

WORLD YOUTH RALLY 2019

July 14-19, 2019

活動說明

Seoul, Korea



YHA
TAIWAN
KOREA

WYR 2019

活動說明

與世界各國青年共同生活、互動、
體驗韓國文化、傳統美食及景點
旅遊、與一同探討議題等活動，
加深彼此之間的友誼與拓展國際
視野。

活動時間：2019/7/14-19

活動地點：韓國首爾

住宿地點：Seoul Olympic Youth Hostel

參與人數：國際青年120名

語言：英文

主辦單位：Hostelling International Korea(KYHA)
Korea Sports Promotion Foundation

徵選單位：中華民國國際青年旅舍協會(CTYHA)

徵選資格：18-29歲台灣青年

徵選人數：12位

徵選時間：第一階段 即日起-4/7,23:59

第二階段 4/19,14:00-16:00

活動費用：12,000元報名費(含保證金)、機票自費

ctyha@yh.org.tw
02-2331-1102
www.yh.org.tw

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徵選條件

本次徵選分為兩階段，共計徵選12名，台灣青年YH交流大使前往參加由韓國YHA所主辦之為期6天的「2019 World Youth Rally韓國青年交流大會」，第一階段共計徵選出24名青年，第二階段將徵選出12名代表台灣YHA的青年。

第一階段徵選：

依報名表之自我介紹、經歷及自我了解等個人特質評估合適度。

第二階段徵選：

15分鐘面試

根據報名表填寫內容進行面試，請準備中英文自我介紹、個人專長表演及以「國際公民」為主題說說你的想法及創意！

評選標準：

態度40%

表達能力30%

英文能力30%

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活動辦法

- 報名方式：請至本會官網下載簡章，填妥報名表並附上正面照片一張，Email至ctyha@yh.org.tw，附件格式為PDF。

主旨：2019韓國第44屆世界青年交流大會-姓名

| 時間 | 內容 |
|---------------|--------------------------|
| 2019/04/07(日) | 當日23:59報名收件截止 |
| 2019/04/12(五) | 第一階段徵選結果 官網公布及Email通知 |
| 2019/04/19(五) | 第二階段面試 |
| 2019/04/26(五) | 第二階段徵選結果 官網公布及Email通知 |

- 候補名單：面試結果公布後以Email通知並公告於官網。
- 注意事項：確定錄取者預計於5/3(五)下午2:00於本協會進行第一次的會議與活動說明並繳交活動參加保證金\$1,000、活動報名費用\$11,000及活動參加同意書。
- 活動窗口(聯絡人)：Sue 電話：02-2322-1881
- 未錄取者恕不另行通知。

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活動規範



「YHA Taiwan交流大使」之權利：

- ① 享韓國青年交流會期間之食宿(詳如活動行程)以及活動期間之旅遊平安保險。
- ② 成為本會2019年度YHA Taiwan宣傳大使。
- ③ 獲贈「YHA Taiwan宣傳大使」獎狀乙幀。
- ④ 具有台灣YH協會所舉辦活動之優先參加資格。

「YHA Taiwan交流大使」之義務：

- ① 自行負擔來回機票
- ② 活動報名費12,000元整(含\$1,000元保證金，於活動結束回國並完成活動分享會後退還。)
- ③ 依本會規定參與行前會(約每月2-3次，並視準備程度與狀況調整討論時間與頻率)。
- ④ 共同討論以台灣之美為主題的5分鐘文化表演及青年對GCED(Global citizenship education)的認知為主題的7分鐘英文報告。
- ⑤ 遵守本會帶領人及韓國接待方之規定。
- ⑥ 活動結束後將舉辦活動分享會，參加者將再次為觀眾帶來文化表演，並共同準備共計60分鐘的PPT內容於分享會中分享。

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活動規範



- 本會保有活動及參加者入選後至活動結束期間所有內容變更之權利，如有任何變更內容或詳細注意事項將公布於本網頁，恕不另行通知。
- 本活動規則已詳細載明於活動網頁中，參加者於報名本活動時，即同意接受所有活動規則之規範。如有違反本活動規則，本會得以取消參賽資格並依法處理。
- 參加者保證所有填寫或提出的資料並非冒用或盜用第三人之個資或智慧財產權，如有不實或不正確之情事或第三方提出任何法律或侵權訴訟，得由參加者本人全權負責，概與本會無關，同時本會有權利取消該參加者資格並將自活動中除名。
- 如有問題請與CTYHA聯繫。

Contact :
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— 活動內容 —

Seoul, Korea



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WORLD YOUTH RALLY 2019

| | Sun 1st | Mon 2nd | Tue 3rd | Wed 4th | Thu 5th | Fri 6th | | | |
|-------|---|---|--|---|---|--|---|--|--|
| | July 14 (Sun) | July 15 (Mon) | July 16 (Tue) | July 17 (Wed) | July 18 (Thu) | July 19 (Fri) | | | |
| 7:00 | Good morning | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 8:00 | Breakfast 2 (Olympic YH) | Breakfast 4 (Olympic YH) | Breakfast 7 (Olympic YH) | Breakfast 9 (Olympic YH) | Breakfast 12 (Olympic YH) | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 9:00 | Check-in Olympic YH (Lunch is not available) | ■ A2. Youth Life Plan Base on SDGs | ■ C1. Namhan Sanseong Climbing (UNESCO World Heritage Centre) | ■ B2. Youth Forum 2 (Socio_Emotional) Base on GCED | ■ B3. Youth Froum 3 (Behavioural) Base on GCED | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 10:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 11:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 12:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 13:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 14:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 15:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 16:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 17:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 18:00 | Dinner 1 (Olympic YH) | ■ D1 Seoul Hostelling (Using public transportation) with Korean Team Leader (Dinner is not included in fee) | ■ C3. Rural Experience Village Tour | ■ D2 Seoul Hostelling (Using public transportation) with Korean Team Leader (Dinner is not included in fee) | ■ E1. #Sleepforpeace Importance of peace and commitment to future generations with Teach North Korean Refugees (TNKR) | bye ~ No Program (Lunch is not available) | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 19:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 20:00 | ■ A1. WYR 2019 Opening Ceremony & Team Building | | | | | | ■ C4. Night View in Seoul Han River | ■ A3. Closing Ceremony & Gift Exchange with Traditional Clothes | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 21:00 | | | | | | | | | |
| 15 | | | | | | | | | |
| 30 | | | | | | | | | |
| 45 | | | | | | | | | |
| 22:00 | #Sleepforpeace | #Sleepforpeace | #Sleepforpeace | #Sleepforpeace | #Sleepforpeace | | | | |

此為暫定行程，完整活動行程以主辦方公布為主。

5 GENDER EQUALITY
17 PARTNERSHIPS FOR THE GOALS
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
10 REDUCED INEQUALITIES

Section A.
#SLEEP FOR PEACE
Building Friendship
to be a Best Friends

Section B.
#SLEEP FOR PEACE
Youth Forum
to be a Global Citizen

6 CLEAN WATER AND SANITATION
13 CLIMATE ACTION
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Section C,D.
#SLEEP FOR PEACE
Travel City and Nature
with Korean Team Leader

Section E.
#SLEEP FOR PEACE
#Sleep For Peace
at the Only Divided Country

1.1 What is global citizenship education?

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

Ban Ki-moon, UN Secretary-General

The concept of citizenship has evolved over time. Historically, citizenship did not extend to all – for example, only men or property owners were eligible to be citizens.¹ During the past century, there has been a gradual movement towards a more inclusive understanding of citizenship, influenced by the development of civil, political and social rights.² Current perspectives on national citizenship vary between countries, reflecting differences in political and historical context, among other factors.

An increasingly globalised world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. Although the notion of citizenship that goes beyond the nation state is not new, changes in the global context – for example, the establishment of international conventions and treaties, the growth of transnational organisations, corporations and civil society movements, and the development of international human rights frameworks – have significant implications for global citizenship. It has to be acknowledged that there are differing perspectives about the concept of global citizenship including, such as the extent to which it extends and complements traditional citizenship, defined in terms of the nation state, or the extent to which it competes with it.

Global citizenship³ refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning.⁴ Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education. These core conceptual dimensions draw on a review of literature, conceptual frameworks, approaches and curricula on global citizenship education, as well as technical consultations and recent work in this area by UNESCO. They can serve as the basis for defining global citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. These core conceptual dimensions are based on, and include, aspects from all three domains of learning: *cognitive*, *socio-emotional* and

behavioural. These are interrelated and are presented below, each indicating the domain of learning they focus on most in the learning process:

Box 1: Core conceptual dimensions of global citizenship education

Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes ‘a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding’⁵ and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both ‘formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation’.⁶

1 See Heater (1990), Ichilov (1998), Isin (2009).

2 See Marshall (1949).

3 UNESCO (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century*.

4 See Albala-Bertrand (1995), Banks (2004), Merryfield (1998), Peters, Britton and Blee (2008).

5 UNESCO (2014). *Education Strategy 2014 – 2021*, p.46.

6 UNESCO (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century*.

Youth Forum for Cognitive Base on GCED

Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities ◦

- ① Please briefly introduce your country to young people from other countries and present three simple reasons (strong points) that we have to visit your country.
- ② Among the problems that your country is experiencing, please present three things you would like other young people to know.
- ③ As young people of that country, please present three things you are responsible for and have to do to make a better home country.

關於以上3個議題，每個國家需準備15分鐘的簡報，請面試者於面試時選一項發表自己的想法及論點！

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