attendance, can be used by a person with disability, better interaction among students and enhance respect to diversity and gender equality.

In Chilean standardized tests results, the implementation of WAYNA improved the school climate or environment. But this is not enough to draw conclusions as to the impact of WAYNA. More time is needed to prove scientifically such valid conclusions. Being selected as one of the five best practices on EIU/GCED will increase awareness over WAYNA and help us focus on measuring its impact.

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Building Capacities in GCED and Better Living Together

1. Introduction and Background

1.1 Background

Fundación Semilla is a nonprofit organization, composed of a multidisciplinary team involved in training and opening of participation spaces for young students oriented to Global Citizen Education along with the generation of democratic and participatory school cultures.

For the past thirteen years, Fundación Semilla has worked with young people in educational establishments in different regions of Chile and other Latin American countries, with the aim of delivering tools that help them: (i) to be an active part of their society and their educational communities, participating in decision-making processes; (ii) strengthen their self-esteem and trust in their abilities; and (iii) relate harmoniously with their surroundings, valuing diversity and respecting differences.

Under this horizon, Fundación Semilla has developed different methodological approaches to achieve the objectives such as: (i) community leadership methodologies that seek to promote the peaceful resolution of problems from a collective approach; and (ii) participatory gaming methodologies leveraging the interests and motivations of youngsters to initiate processes in teaching and learning that are comprehensive and meaningful.

Within this last methodological approach (gaming) developed, along with IDEMAX a pedagogical tool which we named WAYNA[®], in order to promote GCED with emphasis in living together or with coexistence and citizenship. This tool was developed under the guidelines for Global Citizen Education incorporating the three pillars: emotional literacy, empathy and valuing diversity. This includes a set of six dynamics and striking table games that capture motivation and detonate the interests of those who play it.



▲ WAYNA ®, a pedagogical tool for citizenship and coexistence

1.2 Outline of the Programme

WAYNA ® is a participatory gaming methodology based on game theory whose aim is to improve school life and arises from the need to crystallize in a pedagogical tool the methodologies that Fundación Semilla has been carrying out for more than twelve years through different workshops: citizenship, social leadership, cultural leadership, democratic leadership and promotion, and involvement and valuing diversity.

UNESCO's Office for Latin America and the Caribbean raised the challenge to get in the educational system based on the contents of workshops. Fundación Semilla chose the gaming methodology to support teachers within the classroom with a pedagogical tool. Having this objective in mind, Fundación Semilla met with IDEMAX, an innovation consultant in order to develop a set of games that could be used in school contexts to strengthen coexistence and citizenship.

During the process it was concluded that WAYNA ® had to be scalable at reasonable costs, easy to transfer and build capacities among teachers and able to evaluate results. As a result, WAYNA ® is a set of six table games that comes out of a printer, resulting in low production costs and universal access similar to text books. Secondly, the games include the playing instructions, but most importantly, a pedagogical guide to be used by teachers. Finally, it is possible to evaluate results through different

quantitative and qualitative techniques; for example, class assistance, classroom environment, violence episodes, community engagement, etc.

After a two-year vast process of research, we identified three pillars to be the basis of citizenship: emotions, empathy and diversity, the key in achieving the expected learning. Through these three pillars, the games that resulted in Wayna [®] were designed. WAYNA [®] is a pedagogical tool that enhances development of social skills in students, leading to improvement in school life and the exercise of citizenship. Innovation introduced “Gamification” methodology versus traditional teaching techniques.

WAYNA [®] represents a significant support to teaching, since it provides a concrete tool that enable teachers or classroom leaders to work in GCED while having fun and holding interest of students. WAYNA [®] contributes to the efforts in transforming schools into a place where not only problem solving and content are taught, but also where learning fits to one's own and other people's emotions, empathy and valuing diversity.

During 2017, thanks to the joint efforts of Fundacion Semilla and the regional office of UNESCO for Latin America and the Caribbean based in Santiago, Chile, for making it possible to test WAYNA [®] in schools in Chile, and in the northern triangle of Central America (El Salvador, Guatemala and Honduras); obtaining excellent reviews both, from students and teachers regarding the potential of WAYNA [®] as a pedagogical tool. Year 2018, WAYNA [®] went into full scale production and extensive programmes have been developed in Chile and Colombia.



▲ WAYNA [®], a pedagogical tool for citizenship and coexistence

1.3 Rationale and Background Information of the Programme

Why play in class?

Playing, gaming, recreation and having fun is part of our nature: humans and animals generate the ability to play during the development process, and while all will agree that games are fun, the key question arises, “Are games an effective way to learn”? Or as educators also question themselves, “How effective are games in teaching in order to generate significant learning among students”? And the last question that arises from traditional (XX century and before) teaching cultures, “Is learning and having fun compatible if carried out simultaneously”?

The methodologies that use games for meaningful learning, or the so-called “Gamification”, are becoming increasingly important in educational contexts, because studies that have addressed their impacts and point out to multiple benefits for both students and the teaching staff (González ; Blanco , 2008; Fitz -Walter ; Tjondronegoro ; Wyeth , 2011; Barata et al., 2013; LI et al., 2013; González ; Mora , 2014; O rtiz et al, 2018). Gaming are worthy by themselves and also as complementary to traditional teaching, due to its flexibility to adapt to different situations, contexts and pedagogical goals that are present in the daily life of an educational institution.

According to various studies, the game methodology has more benefits compared to other methodologies in educational contexts in at least three dimensions: interest, motivation and immersion. Let's see what each of these advantages consist of:

In the first place, the game represents an innovative and dynamic tool within the classroom because it escapes the school routine, and captures the interests and attention of students and therefore initiates a process by which significant learning is achieved. Interest will always be on the opposite side of boredom, hence “*curriculum based on the principles of Gamification helps maintain student's interest preventing the teaching-learning process to become boring or uninteresting*” (Ortiz et al, 2018. 6).

Second, game methodologies in educational contexts represent a motivating way of learning. The motivation is differentiated from interest in that the first involves a personal decision of commitment to an activity and determines the intensity of effort and persistence in that activity (Garris; Ahlers; Driskell, 2002, in idem). According to Soriano (2001) the motivation is not constant, and has a constant flow, differentiating two types of motivation: extrinsic and intrinsic.

Extrinsic motivation comes from external stimuli to the individual, for example, those produced through the use of learning incentives such as awards, grading or public recognitions. While the intrinsic motivation comes from within the person himself, that is to say from things that report interest or attraction: *“In this line, Valderrama (2015) points out the game as an intrinsically motivating activity in which we get involved for pure pleasure. He defends that the game allows us to create learning and experimentation situations to develop emotional and social intelligence skills”* (Ortiz et al. 2018.6). The game develops an intrinsic motivation process to the extent that the contents are delivered in a context of persuasion and invitation instead of obligation (idem).

Finally, the game represents an immersive activity, therefore, it invites *“to go deeper, learn more and achieve a wider level of knowledge”* (Ortiz et al. 2018. 7). This type of instance manages to capture the attention in all its breadth, managing to establish a rapport and complicity with the action that is being carried out.

In a traditional teaching dynamic, the feeling of immersion is very difficult to achieve because the content comes from the figure of the teacher, but when the content comes from an intrinsic motivation, this type of experience facilitates learning. This is why games are pedagogically relevant: *“Gamification is a tool that can turn learning into an immersive activity. Perrotta and other authors (2013) point out that learning through enjoyment and fun can be a mean to introduce students to a state of flow and refers to the feeling of complete immersion in a task”* (Ortiz et al. 2018.7).

The game also makes school life easier.



▲ Playing WAYNA * in Monteria, Colombia

Living together in a school environment is the harmonious coexistence of those who make up the educational community. This positive relationship is something difficult to achieve because it involves a form of interaction that goes beyond the mere absence of conflict, it involves daily exchange aimed to build a social network that gives a sense of belonging to the community.

Using games in the classroom helps to strengthen cohesion among peers creating a culture of respect and increase of students' self-esteem. Playing games offer the possibility to imagine another person's life and encourage the players to examine the risks associated with each of the decisions to be taken, evaluating positive and negative consequences arising from their decisions once these are adopted.

Gaming methodology is considered as a pedagogy of coexistence, as opposed to disciplinary pedagogy, which emphasizes the punitive elements of teaching. No doubt that discipline plays a role within the learning processes of young people, however, when it is imposed as a disciplinary measure and without further explanation or foundation, it does not collaborate in the development of an educational project that seeks the reflection or consent around the common norms within the establishment. "Coexistence needs a regulation based on reason. A code that regulates the behavior in which rights and duties of people are clearly stated. The rules must be realistic and agreed; otherwise, they are lived as impositions that must be transgressed" (Martínez Otero, 2005).

On the other hand, from a psychology stand point, it has been demonstrated that discipline reduced only to punishment often fails to be efficient in correcting unwanted behavior: "Punishing causes anxiety, muscular tension, stress. Anxiety disrupts behavior which makes learning more difficult and generates more punishment, which again, raises more anxiety. The lower the age of a student, the elevation of anxiety / muscle tension translates into a global muscular response, hyperactivity" (Wernicke, 2000. 13).

School coexistence generates a good classroom environment which is a decisive factor in the learning process. The school climate or environment is defined as the perceptions of those who are part of an educational community have regarding the type of interpersonal relationships among them. “(...) As the school climate worsens, violence increases significantly, and the opposite happens when the school climate improves. It was also established that the relationship between teachers and students is more important in determining violent scenarios than the sense of belonging, thus showing the relevance of interpersonal relationships in school violence” (Tijmes, 2012. 107). The school climate has a great impact on student development, emotionally, socially, and in their learning capacity.

The use of games as a pedagogical tool allows better coexistence and school climate because they give a new meaning to social norms and the expected relationships between persons belonging to the education community. Each player takes responsibility regarding his or her decisions and actions based on their own reflection generated by the game experience. Thus, it offers the possibility of generating new opportunities for dialogue among students that are different from the traditional relationships established within a classroom. Games allow to establish other living relations, build solidarity and partnership relations.

The Game as a way of dealing with emotions.



▲ Teachers playing "let's act"

Formal education does not tackle emotional literacy. This is despite the fact that "it is essential that the school be an environment conducive to the construction of a healthy emotional life" (Pacheco-Salazar, 2017). If we are able to include the emotional component in education, it would mean a more comprehensive educational exercise since this generates a deeper understanding of variables that affect the forms of socialization not always considered within the institutional frameworks.

Why is it said that traditional schooling does not deal with emotions, if as educators are constantly dealing with problems of various kinds in school?

Duschatzky & Silkiar (2000) points out that it is not that there are no emotions in schools, or that those who educate do not have the ability to understand and deal with the emotions of their students, it is that in formal education the emotions are treated in a subordinate manner with respect to reason. Traditional education's curriculum contains disproportionate focus in technical-scientific in detriment of socioemotional aspects that lead to the raising of global citizens.

Although the study of emotions is traditionally approached as an individual issue that responds to chemical or psychological processes, it is essential that we understand that a pedagogical exercise aimed at emotional literacy must recognize emotions as the result of social and collective processes. They are built in a culturally and historically situated framework. Therefore, the absence of an adequate integration of emotionality in the educational process means a weakness in the formation of global citizens understood as social actors with solidarity and collective commitments. Therefore, emotionality is a fundamental factor in building social relationships based on the pedagogy of coexistence, since it helps to build fairer pedagogical relationships and endowed with a greater dialogic content and this is the basis for GCED.

In this regard, Ortiz et al. (2018) concludes in his study that the games have a great influence on students' noncognitive development, and therefore, on the emotions and socialization processes that are generated throughout the process (idem.13). Without noncognitive development there is no way to form good global citizens. WAYNA[®] a pedagogical tool based on gaming sets the environment in order to build global citizens among students and also among educators.

2. Descriptions of the Programme

2.1 Goals & Objectives

Overall objective: To build capacities of educators, through the use of WAYNA[®], a pedagogical tool for citizenship in order to strengthen school life and classroom environment and at the same time enhances participation and addresses the contents of Global Citizenship Education. Students will experience in a gaming situation the issues that constitute a global citizen.

Specific objectives:

- 1) Facilitate learning associated with the recognition and expression of emotions by students.
- 2) Encourage learning related to the ability to empathize with others by students.
- 3) Promote learning concerning the assessment of the diversity as support for democratic coexistence by students.
- 4) Contribute to reduce the occurrence of everyday expressions of conflict among secondary school students.
- 5) Provide the teaching staff of educational establishments with tools for teaching-learning of GCED.

2.2 Activities in detail

2.2.1 How WAYNA[®] was created

A research process was initiated that considered three phases, each with its specific purposes : (i) define and characterize the actors that surround young people and that are relevant when explaining their behaviors; (ii) develop a conceptual framework around citizenship and violence; (iii) interview key actors in order to deepen our understanding of the phenomenon.

Key actors

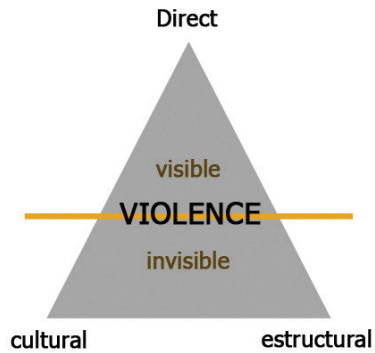
In order to guide the research, a mapping of relevant actors for young people between 13 and 17 years was developed. This was conducted in order to identify the most appropriate intervention spaces to meet the challenge. It was possible to define different levels of interaction ranging from the most personal to the more general relations.

Crossing the information obtained from the previous maps, a mapping of all the actors present in the youth environment was developed, capable of directly

or indirectly influencing their relationship with key issues of citizenship, being coexistence and violence, considered either positively or negatively.

Violence

The hypothesis in our research considered violence as the main obstacle in life based on global citizen’s standards. Therefore, in order to accomplish our objective of developing a pedagogical tool for citizenship and coexistence, a conceptual framework regarding violence and its manifestations were made. The Violence Triangle, developed by Johan Galtung, was used as our theoretical framework.



This is a representation of the dynamics of the generation of violence in social conflicts. According to Galgtung, violence is like an iceberg, so direct and visible violence is only a small part of the conflict. Three axes of analysis of violence are contemplated:

- 1) Direct violence: violent behaviors that react to one own’s and other specific in behaviors.
- 2) Cultural violence: legitimizing framework of violence is created and perpetuated through every day normalized behaviors influenced by stereotypes derived from beliefs, history, art, religion, philosophy, law and all disciplines that arise in a specific cultural setting.
- 3) Structural violence: arises from denial of physical and psychological needs.

Bullying Triad:

This triangle presents the three actors necessary for violence to exist: perpetrator, victim and witness. The witness enables the perpetrator in his attack on the victim, empowering him through exposure and validating through inaction. Insults, scribbles, teasing and disqualifications are the most frequently perceived behaviors of aggression.



Interviews

“Interviews with experts” were carried out with four persons: Blas, a parent in conditions of high social vulnerability; Luis Larraín, director of Fundacion Iguales; Rocío Amaya, psychologist, former coordinator of Fundacion Semilla; and Juan Jaure , deputy director Liceo N°1 (girl high school) , in order to understand violence in its different dimensions, and thus have a more extensive vision on how it is materialized.

By analyzing diagnoses made by experts, it was possible to recognize twelve significant elements around expression , impact and prevention of violence in school settings:



▲ *Significant elements surrounding violence*

Interviews were also conducted with young people who served as a fundamental input in order to identify their problems and to understand the stage they were living and the relationships they establish with violence. In this sense, we investigated the biological, cultural and social aspects involved in this process of change and how they affected the relationship with their peers, parents and with their self-image.

2.2.2 The result

WAYNA ® is structured in three axes of development: emotions, empathy and diversity. Each axis has two games.

AXIS 1: EMOTIONS

The emotions axis aimed at recognizing, acquiring vocabulary and expressing emotions. Young people are in a very complex emotionally stage of life. This learning axis seeks to facilitate the development of their emotional well-being, giving them tools to improve their ability to recognize and express emotions, in addition to identifying other people's emotions, understanding that they can react differently, thus improving their ability to empathize with someone else. The axis of emotions is composed of the games "2 Ciudades" and "Actuemos"

GAME 1: 2 Ciudades



“2 Ciudades” aims to introduce young people to the three pillars of the programme, creating a playful and trustworthy space so that they can express themselves freely and strengthen group identity. The skills develop through this game are the following:

- Teamwork
- Leadership Promotion
- Trust
- Self esteem
- Communication

The game is based on the competition of two groups or cities, identified with flags, in order to earn points through different challenges being mediated by a facilitator. The game gives rise to situations of disorder and chaos, initially presenting itself as an uninteresting instance, however, over the lapse that the game is played, participants get involved and begin to show greater interest.

GAME 2: Actuemos



Introduces participants in emotional literacy. Those who participated demonstrated various expressions of their emotions and expand their vocabulary and knowledge about different feelings of their own and/or of others. The skills develop through this game are the following:

- Expression of emotions
- Non-verbal communication
- Emotional vocabulary
- Identification of emotions

Actuemos consists of four phases which have to be completed in a given amount of time. In phase 0 participants must complete some booklets with emoticon drawings, writing the primary and secondary emotions that they associate with them as stated on a board.

In phase 1, the cards must be exchanged and in groups, mention the corresponding primary emotion and guess the secondary emotion associated with it. In phase 2, the previous dynamic is repeated, with the difference that the secondary emotion of the card must be described without mentioning it directly. Finally, in phase 3, the secondary emotion associated with the card must be guessed by mimicking or acting on it. The winning team is the one who guess the most cards. The game promotes dialogues and exchange of perspectives regarding what the participants interpretation is of each card with an emoticon, evidencing feeling and emotions which varies from person to person, while exercising emotional literacy and, showing the wide range of existing emotions .

AXIS 2: EMPATHY

This axis focuses on the recognition of others. It develops the ability to recognize and accept other's individuality, understanding that we have different feeling, thoughts and reactions when faced to a same situation. It enhances relationships based on respect, understanding and communication. The axis of Empathy is composed of the games "Hashtag" and "Clones".

GAME 3: Hashtag



Invites persons to reflect on different behaviors that promote or mitigate violence and how it affects other people. It also installs reflection for collaboration and mutual

support during the development of the game. The skills we develop through this game are the following:

- Solidarity
- Creativity
- Personality
- Communication
- Fellowship
- Humility

Hashtag is based on the traditional dynamics of boards, in which the players characterized with colored chips must advance square by square until they reach the goal. The boxes have four colors that represent specific actions that must be fulfilled, in case of falling in those of blue, red or green, they must take out a card of the corresponding color and do what they indicate, in case of falling into a gray box it is skipped to the next player. The game presents situations in which the participants must cooperate, as well as compete with others, which shows that the actions they have will have repercussions on the other participants, whether positive or negative, exercising the empathy.

GAME 4: Clones



Those who participate exercise putting themselves in the place of other people, trying to understand how they react to new situations. The skills develop through this game are:

- Recognition of other people
- Imagination
- Creativity
- Elimination of prejudices

Clones consist in predicting reactions of others when faced to different contexts and situations. The game is based on turns, a dice must be thrown indicating whether the reaction corresponds to a character or one of the participants. When the dice indicates "Character", the shooting player must draw a character card, one of context and one of situation. They are read aloud to the group and each participant must choose among a variety of reactions considering how they believe the person would react acting as the character in that situation and context, placing himself in the shoes of the character, the judge or monitor must decide who came closest to reality. On the other hand, if they roll the dice and "You" go out, the player in turn should only choose a context card and a situation and read them to the group, who must now guess the reaction of the same player in turn to that situation and context, choosing the latter who comes closest to the correct answer.

Characters, contexts, situations and reactions are everyday situations as well as situations concerning global citizens issues. By playing the game, participants live and face global citizen experiences.

AXIS 3: DIVERSITY

The third pillar of WAYNA[®] focuses on the ability to understand the value of diversity and the recognition of difference among human beings in a global world. Participants are faced to situations where people of different origins, personal stories, interests and abilities react in different ways and therefore foster an attitude of openness towards the unknown, knocking down prejudices and learning from differences. The Diversity axis is composed of the games "El Experimento" and "Versus".

GAME 5: El Experimento



Urges participants to question their prejudices and recognize the value of sharing with people of diverse characteristics. The skills developed through this game are the following:

- Elimination of prejudices
- Creativity
- Communication
- Argument effectiveness
- Trust

El Experimento presents a variation of the traditional board game dynamics, the objective is to fulfill missions. Each player has cards with different stereotyped

characters, each one having an element, a talent and a secret. To advance in the field, missions must be carried out, which need a specific element, talent or secret that the characters of the game possess. The main idea is to convince the rest, by creating a story, to be the right person to solve the mission (that is, it has the required characteristics), then the rest must vote for who they think is the most suitable person. The game features cases of stereotyped individuals with unexpected features, which puts into question the prejudices of the participants regarding the stereotypes and therefore generate debate among participants.

GAME 6: Versus



It induces participants to reflect on the origin of their own beliefs and behaviors, allowing them to be exposed to different opinions and perspectives. The game encourages participants to be able to raise arguments different from their own. The skills developed through this game are the following:

- Argument building
- Defense of ideas
- Understanding
- Collective construction of ideas

Versus is a debate game about topics such as citizenship, democratic culture, global understanding, discrimination, gender, violence, inclusion, human rights, and



sustainable development. The person who wins is not the one who is right about an issue, but the one who builds the best argument. Participants must elaborate an argument as to why certain statements are true or false using cards with images. Points are earned based on the number of concept or illustration cards that can be added in an argument. The next player can continue the argument or create a new one; the more solid the argument is, the more points you earn. Exhausted the cards of illustrations and concepts the round is finished and the following topic is continued. Whoever accumulates the most points wins. The game is presented as the closure of the three axes of WAYNA[®]. This is the last game of WAYNA[®] and is the one where global citizen issues are considered.

2.2.3 Capacity- building of teaching teams and education workers

Hand in hand with the application of WAYNA[®] games to students from diverse educational contexts, there are various instances of building capacities into the teams involved in teaching, education workers and in general to anyone who is part of the educational communities. Basically, the instance is based on a transfer of theoretical and methodological tools that allow us to understand school life as a multidimensional and complex phenomenon, in which everyone is also an essential part.

WAYNA[®] is presented, as an integral programme formed with consecutive stages; its possible applications, preparation and adaptations that offer according to the needs of each context and educational community.



▲ Teachers in Colombia, testing Wayna

2.3 Relevance to EIU / GCED



▲ playing "El Experimento"

Playing “El Experimento WAYNA[®]” is a pedagogical tool that offers an alternative solution to the generalized criticism of traditional education. WAYNA[®] addresses the behavioral component indispensable for better living and learning. WAYNA[®] addresses issues that are traditionally neglected in school institutions, and that are difficult to address by the teaching community. This refers to socioemotional education, the incentive or peaceful coexistence through the acceptance of others and global citizenship. The latter is at the center of the objectives proposed by the EIU/GCED. Through gaming methodologies, it is possible to promote peaceful resolution of conflicts, coexistence between different people, and not only tolerance but the acceptance and valuing of other cultures and other ways of thinking.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), states that education is responsible for developing people's skills and abilities to the fullest as a way of counteracting the tensions and inequalities of today's world. To this end, they propose to implement the principle of “lifelong education” (Delors, 1996) as one of the pillars of formal education systems.

This principle consists on opening access to information and training to all people during different stages of their life, that is, understanding education as a necessary process of continually renewing and strengthening according to the expectations and individual interests and social needs. Conceiving education throughout life means giving space to the continuous training of individuals to improve and deepen their

knowledge and skills in flexible and diverse contexts; a process where people not only integrate into society but also empower themselves in the midst of constant global transformations.

The proposal entails the need to establish a basic or general quality education for all, which subsequently allows diversifying the educational offer according to new needs and social conditions. An attempt is made to *“combine a sufficiently broad general culture, with the possibility of thoroughly studying a small number of subjects. This general education serves as a passport for a permanent education”* (Ibid.17), open to diverse trajectories, according to social and individual tastes and interests.

Lifelong education encompasses four basic educational dimensions, which allow actors to function in today's society and constitute through curricular pillars for the school system. These dimensions are:

- Learn to know: Develop knowledge and learn to learn.
- Learn to do: Develop practical skills and abilities.
- Learn to be: Develop degrees of autonomy and self-esteem.
- Learn to live together: Develop positively valued social relationships.

These dimensions are complemented in a construction of subject or type of integral person, that develops abilities and skills in front of his own context. The use of WAYNA ® games in a systematic and conscious way, could significantly influence the development of at least two of them: learning to be and learn to live together, which together place coexistence as one of the pillars of the pedagogical process.

Coexistence in schools acquires great importance because it is not only understood as the context where learning is triggered, but as a fundamental part of such learning. In other words, the social relations between students, teachers, managers and other members of the educational community constitute an important factor or learning opportunity for the actors that maintain these links. Schools also provide the environment to socialize and be conscious that the world is much greater and more diverse than their own community or country, opening adult and student's minds to Global Citizen Education.

The idea is to recognize school life as a fundamental part of pedagogy and subject construction that are carried out daily in school (Torres, 1991). For example,

a vertical and frontal relationship of knowledge transfer between a teacher and students, will generate certain cognitive learning, but also triggers other learning, in relation to the vertical and distant treatment between those who possess and do not possess the knowledge.

“Educational centers, like any institution, generate processes outside the formal discourses on which their organization is based. It is what is known as a hidden curriculum, or the set of processes that run below the educational control that teachers carry out in a conscious and planned way. Much of the hidden curriculum is formed by the communication systems; the forms that the power acquires and the coexistence styles that take place in the school institution” (Ortega.33).

Subsequently, in 2012, the United Nations defined the Agenda for Sustainable Development 2013, from which seventeen global objectives are derived. UNESCO assumes this agenda, actively promoting Global Citizenship Education, which *“refers to a sense of belonging to a wider community and a common humanity. It emphasizes political, economic, social and cultural interdependence and interconnections between local, national and global levels”* (UNESCO, 2015). It is about expanding the already revised concept of citizenship beyond the context of a Nation State and positioning it globally with all the tensions and problems that this entails. It means assuming greater possibilities of ethnic and national diversity, global problems of pollution and resource depletion, governance, planetary participation, among others.

UNESCO proposes that world citizenship must also be formed and configured in the school, covering the following dimensions of learning:

- Cognitive: to acquire knowledge, understanding and critical thinking about global, regional, national and local issues, as well as the interrelations and interdependence of different countries and population groups.
- Socio-emotional: sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.
- Behavioral: effective and responsible action at the local, national and global level with a view to a more peaceful and sustainable world” (UNESCO, 2015).

These are components of knowing, feeling and acting socially that combine local, regional and global perspectives in the subjects' everyday life. *“Education for world citizenship aspires to be a factor of transformation, instilling the knowledge, skills, values and attitudes that learners need in order to contribute to a more inclusive, fair and peaceful world”* (Aguilar & Velásquez, 2018).

Obviously, the idea of a world citizenship is rather a projection more than a reality. Advancing in this direction entails assuming different local, national and global problems of great complexity and long-standing issues. UNESCO's objective aims to building collective initiatives that enable subjects to effectively influence decisions on these issues. This construction is not easy or fast, but rather requires systematic efforts in various areas of social life and, above all, in educational systems.

The school as a training institution has a fundamental role in the formation of citizens, that is to say, people with knowledge and skills that allow them to transfer the individual and articulate dialogue and mobilize social spaces. *“The most difficult dimension to address, among the three dimensions of education for world citizenship is the socio-emotional dimension that has to do with the formation of attitudes and values. Through learning in the classroom, information and knowledge can be acquired, but values, belief systems and attitudes are formed through accumulated experiences and socialization processes”* (UNESCO, 2016), where, as it has been said, the use of playful devices in pedagogical processes can provide the appropriate context to achieve it.

3. Conclusion

Evaluations and critical reflections

WAYNA[®] has four main strengths:

- (1) Methodology: enhances the interests and motivations of students generating significant learning based on a playful approach.
- (2) Content associated with global citizenship: while dealing and exercising the three pillars (emotions, empathy and diversity) participants live global citizen experiences.
- (3) Empathic with young people: it is an attractive game for young people because it focuses on their interests and is elaborated with today's youth codes in mind.
- (4) Pedagogical approach: it contains a pedagogical guide adapted for each country, which contains recommendations for application and compatibility with the local educational institutions and official curriculum.

WAYNA[®] also complies with the basic requirements of a pedagogical tool to be introduced in the educational system:

- 1) Scalable: production of WAYNA[®] games are done in a printer, mass production is possible necessary to achieve large scale production efficiencies that lower production costs. The cost of each WAYNA[®] is lower in per capita terms than individual text books.
- 2) Capacity-building: WAYNA[®] capacity-building programmes are easy and very cheap to implement. No more than four hours are needed to build capacities in educators. The pedagogical tool includes a pedagogical guide that is adapted to each educational system requirements and cultural context.
- 3) Evaluation: WAYNA[®] does not need much time to show results, quantitative and qualitative evaluations are available so that each educational community can perform their own evaluation.

Regarding the limitations, GCED cannot be achieved only by playing WAYNA[®]. Global Citizen Education is a way of understanding life, sharing values, promoting better living together, etc. Although this pedagogical tool can give great results applied correctly, it is not enough to cover appropriate global citizenship issues.

There is no short way for GCED because violence often responds to cultural matrices from which it is difficult to abandon, socioemotional education is key to promote global values.

Wayna[®] must be integrated into a holistic view that seeks to build educational spaces in permanent search for relationships established based on respect, recognition and dialogue, rather than from the imposition of a power figure. Global citizenship must not be a faraway concept; it is a way of life that starts in the classroom and in each one's community.

Impacts on the target group

The monitoring of the programme is carried out through ex ante and ex post evaluation instruments, aimed at measuring the results of the application of the tool. On the other hand, WAYNA[®] is only delivered to establishments within the framework of a capacity- building programme that involves not only the use of the tool, but also the importance of playful-participatory methodologies, as well as delivering notions about global citizenship.

Large scale programmes in Chile and Colombia were implemented that resulted in acquiring good observation data. However, not enough data were collected in order to show statistically valid conclusions.

Information regarding the effectiveness of the tool:

- 83.7% of the people who used WAYNA[®] allow them to learn in a different and entertaining way.
- Increased class attendance to 20%
- 65.6% said that they were faced with issues that had not been raised in school
- Handicapped students said that they were able to play with their classmates at the same level for the first time.
- 75.9% said it enabled them to know the personal qualities of others whom they previously ignored.
- Local students said that they got to know migrant classmates in a better way.
- 65.9% said they learn to listen to the opinions of others even if they have different views.
- Recognition of diversity was valued.
- 62.8% said that they were able to meet their classmates with whom they seldom interact.
- Cross gender relations were enhanced.

On the other hand, WAYNA[®] has represented a decompression in the pedagogical work of teachers, because it provides a practical and useful tool to work on topics that are traditionally difficult to address. Educators value the tool, value the demonstration that gaming is also a valid pedagogical tool and recognize that their curriculum requires that they address global citizenship and socioemotional education, but lack the necessary tools to carry out these requirements.



▲ *Students and teachers playing “El Experimento”*

Implications and suggestions

WAYNA[®] is a pedagogical tool based on learning methodologies that emphasize playful and participatory involvement of teachers and student. Gaming has proven to be more efficient in transferring meaningful learning, however, it is not the only way to arouse student interest for learning nontraditional content. The challenge is to innovate and take pedagogical risks to invent games and dynamics that involve students, and not to fear disorder in the classroom.

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