

Final Report

17th Asia-Pacific Training Workshop on EIU

20-28 July 2017

Seoul & Inje, Republic of Korea



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO



United Nations
Educational, Scientific and
Cultural Organization



Korea
Funds-in-Trust

1974 UNESCO Recommendation
Education for International Understanding

Human Rights
Gender Equity

Peace

Learning to Live Together

Cultures of Peace

Education for Sustainable Development

Global Education First Initiative

Global Citizenship Education

Incheon Declaration

Education 2030

SDG Target 4.7

Sustainability

Transformation

Cultural Diversity

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I. Programme Overview

Asia-Pacific Training Workshop on EIU (APTW)

Since its establishment in 2001, APCEIU has been organizing capacity-building training workshops on **Education for International Understanding (EIU)** for educators to promote a Culture of Peace through education. The critical importance of preparing educators towards building a more peaceful and sustainable world has been reaffirmed by the increased attention to **GCED (Global Citizenship Education)**, with the adoption of the **Sustainable Development Goals (SDGs)** and **Education 2030 Framework for Action in 2015**. Fostering global citizenship is in line with EIU's core values in terms of the promotion of learning to live together to make a more just, peaceful, and inclusive society.

The Asia-Pacific Training Workshop on EIU (APTW), APCEIU's flagship programme, aims to enhance participants' knowledge, skills, and commitment to EIU and GCED and enable them to competently design and implement EIU/GCED activities in their local and national contexts. Designed as a Training of Trainers (TOT), the APTW not only encompasses **key themes and concepts surrounding EIU/GCED**, but also has a strong focus on **creative methodologies and approaches to teach EIU/GCED**. In order to achieve this goal, this intensive 9-day training workshop includes lectures, discussions, workshops, in-depth seminars, field visits, action plan development in small groups where participants can learn from one another and from the experiences they encounter during the workshop. Furthermore, participants are encouraged to plan and carry out their own training workshops to spread the messages of EIU/GCED after their participation in the workshop. This year, the workshop will also invite educational professionals from 9 countries that are participating in UNESCO Bangkok's Preparing Teachers for GCED project. It is expected that this partnership will create a synergy effect in promoting GCED in the region.

Objectives

1. To expand the participants' understanding and knowledge of key concepts and principles of EIU/GCED
2. To reorient the participants' perspectives towards a Culture of Peace and global citizenship through critical and reflective analysis of the current educational issues
3. To strengthen the participants' practical skills to design and implement EIU/GCED programmes tailored to their respective local context

Workshop Language

English

Dates and Venue

- Dates: 20-28 July 2017 (9 days)
- Venue: Seoul and Inje, Gangwon Province, Republic of Korea

Participants

28 teacher educators/trainers from the UNESCO Member States in the Asia-Pacific region

Partner Organizations

- Sponsored by: Ministry of Education of the Republic of Korea
- In partnership with: UNESCO Bangkok, Asia-Pacific Regional Bureau for Education with the support of the Korean Funds-in-Trust

Structure of the Programme

The workshop will be structured in three parts in order to achieve the workshop's goals and objectives.

	Key Component	Sessions
Day 0	Arrival & Check-in	
Part I : Setting the Stage		
Day 1	<ul style="list-style-type: none"> • Opening Ceremony • Workshop Orientation • Why GCED Now? 	Lectures & Team Building Activities
Part II : Deepening the Understanding of EIU/GCED		
Day 1-5	<ul style="list-style-type: none"> • Introduction to GCED • Critical Analysis of Local and International Issues • Study Visit to DMZ • Human Rights Education • Education for Sustainable Development 	Lectures & Workshops & Field Visit
Part III: Pedagogical Approaches for EIU/GCED		
Day 6-7	<ul style="list-style-type: none"> • Transformative pedagogies • Democratic Dialogism and Communication Skills • Tools and Initiatives to implement GCED • Best Practices: What makes a good GCED Programme? 	group discussion & workshops & Guided work
Part IV: EIU/GCED for Action and Way Forward		
Day 8	<ul style="list-style-type: none"> • Action plan Development 	Guided work & presentation
Day 9	<ul style="list-style-type: none"> • Final Reflection & Synthesis • Closing Ceremony 	

Main Components of the Workshop

- 1. SESSIONS:** Lectures on introduction of EIU/GCED and its key issue areas and pedagogical approaches, participatory and interactive workshops, in-depth seminars, engaging dialogue, study visits to relevant sites, and small group activities.
- 2. FIELD VISITS:** Field trip to DMZ Peace-Life Valley near the northern border of the Republic of Korea, to explore in depth the issues of peace and sustainability.
- 3. ACTION PLANNING:** Process of planning and designing EIU/GCED activities (e.g. organizing a training workshop) specific to participants' local context.
- 4. REFLECTION & SYNTHESIS:** Recapping the learning points of the past sessions by sharing reflections with fellow participants and facilitators, and linking across different sessions.
- 5. CULTURAL EXCHANGE AND INFORMAL ACTIVITIES:** Opportunity to build a sense of community among participants while sharing cultural elements and insights with one another.

Programme Schedule

TIME	PROGRAMME	LOCATION
Day 1: Thursday, 20 July		Seoul
Part I : Setting the Stage		
08:50-09:20	Meet at the hotel lobby and move to APCEIU	
09:30-10:00	Opening Ceremony (MC: Yeonwoo Lee, Assistant Programme Specialist, Office of Education and Training, APCEIU) 1) Introduction of guests 2) Welcoming Remarks - Dr CHUNG Utak, Director of APCEIU - Ms Lay Cheng Tan, Programme Officer, UNESCO Bangkok 3) Introduction of the workshop facilitators, and participants 4) Group photo	EIU Hall, 3F, APCEIU
10:00-10:30	Tea break	
10:30-11:40	[Special Session] Why GCED Now and Efforts to Promote GCED <i>(Facilitated by Yangsook Lee, Head of Office of Education and Training, APCEIU & Lay Cheng Tan)</i> - SDG 4.7 and GCED in the context of Education 2030 - Global and regional efforts to promote GCED	
11:40-12:00	Workshop Orientation (Yeonwoo Lee) - Setting the objectives of the workshop - House rules	
12:00-13:00	Lunch	
13:00-14:00	Team-Building Activity (Facilitated by Lea Espallardo, Senior Artist-Teacher, Philippine Educational Theater Association)	
14:00-14:15	Break	
Part II : Deepening the Understanding of EIU/GCED		
14:15-15:15	[Session 1] Part 1: Introduction to GCED (Facilitated by TOH Swee-Hin, Professor Emeritus, University of Alberta) - Understanding conceptual underpinnings of GCED: lineage, complementarities and synergies with diverse transformative education fields, including EIU	EIU Hall
15:15-15:30	Break	
15:30-17:30	[Session 1] Part 2: Dismantling the Culture of War (Facilitated by TOH Swee-Hin) - A thematic workshop integrating issues of militarization, nonviolence, and conflict resolution	
17:30-17:45	Wrap-up	

TIME	PROGRAMME	LOCATION
Day 2: Friday, 21 July		Seoul
08:20-08:50	Meet at the hotel lobby and move to APCEIU	
09:00-12:00	[Session 2] Education to Respect Diversity (<i>Facilitated by Lea Espallardo</i>) - Creative and participatory games to explore commonalities and differences in understanding “self” and “others” and their role in defining identity - Reflective synthesis	EIU Hall
12:00-13:30	Lunch + orientation for the field visit	
13:30-15:30	[Discussion] Learning from Each Other (<i>Facilitated by Lay Cheng Tan</i>) - Sharing participants’ previous experiences in GCED and ideas for the action plans	
15:30-15:45	Break	
15:45-16:15	Visit to GCED Campus	GCED Campus, 1F, APCEIU
16:15-17:15	Reflection & Synthesis 1 (<i>Facilitated by TOH Swee-Hin</i>)	
Day 3: Saturday, 22 July		Inje
08:00-12:00	Check-out and move to DMZ Peace-Life Valley	
12:00-13:30	Lunch & rest	Cafeteria
13:30-14:50	[Special Session 2] Dialogue with Director of DMZ Peace-Life Valley (<i>CHUNG Sung Hun</i>)	Seminar Room, DMZ Peace-Life Valley
14:50-15:00	Break	
15:00-18:00	[Session 3] Human Rights Education (<i>Facilitated by Jeff Plantilla, Chief Researcher, HURIGHTS OSAKA</i>) - Discussion of issues in society that may relate to human rights. - Introduction of human rights principles and application	
18:00-19:00	Dinner	Cafeteria
19:30-20:30	Informal activity	TBA
Day 4: Sunday, 23 July		Inje
07:00-08:00	Breakfast	
08:00-12:00	Field Visit (Eul-ji Observatory & 4th Tunnel)	
12:00-13:30	Lunch & rest	Cafeteria

TIME	PROGRAMME	LOCATION
13:30-16:30	[Session 4] Educating for Local/Global Justice (<i>Facilitated by TOH Swee-Hin</i>) - Discussion of dominant and alternative paradigms of development and globalization - Examining root causes of unequal development and structural violence against marginalized sectors	Seminar Room
16:30-16:45	Break	
16:45-17:45	Reflection & Synthesis 2 (<i>Facilitated by Jeff Plantilla</i>)	
17:45-18:45	Dinner	Cafeteria
19:00-21:00	Cultural night	TBA
Day 5: Monday, 24 July		Inje
07:00-08:00	Breakfast	Cafeteria
08:30-09:30	DMZ Peace-Life Valley Tour	
09:30-12:30	[Session 5] Education for a Sustainable Future (<i>Facilitated by Jeff Plantilla</i>) - Introduction of principles and promotion of the concept of sustainable future - Discussion on application of concept of sustainable future in the school system	Seminar Room
12:30-13:30	Lunch	Cafeteria
13:30-14:30	Time Capsule (<i>Facilitated by Lea Espallardo</i>) - Reflecting on the experiences at the DMZ Peace-Life Valley and writing peace messages	
14:30-17:30	Move back to Seoul and check-in	
Day 6: Tuesday, 25 July		Seoul
08:50-09:20	Meet at the hotel lobby and move to APCEIU	
Part III: Pedagogical Approaches for EIU/GCED		
09:30-12:30	[Session 6] Debriefing of Field Visit (<i>Facilitated by Francis Daehoon Lee, Research Professor in Peace Studies, SungKongHoe University</i>) - Sharing and reflecting on the observations and experiences of the field visit - Deepening understanding of education for disarmament, non-violence, and conflict transformation through the Korean context	GCE Hall, 3F, APCEIU
12:30-13:30	Lunch	

TIME	PROGRAMME	LOCATION
13:30-16:30	[Session 7] Teaching GCED: Democratic Dialogism and Communication Skills (<i>Facilitated by Francis Daehoon Lee</i>) - Hands-on exercises, observation, discussion and reflection on democratic dialogue and communication	
16:30-17:30	Reflections & Synthesis 3 (<i>Facilitated by Jeff Plantilla</i>)	
17:30-18:15	Move to Yeouido	
18:15-19:15	Dinner	Ashley Marine
19:30-20:40	Cultural activity (Han River cruise)	
Day 7: Wednesday, 26 July		Seoul
08:20-08:50	Meet at the hotel lobby and move to APCEIU	
09:00-12:00	[Session 8] Teaching GCED: Transformative Pedagogies (<i>Facilitated by Lea Espallardo</i>) - Understanding the pedagogical principles, approaches, tools, and practices for teaching GCED - Experiential learning activities and reflective synthesis	GCE Hall
12:00-13:00	Lunch	
Part IV: EIU/GCED for Action and Way Forward		
13:00-15:00	[Session 9] Tools and Initiatives to Implement GCED (<i>Facilitated by Yangsook Lee</i>) 1) Introduction to available resources (20 min.) - GCED: Topics and Learning Objectives: Lay Cheng Tan - GCED Clearinghouse: Jihong Lee, Chief of Training Cooperation Team, APCEIU 2) Preparing Teachers for GCED Project (30 min.): Lay Cheng Tan 3) Capacity-Building of ROK GCED Lead Teachers(20 min): GCED Lead Teachers & Yangsook Lee 4) GCED Curriculum Development & Integration (20 min.) - Cases of Cambodia and Mongolia 5) Q&A (20 min.)	GCE Hall
15:00-15:15	Break	
15:15-17:15	[Session 10] Best Practices: What Makes a Good GCED Programme? (<i>Facilitated by Yeonwoo Lee & Lea Espallardo</i>) - Examples of GCED implemented in different contexts and levels (EIU Best Practices) - Practical tips on the action plan development	
17:15-17:30	Wrap-up	

TIME	PROGRAMME	LOCATION
Day 8: Thursday, 27 July		Seoul
08:20-08:50	Meet at the hotel lobby and move to APCEIU	
09:00-12:00	Action Plan Development - Working individually/in groups on training designs/action plans	GCE Hall & Guro Room
12:00-13:00	Lunch	
13:00-14:00	Action Plan Development Cont'd	
14:00-17:30	Action Plan Presentations (<i>facilitated by TOH Swee-Hin</i>) - Presentation on individual training design/action plans (concurrent) - Plenary discussion and comments on the action plans presented	
18:00-20:00	Farewell dinner	Ashley, Guro G-Valley Mall
Day 9: Friday, 28 July		Seoul
08:30-09:20	Check-out and move to APCEIU	
09:30-11:30	Final Reflection & Synthesis - Sharing reflections and evaluations on the workshop and participants' main takeaways from the workshop (<i>facilitated by Lea Espallardo</i>) - Filling out the workshop evaluation forms	EIU Hall
11:30-12:00	Closing Ceremony	
12:00-13:00	Lunch	
Departure		

II. Participants

Participants



Bangladesh
Khandaker Khaled Riaz
Programme Officer
(Assistant Professor)
Bangladesh National
Commission for
UNESCO



Bhutan
Sangay Penjor
Teacher
Rangjung Central School,
Campus II, Trashigang



Cambodia
Chanthan Loch
Deputy of Moral and
Civic Subject (social study)
National Institute of
Education (NEI)



Cambodia
Hong Cheng
Team Leader of History
Subject and Professor
of History
National Institute of
Education (MoEYS)



China
Jia Nan
Program Officer
Chinese National
Commission for
UNESCO



Cook Islands
Delaney Yaqona
Co-Principal
Nukutere College



Fiji
Denzil Goundar
Senior Education Officer
Ministry of Education



India
Sangeeta Pethiya
Assistant Professor,
History
Regional Institute of
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India
Vaibhav Jadhav
Assistant Professor
Savitribai Phule Pune
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Indonesia
Uli Ratna Muliawati
Teacher & Vice
Principal
Nizamia Andalusia
Primary School



Iran
Mehrak Rahimi
*Associate Professor,
Vice Dean of Education
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Shahid Rajaee Teacher
Training University
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Japan
Ayano Takamatsu
*Programme Specialist
Asia-Pacific Cultural Centre
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Kazakhstan
Nazym Kassymzhanova
*Deputy Dean (Science) of
History Faculty, Teacher
Buketov Karaganda State
University*



Laos
Savanhekeo Kanlaya
*Technical Officer
Department of Teacher
Education, Ministry of
Education and Sports*



Malaysia
Nur Krismarina Abd Karim
*Assistant Director
Institute of Teacher
Education, Ministry of
Education*



Mongolia
Navaan Munkhbayar
*Head of Department of
Training of Preschool and
Primary Education
Institute of Teacher's
Professional Development*



Mongolia
Erdenechimeg Begsuren
*Research Officer
Mongolian Institute for
Educational Research*



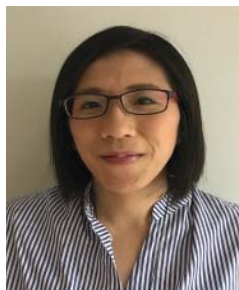
Pakistan
Mukhhtar Alam
*Professor and Dean,
Faculty of Sciences
University of Swabi*



Philippines
Michelle Sarabillo
*Senior Associate
Seameo Innotech*



Philippines
Serafin Arviola Jr.
*Associate Professor and
Director, Community
Partnership and Extension
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Philippine Normal
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Singapore
Cheryl Ng
*Character and Citizenship
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Ministry of Education
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Singapore
Sheena Yap
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Korea
Hyehee Kim
Teacher
Dajeon Noeun High
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Teacher
Daejeon Doma
Elementary School



Sri Lanka
Selvaranee Illanco
Senior Lecturer
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Thailand
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Office of Non-formal
Education and Informal
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Thailand
Chalermchai Phanthalert
*Director of Social Studies
Institute*
Office of the Basic
Education Commission,
Ministry of Education



Observer
Korea
Hyung-Joon Hwang
Teacher
Sinwon Elementary
School

Facilitators and Speakers



TOH Swee-Hin
Facilitator

Professor Emeritus
University of Alberta

Laureate
UNESCO Prize for
Peace Education (2000)

Mr. TOH Swee-Hin (S.H.Toh) is Professor Emeritus in Education of the University of Alberta (Canada) and a visiting Fellow, Center for Peace Education, Miriam College (Philippines) and has served as Distinguished Professor of the U.N. mandated University for Peace in Costa Rica. He was also the founding Director of the Multi-Faith Center, Griffith University, Australia, promoting inter-faith dialogue towards a Culture of Peace. Born in Malaysia and a citizen of Canada and Australia, he has been a high school teacher, teacher educator and social studies textbook author in the interrelated fields of Education for a Culture of Peace, human rights, justice, intercultural understanding, environmental sustainability and interfaith dialogue. He has contributed to several international networks and organizations including UNESCO, IPRA, Parliament of the World's Religions, Religions for Peace, and APCEIU. His involvement with APCEIU include co-author of the Feasibility Report for establishing APCEIU, membership since 2000 of APCEIU's Advisory Committee and the Governing Board, and facilitator of several Asia-Pacific training workshops, curriculum, and research projects. In 2000, he was awarded the UNESCO Prize for Peace Education.



Lea L. Espallardo
Facilitator

Resident Senior Artist-Teacher
Philippine Educational
Theater Association (PETA)

Lea is a resident senior artist-teacher of the Philippine Educational Theater Association or PETA, a leading theater company based in the Philippines, committed to the use of theater and performing arts as tools for education and social transformation.

She served as Program Director of PETA's Women's Theater Program and Mekong Partnership Program and has taken an active role in pursuing cultural work and sharpening PETA's women's theater aesthetics and pedagogy by developing groundbreaking projects for the company through its performances, education, and partnership programs. She was responsible for developing pioneering training curriculum on creative pedagogy as applied to gender and feminist education, reproductive health, cross-cultural education, peace, human rights, and other development related issues. She also led pioneering cross-cultural events in Southeast Asia such as the 1st Asia-Pacific Festival-Conference of Women in the Arts, annual Mekong Performing Arts Laboratory, annual Arts for Advocacy Fellowship, and 1st Mekong Arts & Media Festival.

Lea has been actively involved in teachers' training workshops organized by APCEIU since 2008.



Jeff Plantilla
Facilitator

Chief Researcher
HURIGHTS OSAKA

Mr. Jefferson R. Plantilla is currently working as Chief Researcher at the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) in Osaka, Japan. He is mainly involved in the center's Asia-Pacific program. He started the regional human rights education program of HURIGHTS OSAKA in early 1996. He has organized training workshops on human rights education for teachers, teacher trainers, school officials, national human rights institutions staff, and non-governmental organization workers. He has coordinated the development of human rights education guides for educators in Southeast, South, and Northeast Asia. He has been researching on human rights education and editing publications on the subject. Prior to his post at HURIGHTS OSAKA, he was the first Coordinator of the Asian Regional Resource Center for Human Rights Education (ARRC) in Bangkok during the 1992-1995 period and started its regional program. He has been invited as a resource person and facilitator in other regional training workshops and conferences on human rights and related subjects.



Daehoon Lee (Francis)
Facilitator

*Research Professor in Peace
Studies*

SungKongHoe University, ROK
Peace Education Project MOMO
Centre for Peace and
Disarmament

Francis has been working and teaching in the fields of peace studies, peace education, GCED, and democratization. Francis was visiting professor for peace studies, at Ritsumeikan University, and International University of Japan, and a legal advisor to the Special Rapporteur, Ms. Chung of the UN Human Rights Sub-Commission in 2005, and served in the board of directors of the Center for Peace Museum. He was also the Executive Director of ARENA (Asian Regional Exchange for New Alternatives) and an Executive Member of the Center for Peace and Disarmament, Republic of Korea. He coordinated CENA (civil society education network in Asia), a collaborating network of universities committed for peace, human rights and democracy studies in Asia. Francis has been actively involved in facilitating APCEIU's teacher training workshops since 2006. Since 2012, he joined Peace Education Project MOMO to provide for school teachers and peace activists in Korea peace education training that are based on new, transformative pedagogical principles.



Sung Hun Chung
Guest Speaker

Director
DMZ Peace-Life Valley

Mr. Sung Hun Chung is one of the founding members and the director of the board of the Korea DMZ Peace-Life Valley. Throughout his career, he has been committed to environmental preservation and the ideals of democracy throughout the Korean peninsula. Prior to this experience, he served as the Secretary General and Vice President of the Korean Catholic Committee for Agriculture from 1977 to 1994.

Coordinating Team

Office of Education and Training of APCEIU



Yangsook Lee
Head



Yeonwoo Lee
Assistant Programme Specialist



Ji-Hyoug Kang
Assistant Programme Specialist



Soohyun (Kathy) Lim
Assistant Programme Specialist



Kayeon Lee
Programme Assistant



Grace Na
Intern

UNESCO Bangkok Office



Lay Cheng Tan
Programme Officer

III. Session Summary

Opening Ceremony

Date: 20 July 2017

Summary:

The 17th Asia-Pacific Training Workshop on Education for International Understanding officially began with Dr. Utak Chung, the Director of APCEIU, warmly welcoming the 28 participants from 21 UNESCO Member States in the Asia-Pacific region. After mentioning several significant UN education declarations through a timeline, he reiterated that Global Citizenship Education (GCED) is high priority in the global agenda. Although he admitted that GCED is a broad and idealistic concept, it is being more embraced and recognized by educators from around the world. Ms. Lay Cheng Tan, a representative from UNESCO

Bangkok, informed the participants that they will be working very hard, but that it will be an enjoyable and memorable time. She ended her remarks by encouraging them to actively promote GCED when returning back to their home countries. In addition, Philippine Ambassador to Korea Raul S. Hernandez encouraged the participants to educate the heart because the mind can be limited and limiting. Thus, GCED is a highly important commitment as we face challenges on an international scale. In conclusion, he expressed his hopes of APCEIU continuously acting as a platform to foster greater global citizenry.



[Special Session] Why GCED Now and Efforts to Promote GCED

Facilitators: Yangsook Lee and Lay Cheng Tan

Date: 20 July 2017

Summary:

After the opening ceremony, Ms. Yangsook Lee, the Head of the Office of Education and Training at APCEIU, facilitated the special session in collaboration with Ms. Lay Cheng Tan. Ms. Lee began by asking the participants to answer the question: “Are you a Global Citizen?” The participants responded with either a “Yes” or a “No” on a sticky note and put them on the poster board. All participants answered with a “Yes,” except for one participant. The reason behind his answer was that he did not yet consider

himself to fully be a global citizen because a greater need to understand one another’s cultures still exists. After a lively discussion of sharing the responses as a group, Ms. Lee gave a comprehensive overview of the shift in the education discourse from the 1990s. She emphasized that the priority of education reform have expanded to encompass sustainable development, human rights, and GCED.

Ms. Tan continued the session by stating that education and knowledge are necessary



to understand the world's problem, solve them, and ultimately, achieve the Sustainable Development Goals (SDGs). She touched upon SDG 4's commitment to quality education and the importance of global citizenship under Target 4.7. However, she reminded the participants that global citizenship extends beyond just knowledge. It should be a transformative type of education. In conclusion, she closed the session by discussing several of UNESCO's initiatives and projects in promoting GCED.

Team-Building Activity

Facilitator: Lea Espallardo

Date: 20 July 2017

Summary:

In order to break the ice with each other, Ms. Lea Espallardo, Resident Senior Artist-Teacher at the Philippine Educational Theater Association (PETA), led the participants into a series of engaging and interactive team-building games. The first activity consisted of the participants using their hands to clap in rhythm to foster unity within the collective group. As they were asked to clap in their own beat, the objective was to understand that on a deeper level, each person has a different language and comes from a different country, which should lead to greater efforts in achieving harmony with one another. Afterwards, the participants were asked to greet each other with their own country's greetings. It was a lively time of learning about other cultures and also teaching others of their own local customs. In response to Ms. Espallardo's question of how they felt during this activity, the participants remarked that it was interesting, but also confusing with the many different greetings they had to remember. Then, Ms. Espallardo requested them to embrace those strange feelings because it is a process of familiarizing oneself with other cultures to become a global citizen.

For the second activity participants walked around the room and stopped and froze at

random times. When they froze, Ms. Espallardo would ask them to observe who was around them and familiarize with what they saw. Next, they were paired up as Partner B would hold Partner A's shoulder and follow. Partner A would point to objects and Partner B would have to name them accordingly. The participants enjoyed the exercise because they had the freedom to say what they wanted. Ms. Espallardo pointed out that it was fun method to get the participants to understand GCED because



it made them look at different perspectives, which is a valuable skill of global citizenship.

The next activity involved creativity and the arts. In pairs, the participants had to converse with one another for two minutes while drawing one another's faces. However, they were not allowed to look down at what they were drawing during the exercise. After reacting to the drawings, the participants

were asked to share what they have learned about each other during the conversations. After several more interactive exercises, Ms. Espallardo concluded the team-building workshop by thanking the participants for being involved.



[Session 1] Part 1: Introduction to GCED

Facilitator: TOH Swee-Hin

Date: 20 July 2017

Learning Objectives:

- (a) To understand the conceptual dimensions of a holistic framework of GCED
- (b) To clarify the goals and objectives of GCED
- (c) To appreciate the synergies of GCED with other fields of transformative education (e.g. EIU, peace education, human rights education, education for global/local justice, intercultural education, ESD, etc.)

Key Guiding Questions:

- (1) Why is GCED helpful to the transformation

of education systems?

- (2) What are the responsibilities of “global citizens”?
- (3) How can GCED complement and interconnect with existing fields and programs of transformative education?

Summary:

The very first session of the workshop, divided into two parts, was led by Dr. TOH Swee-Hin Toh, Professor Emeritus at the University of Alberta. To begin the session, he asked the participants to move around





the room and observe the labeled necklaces. Then, they were asked to choose one or several of them based on the education sectors they identify with, and hang them around their necks. The layout of the ground was a river with tributaries of each education sector flowing from within. By standing along the areas of their respective fields, they crossed the river and engaged with participants from different sectors to learn about them, such as the commonalities and differences. A discussion followed afterwards of the agreements and disagreements between one another. Dr. Toh concluded the activity with an explanation of the history of EIU and the how “river of peace” is central in promoting a culture of peace.

Then, Dr. Toh discussed the negative effects of industrialization and mass consumption on the planet and its inhabitants. He linked it to the rise of armed conflict, violence,

poverty, ecological crisis, and the loss of inner peace. Peace is difficult to achieve because it is multi-dimensional; however, a culture of peace provides multiple resolutions to counter these overlapping issues. Therefore, he emphasized the critical role of education in transforming our reality. The examples he provided were such as peace education, human rights education, citizenship education, and ultimately, GCED. Due to the many diverse strands of peace education, he stated that we should not box these categories to fit into each mold, but rather view them as circles that overlap one another. Dr. Toh wrapped up the session with an active discussion together with the participants of the core characteristics of GCED. He quoted that in order to become a good global citizen, one must first be a good local citizen.

[Session 1] Part 2: Dismantling a Culture of War

Facilitator: TOH Swee-Hin

Date: 20 July 2017

Learning Objectives:

- (a) To understand the interconnections between education for dismantling a culture of war and GCED
- (b) To explore the root causes of conflicts leading to direct physical violence (e.g. armed conflicts, wars, domestic violence, crime, bullying, etc.)
- (c) To clarify why and how global citizens can help to resolve/transform violent conflicts through nonviolent strategies

Key Guiding Questions:

- (1) Why is it essential for GCED to promote education for dismantling a culture of war at all levels of life?
- (2) What are the root causes of conflicts leading to direct physical violence (e.g. armed conflicts, wars, domestic violence, crime, bullying, etc.)
- (3) What are key dimensions of nonviolent strategies for resolving violent conflicts?
- (4) How can school curricula and institutional practices promote education for dismantling a culture of war?

Summary:

Dr. Toh opened up the second part of the session by dividing the participants into three levels: family/interpersonal, national,

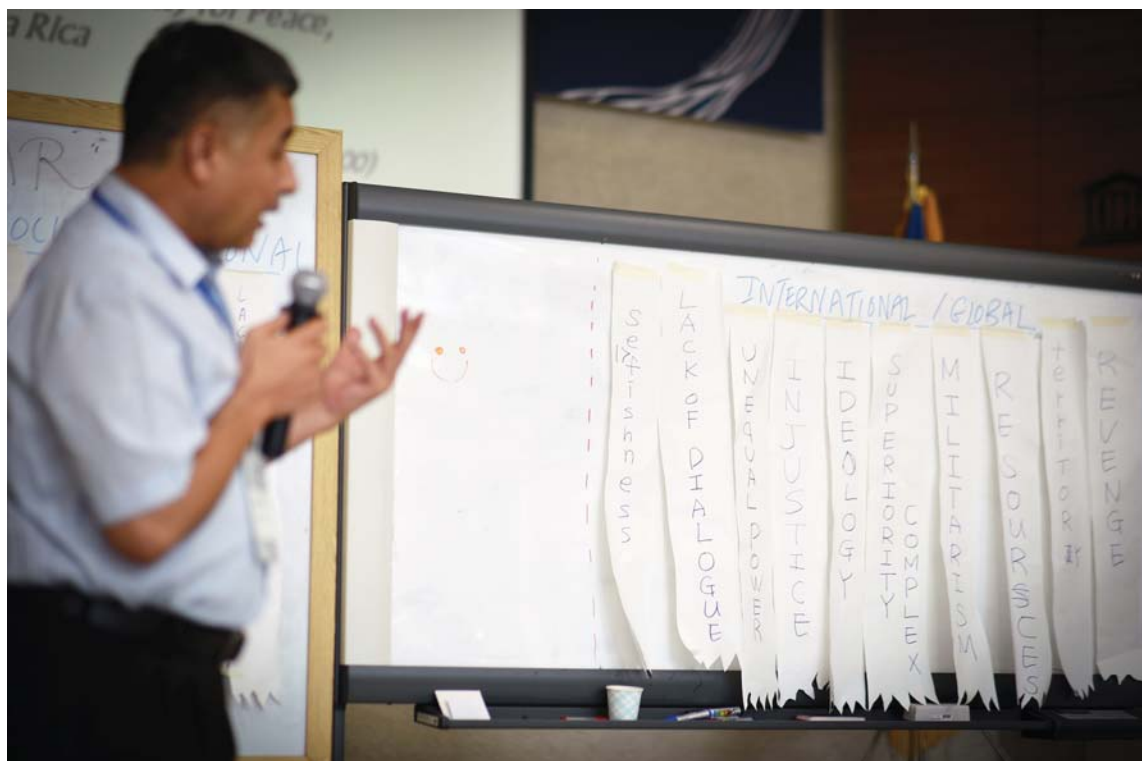
and international. Each designated group was given sheets of paper that were shaped like tree roots. Then, they were asked to write down the reasons of the causes of violence in their assigned levels and present them afterwards. The first group, family and interpersonal, stated that factors like financial issues (poverty, hunger, lower castes, etc.), social patriarchy, and cultural perspectives were the root causes of violence. Next, the national and social



level group explained their reasoning behind their factors, which were religion, gender inequality, lack of education, and differing political opinions. The last group, international level, stated that selfishness (of states and individuals), territorial disputes, militarism, and lack of dialogue were several of the main components of violence. Finally, they discussed the similarities between the three sectors and how roots of conflict coincide with each other.

After the activity, Dr. Toh discussed the culture of war and its influence. By providing statistics of military expenditure and supply, he explained the current status of worldwide militarization. He argued that terrorism did

not suddenly appear; in part, the western world also bears responsibility for the political root causes of it. Terrorism is not just a problem of groups, but encompasses a larger sphere of the states. Then, he moved on by stating that domestic and school violence are also small “wars.” Violence in media and games that resemble war expose young minds to this type of culture. Finally, Dr. Toh reminded the participants that we need to transform the worldwide conflict into an international culture of peace. We should not ignore it, but instead, learn to identify the root causes of conflict together.



SESSION 2: Education to Respect Diversity

Facilitator: Lea Espallardo

Date: 21 July 2017

Learning Objectives:

- (a) To surface own understanding of self/ others/other culture
- (b) To identify commonalities and differences and how these play pivotal roles in defining/ shaping our identity as people
- (c) To explore ways to promote respect for cultural diversity and differences
- (d) To cultivate common values (respect, tolerance, understanding, solidarity, empathy, caring, equality, inclusion, human dignity) necessary for peaceful coexistence



Key Guiding Questions:

- (1) Why are cultural diversity and intercultural dialogue necessary components in promoting GCED?
- (2) Why do identity and culture matter?
- (3) How/what do we understand and feel about similarities and differences?
- (4) What are the multiple perceptions and differences in thinking or behavior related to identity-based differences?
- (5) What are the knowledge, skills, attitudes, and tools that we should develop to respect diversity and cultural differences?

Summary:

Ms. Espallardo facilitated the second session to introduce the concept of cultural diversity and identity in an engaging and interactive way. First, she stated that there are two definitions under cultural diversity: (1) “difference in characteristics based on cultural and social identities and (2) a “collective





mix of human similarities and differences.” Therefore, she merged the two phrases into one: “understanding cultural diversity through identities with similarities and differences.”

Next, Ms. Espallardo led the participants into an exercise called “What’s in a Name?” As one big group, the participants explained the background of their names. Through sharing the stories behind their names, they discovered similarities between the origins, history, and religion behind their names and culture. As Ms. Espallardo connected the depth of their names to their identity, she asked the participants to close their eyes and paint (dance) their names using their bodies. When debriefing after the activity, the participants commented that they felt liberated, peaceful, and grateful. Some people had not like and wanted to change their names; however, they changed their minds and learned to appreciate them more. Afterwards, Ms. Espallardo emphasized that identity is socially and culturally structured and is not static, but continuously reshaped

by time and place. Finally, she led another interactive activity on religion and the stereotypes associated with it. She stated that collective identity has the potential to strengthen stereotypes of other religions. The game consisted of everyone jogging and then suddenly freezing and playing out their religious roles under a tense situation. After the exercise, a participant commented that we are all similar in different ways and that solely sticking to your own group creates an isolated barrier from the world. The session ended with an active discussion of openly sharing the stereotypes that each of them had towards other religious groups. As they intently listened to and shared with one another, it was time of consciously acknowledging the prejudices and moving towards greater understanding and solidarity with others. Ms. Espallardo encouraged and reminded them that as educators, they must always have a critical mind and to constantly analyze themselves of their own biases.

[Discussion] Learning from Each Other

Facilitator: Lay Cheng Tan

Date: 21 July 2017

Summary:

Before Ms. Lay Cheng Tan led the workshop's first discussion, Ms. Yangsook Lee reflected openly with the participants on the transformative impact of the morning session. She asked them to write down the value or philosophy that is most closely associated with the GCED concept in their country in the local language. Then, she asked several participants to share what they have written. Despite everyone coming from diverse cultures, the notion of empathy remained consistent.

Afterwards, Ms. Tan stated that the main objectives for this discussion were to share amongst each other prior knowledge or experience in GCED work and propose ideas



to promote GCED in the future. The participants engaged with one another for a few minutes each and jotted down on a sheet of paper to record them. Even after the assigned activity, many participants stayed interested and engaged in learning more about each other's work and future plans. They all agreed that the most feasible method was to integrate GCED values and action in the existing academic framework of the communities they are from, rather than creating another new subject of GCED. Finally, Ms. Yangsook Lee concluded the session by emphasizing the collaborative nature of learning and the benefit of networking amongst educators.

Visit to the GCED Campus



[Special Session 2] Dialogue with the Director of DMZ Peace-Life Valley

Guest Speaker: Sung Hun Chung

Date: 22 July 2017

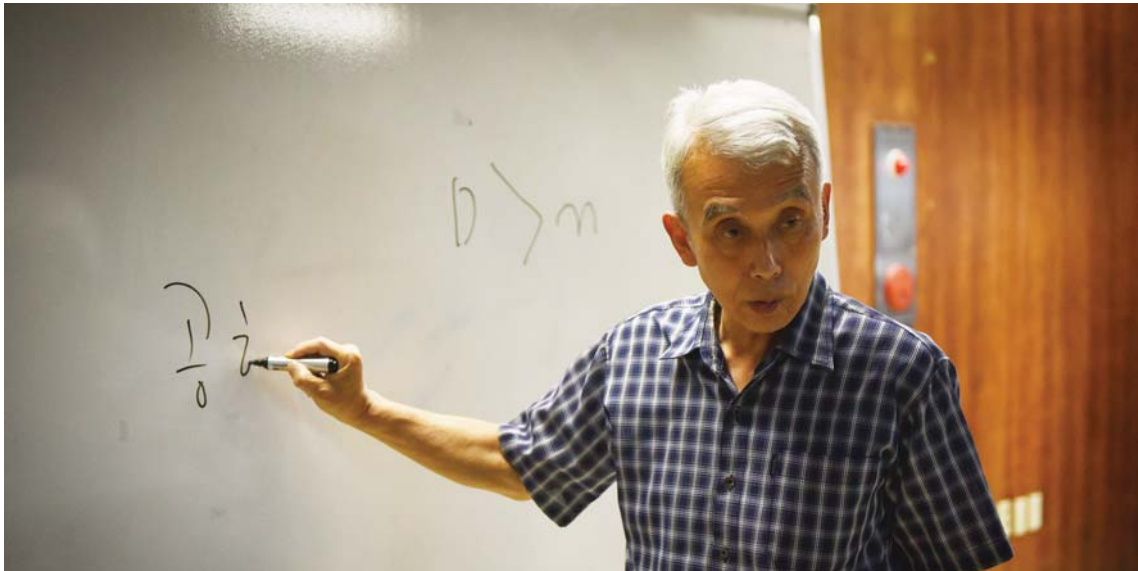
Summary:

The first session in Inje was led by the Director of DMZ Peace-Life Valley, Mr. Sung Hun Chung. He discussed the dire context of South Korea—the increasing droughts affecting plantation and agriculture, the high percentage of bee extinction, and the rise of pollution. By referring to the Korean history of rapid development, he spoke on the negative impacts of the industrialization on the country and its citizens. Although Korea quickly became advanced in terms of

infrastructure and economic growth, it also mounted extreme pressure on the people as they attempted to catch up. Then, he listed four factors that we need to pay closer attention to through both the local and global lens.

The first factor he listed was energy: South Korea has been using much more electricity compared to the 1970s. He compared it to Kiribati, an island that is near the equator that does not need to use as much energy. However, it is affected negatively by





countries like South Korea. As the islands become closed in by the rising waters, the people of Kiribati are forced to flee their homelands and live in other places. As of now, the only country that will accept the environmental refugees is New Zealand. He recalled of formally apologizing to a Kiribatian participant from a past APTW as he felt very sorry. In addition, he stated that South Korea is gradually turning into a tropical country. The second factor he listed was land. Raising cattle is a huge problem because domesticated animals consume a lot of water and produce a lot of carbon dioxide; also, the land is becoming destroyed to the increasing living standard and consumption. Third, he mentioned water. Oceans are in critical condition, due to an increasing amount of antibiotics in fish, leading to a development of illnesses. The fourth and final factor he shed light on was air pollution. In 2016, South Korea ranked 173rd out of 180 countries in air quality health. However, the inner house quality

was about 23rd, which indicates that people only care about their own lives and standards and not of others. Additionally, South Korea started selling fresh air in cans that last about forty minutes.

Thus, South Korea is purely in survival mode and the addiction of development and economic prosperity must be broken. Although the country may be prospering, the quality of life is decreasing. According to an international survey, South Korea is the second highest rank of suicide, especially in the elderly and youth population. Finally, he left the participants with a few golden nuggets to chew on. First, we need to change the way we think. Second, we need to change our lifestyles. Third, we need to change our world. And fourthly, we need to change our civilizations. As we are living in a more interconnected society, we need to learn to be content with what we have and live simply.

[Session 3] Education for a Sustainable Future

Facilitator: Jeff Plantilla

Date: 22 July 2017

Learning Objectives:

- (a) Discuss the issues arising from development initiatives that adversely affect the environment, displace people, and cause social conflicts
- (b) Explain the concept of sustainable development/future and the different components involved in it
- (c) Develop practical measures on teaching the concept of sustainable future in the school system

Key Guiding Questions:

- (1) What issues arise regarding “development” initiatives that cause injustice to some members of our society?
- (2) Recognizing the injustice brought by such “development” initiatives, how should the situation be addressed to obtain justice?
- (3) What principles should government adopt

to make development supportive of a sustainable future?

- (4) What practical measures for the different levels of the education system can be adopted in teaching the concept of sustainable future?

Summary:

The third session on sustainable development was facilitated by Mr. Jeff Plantilla, Chief Researcher at HURIGHTS OSAKA. In the beginning of the lecture, he showed the participants several video clips on climate change affecting certain countries and on the global scale. As educators, he highlighted that we need to be careful about ideas presented in media. He stressed that when discussing about climate change, we need to have the fundamental scientific knowledge first in order to properly debate about it. Therefore, he spent the first portion of the



session dedicated to the basic information underlying it. By differentiating and defining key terms and providing an overview of natural factors that affect the climate, the participants appreciated the given opportunity to learn the basics again.

Mr. Plantilla began the second portion of the session by showing a video clip of communities affected by natural disasters and development exploitation. He then asked, “By listening to their stories, how can we change their stories from a development perspective?” Some of the answers from the participants were waste management, eco-friendly development, people-centered partnerships and projects, and development-based needs assessment. Then, the discussion transitioned

into conflict resolution between the government or company and the people as he showed the latter half of the clip. Mr. Plantilla emphasized that empowerment of the people is a necessary precondition for dialogue. And ultimately, it should be a system that can be sustainable.

Finally, the last part of the workshop focused on the education system. By presenting an example of a school in Taipei, Taiwan, he inspired the participants to incorporate the concept of a sustainable future into the classroom and school. Afterwards, there was an active discussion on how to practically incorporate GCED practices among their students, teachers, and policy.



[Session 4] Educating for Local/Global Justice

Facilitator: TOH Swee-Hin

Date: 23 July 2017

Learning Objectives:

- (a) To understand the root causes of poverty and marginalization in the world, especially the Global South
- (b) To explore the meaning of structural violence and its relevance to GCED
- (c) To contrast alternative paradigms of development and globalization in promoting global-local justice
- (d) To foster global citizenship committed living with justice and compassion

Key Guiding Questions:

- (1) What are the root causes of hunger, poverty, and lack of basic needs for marginalized peoples?
- (2) What is the impact of “development” and “globalization” in promoting and/or resolving conflicts and peacelessness?
- (3) What role can education play in promoting development based on values, principles, and policies of local and global justice?
- (4) What curriculum and pedagogical strategies

can be implemented to integrate this dimension of education for global and local justice in GCED in Asia-Pacific educational systems?

Summary:

Dr. Toh started the fourth session by introducing various pedagogical principles, such as, holism, dialogue, and critical empowerment that are significant in education for local and global justice. He categorized the participants randomly into groups like farmers, private corporations, factory workers, indigenous people, government officials, etc. Then, they were asked to imagine the living condition and environment of their given roles. As a group, they discussed three components: (1) the realities of the situation, (2) the causes of the realities, and (3) the solutions that will help overcome the realities. Through the development framework, the participants all intently





listened to one another as they shared their stories from the perspectives of their roles. Afterwards, Dr. Toh asked them what kinds of emotions they have felt while immersing into the roleplay. Some answers were anger, deprivation, and a sense of guilt. He ended the first part of the session by stating the significance of incorporating diverse perspectives into the GCED framework.

The latter half of the workshop focused on the different kinds of paradigms within the development framework. Dr. Toh emphasized that within GCED, we can replace the terms “developed” or “underdeveloped,” with the terms “Global North” and “Global South.” The main content of the lecture was on how the dominant paradigm adopted by the more powerful countries tends to influence the way development should work in other countries. However, he reiterated that the

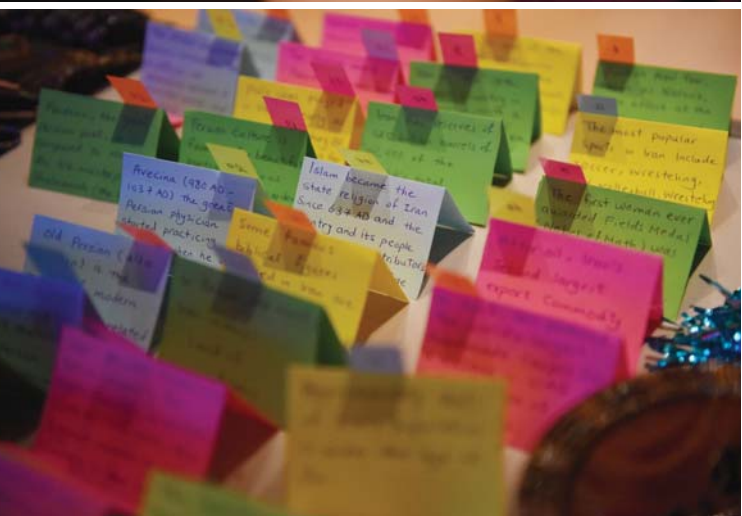
dominant framework focuses on capital growth, infrastructure, and a modern values system. He also encouraged the participants to ponder upon an alternative paradigm that seeks to address structural violence at its roots. In order to remember this concept in a simpler way, he introduced the “PEACE” paradigm of development: Participatory, Equitable, Appropriate, Critical empowerment, and Ecological Sustainability. The session ended with everyone singing a song called “Moving in Our Hearts,” in which the lyrics were written by students and educators in various countries.

Field Visit



Cultural Night





[Session 5] Human Rights Education

Facilitator: Jeff Plantilla

Date: 24 July 2017

Learning Objectives:

- (a) Clarify societal issues and their human rights implications
- (b) Discuss the international human rights standards
- (c) Explore practical ideas on understanding the Universal Declaration of Human Rights

Key Guiding Questions:

- (1) How should we discuss human rights in relation to issues – both ordinary and extra-ordinary?
- (2) What are human rights and the history of having international standards?
- (3) How can we present human rights in ways that are easy to understand and remember?

Summary:

Mr. Jeff Plantilla began the first part of the fifth session with a few video clips to introduce the concept of human rights. The first video clip depicted a woman racecar driver and the comments made by the men sitting in her car. Taking this opportunity, Mr. Plantilla and the participants discussed gender discrimination and stereotypes. He also commented that the best way to talk about human rights is to start with the most ordinary situations. The second video clip shed light on the separation of aboriginal

children from their mothers, which fostered another conversation on human rights but on a more international and imperialistic perspective. Afterwards, each group discussed three critical components from the clips: (1) What were the issues of the people's sufferings? (2) What were the impacts of the people's sufferings? (3) What were the causes of the people's sufferings? A discussion on the harsh realities that victims face from a lack of legal protection led to a smooth transition to the second part of the session.

Mr. Plantilla provided comprehensive information on the origin of human rights from diverse cultures. By learning the history of human rights, the participants learned that the concept has existed long before the Universal Declaration of Human Rights (1948) document came into existence. He mentioned that there are no perfect cultures or traditions and emphasized the importance of



localizing human rights principles in its appropriate context. The final part of the session involved an activity revolving the participants to gather ideas on the most interesting ways to teach the UDHR in the classroom. Some proposals that came up were

role plays, student exchange programmes, songs and videos, peer discussions, storytelling, and even, human rights bingo game. Mr. Plantilla concluded the session by touching upon the rights of children, youth, and adults.



DMZ Peace-Life Valley





[Session 6] Debriefing of Field Visit

Facilitator: Francis Daehoon Lee

Date: 25 July 2017

Learning Objectives:

- (a) Sharing and reflecting on the observations and experiences of the field visit
- (b) Inputs and deepening understanding of education for disarmament, non-violence, and conflict transformation through the Korean context

Key Guiding Questions:

- (1) What have you seen and heard in your field visits?
- (2) What questions come to your mind during and after the field visits?
- (3) What impressions and reflections come to you during and after the field visits?
- (4) What sense or connections do you make of them in relation to GCED?

Summary:

Mr. Francis Daehoon Lee, Research Professor at SungKongHoe University, led an active debriefing session on the participants' experiences and emotions after they returned from Inje. In pairs, they discussed three aspects they were most impressed with from the field visit. He requested them to not use their notes, but trust their minds and recall back the feelings. Then, Mr. Lee provided an opportunity for the participants to ask him of anything they were curious or



concerned about. Some of the questions that came up were regarding the role of education in the rapid Korean economic development, the human rights situation in North Korea, and the prospects of peace and unification in the Korean peninsula. Some of the reflections included a participant sharing that visiting the Fourth Tunnel was the closest she came to the concept of war. Realizing that both sides of the Korean peninsula are affected and suffer, she stated that peace belongs to the people and that it is our responsibility to keep it.

The second portion of the session involved a classroom activity using the children's book *War and Peace*. Mr. Lee showed about three pictures in a sequence of a family argument and reconciliation. For each picture, the participants were asked to come up with seven different possible scenarios of what the family feud would be

about, inferring from their facial expressions and body gestures. After a series of discussion, Mr. Lee informed them that they were analyzing two types of conflict: soft and hard. Next, they observed another picture as a large group. The picture depicted a war scene and a young boy, which cultivated another conversation of the circumstances of the victim, military weapons, crisis of war on the environment, amongst other factors. As the participants keenly analyzed the picture, Mr. Lee asked them to think back to their home countries. Who are the people that suffer this type of conflict in your own country—alone, insecure, helpless and voiceless? It was a powerful time of reflecting back in the localized setting.



[Session 7] Teaching GCED: Democratic Dialogism and Communication Skills

Facilitator: Francis Daehoon Lee

Date: 25 July 2017

Learning Objectives:

- (a) To grasp basic concepts, values, and principles of communication with democratic values
- (b) To develop sensitivity of good verbal communication
- (c) To develop sensitivity of non-verbal communication
- (d) To develop sensitivity to power in communication
- (e) To develop sensitivity to empathy talk
- (f) To outline a number of basic skills in group discussions with democratic values

Key Guiding Questions:

- (1) What makes communication that foster democratic values?
- (2) What factors create obstacles to good communication?
- (3) What roles do non-verbal forms play in communication?
- (4) How does power play into communication?
- (5) What are the ways to promote empathy in communication?
- (6) How can we connect role-playing to communication skills?





Summary:

After having the participants seated in a circle, Mr. Lee began by asking the question, “What is the first thing required in human engagement?” He then guided the participants to greet one person for 20 seconds for a total four times without saying hello or hand waving gesture, encouraging collective effort for creativity in communication. On the fourth time, participants expressed that the atmosphere has become friendlier and more open than it was on the first round of greeting.

For the second part of the activity, participants were asked to partner up with one person that he or she had talked to the least throughout the workshop. In the first round of communication, each partner took turns speaking in his or her language for one minute while the other attempted to listen attentively. On the second round, participants were told to completely ignore their partners when they are speaking and to show no interest in what the partner is saying. From the series of short conversations, participants enhanced their sense of empathy as they experienced the crippling effect of poor nonverbal communication.

The participants gathered into groups of five for the third part of the activity. As each person took turns talking about a simple topic such as his or her favorite, the other group members were told to empower the speaker by performing DOERS (Do, Observe, Exchange, Reflect and Synthesize) and actively listening. In the following round, the listeners were asked to ignore the speaker which made it difficult for the speaker to talk about even a simple topic. Having now personally experienced the feeling of being recognized and also invisible, the participants learn the power of collective empowerment and disempowerment. From these series of exercises, participants developed the qualities needed to practice democratic communication which Francis organized into 3 points: “Okay and okay (do not judge)”, “More and more (add more points)”, “One by one (attention to every person)”.

In the last activity called the “marionette”, the participants took turns in groups being a “master” who controls the “marionettes” to run and dance. The participants shared how they felt when acting as the master or marionettes. Through the exercise, Mr. Lee highlighted the obstacles in power relationship and need for collaboration, participation and equality.

Cultural Activity



[Session 8] Teaching GCED: Transformative Pedagogies

Facilitator: Lea Espallardo

Date: 26 July 2017

Learning Objectives:

- (a) Discuss core principles of GCED pedagogy
- (b) Adopt core philosophy and practices of pedagogy for transformative learning/teaching
- (c) Experience a range of participatory and creative methods as methodological tools in teaching GCED
- (d) Reflect on their own practices as educators and explore possibility of how they can integrate GCED into their work
- (e) Apply creative techniques and tools in teaching and promoting GCED

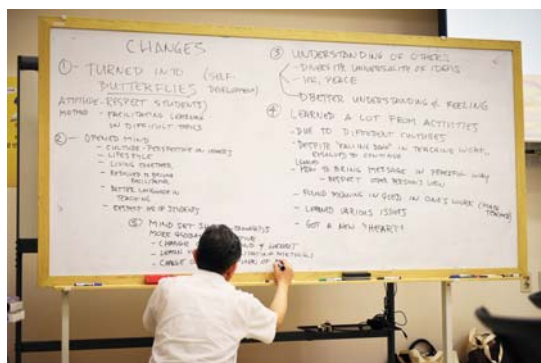
Key Guiding Questions:

- (1) What are the principles of GCED pedagogy?
- (2) What type of transformative pedagogies can we use in teaching GCED?
- (3) What pedagogical tools, practices and approaches can we use that may be more consistent with the GCED's vision for transformation:



Summary:

In the beginning of the workshop, Ms. Lea Espallardo posed a pedagogical question: “Should we teach GCED to inform? Or should we teach GCED to *transform*?” She then led the participants into an exercise to reinforce the idea of transformative education. In pairs of Partner A and B, one person had to make five changes to their appearance while facing away from one another; afterwards, the other person had to guess what the changes were when facing each other again. The participants commented that this exercise taught them to pay greater attention to details and possess the ability to look for change. Ms. Espallardo highlighted that the purpose of education is about creating transformation—a tangible change. Furthermore, she encouraged them to think that as educators, they are responsible for identifying the change that is happening in their classrooms.



Next, she asked them to think about their own moments of transformation during the past several days at the workshop: “What has changed within you?” As they drew and wrote out their emotions and experiences on a poster board, they all took turns sharing their reflections. Some of them stated that there was a heightened sense of self-awareness and self-development and others commented that they finally began to understand the larger frame of respecting other cultures.

For the second part of the workshop, Ms. Espallardo introduced two of her colleagues from her organization in the Philippines. They performed a short skit, including the participation of the participants, of a rural Korean community suffering from the military activity stationed nearby. It was a powerful method of demonstrating the negative ramifications of war on relationships, health,



and the environment. By using the arts (theater, songs, etc.) as a pedagogical and transformative tool for peace education, Ms. Espallardo likened teaching to being a performance. She stressed the significance of integrating creativity into the classroom. They all agreed that theater acts as a forum for community participation, process of empowerment through dialogue, and a strategy for transformation.

[Session 9] Tools and Initiatives to Implement GCED

Facilitator: Yangsook Lee & Lay Cheng Tan

Date: 26 July 2017

Summary:

Ms. Lay Cheng Tan began the session by introducing the publication *GCED: Topics and Learning Objectives*. She gave a brief overview of the three dimensions of GCED (cognitive, socio-emotional, and behavioral) and encouraged the participants to make the publication work to their own advantage. In addition, she introduced a myriad of other resources, focusing on the implementation of GCED into existing curricula.

Next, Ms. Yangsook Lee introduced the UNESCO Clearinghouse on GCED, an online resource platform for GCED. She provided a brief step-by-step guide on how to access it. Afterwards, participants from Korea, Cambodia, and Mongolia presented their country case studies in the area of GCED. The topics ranged from curriculum integration to teacher training. The Office of Research and Development of APCEIU also showcased their work and how the participants can partake in future projects together.



[Session 10] Best Practices: What Makes a Good GCED Programme?

Facilitator: Yeonwoo Lee & Lea Espallardo

Date: 26 July 2017



Summary:

In order to prepare the participants to work on their action development plans the following day, Ms. Yeonwoo Lee, Assistant Programme Specialist at the Office of Education and Training of APCEIU, facilitated the last session by introducing the EIU Best Practice Series. Started in 2006, APCEIU continues to accept applications from its training alumni and other organizations that seek to publish their works on GCED with the wider international community. By looking at case studies involving student motivation, textbook development, teacher training, and community support, the participants had the opportunity to dive into a specific example and study it.

Afterwards, Ms. Lea Espallardo provided an extensive outline and overview of the

guidelines of developing the action plans. Finally, Dr. TOH Swee-Hin ended the session with an active discussion on ‘interconnectedness.’ By using topics, such as food, to connect other international issues, the discussion served as a humble reminder that we are all global citizens in this connected world.

Action Planning and Presentation





Final Reflections and Closing





IV. Action Plans

25 Action Plans Established by Participants

Khandaker Khaled Riaz (Bangladesh)

Global Citizenship Education Workshop for creating social awareness among stakeholders of education in Bangladesh

Presented to
APCEIU

Presented by
Khandaker Khaled Riaz
Country: Bangladesh

Rationale

Bangladesh is a country of 150 million. The literacy rate of the country is 60%. There are people of different religion: Muslim, Hindu, Christen, Buddha and others across the country. There are also some ethnic people (example: Chakma, Marma, Garo, Monipur) are living in hilly areas of Bangladesh. Because of low literacy rate and diversified culture, people are unaware of human rights and democratic values.

In recent years, due to the rise of terrorism country's peace culture has been destructed. Mostly the teen aged students who are religiously fundamental are being involved in terrorist activity.

To establish peace and sustainable development, social awareness program is inevitably required in the country. To this end, Global Citizenship Education workshop can be implemented to establish peace, human rights, cultural solidarity and foster unity among the nation.

Objectives

- To create social awareness on democratic values, human rights, peace culture among community members (students, teachers, parents, religious clerics).
- To develop capacity of teachers who will work to generate knowledge and transfer it to the students and their parents.
- To publish news letters on Global citizenship Education and peace culture.

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Social Awareness: 1. Concepts of GCED and Peace culture (Democratic values and communication, cultural diversity, Human Rights and Justice)	<ul style="list-style-type: none"> ➤ Audio Visual show ➤ Group discussion ➤ Games (action play) ➤ Sharing experience and emotion 	<ol style="list-style-type: none"> 1. Multimedia projector with laptop 2. Papers 3. Pen and markers 4. Concept paper 	Duration: 1 Day
2. Enhancements of Teacher's capacity	<ul style="list-style-type: none"> ➤ Cognitive ➤ Sharing experience ➤ FGD ➤ Practicing 	<ol style="list-style-type: none"> 1. Multimedia 2. Papers 3. Pen and Markers 4. Concept paper 	Duration: 2 Days
3. News letter	<ul style="list-style-type: none"> ➤ Informative 	<ol style="list-style-type: none"> 1. Online soft copy 2. Hard copy printed version 	Time required: 4 months

Evaluation Tools

1. Evaluation form
2. Questionnaire based survey
3. Check list

Sangay Penjor (Bhutan)

Action planning

Title of the Activity- Conduct school Based In Service program on GCED

For whom - Principal, Teachers, supporting staff student leaders, students(IV-VIII) and SMB members.

Where - School(Rangjung Central school)

When- August to October, 2017

Rationale

1. To deepen their understanding of GCED.
2. To create environmental and cultural awareness.
3. To take actions to build a school community based on values and principles of living in harmony with the earth, promoting human rights.

Objectives



1. To equip teachers, staff, student leaders and SMB members with important thematic and pedagogical aspects of GCED.
2. Understanding their connection with the world around them.
3. Share the values of peace and sustainable development.
4. Foster civic responsibility.
5. Promote social justice.

Content/Project components	Methodology/Activities	Resources/Materials Needed	Timeline
Information sharing on GCED	<ol style="list-style-type: none"> 1. Reflections 2. Sharing of experiences(real classroom situations)- The need to include the thematic values into different subjects. 3. Presentations. 4. Group activity 5. Planning & discussions <ol style="list-style-type: none"> Environment <ol style="list-style-type: none"> a. Planting of hedges & trees (Why it is important to plant trees or protect environment) b. Coming up with EIU garden-peace garden, peace tree etc c. Carry out cleaning campaign in the community (Awareness program) Culture <ol style="list-style-type: none"> a. EIU cultural Nite (cultural diversity) 	<ul style="list-style-type: none"> -Budget/fund -Support -Resources on GCED -Necessary materials needed for the workshop(chart, marker, cello tape, paper, glue stick, scissors, etc.) <p>Use locally available materials for the garden and dresses.</p> <p>EVM</p>	August – October

Evaluation tools

1. Feedbacks
2. Lesson planning. (Inclusion of GCED values)

Chanthan Loch (Cambodia)

GCED and MCE curriculum integration in Cambodia Context

To whom:
General Education

The Area:
Cambodia

Rationale

- ❑ **This activity happen because:**
 - Contain some content mistakes.
 - Have few links among subjects of study.
 - Exhibit redundancy between grade levels, a lack of coherent progression skills, attitude and lack of real world context.
- ❑ **The gaps & needs are being addressed:**
 - Quality of education result is quantity not quality base.
 - The recommendations in student learning outcomes, the needs of HE and labour market.
- ❑ **The change we want to happen or Justification:**
 - To ensure all citizens develop their full potential.
 - To progress with balanced physical appearance, knowledge(cognitive), behaviors(Attitude) and love of nation and humankind(Socio-emotional).
 - They can contribute to national development and integration of Cambodia in regions and the world.

Objectives

❑ Desired Outcomes/Output of MCE:

- Aims to strengthen and expand the ability of learners to be accountable citizens(GCED understanding).
- Focuses on theories and applications related to cultural and traditional identity, environment, laws and politics.
- World peace keeping
- Goals the learners(MCE: Knowledge, Skill, attitude) through:
 - ✓ Acquire knowledge and skills related to cultural and traditional identity and customs, environment.
 - ✓ Develop skills related to roles and responsibility as learners and citizens in schools, family, community, society and international community.
 - ✓ Love nation, natures, religion and king as educated and responsible citizens and be proud of their nation and respect of other nations and religions.

❑ Key Result Areas:

- In 25provinces

Objectives

❑ Desired Outcomes/Output of GCED:

- *“develop an understanding* of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- *recognize and appreciate* difference and multiple identities, like culture, language, religion, gender and our common humanity, and *develop skills* for living in an increasingly diverse world;
- *develop and apply* critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility
- *recognize and examine* beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- *develop attitudes* of care and empathy for others and the environment and respect for diversity;
- *develop values* of fairness and social justice, and skills to *critically analyze* inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- *participate in, and contribute to*, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens”.

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
<p>Integration: GCED & MCE subject:</p> <ul style="list-style-type: none"> - Combine between previous and new curriculum from G 1-12 - GCED guideline /framework of EIU/APCEIU with Cambodia context - G10 - G11 - G12 	<ul style="list-style-type: none"> -Meeting -Workshops -Groups works /group discussion -Individual work and responsibilities 	<ul style="list-style-type: none"> -Resources of previous curriculum, and -New Curriculum -APCEIU: Learning with Global Citizenship Education 	2017-2018

Workshop Plan and Activities of Integration MCE & GCED In Cambodia Context

N.0	Description	Day	US D	Total
1-	Step1: MCE group discussion, check Curriculum and text book of MCE subject (G1-G12)			
	Activity 1: Workshop to introduce on how to integrate GCED & MCE subject in Cambodia context (First workshop)	3		
	Activity 2: Divide into 3 group to check the existing Cambodia Curriculum and Text book before integrate GCED by their own level (small group with 5 participates)	1-15		
	Activity 3: Allow each group to do pilot test presentation on their subjects level after they have integrated their subjects with GCED (Second workshop)	3		
	Total step 1.....	21		
2-	Step 2: Existing Curriculum and Text book preparation to integrate GCED & MCE)			
	Activity 1: Allow each group continue to pilot their existing Curriculum with GCED & MCE (First phase)	15		
	Activity 2: Group work meeting presentation and discussion about each group on how they integrate GCED in their level (Third workshop)	3		
	Activity3: Meeting and do conclusion the result of the three level of integration in their subjects with three level (Representative)	3		
	Total step 2.....	21		
3-	Activity 3: First draft on 3 level of integrate curriculum into GCED by focus on vision of Cambodia education currently situation			
	Activity 1: Meeting and do the first draft by focusing on vision of Cambodia current education program to compare GCED among 3 level (Second phase)	1-15		
	Activity 2: Meeting and presentation workshop among 3 levels which they have been improved their integration (Fourth Workshop) (Second phase and continue to the next phase)	12		
	Activity 3: Meeting and make conclusion the integration result of 3 levels (Chief of technical group representation)	2		
	Activity 4: Workshop and presentation about the integration result of the 4 group with the GCED and their curriculum (Fifth workshop)	4		
	Activity 5: Allow one group write /test on one lesson and lesson plan preparation for teaching pilot (By group)	1-15		

		Day	US D	Tot al
4-	Step 4: Prepare each group to do pilot teaching the lesson they have integrated into GCED & MCE at schools			
	Activity 1: Do pilot teaching which GCED integrated lessons among 3 levels preparation (one level with one class)	12		
	Activity 2: Report the pilot teaching result on lessons which they have taught with GCED and MCE in their teaching subjects	5		
	Activity 3: Workshop meeting on the result , the conclusion and evaluation the task among 3 level (sixth workshop)	3		
	Total step 4.....	20		
5-	Step 5: Second draft among 3 level curriculum integration into GCED by focusing on vision of Cambodia currently situation			
	Activity 1: Discussion meeting the second draft about organization and adjustment on curriculum in each level with result of GCED integration and pilot teaching (small group)	2		
	Activity 2: Presentation workshop the second draft about organization and adjustment on curriculum in each level with result of GCED integration and pilot teaching (seventh workshop)	4		
	Activity 3: Conclusion meeting the second draft among 3 level subjects in order to prepare the next workshop	4		
	Activity 4: Workshop and presentation about the second draft in each level subjects (Eight workshop)	4		
	Total step 5.....	14		
6-	Step 6: Prepared meeting and final check on 3 level of integration GCED and MCE and report result to MoEYS			
	Activity 1: Preparation and final check meeting put into practice the curriculum and text book which integrated with GCED and MCE (depend on MoEYS)			
	Activity 2 : Workshop and release the result to 25 provinces-cities with new curriculum and textbook and transit to MoEYS (Depend on MoEYS)			

Evaluation Tools

1. Classroom Observation Tool for Schools

2. Monitoring Tool for GCED in Primary, lower secondary and upper secondary Schools

3. Survey or questionnaire

Hong Cheng (Cambodia)

**Integrating GCED into History-
Curriculum and Training Trainee
at National Institute of Education,
Moeys**

Phase1:October15-25,2017

Phase2:November 10-18,2017

Phase3:January 7-14,2017

By Mr. Hong Cheng

**Draft Action plan Template
Cambodia**

- 👉 What: Integrating new concepts in to History Subject**
- 👉 For Whom: Teacher Trainees**
- 👉 Where: National Institute Of Education, (Moeys)**

Rationale

- **Why integrate these concepts into History-Subject?**
 - It provides an opportunity for a pedagogical examination of basic moral /events issues and Is to promoting field teacher education about GCED and inter-connection with Peace education, Culture of Peace, EIU,ESD, Cultural Diversity, Human Rights Education, Genocide Education.....
- **Gap & Needs Being addressed**
 - A structured inquiry into those concepts as I mention above yields critical lessons for an investigation of human behavior, ideology, beliefs and justice, live together, helping each other, keep environment-society sustainable and will encourage learners to think about its implications for their lives today.

Rationale

- **What will it change in Cambodia?**
 - Teacher trainees will gain not only new concepts deeper and encompass key themes surrounding GCED/EIU, Peace Education, Human Rights Education...but also transform Creative methodology and approaches to teach GCED/EIU, Peace Education... to Cambodian Society today

Objectives

- ❑ **Desired Outcomes:** Trainee will be able to understand:
 - the factors that shape GCED/EIU, Creative Methodology/ Approaches to teach;
 - the reasons for Integrating GCED/EIU in to History-Curriculum in Cambodia
 - the experiences and effects of living in a diverse society;
 - the various ways in which governments and individuals can respond to the effects of living in a diversity Society.
- ❑ **Output:**
 - Confident person
 - Self-directed transformer GCED/IEU
 - An active contributor of GCED/IEU
 - A inter-connected with GCED/IEU through History-education
- ❑ **Key Areas:** NIE,RTC,Upper Secondary School,

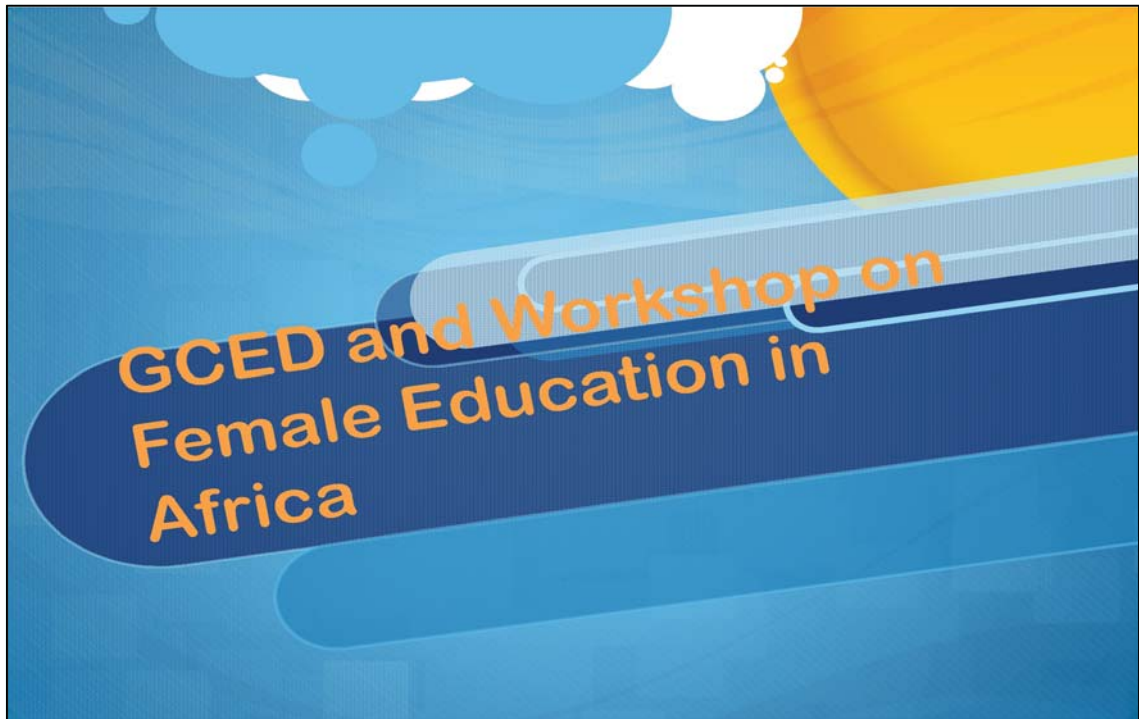
Content & Methodology/Project Component/Timeline

Content/Project Components	Methodology/Activities	Resources/Material needed	Timeline
<ul style="list-style-type: none"> ✓ GCED/EIU ✓ Peace Education ✓ Human Rights ✓ Culture of Peace ✓ ESD ✓ Cultural Diversity 	<ul style="list-style-type: none"> ❖ Inquiry-base ❖ Problem Solving ❖ Presentation ❖ Field Trip ❖ Participatory method(Game,Video,Song,document,Movement,Theatre Show,Happy story,Aha movement,Hello, Draw me a map) ❖ Student Center approach 	<ul style="list-style-type: none"> ➤ School visit ➤ Expert ➤ Transportation & logistical requirement 	September 1 st to March 31 st 2018

Evaluation Tool

Level	Section	Items	Weighting
Section1	A	<ul style="list-style-type: none"> ▪ Formative Assessment(Brainstorming , reflection...) ▪ Cognitive Assessment ▪ Socio-Emotional Assessment ▪ Behavioral Assessment ▪ Multiple-choice questions ▪ Questions with one Sentence answers ▪ Sequencing/Chronology 	25%
	B	Compulsory Source based question	25%
		Structure questions (S.S choose2)	50%
Section2	A	<ul style="list-style-type: none"> ▪ Multiple-Choice questions ▪ Question with one answers ▪ Sequencing/Chronology 	25%
	B	Compulsory Source based question	25%
		Structured-essay question(SS choose2)	50%

Jia Nan (China)



Starting Point

- ? *What* Female Education in Africa
- ? *Whom* Educators from Africa
- ? *Where* China (during a training workshop for African teachers and teacher trainers, and governmental officials in charge of female education)

The slide has a blue background with a yellow sun and white clouds at the top. The title 'Starting Point' is in white text on a dark blue banner. The list items are in white text.

Gaps and Needs

- Ignorance of women's rights, including the right of education
- Lack of resources and financial support
- Marginalized people
- Gap in teaching ability
- Gap in quality education, education for sustainable development and lifelong learning, especially for girls' and women's education
- Gender based bully and girls' safety in school
- SDG4-Education 2030(4.7 focused) and female education in Africa

Objectives

- Enhance the awareness of women's HR, especially the right of education
- Provide support through FITs and encouragement by the UNESCO Prize in Girls' and Women's Education
- Promote the education for local justice
- Teacher's ability building
- Promote the attention to quality education and education for sustainable development/future (women and girls –mothers and future mothers–play a significant role for the future of a family, a community and the society)
- Stress on gender equality in school and teach students to show respect for girls and women in school
- Emphasize the importance of female to the realization of SDG4, since large scale of female teachers (quality), educational accessibility of girls (equality and inclusiveness), the role of a mother in a family (lifelong learning) **[SDG 4: Ensure *inclusive and equitable quality* education and promote *lifelong learning* opportunities for all]**

Content & Methodology

- HR, gender equality: Video and group discussion (key components of HR, local problems, expectations and way out)
- Financial support: Introduction of UNESCO's "Africa" priority and concrete programs
- Education for local justice: Talk Show and reflection
- Teachers' ability building: Pedagogy and methodology, make use of UNESCO Chairs

Content & Methodology

- Quality education and ESD:
 1. Field visit to ESD schools, eco-friendly factories and farm land;
 2. Creative writing: I think, I feel and I will (from the perspective of a female educator or learner)

Content & Methodology

- Gender based bully:
 1. Conflict study (Jog-Freeze): gender inequality
 2. Video: gender based school bully
 3. Role play: male and female “exchange” their gender in the role play and try to stand on the other gender’s shoes.


Content & Methodology

- Female’s role in SDG4: Plan making based on their local situation: How to promote female education under the framework of GCED

Evaluation

- Pre-session survey on expectations
- Daily key words and reflections before finishing
- Feedback forms

Delaney Yaqona (Cook Islands)



Lifestyle Change

Sustainable Development Goal Number 4 – QUALITY EDUCATION
Te Kaveinga Nui: Cook Islands National Sustainable Development Plan 2016-2020

- ❖ Goal 8: Inclusive and equitable quality education and **promote life-long learning** opportunities.
- ❖ Goal 14: **Preserve our heritage and history, protect our traditional knowledge,** and develop our language, creative and cultural endeavors

➤ This module of work is targeted at **Level 4** of the curriculum, **Year 9**, and will be implemented as a **cross-curricular** unit involving **Science, Social Science, Physical Education & Health** and **English**.

➤ This module will be delivered at Nukutere College in Term 1 of 2018, with training for teachers involved to be conducted in term 4, 2017.

Rationale

- The Cook Islands current statistical data on rates of overweight and obesity are alarming especially in school children which stands at 21% for primary age and 43% at secondary. This is contributing to the Non Communicable Disease (NCD) epidemic. There has been a continuous increase over the last decade and we must relook at our approach of combating this issue.
- Despite many public awareness campaigns detailing the effects of unhealthy lifestyles and their implications, in the last decade, this issue continues to rise.
- The major driver in the past has been the Ministry of Health. We will teach this module with a multi-sector approach utilizing the expertise of the Ministries of Health and Education and the Liggins Institute of Auckland University. This will provide students with a holistic learning environment.
- There is no short term fix for the rates of overweight and obesity. The best approach is to educate the young generation who will hopefully develop a mind-set transformation. The idea behind this teaching approach is to engage students in a real-life context that will lead to informed decision making for themselves now and in the future.



Objectives

- To have a global understanding of the NCD issue and drawing similarities and differences with the Cook Islands context
- To understand the role that culture plays in lifestyle patterns and the link to NCDs
- To use acquired knowledge to make self-driven lifestyle changes
- To spread the ideas of healthy lifestyle choices through conversations and actions

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Social Science: Historical development of lifestyle change over the last 200 years	<ul style="list-style-type: none"> ▪ Think, pair share –readings, videos etc. ▪ The history river ▪ Jig-Saw puzzle 	Community leaders, case studies, national library and archives, writing materials and electronic devises	7-8 Weeks
Science: Human biology – the impact of food and the living environment on the body	<ul style="list-style-type: none"> ▪ Role plays ▪ Podcasts/skype sessions ▪ Story boards ▪ Picture dictation ▪ Laboratory testing 	Health nutritionists, Scientists from Liggins Institute and in country, writing materials and electronic devises	7-8 Weeks
Physical Ed. & Health: The impact of physical activity and inactivity on human physiology and psychology	<ul style="list-style-type: none"> ▪ Using data loggers ▪ Story telling through videos ▪ Physical Ed activities 	Videos, sports trainers, counsellors, writing materials and electronic devises	7-8 Weeks
English: Using context to express ones ideas and feelings	<ul style="list-style-type: none"> ▪ Formal and creative writing ▪ Poetry ▪ Static images 	Writing materials and electronic devises	7-8 Weeks

Evaluation

Major:

Pre-intervention survey, post intervention (1yr, 2yr, 3yr) – **knowledge, attitude and current behaviors.**

Minor:

- I think, I know, I am interested – personal reflection and feedforward
- Peer review
- Group reflection and feedback – verbal, posters
- Teacher feedback

Teacher Training

Current situation:

Current subjects are teaching units based on the topic but in isolation. Resources are being developed within these individual disciplines.

Training focus:

- Designing an approach to teaching of module:
 - identifying appropriate time to teach and duration of module
 - consensual objectives and overall evaluation method
 - Identifying the content contribution of each subject area to the overall teaching and learning module.
 - Identifying overlaps in content and making decisions on who best to deliver.

Review of current programs via group discussions and review of similar existing programs.

- Teaching pedagogy. Drawing from current practise to decide on best method of delivery in each subject area. If need be using teaching and learning advisors from MOE to broaden scope of pedagogy.
Demonstration via videos, doing, peer feedback
- Tying into school-wide initiative on Global Citizenship – *House competition*

Denzil Goundar (Fiji)

Global Citizenship Education as a Curriculum Perspective.

What

3 Day Workshop
(Training of the Trainers)

For Whom

2 Secondary Teachers per Education District.
(9 districts therefore 18 teachers)

Where

Curriculum Development Unit(Waisomo House, Suva, Fiji)

Rationale

Why the activity/project?

- To train the trainers with respect GCED as a curriculum perspective so that later they can train teachers in their Education Districts hence have a multiplier effect in the education system.

What gaps & needs are being addressed?

- Fiji's Curriculum elaborates more on civic education as a learning outcome which is more national basis but there is a urgent need to align curriculum to Global Citizen Education which is universal vision.
- Education as a pedagogical process to be contemporary, holistic and inclusive approach base in order to make a child competent on the global platform.

What is the change you want to happen? (Justification)

- The change is to integrate GCED as a curriculum perspective into main stream subjects such Social science, English, History, Geography etc. upon curriculum councils approval.
- As well as where these GCED concepts such as ESD, HR, Justice, EIU, Peace are currently being taught to be more emphasized in relation to Global Citizen Education which is universal vision.
- A more context based teaching and learning approach to be undertaken to enhance Global Citizen Education as a curriculum perspective.

Objectives

Desired Outcomes(CSB)

- Learning GCED as a lifelong process and advocate its principles in classroom context.
- Make responsible decision as global citizen
- Able to think critical GCED concepts and contextualize its values in pedagogical process
- Understand the need for GCED for a change and be able look beyond the horizon.
- Create a balance in the society by thinking globally and acting locally.
- Appreciate the existing relationships in society and cater for similarities and differences.

Output

- Strategic plan in implementing GCED as a curriculum perspective and attaining the desired outcomes .
- Continuity of GCED issues such as Culture of Peace and harmony, Human rights education , ESD etc. in secondary curriculum

Key Result Areas

- GCED as a curriculum perspective will be delivered in the context of subjects such as Social Science, history, Geography, Economics, English

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
3 day Workshop on Global Citizenship Education as a Curriculum Perspective. Key Concepts: 1. Need for GCED 2. Culture of Peace 3. Education to respect diversity 4. Human Rights education 5. Global and local justice 6. ESD 7. Peace and Harmony for a change	Workshop for teachers- Training of the trainers. The workshop will basically focus on; <ul style="list-style-type: none"> • Presentations- Lectures/Dialogues sessions based on the key concepts • Group based activity and presentation • Simulation games • Self evaluation and reflection • Way forward- Teachers Action plan 	<ul style="list-style-type: none"> • Lectures handouts based on key concepts • Case study- scenarios form local and global context • Module booklets • Resource handbooks • Evaluation Forms • Templates 	3 days Program Day 1: <ul style="list-style-type: none"> • Introduction of Topic • Concepts based presentation and lectures • Group activates • Energizers Day 2: <ul style="list-style-type: none"> • Context based presentation • Case study analysis • Group presentation • Simulation games Day 3: <ul style="list-style-type: none"> • Way forward- Teachers Action plan • Reflection and evaluation

Evaluation Tools

Some major evaluation tools which I will be using are:

- **Evaluation forms-** to do analysis after the workshop
- **Monitoring Questionnaires-**to do analysis once teachers implement GCED as a curriculum perspective in the classroom. A more diagnostic analysis to analyze what the teachers did, its success rate and way forward.
- **Feedback report-** A report to be formulated to present to higher authorities for better decision making.

(Examples: evaluation, sheet, sounding session, reflection session, survey questionnaire)

Sangeeta Pethiya (India)

Title

Title of the Programme: Lead Teachers Capacity Building Programme on GCED/Training of Key Resource Persons (KRPs) on GCED

For : In Service Teachers of the states of Maharashtra, Goa, Daman and Diu, Dadra and Nagar Haveli, Chattisgarh and Madhya Pradesh

Where: Bhopal

Rationale

Why the activity/project?

- To orient the teachers about the concept of Global Citizenship Education ,(education for peace, cultural diversity, sustainable development, respect for human rights,) its need and importance
- It will also specifically help them in involving learners actively in the learning process, facilitate interactive and student-centered classroom and a process of learning which is responsible and autonomous.

What gaps & needs are being addressed?

- Gaps addressed are connecting the curriculum with GCED and to relate it with learners own life and experiences and to promote GCED through inter disciplinary studies.

What is the change you want to happen? (Justification)

- It is expected that the teachers will integrate GCED,EIU within the curriculum through student centric pedagogical processes which will bring in a behavioral transformation in them and help to build a culture of peace, respect for diversity, sustainable development and respect and commitment for human rights.

Objectives

Desired Outcomes, Output, Key Result Areas

1. Cognitive Development among the learners

- Learners will acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners will develop skills for critical thinking and analysis

Socio Emotional:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

Exemplary Components

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/Materials Needed	Timeline
GCED, Meaning, Need and Importance	PPT, Videos, Interaction and Lecture, Do you think you are a Global Citizen Yes/No... Why?	Will be funded by NCERT OHP, Lap top, Chart paper, Stick Note paper	Phase 1- Integrating GCED in Curriculum for Pre service teacher To be integrated in classroom teaching W.e.f August 2017
Team Building	Clap and Walk and greet each other, changing rhythm each time so that each participant has made eye contact and greeted at least five participants What is in a Name	All pins Square/Round paper on which each participant writes the adjective which best describes him/her with the alphabet with which his/her name begins	Phase 2- Integrating GCED in History teaching for Pre service teacher To be integrated in classroom teaching W.e.f August 2017 Phase 3 Development of Training Package (April 2018- August 2018) Training :October –January 5 day workshop 2018

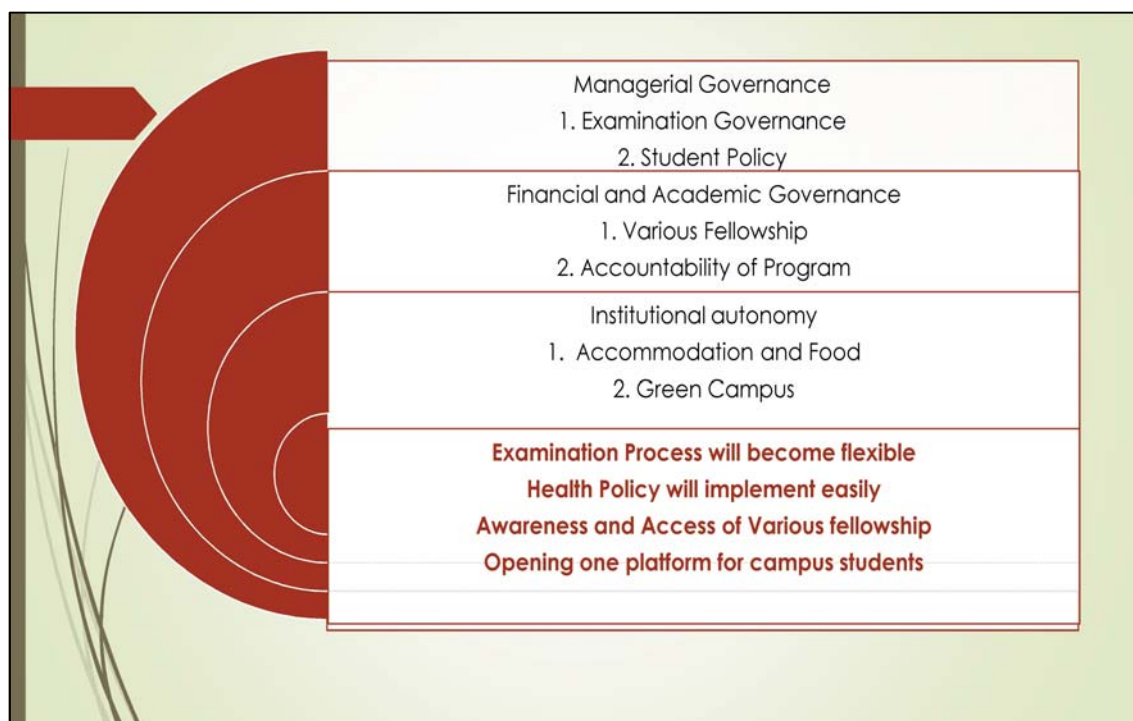
REGIONAL INSTITUTE OF EDUCATION, BHOPAL
"Training Programme of TGT s in GCED
2018

Date & Day	8.30-9.30 a.m.	9.30-11.15 a.m.	11.30 a.m.- 1.00 p.m.	1.00- 2.00 p.m.	2.00-3.30 p.m.	3.45-5.30 p.m.
DAY 1	Registration & Inaugural Session	Ice Breakers and Introduction to the Concept of GCED	GCED in Contemporary context	Lunch Break	Dismantling the culture of war	Pedagogical processes and identification of peace themes for integration across subjects
DAY 2	Understanding Cultural Diversity	Education to Respect Cultural diversity: Leading the way to EIU	Gender Equity Issues and concerns		Sharing Best practices for Education to respect diversit Development of model lesson plan for Cultural diversity across curriculum	Presentations and reflection
DAY 3	Preliminary activities leading to issues related to Human Rights	Human Rights Education	Democratic Dialogism and Communication Skills		Designing processes for facilitating human rights education and Faacilitating democratic dialogism	Presentations and Reflections
Day 4	Educating for local /Global Justice	Case Studies From Local,Regional, National, And international Areas	Articulation, Discussion and reflection on Participants experiences		Pedagogical processes for understanding Local / Global justice ,Sharing ideas and reflections	Orientation and practical tips on developing an action plan
Day 5	Development of Action plan for Teacher Trainin	Contd..	Sharing Action Plan and reflections		Sharing Action Plan and reflections	Feedback & Valedictory Session

Evaluation Tools

- Feed back forms, Circle time.
- Submission of follow up reports after 3 months.

Vaibhav Jadhav (India)



Objectives

1. To find out the status of student's democratic participation in university governance.
 2. To develop action plan for enhancing student's participation in university governance
 3. To find out effectiveness of action plan for enhancing student's participation in university governance.
- ▶ Knowing the status of students democratic participation
 - ▶ They will take participation in the university governance actively and democratic way,

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Status and Literature Review	Survey and Documents Analysis	Questionnaire and Interviews 300 Students	1 Month
Development Action Plan	Product Development Research	Experts Guidance	1 Month
Action Plan Phase I Democracy	Orientation Program Awareness Program Quiz Program	Academic:-Experts, Literature, Physical: Infrastructure,	3 Months intervention program
Action Plan Phase II Human Rights	Exploring View points Role Play Video Clip Poster Presentations	Script, Human Resources Internet E- Governance platform of university	Saturday and Sunday Morning we have 60 students for Earn & Learn Scheme (Different Batch on Every Day)
Action Plan Phase III Students Rights	Street Play UNIPUNE VOICE CLUB	Script, Human Resources E- Governance platform of university	
Experimental Research	Signal Group Design	30 Students Tool- Score of Pre test and Post Test	

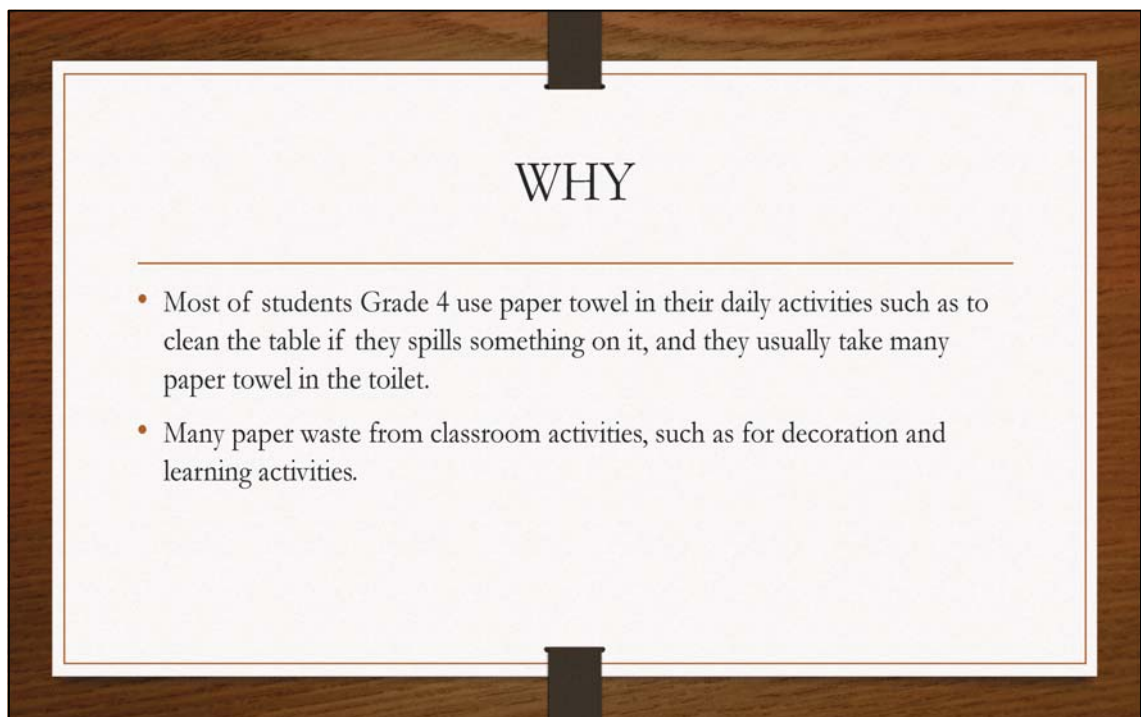
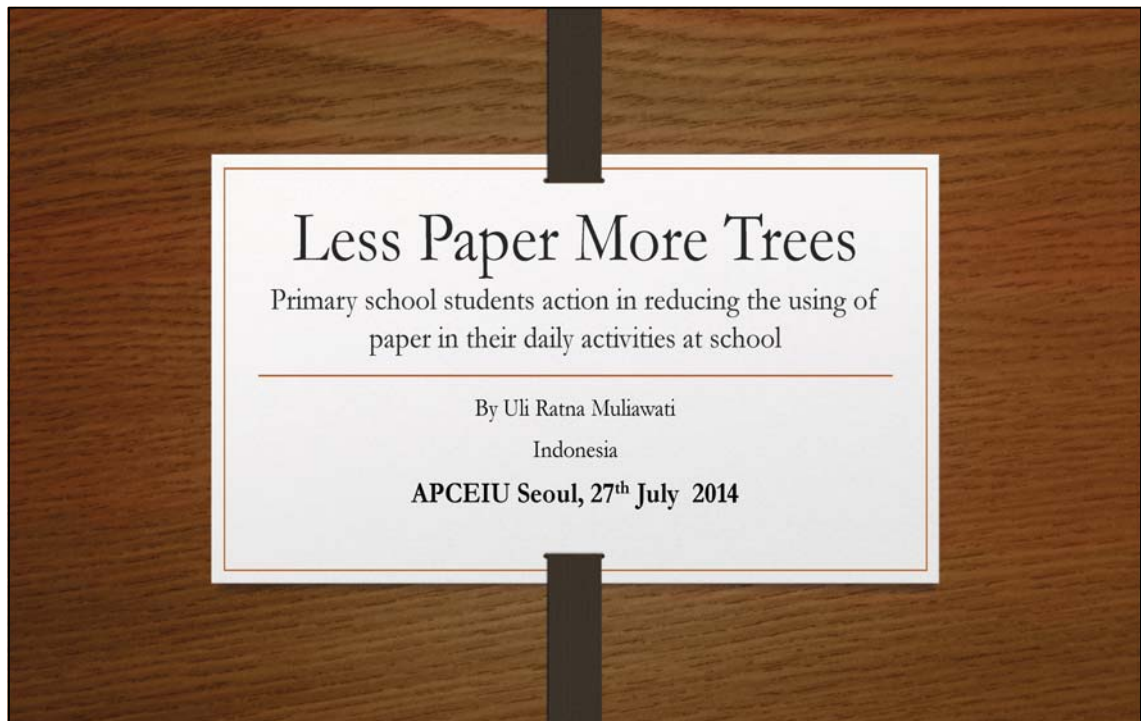
Evaluation – Experimental Research Survey Questionnaire Score

- ▀ Pre- Experimental Design
- ▀ One Group Pre Test – Post Test Design



- ▀ O1= Pre Test
- ▀ X= Action Plan
- ▀ O2 Post Test

Uli Ratna Muliawati (Indonesia)



AIM & OBJECTIVE

- Students will be able to understand how trees has important role for the nature and their life.
- Students will be able to find away how to reduce the use of paper in their daily life
- Students will be able to do recycle
- Students will be able to influence other students to use less paper or not to use paper at all.
- The primary students of grade 4 use paper towel too much and use paper for classroom activities

Focus Area	Methods	Stakeholder	Resources
Sustainable Future	Dialogue Discussion Movie watching Games Art approach	G4 Primary students Teacher partners Principle	Books, video, money, art materials

Activities

Session	Activities	Duration
3 rd theme (Care for Our Environment)	Science Subject - Watching short movie about history of paper	105 minutes
Week 3 1 st meeting	- Group brainstorming on what the issue about, what is the causes and impact. - Group reflection and commitment	
Week 3 2 nd meeting	Science Subject - - Do Campaign by making poster or sticker	70 minutes
	- Do observation for the behavior of the use of paper towel and paper with the help of students as 'guardian of nature' for 3 months.	3 months

RESULT, OUTCOME & ASSESSMENT

- Students decide to reduce paper towel and reuse the paper.
- Students prefer to bring their own towel.
- Assessment: part of science assessment by using rubric (3 months observation)

Mehrak Rahimi (Iran)



ADULT CYBERBULLYING PREVENTION COURSE FOR PRE-SERVICE TEACHERS

1. What

- ❖ Adult cyberbullying
 - Causes
 - Effects
 - Solutions
- ❖ GCED Themes
 - ❖ Understanding diversity
 - ❖ Dismantling the culture of war (cyber harassments, hacking, conflicts)
 - ❖ Sustainable development (sustainable ICT use lifestyle/ ICT consumption pattern)
 - ❖ Democratic dialogue in cyber environment and ICT communication skills
 - ❖ HRs (cyber security, cyber citizenship rights)

2. For Whom

- ❖ Pre-service Teachers

3. Where

- Institutional
- Local
- National

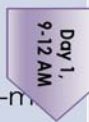



RATIONALE

- ❖ **Why the activity/project?** (The workshop is a component of)
 - Cyber identity
 - Cyber health (physical/psychological)
 - ICT literacy
 - Cyber Delinquency
 - Information Security Management
 - Communication Skills (in cyber space)
 - ICT Entrepreneurship
 - Cyber netiquette
 - Cyber citizenship rights (HRs)
- ❖ **What gaps & needs are being addressed?**
 - Cyber identity, cyber HRs, cyber netiquette, democratic dialogue in cyber space, respecting diversity in virtual world
- ❖ **What is the change you want to happen?** (Justification)
 - ❖ Offenders: Change of attitudes (empathy, sense of understanding and acceptance)
 - ❖ Victims: bravery (recovery, more guard against mean people)

OBJECTIVES

- **Cognitive**
 - knowledge of Cyberbullying
 - Facts
 - Causes
 - Impacts
 - Strategies
 - Prevention
 - Recovery
- **Socio-emotional**
 - identity awareness as a cybercitizen,
 - sharing values based on (cyber) HRs,
 - develop empathy, solidarity and respect for the victims of cyberbullying
 - Feel responsible for cyber offence
- **Behavioral**
 - Avoiding cyberbullying and compensate for crimes
 - Recovery from pains of cyberbullying
 - Helping cyberbullying victims
 - Be a global cyber citizen

COMPONENTS

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
1. Concepts, Themes	Lecture/PowerPoint presentations/ Reflections	Books, articles	Two 90-min sessions 
2. Facts (statistics / True stories)	Discussion/interviews Round table/talk show simulations	Official reports, recordings, people or relatives of offenders/victims	Three 90-min sessions 
3. Laws and regularities	Self-assessment and needs analysis/ Filed trip to rehabilitation centers or (juvenile) prisons/reflections	UN HRs manuals, local legislations, handbooks, websites, mobile apps	Five hours 
4. ICT literacy & Netiquettes	Self assessment and needs analysis/ PowerPoint presentations	Software programs, websites, mobile apps	Three 60-min sessions 

EVALUATION TOOLS

- ❖ Self-assessment Sheets
- ❖ Cyber Crime Awareness Survey
- ❖ Reflections sessions

Ayano Takamatsu (Japan)



Japan-India Educational Meeting

-let's find your partner and start collaborative learning together with GCED concepts!-





Japan-India Educational Meeting

-let's find your partner and start collaborative learning together with GCED concepts!-

What: One-day workshop
Part of "Invitation Programme for Teachers from India" scheduled from 5-12 November 2017

When: 11th November 2017

Who:

<Participants>

- 15 teachers from India (participants of the above programme)
- 15 teachers from Japan (who wants to collaborate with Indian schools)

<Organizer>

- Asia-Pacific Cultural Centre for UNESCO (ACCU)

Where: Tokyo, Japan

Reason & Needs

Reasonable (situation, budget)

Invitation Programme for Teachers from India
(5-12 November 2017)

- budget for the programme is available
- general frame of the programme is fixed, but can design one-day meeting freely
- participants' needs for finding partner to collaborate with

And I think:

Bring GCED concepts to collaborative learning enables their learning deeper / helps them to understand each other.

Transformation

Participants will :

- learn how they can proceed projects with GCED concept (workshop)
- recognize and respect cultural diversity of each (workshop & collaborative learning)
- be able to solve their problems through collaborative learning, integrated with GCED in their own contexts

for their transformation

ACCU can:

- introduce good practices of GCED
- show the three concept of GCED (Cognitive, Socio-emotional, Behavioural)
- show the way how they can proceed their projects (ex: finding various supporters, etc)

Objectives

Participants are expected to :

- find partner in Japan/India, and also find their own theme to proceed
- learn how to proceed their collaborative projects with GCED concepts (three core concepts, learning from good practices)
- recognize differences/similarities between each countries and learn from each other through their collaborative learning

Key Result Areas

- varies from group to group

Components /before workshop

Content/ Learning Units/ Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
Distributing materials before workshop	Organizer: giving participants materials	-“Global Citizenship Education: TOPICS AND LEARNING OBJECTIVES” - Guide for the Promotion of ESD (ACCU’s publication) - Other materials which help participants to know GCED and Collaborative learning	Before workshop (Oct 2017)

Components / during the programme

Content/ Learning Units/ Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
Invitation Programme for Teachers from India	Participants from India: learn about education system in Japan/visiting schools in Japan	-documents for lecture, introducing schools they visit etc. -materials to introduce participants’ culture/schools to Japan	5-10 th Nov 2017
Workshop	-Team/Pair-building activity -Activities for learning respect diversity -Introduction of good practices in GCED -Lecture: how they can integrate their projects with GCED -Group discussion etc.	- coloured paper and board markers - microphones - (participants) materials to introduce their schools	11 th Nov 2017

Components / after workshop

Content/ Learning Units/ Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
	<ul style="list-style-type: none"> - Submit report to ACCU how they proceeded their collaborative learning after the workshop - ACCU can give them some advice how they can develop their projects 	<ul style="list-style-type: none"> - Report form 	March 2018

Evaluation Tools

-
- Evaluation sheet for participants
 - Participants' report 3 months after workshop

Nazym Kassymzhanova (Kazakhstan)

My group mates: **hate** or **relate?**

Cultural differences: barriers or possibilities

- Project on developing understanding of cultural diversity
- 4th year students of History faculty. 26 representatives of 6 ethnic groups
- Karaganda State University, Kazakhstan

Rationale

- 6 ethnic groups (Kazakh, Russian, Uzbek, Armenian, Tatar, Georgian)
- Strict educational system of Kazakhstan (studying together from 1st year till graduation)

Objectives

- To cultivate the sense of unity and common values in the group
- To accept a new knowledge about a different culture for a deeper understanding of their
- To increase awareness about respecting national values and ethnic specificities
- To build a positive attitude towards cultural differences, providing conditions for the self-realization

Outcomes

- Reduce a tension between the students
- Respect each other
- Live together

Key result areas: improved communication and

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Teambuilding on intercultural communication	team projects, team building activities, role play games, discussions, collecting information about traditions and customs, cultural activities, situational analysis, guest lectures	Laptop, projector, markers, flip charts, a large comfortable room, experts from Culture centers	15 weeks, 25-30 hours

Evaluation Tools

- Reflection
- I know, I feel, I will
- Survey questionnaire



Hyehee Kim & Sang-Jeong Kim (Korea)

Title

- What: Human Rights
- For Whom: Learners
- Where: Lead teacher Community

Rationale

- Why the activity/project?
To change our mindset, leading to the change of our behavior through the book forum.
- What gaps & needs are being addressed?
We know the importance of human rights but we are not willing to take actions. So we need to fill in the gap between cognition and behavior
- What is the change you want to happen?
(Justification)
- Changes in our lives beyond the comfort zone related to the human rights

Objectives

Desired Outcomes

Teachers are expected to

- think about what they've read and reflect on their daily lives related to Human rights
- plan what they are going to do, take actions, reflect on their lives for changing small aspects of their daily lives
- report their actions and share their experiences with other teachers in lead teachers' community

Output

Teachers are expected to experience

- a strong sense of belongingness and connectedness
- some changes in their lives related with human rights
- a deep learning of democratic values in negotiation and discussion
- empowering themselves through the whole process

Key Result Areas

Human rights, sustainability, peace, cultural diversity

Components

Content/ Learning Units/Project Strategies	Methodology/ Activities	Resources/Mater ials Needed	Timeline
The real issues in our lives related to Human rights Project- based approach	Book Discussion	Book “ Human rights Odyssey”	For 3 months

Evaluation Tools

Qualitative assessment

- **Reflection Journal** – a journal for writing what they've done for changing on a daily basis of keeping a record of their doings
- **Making a self evaluation sheet** – check the actions they've planned
- **Reflection session**- discussion and sharing their thoughts

Quantitative assessment

Survey questionnaires – Checking the changes of their attitude toward the human rights, at the first and end of the project

Savanhkeo Kanlaya (Laos)

Title

- What

Workshop on The assessment of capacity and training needs of human right in GCED

- For Whom

Leaders of provincial and district educators (PESS&DEBS) and In-service Teacher training

- Where

18 provinces and 9 In-service Teacher Training at 18 provinces

Rationale

- Why the activity/project?

The reason of the assessment of capacity and training needs of human right in GCDE. Some province have not delegated the policy implementation on continuing professional development of human right. However, only in city and some provinces took necessary action and appointed gender equality. These problems are found partly from communities and families. The leaders of education must understand the tasks of human right and responsible and support their knowledge and skills of human right and also GCED.

- What gaps & needs are being addressed?

There is a big gab & needs are being addressed religions (culture diversity) , gender equality, right to live, freedom equality etc. Also it was assessed and identify the capacity gaps as well as the capacity and training needs of human right in communities in GCED for delivering in-service teacher training (teachers) at the provincial level

- What is the change you want to happen? (Justification)

- **To provide an opportunity for the participants to exchange their knowledge and experience** in the implementation of their human right, particularly on GCDE of in-service teacher training; and
- **To plan for the next steps**, including the prioritization of capacity and training needs identified during the workshop, in order to enable and support relevant the human right of GCED to deliver effective in-service training that responds to the actual needs.

Objectives

Desired Outcomes, Output, Key Result Areas

- **Information on actual capacity and training needs of participants** which will be used as a basis for the development of a plan to strengthen the capacity of human right on GCED in communities to meet the institutional goals;
- **Increased knowledge of participants through** the exchange of knowledge and experience among participants from different level and version of thinking which they can apply and improve the performance of their respective centers/offices;
- **A draft action plan for the next steps regarding capacity development training** for the participants from PTDCs and PESSs according to the results from the assessment during the workshop.

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
<ul style="list-style-type: none"> - Policy - Moral subject - Social learning - UN of Human right GCED 	<ul style="list-style-type: none"> - Introduction and Overview the objective and expected outputs and modalities - Staying on someone shoes - Identifying capacity Knowledge and training needs 	<ul style="list-style-type: none"> - Facilitator of Human Right NGOs (Unicef, Save Children...) - Base practices some family and community in country - Human right and GCED self-assessment activities 	3 days workshop <ul style="list-style-type: none"> - Information of GCED - Deeply understanding policy of Human right - Finalize, capacity needs to train - Working together on action plan

Evaluation Tools

Discussion and reflection
GCED and Human Right

For example: Asking participants question

1. What is the human right?
2. What is the connect/link between GCED and human Right?
3. How do you deliver it to communities?

Nur Krismarina Abd Karim (Malaysia)

GCED TEACHER EDUCATOR TRAINING FOR GLOBAL SUSTAINABILITY

What is Global Sustainability....

- to preserve the authenticity of the social, cultural and economic environment
- to ensure the legacy of the prosperity and harmony of the present generation to the future in the context of community, national and global.



A workshop for the Teacher Educators in Institutes
of Teacher Education Malaysia

Rationale

- The workshop is meant to disseminate and share the input on GCED (from APTW) and enhance the use of the existing Global Sustainability Guide (MOE Malaysia)
- There are significant and beneficial input from APTW to be shared with the teacher educators
- Teacher educator will have further insights on GCED to be integrated explicitly and implicitly in the teaching and learning process/ pedagogy
- Way Forward: The dissemination of GCED concepts will be done with the pre-service and in-service teachers

Objectives

Desired Outcomes

- a) Teacher educators are able to think critically and contextualize the GCED concepts into the pedagogy
- b) They are able to integrate the GCED Concepts (Global citizenship, Peace Education, Education for International Understanding etc..) into the course pro-forma

Output, Key Result Areas

The teacher educators are expected to

- a) comprehend the dimensions of GCED
- b) appreciate the relationships of GCED with other fields of transformative education
- c) clarify, identify and plan the integration of GCED into the pedagogy

Components

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
3-DAY WORKSHOP			
<ol style="list-style-type: none"> a) Introduction to GCED, b) GCED Now and Efforts to promote GCED c) Dismantling the Culture of War d) Education to Respect Diversity e) Learning from Each Other f) Human Rights Education g) Local/ Global Justice h) Education for Sustainable Future i) Teaching GCED : <ul style="list-style-type: none"> - Democratic Dialogism and Communication Skills - Transformative Pedagogies 	<ul style="list-style-type: none"> • Presentations • Lectures • Group discussions • Role Plays/ Dramatization 	<ul style="list-style-type: none"> • Materials from APTW • Online resources • Tools and Initiatives to Implement GCED 	<p>Until September (Procedures to obtain consent from the top management</p> <p>Deadline : February 2018</p>

Evaluation Tools

Reflection and Evaluation Form

Erdenechimeg Begzsuren & Navaan Munkhbayar (Mongolia)

APCEIU 17th Asia-Pacific Training Workshop on EIU
Seoul, Korea, 27 July 2017



ACTION PLAN
(Mongolia)

 MINISTRY OF EDUCATION,
CULTURE, SCIENCE
AND SPORTS
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PROFESSIONAL DEVELOPMENT
MUNKHBAYAR Navaan
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Develop a teacher's guide

- Develop a teacher's guide (draft)
- For secondary school teachers (primary, lower and upper secondary)
- Mongolia

Rationale

MIER research, 2016, "Global citizenship concepts in the curriculum of Mongolia" Analysis and initial recommendations:

Findings from this research:

- The overall goal and principles of the Mongolian educational system are not linked directly with GCED concepts or objectives. However, there are references to democratic and humanistic values, which are key components of a GCED outlook.
- The civics education curriculum appears to be predominantly oriented towards national values and everyday modes of participation in Mongolian society. There are indirect in the values domain with GCED.
- The civics curriculum guide has numerous links with GCED content, including a reference to global governance systems (UN) and international human rights issues.

Rationale

Some general **recommendations from the research** in regards to the subjects:

- Strengthen references to global citizenship
- Relate to taking action, not just having an attitude towards to do.
- Consider how the "behavior" dimension of GCED might be integrated throughout the curriculum, consistent with GCED aims of engagement, participation and taking action.

MIER. (2017). Global citizenship concepts in the curriculum of Mongolia: analysis and initial recommendations

Objectives

- Enhance teacher’s knowledge, skills, attitude on GCED.
- Support teachers by giving different ideas on teaching and learning to develop student’s knowledge, skills, and attitude on GCED.

Structure of a teacher’s guide

1. Introduction (about a guide, usage)

What we know
and need to
know?

2. Theory (What is GCED?)

3. Teaching and learning ideas (activities, teaching and learning strategies, transformative approaches, cases, stories, examples, reflection, project work, extra-curricular activities, and etc.)

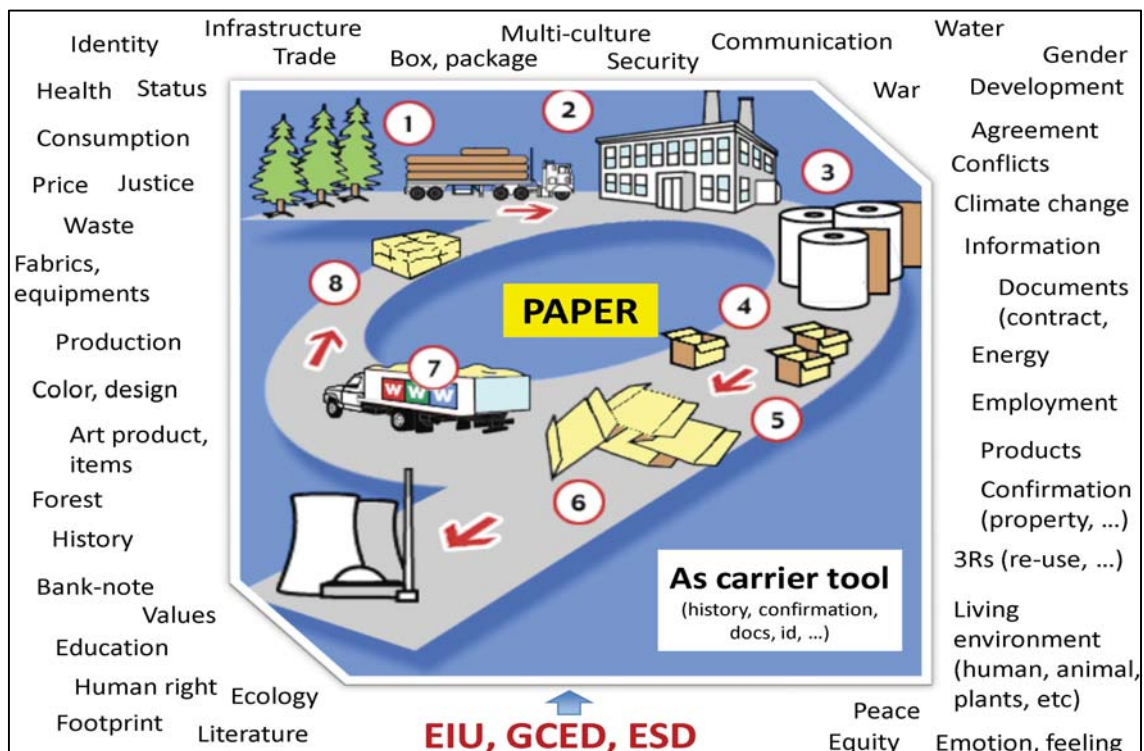
What we need
to prepare?

4. Annex (reference, glossary, additional information related to the theme and etc.)

How to
facilitate?

Components

Content/ Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
<p>"PAPER"</p> <p>GCED</p> <p>↓</p> <p>Language Social science Science Mathematics Art Music History Extra-curricular activities ...</p>	<p>Problem solving Project Discussion Simulation games Case study Role play Developing lesson plan Data Movie Field travel</p>	<p>Notebook Human resource Best practices, experiences</p> <p>Paper products Board Lesson plan, examples Conditions/Cases of different places (local, national, global)</p>	<p>From August, 2017</p>



Evaluation Tools

Formative assessment ideas

Questions

Examples

Lesson observation sheet

Pilot test

Reflection

Questionnaire

Mukhhtar Alam (Pakistan)

A Workshop on
**Mainstreaming and Integration of
GCED in HEI's of KP Pakistan.**

(October 20-30, 2017).

Organized by



Department of PCR&LS

University of Swabi, Pakistan

KP Province of Pakistan

- 25 million people
- Poverty, agri-based economy, low literacy
- Divisions on political, religious, ethnic basis
- Gender bias
- Militancy, insurgency, extremism.
- Bordering Afghanistan
- 35 universities and 500 colleges
- Student population of >200,000- a vulnerable group.

- The 'Youth Bulge'
- 'Ethics' means religion
- The 'madrassa' culture
- Gender imbalance

Narrow world view.

Output

- Aware and sensitized young teachers and other stakeholders
- GCED integrated into curricula of ALL degree programs
- GCED part of the curriculum for BS and MS degrees in Education
- A network of GCED conscious teachers in HEI's.

Outcomes

- Mainstream GCED in HEI's
- Sensitized/aware young teachers of HEI's towards GCED
- Promote a culture of tolerance
- Reduce extremism & militancy

Result areas

- Human Rights
- Globalization
- Peace
- Diversity
- Gender balance

Main Themes

Human Rights, Globalization, Peace, Diversity, sustainability

Specific topics

- HRs' The essence of all cultures and all religions.
- The concept of Global village and interdependence of people/countries
- The diversity & Unity in a house-hold to diversity & Unity in the Globe.
- Extending the concept of unity & diversity to nature including plants, animals, resources
- "Wars" some lessons from world history
- Conflict resolution..... Some basic concepts (dignity, respect, dialogue, equality, democratic values.....)

Methods (cognitive, socio-emotional & behavioral elements).

- Presentations by subject experts
- Field trip to a nature reserve
- Group sessions to prove that dialogue and participation can be mind openers
- Group tasks to create & perform skits on Peace, environment, climate change, extremism
- Conducting poetry, story telling , art competitions on any one of the thematic area

Evaluation Tools.

- Evaluation reports to be filled-in by participants regarding the workshop

Trickle-down

- Teachers training other teachers/students
- University students being ‘opinion leaders’ spreading the message in informal settings
- Future Policy makers

Expansion, repetition, a travelling group

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
<p>Workshop</p> <ul style="list-style-type: none"> • <u>Human Rights</u> • <u>Globalization</u> • <u>Peace, Diversity</u> • <u>Sustainability</u> • <u>Gender balance</u> 	<ul style="list-style-type: none"> ➤ Presentations ➤ Field trip to nature reserve ➤ Group sessions on dialogue & participation ➤ Group tasks (skits on themes) ➤ Poetry, story telling, art competitions (the thematic area) 	<p>Organizers Resource persons Basic stationary materials Audio-visual aids Basic communication facilities.</p>	<p><u>Sep 1 - Oct 30, 2017</u> Preparation by organizers Identify & Contact Resource persons Identify & contact participants Conduct workshop Prepare a report on strength/weaknesses /lessons learnt Evaluate</p> <p><u>Feb 1 - Mar 31, 2018</u></p>
<p><u>Expand</u></p> <p><u>Repeat</u></p> <p><u>Travelling workshop (Additional elements)</u></p>	<p>Constitute a core group</p>	<p>Constitute a core group</p>	<p><u>Sep 1- Oct 30, 2018</u> Coinciding with holidays.</p>

Michelle Sarabillo (Philippines)

Regional Scholarship for
Education Leaders in Southeast Asia

Excellence in Stakeholder Engagement

SEAMEO INNOTECH, Philippines

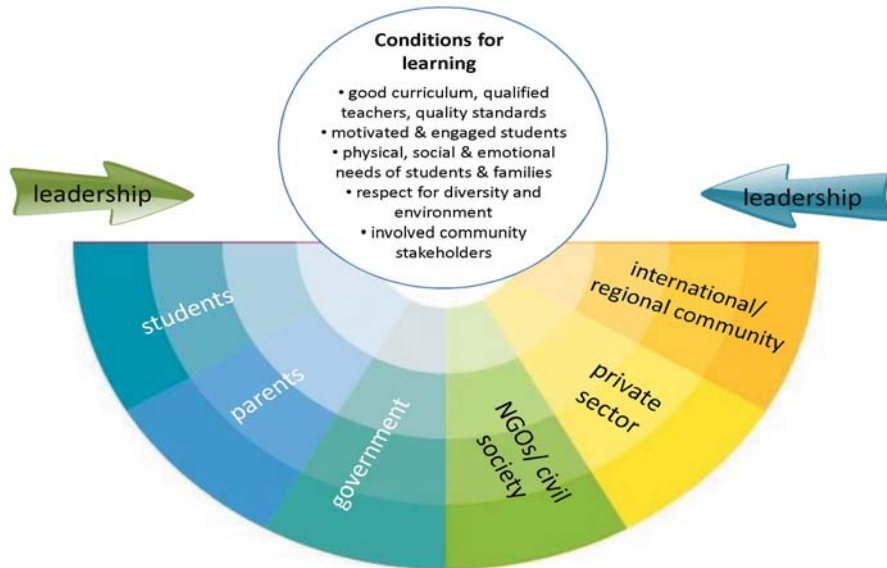
Phase 1: October 9-20, 2017
Phase 2: November 8-15, 2017
Phase 3: January 8-12, 2018



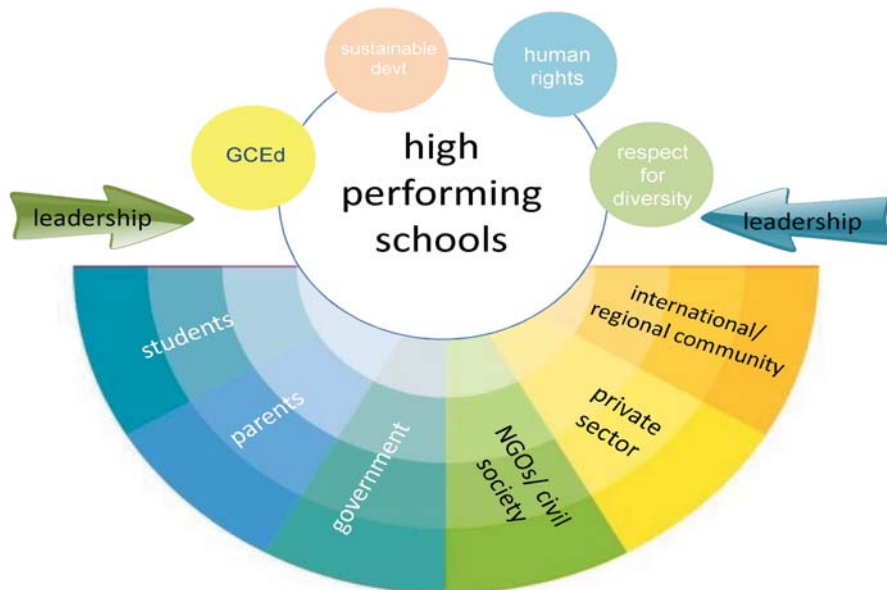
Objectives

- deeper understanding of the current and emerging education reforms and environment that impact on education quality and practices
- share and reflect on experiences about stakeholder engagement and leadership practices
- enhance competencies and leadership practices on stakeholder engagement
- network with other school leaders to strengthen professional support

Engaging all stakeholders



Engaging all stakeholders



Content/ Learning Units	Methodology/ Activities	Resources/ Materials Needed	Timeline
<p>Module 1: The Changing Context of Education and Schools in SEA</p> <ul style="list-style-type: none"> • impact of globalization and development to schools • holistic, systematic frame • school leaders critical role – the person of the leader <p>Module 2: Revisiting the Strategic Directions of Your School</p> <ul style="list-style-type: none"> • do they promote & celebrate respect for diversity, environment & humanity? • focus on the curriculum, learning culture, policies & practices • schools role developing global citizens 	<ul style="list-style-type: none"> • slide presentation • country presentation & sharing • Sim&Diff • appreciative inquiry • triad sharing • creative presentation 	<ul style="list-style-type: none"> • laptop & projector • art materials • readings (e.g., UNESCO's Asian Education in a Changing World (Kim, 2014); Rethinking Education (UNESCO, 2015); Regional agenda like UNESCO SDG4, Education 2030; SEAMEO INNOTECH Rationale for 9th FYDP); GCED materials) 	November 8-15, 2017

Content/ Learning Unit	Methodology/ Activities	Resources/ Materials Needed	Timeline
<p>Module 3: Managing Education Alliances and Network</p> <ul style="list-style-type: none"> • interdependence & interconnectedness, think "glocal" • democratic dialogism & communication skills <p>Model 4: Promoting Shared Responsibility for Improving Learning Outcomes</p> <ul style="list-style-type: none"> • inclusive stakeholder engagement • engagement plan (M3) 	<ul style="list-style-type: none"> • speed dialogue • www.how • video • simulation exercise • live case • school visit • ladder of giving feedback 	<ul style="list-style-type: none"> • experts • templates • transportation & logistical requirements 	November 8-15, 2017
<ul style="list-style-type: none"> • <i>buddy-buddy</i> • "everybody in the room is an expert" • leadership and managerial competencies 	<ul style="list-style-type: none"> • GCED & transformative processes 		

Evaluation Tools

- End-of-course evaluation (*1st level evaluation*)
- Pre and Post Competency Assessment (*2nd/3rd level evaluation*)
- Reflection journal and sessions (*2nd/3rd level evaluation*)
- Action plan development and implementation (*4th level evaluation*)



15TH SEAMEO INNOTECH INTERNATIONAL CONFERENCE
THRIVING IN THE MARGINS
Inclusive Education Reimagined
March 6-8, 2018 I Quezon City, Philippines

- a platform for discussing key and relevant issues on education and development
- in line with SDG 4, and INNOTECH's vision of a better future for every learner in Southeast Asia and beyond
- share narratives as well as discuss issues and opportunities related to providing quality education to marginalized learners



15TH SEAMEO INNOTECH INTERNATIONAL CONFERENCE
THRIVING IN THE MARGINS
 Inclusive Education Reimagined
 March 6-8, 2018 I Quezon City, Philippines

- use of compelling stories as a basis of program design and conference methodology
- focus on transformational stories, beacon of success... transcending difficulties
- allot time for semi-structured discussions and use compelling stories as organizer of the conference
- promise a multi-sensory experience



15TH SEAMEO INNOTECH INTERNATIONAL CONFERENCE
THRIVING IN THE MARGINS
 Inclusive Education Reimagined
 March 6-8, 2018 I Quezon City, Philippines

Content/ Learning Units/ Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Target Participants
Strand on Learning Culture (models a commitment to, and promotes, inclusive education practices) • diversity as a source of learning • self-directed learning • collaborative learning	• story telling • Open Space Technology	• storytellers (UNESCO, APCEIU, international/ regional perspectives)	• policy makers • education ministry officials • educators • development workers • researchers • education experts at all levels

Serafin Arviola Jr. (Philippines)

Title

Seminar Workshop in Imbedding GCED in the
new Teacher Education Curriculum in the
Philippines

University Lecturers of the course “Social
Dimensions of Education”

December 10-13, 2017 – Manila, Philippines

Participants

- **National Network of Normal Schools (3NS)**

1. Philippine Normal University
2. Bicol University
3. Bukidnon State University
4. Palawan State University
5. Western Mindanao State University
6. Pangasinan State University
7. Western Visayas State University
8. Cebu Normal University
9. Leyte Normal University
10. Mindanao State University

- **20 participants**

Rationale

The approval of the new K-12 Curriculum in the basic education sector in the Philippines shaped dramatically the education landscape. Preparing teachers for this new development is a gigantic task specifically among Teacher Education Institutions (TEIs) in the country. The new Teacher Education Curriculum was introduced by virtue of CHED Memorandum Order number 30 series of 2004. It introduces new courses in the General Education (GE) and Professional Education (ProfEd) that are aligned with the demands of the new K-12 curriculum.

One of the subject in the Professional Education tract where all would-be teachers are required to take is the Social Dimensions of Education where peace, human rights and sustainable development are thoroughly discussed. This course is very much aligned with Global Citizenship Education themes. Although the course have general objectives and goals, there is a need to develop a standardized syllabus that will be used by all State Universities in the Philippines.

Rationale

A number of initiatives were implemented both in the policy level and practical level on how to imbed GCED themes in this course such as the Executive Order 570 series of 2004 – Institutionalizing Peace Education in the Basic Education and Teacher Education Curriculum. Numerous training programs were implemented by government agencies like Department of Education, Office of the Presidential Adviser on the Peace Process (OPAPP) and other academic institutions like Miriam Peace Education Center and Philippine Normal University.

But There is no such initiatives to mainstream Global Citizenship Education in teacher education curriculum in the Philippines both in policy level and practical level (capacity building and curriculum development)

Objectives

1. to introduce the participants the knowledge base, attitudes, and skills that comprise global citizenship education as well as on the teaching-learning approaches and strategies compatible with GCED themes.
2. to provide opportunities for the participants to analyze the course syllabi on Social Dimension of Education in order to come-up with an enhance syllabi using GCED themes and pedagogies
3. to encourage the participants to integrate global citizenship education into their professional courses preparing pre-service teachers for the new K-12 curriculum.

Outcomes

1. Increased understanding of knowledge base, attitudes, and skills that comprise global citizenship education as well as on the teaching-learning approaches and strategies compatible with GCED themes.
2. Enhanced syllabi using GCED themes and pedagogies
3. Commitment to integrate global citizenship education into professional courses preparing pre-service teachers for the new K-12 curriculum.

Components

Project Phase

1. Preparation
2. Seminar-Workshop
3. Publication of Syllabus and GCED Template (Sample Syllabus, Resources and Lessons)
4. Class Observation on how the syllabus and templates were used
5. Evaluation
6. Publication of Class Observation and Enhancement of Course Syllabus

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
A. GCED Context SDG 4.7 and GCED in the context of Education 2030	Plenary Presentation from UNESCO National Commission of the Philippines	ABC of GCED GCED Objectives and Learning Outcomes	December 10
Philippine HEI Initiatives implementing GCED in Instruction, Research and Extension	Panel Discussion DEPED CHED PNU AFS	EIU Best Practices: Philippine Case Resource Speakers from DEPED, CHED, PNU and AFS	

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
A. GCED Themes and Pedagogy			December 11
GCED Themes and Topics (ESD, PE, HRE and ELGJ)	Workshop on the River Flowing Metaphor of Toh Swee Hin	Dr. Marcelina Carpiso Facilitating	
GCED Pedagogical Approaches and Strategies	Workshop Using UNESCO Bangkok GCED Template	Dr. Serafin Arviola Facilitating	

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
A. GCED Application			December 12
GCED in the Teacher Education Curriculum in the Philippines	Workshop on Curriculum Mapping	Dr. Bert Tuga, Facilitating	
Imbedding GCED in the Teacher Education Curriculum	Workshop on Sample GCED Integration in a Lesson	Dr. Serafin Arviola Facilitating	
Revisiting the course "Social Dimension of Education"	Workshop on Syllabus Analysis and Imbedding GCED in topics, units and pedagogy	Prof. Lorella Arabit Zapatos Facilitating	

Components

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
<p>A. GCED Application</p> <p>Field Immersion in Gawad Kalinga Enchanted Farm on ESD</p> <p>Presentation of GCED Enhanced Syllabus on Social Dimensions of Education</p> <p>Commitment Setting and Action Planning</p>	<p>Field Visits and Immersion</p> <p>Presentation of Enhanced GCED Syllabus and Critiquing</p> <p>Approval and Adoption of GCED Syllabus for Social Dimensions of Education</p>		December 13

Evaluation Tools

- Evaluation sheet
- Reflection session
- Survey questionnaire
- Content Validation sheet for Syllabus Revision

Cheryl Ng & Sheena Yap (Singapore)

CHERYL & SHEENA |
SINGAPORE 2017

Transforming
EDUCATORS
ONE HEART AT A TIME

- A SERIES OF INTERACTIVE SIMULATION WORKSHOPS
TO CHALLENGE MINDSETS & PERSPECTIVES

RATIONALE

PARTICIPANTS

- Individual
- Policy maker
- Curriculum Writer
- Teacher Trainer
- Teacher

GAPS (THEMES)

- GCED / EIU
- Peace Education
- Human Rights Education
- Sustainable Development Goals
- Local / Global Justice

We need to **KNOW** more

We need to **FEEL** more

We need to **DO** more



OBJECTIVES

01

Create awareness on GCED/EIU concepts amongst participants

02

Challenge mindsets and perspectives of the role of Singapore in the world.

02

Ignite a spark to want to make a difference

COMPONENTS

Using case studies that juxtaposes issues in related themes between Singapore and the World, these interactive simulating workshops aims to hit participants at the heart. Through putting up controversial challenging questions, it aims to create mindsets shifts as participants consider global perspectives.

Q1

GCED/EIU: The world in Singapore or Singapore in the world?

Q2

Peace Ed & Local/Global Justice: Is there more we should be fighting for?

Q3


Human Rights Ed & Sustainable Development: Does it mean anything for you?

Q4

Advocacy: What have you done? What can we do together?



TOTAL DEFENCE DAY Example

CURRENT



Why the need to defend Singapore?

- World War II
- British left us
- No one will protect us if we don't protect ourselves.

PROPOSAL

WAR

⋮


Issues

⋮

Simulation

⋮

Workshop



Injustice

Lack of basic needs

No electricity


- Personally
- Policy maker
- Curriculum Writer
- Teacher Trainer
- Teacher

Unfair biases

Address emotions.
Challenge mindsets.

EVALUATION TOOLS

#thechangebeginswithme



BLOG

Reflection from revised curriculum & other teacher workshops


Quick Look⁺

Title: Insights
Theme: The World in Singapore
Level: Secondary 4
Lesson Time: 60 minutes

1 Focus <small>Global Issues and International Aid</small>	2 Questions <small>How can we give an active role in improving the lives of others and their standards of living? What are the values and attitudes we must demonstrate in order to respond to those affected by global issues?</small>	3 Takeaways <small>An equitable global citizen, we need to be aware of issues related to education, drinking water, nutrition and healthcare and natural disasters that affect the poorest of living in many developing countries. We demonstrate care for others, regardless of nationality, when we are proactive and take the initiative to contribute towards improving the lives of others. We need to cultivate an appreciation for the comfort and security we have in our lives.</small>
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GLOBAL ISSUES AND INTERNATIONAL AID

Sharing of good practices





objectives

Short Term Goals


To enhance awareness of and inspire the need for GCED among educators through the lens of local issues in Singapore

Long Term Goals


To equip educators in Singapore with the knowledge, skills, and values needed to teach GCED effectively

10
GLOBAL CITIZENSHIP

In this segment, we discuss how our local issues are also mirrored by issues globally.



While we have examined casual racism in Singapore, how would racism and discrimination look like in other countries? Find out more about how the Rohingya Muslims have been persecuted, and try out this lesson idea in your classroom.




WHO ARE THE FORGOTTEN PEOPLE IN SINGAPORE?

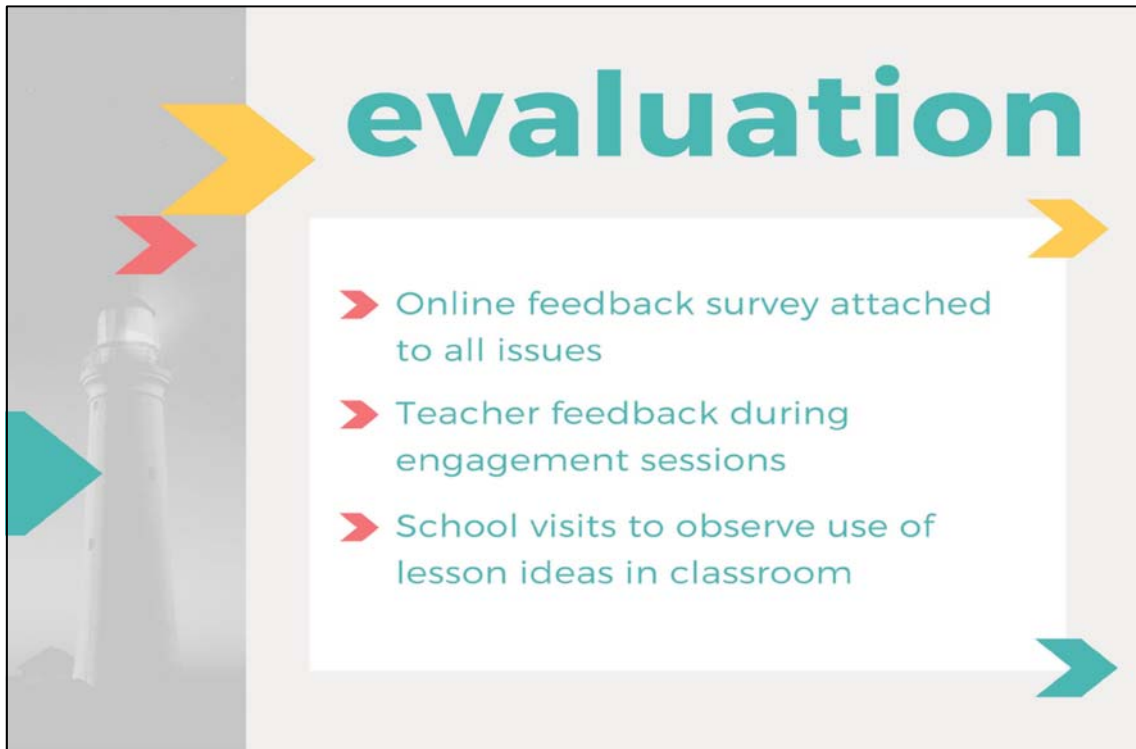
Does Singapore have its own minority groups that might be discriminated, excluded or viewed negatively by our local community as well? Who are these people, and how can we help them?

Suggested facilitation strategy: Silent Discussion

ROHINGYA: THE FORGOTTEN PEOPLE



- Watch this video which explains the plight of the Rohingyas and get students to surface their initial **feelings** after watching the video.
- Construct a word web with the students, breaking down the different issues in this conflict linked to the different concepts in Global Citizenship framework.
- Divide students into groups and assign them roles based on the different people involved in this conflict. Use **Talkshow** strategy to get students to surface different perspectives of this conflict and exercise empathy.



evaluation

- Online feedback survey attached to all issues
- Teacher feedback during engagement sessions
- School visits to observe use of lesson ideas in classroom

The graphic features a light beige background with a white rectangular box containing the text. To the left, a vertical grey bar contains a faded image of a lighthouse. Several colorful arrows (yellow, red, teal) point towards the text and list items.

Selvaranee Illanco (Sri Lanka)

Establish a GCED net work among Bachelor of Education Degree Program teacher Educators in Sri Lanka

- **To intergrade the concepts of GCED**
- **Teacher Educators of BEd Degree Programme**
- **At Twenty three Regional centers of BEd, National Institute of Education, Sri Lanka**

Rationale

- To increasing the capacity of teacher student to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent. Issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. Attaining a culture of Peace, requires transformation of institutional practices, as well as individual values and behaviors in which education plays a crucial role in the process.

Objectives

General objectives:

- Is to transform student teachers in the context of GCED of Social, Economic and environmental domains enabling them to practice within the real life situations.
- **To expose student teachers to the themes of GCED to develop the Cognitive, Social emotional and Behavioral competencies of the student teachers as global citizens**

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources /Materials Needed	Timeline
Primary Level Plants, Trees and Creepers Animals around us What we use Our food We are Sri Lankan Safety and Protection Water Transport Themes Environment Issues Democracy Human Rights / Gender Multi-cultural society	Group activities Games Puzzles Field visit Art exhibition Role play Draw me a picture Songs Simulation collage	Materials on GCED Instructional Manual for Lecturers	2 days in one month (Residential)

Content/Learning Units/Project Strategies	Methodology/Activities	Resources/Materials Needed	Timeline
Secondary Level Home Garden Ways of making work easy Human behavior Earth and sky Changes we can make Man and Information Our past Our good behavior Themes Democracy Human Rights / Gender Multi-cultural society Environment Issues and Sustainable Development Economic Issues International Relationships	Project based Learning Assignments Debate Dramas Role play simulation	Information's of GCED Books and Journal on GCED Teacher training manual Visuals Stationaries to prepare teaching aids	2 days in one month (Residential)

Evaluation Tools

Evaluation sheet,
Reflection worksheet
Direct Observation,
Participatory Observation
Indirect observation
Panel judging,
Reflection session,
Survey
Questionnaire

Chalermchai Phanthalert (Thailand)

Teacher training for GCED lead school

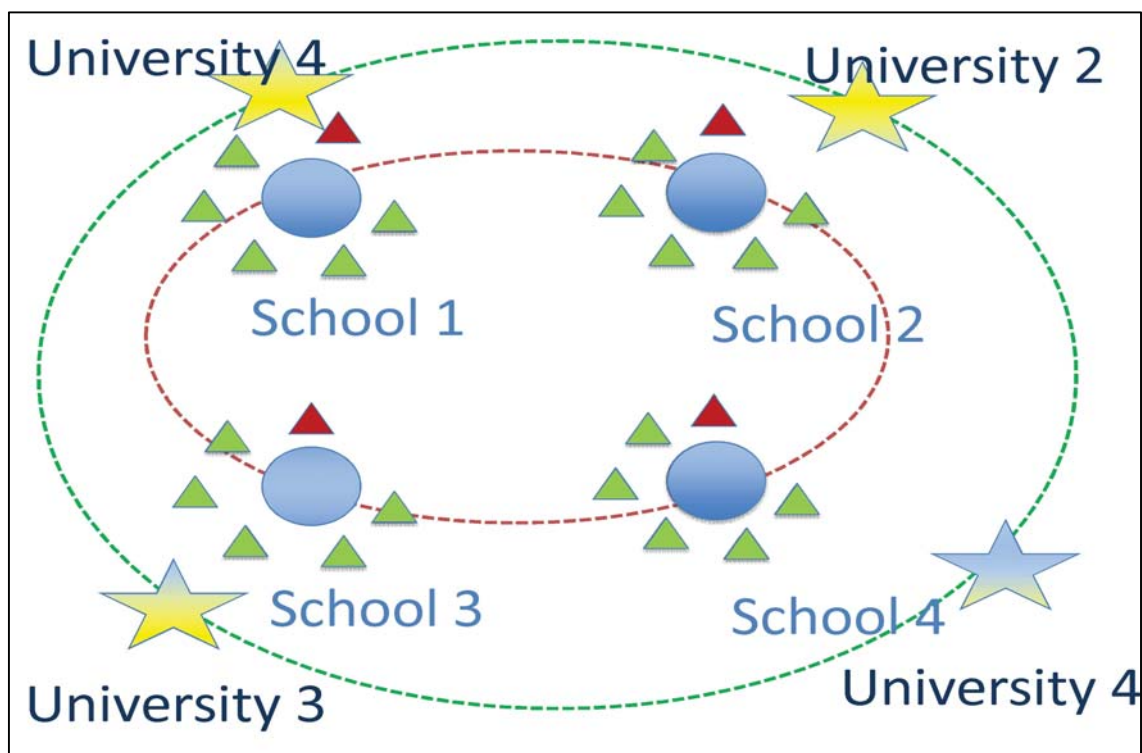
MOE Thailand cooperated with UNESCO Bangkok, supported by Korea-fund-in-trust

- Platform for the next revision national curriculum development
- Develop the GCED teacher training module
- Pilot the project in 4 school in verity context



Rationale

- Searching for the turning point to understand GCED concept for teacher in Thai context and need the solid foundation for the curriculum revision
- The gap is lack of the experiences from classroom and school to expanding GCED in both intended and implemented curriculum, need concrete exemplar : GCED integrated lesson plan
-
- Propose the GCED conceptual framework for the national curriculum and GCED teacher training module for implement the curriculum
- Set the platform for professional learning community (PLC) to learn GCED concept and teaching methodology



Objectives

1. Collaborate with UNESCO Bangkok to implement GCED teacher training in the country using the template developed
2. Develop the training workshop module for secondary school teacher
3. Training core team for 24 teachers from 4 school and 4 teacher educator from university


Content	Methodology/Activities	Resources /Materials Needed	Timeline
1. Develop platform for GCED implementation	<ol style="list-style-type: none"> Trained teachers (24 teachers from 4 schools) develop their own a unit plan for each that integrated GCED into Each school team work together in term of PLC (professional learning community); Lesson study, peer coaching etc. And educational support from Teacher educators 	<ul style="list-style-type: none"> - Best practices - Unit plan - GCED resources 	- June-August 2017


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    graph TD
      A[Assess & Set Goals] --> B[Plan & Design Lessons]
      B --> C[Implement & Observe]
      C --> D[Review & Refine]
      D --> A
  
```

Content	Methodology/Activities	Resources /Materials Needed	Timeline
2. Sharing and training workshop for GCED lead school	<ol style="list-style-type: none"> Review and reflect in GCED concept and transformative methodology Sharing the unit/lesson plan Learn more about GCED concept and teaching methodology 	<ul style="list-style-type: none"> - UNESCO template for teacher - Unit plan form 4 lead school - Variety of GCED resources 	- 2-3 September 2017

Content	Methodology/Activities	Resources /Materials Needed	Timeline
3. Sharing experiences and lesson learnt	<ol style="list-style-type: none"> 1. Review and reflect in GCED concept and transformative methodology 2. Sharing experience in EDUCA2017 (the yearly national conference for teacher and educator) 3. Action plan for next step 	<ul style="list-style-type: none"> - Leaflet - Exemplar for lesson plan 	- 16-18 October 2017



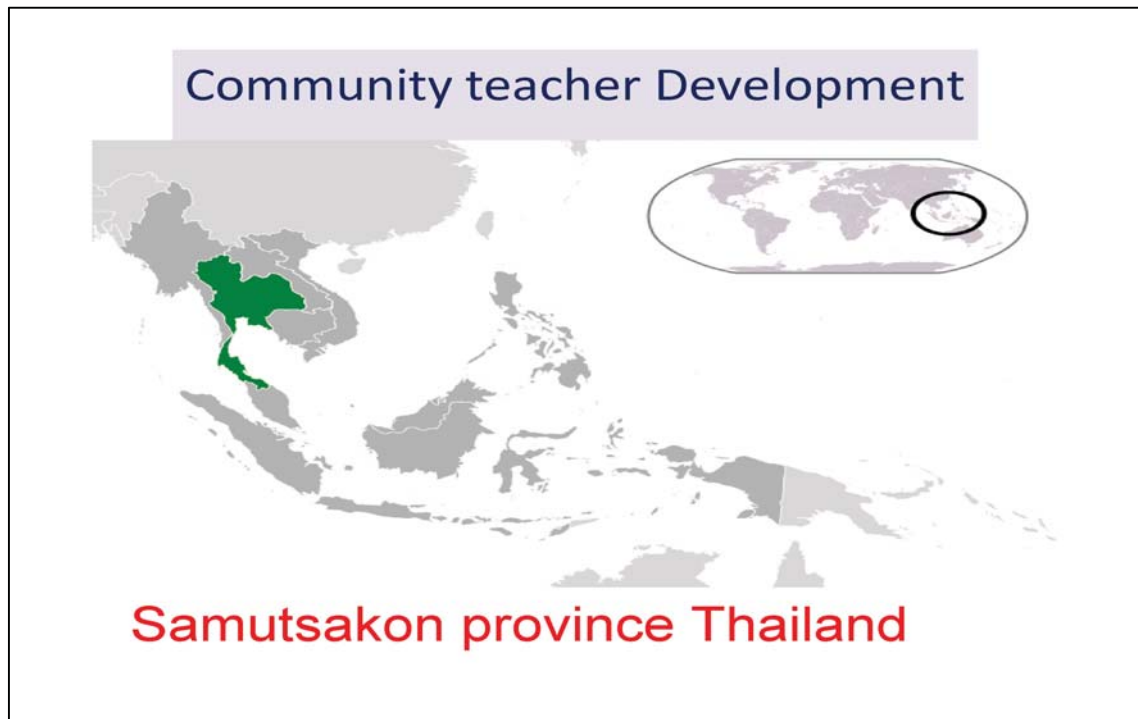
EDUCA 2017 | Education 1.0, 2.0, 3.0, 4.0
From Policy to Classroom

16-18 October 2017
Sri Lanka Education Hall II
BANKING Every Day

Evaluation Tools

1. Learning journal for teacher
2. Content analysis form for lesson plan
3. Evaluation form

Ratchanuch Salavoharn (Thailand)



Rationale

Why the activity/project?

- Sathonsakon province has about 5,000 factory Thai people and foreign workers are equal. Employees both Thai people have not finished high school. One part of foreign workers is unreadable and unwritten.
- Non-formal education and non-formal education centers are responsible for providing educational opportunities to non-educated student. Most students are adults 16 over and live in the community. To have knowledge can communicate and live happily.

Rationale

- Current environmental problems, Communication between foreign workers and Thais, Access to government welfare, Cultural differences and literacy.
- What should happen in the future everyone is valuable and equal can live together in a different way, good communication, cultural understanding, literacy, human rights and peace.
- Teachers have an important role in organizing the learning process. Teachers will teach in the community
- Therefore, this project needs to be addressed.

Objectives

1. Teachers have the knowledge and understanding to plan and transfer knowledge.
2. students to have knowledge acting as a good people in family community Country and Global.



Components

Content/Learning Units/Project Strategies	Methodology/ Activities	Resources/ Materials Needed	Timeline
<p><u>-Part 1</u></p> <p>-Introduction GCED</p> <p>- Education for Peace, Environment, Human Rights and Culture.</p> <p>-Action plan (Community analysis and integrate them with the problems and needs of the community)</p> <p><u>Part 2</u></p> <p>-activities at 40 community classroom</p> <p><u>Part 3</u></p> <p>-Exhibition</p> <p>-case study, discussion, Cultural performances and Award(student teacher and participants)</p>	<p>-describe</p> <p>-debate</p> <p>-analyze</p> <p>-synthetic</p> <p>-Field visit</p> <p>-acting</p> <p>-role play</p> <p>-game</p>	<p>Government budget</p>	<p><u>3 parts</u></p> <p>1.workshop 3 days</p> <p>2.operation 6 month- 1 year</p> <p>3.leteracy day 1 days</p> <p>september 8,2018</p>

Evaluation Tools

Pre-test and post-test

Observation

Advice

questionnaire

Supervision



V. Reflections and Comments

What Participants Say About the Workshop

What are your overall impressions of the workshop?

- Variety of material resources, training pedagogies, excellent and smart resource people, and well-organized
- Very well-organized and planned
I believe that this work must be very important for this conference to run for 17 years. This, itself, moves me to want to play a part to keep the flame burning!
AMAZING. SUPER. IMPACTFUL! Please keep the good works going!
- Very high. This Workshop changed me a lot. Being away from my working place and being among strangers “shook” me in a positive way. I find my way in some cases.
- Firstly, I’d like to tell you, it’s the immeasurable endeavor of APCEIU to strengthen the participants’ capacity in order that they may convey the key knowledge using practical and pedagogical skills all throughout the workshop, which is the most impressive. Secondly, the impact of awareness while working with other participants was so powerful that I could bring myself as a tool of GCED.
- I was really impressed with the whole workshop and thought that it was really well organized in terms of content, skills and facilitation. The programme was able to touch on our affective emotions, yet engage us to think critically about these issues. An excellent effort by the APCEIU team.
- 1) I got the knowledge and understanding of EIU and GCED.
2) I can synthesize summary and evaluate the situation.
3) I will bring the knowledge gained to my country.
- Very impressed with the organization, APCEIU! It is a vibrant organization.
- My overall impressions are that GCED applies to everyone and connects to everything around us and the Global.
- GCED is something new for me and APTW has really opened up my perspectives, not only for my current work but also for my personal knowledge.
- The Workshop is very effective in context of today’s world. The way of organizing the workshop is very impressive.
- Very appreciative of my work as a teacher educator
- Remarkable. Satisfied. We are empowered.

- GCED is a way of life, combining various streams which flow into the mighty lives is the basic message of APTW 2017.
Pedagogical messages to spread to various stakeholders
Bonding, inter-connecting and hand-holding each other
- It's a great workshop with great facilitators. It is truly a transformative activity that changed my mindset about GCED.
- Very informative, organized, and supportive.
- The Workshop is greatly organized. I learned a lot during the workshop.
- This Workshop highly motivated me to continue this noble work in teacher education programs in India.
- Thank you very much for inviting and supporting me during this workshop.
Due to the language barrier, I might have made some problems for facilitators. Sorry for that. But I understood all things from this Workshop. I have some experiences from Japan by observing something related to civics education. That previous knowledge was helpful to understand all the activities of this workshop.
- I found the workshop so informative, interesting, and well-organized. I always look forward for such workshops in the future, too. I feel that the facilitators and organizers were all awesome.
- The Workshop is good and related to subject and skill.
- Very good. Well done.
- Thank you for inviting me this workshop. Now I understand that GCED is related to all subjects, to our lifestyles, and etc.
- The Workshop was very well-organized. The concept of GCED and its importance was very well conveyed and explained.
- The Workshop exceeded my expectations. It's got a great balance between content and processes (pedagogies) and our facilitators did a great job of not just sharing with us content, but more importantly of relating to us with such kindness and patience.
- Enjoyable and energetic. The ways of teaching motivates teachers and learners to communicate, think, and share with others. So that they understand each other.
- Before the workshop, 'GCED' was not clear for me. But through the 9 days, especially through working with everyone and developing my action plan, now I feel: "I hope to bring GCED concepts to our projects. I can do it!" Thank you for giving us various workshops and opportunities to meet colorful and wonderful participants!

Specifically, with which parts of the programme/curriculum were you *most* satisfied with? How can we improve on this?

- Developing our own action plan through the 9 days. I think it helps a lot to understand GCED concepts in my own context.
- Peace education: let me have a different perspective toward GCED, the importance of peace education and democratic communication
- I was very impressed with the sessions by Francis—the quiet confidence that he exudes. I also I also liked the sessions we had with Swee-Hin. He is very knowledgeable and he’s got a non-threatening presence.
- The group activities were excellent.
- All parts of the programme were satisfying to me.
- Pedagogical session—it is relevant to my daily work (learning from each other; cultural diversity)
- Visit to DMZ. A lifetime experience as to see how life is after war. The DMZ has so many educational issues to ponder on such as HR, Peace, Democracy, etc.
- All parts of the program are well-organized and strengthening the participants with encouragement, promoting ideas, moving the participants close to the real issues in their country’s education context.
- All the contents covered were very important. The field visit to DMZ Peace Valley and tunnel were really fun, interesting, and at the same time so touching too. It’s touching because from that we come to know the real hardships that our older generations had faced. It benefits life because the present and future generations can learn so many values.
- All parts of the programme were satisfying to me. Especially, pedagogical approaches that were used throughout this workshop. Thank you very much. Lea Espallardo, Toh Swee-Hin, Francis Daehoon Lee, and Jeff Plantilla.
- I am really satisfied with the visit to the DMZ and already I mentioned that this visit should be in 3 complete days, so more helpful for me/us.
- The transformative pedagogy used in the entire workshop, especially the “talk show” section in DMZ.
- I think the best part was the ‘knowing each other’ activities.
- The pedagogical activities. All facilitators gave such innovative and fun learning environment and systematically explain all aspects of GCED.

- Methods of teaching that I hope to use
Create fun relevant activities in lecture
- 1) Field visit is the most satisfying.
2) It is better to remember than to be in a meeting room.
I think that go to look: people's lifestyle, such as, agriculture, cooking, handicraft, Korean character, writing, etc.
- I absolutely loved the interactive parts of the programme—Lea's sessions as well as Francis' democratic dialogue. They really showed how we can engage students at a deeper emotional and even physical level, yet elicit such meaningful reflections and sharing. My suggestion would be to have even more of these activities. I also loved the DMZ visit and think that that experience was incredibly rich and humbling.
- First of all, the community building activity was the key which broke down the awkwardness and the emotional gap among the participants. And also pedagogical approach to get the idea of transformative education which was given to us during the session of Francis, it taught me a lot about the democratic values playing the role of root of all the GCED lessons.
- The structure of the entire workshop facilitated the emotional impact which I think is most crucial for change.
 - 1) Thoroughness (covered many areas)
 - 2) Field trip (very emotional)
 - 3) Duration (long enough to reinforce the message)
 - 4) Very well coordinated participants = keen participantsP.S. The food + accommodation = SUPER!
- Session 6 and 7. It was a very active day, but not tiring. But it may be because of field visit. During the last 3 days, I felt a little bit more open towards GCED ideas. The previous session helped me to improve myself.
- I am very satisfied in all the content, pedagogies and logistics. As a history teacher, I need time to read and appreciate every details of the museum visit.
- The field visit to the DMZ Peace Valley and democratic communication are the parts that I learned a lot from. The transformative strategy of knowledge can be implemented in the classroom.
- The sessions (lectures) and how they were inter-connected with the activities carried out by the facilitators.
- Human rights. We must build and treat our new generation to be equal in both society and reality.
Cultural diversity
I feel touched by the real/fresh environment of the DMZ.

- Different pedagogies! Hit a fire in me to improve my current practice.
- Field visit; transformative pedagogies, tools and initiatives to implement GCED
- Thoughts/perspectives on various aspects of GCED
Pedagogical processes
Hands-on experience through field visit

**Specifically, with which parts of the programme/curriculum were you least satisfied with?
How can we improve on this?**

- Everything has satisfied me, thank you.
- The programme of pedagogy can be improved further.
- Maybe education theatre can also be used by the participants during our workshop, since it is a very vivid way for learners and other participants to understand the theme.
- Schedule was too tight. Participants may be allowed at least one weekend for sightseeing and shopping.
- Perhaps, time management could be improved; allot more time for action plan development and presentation.
- Possibly lectures in the afternoon could be moved to the morning!
- To be honest, GCED does not have to be directed to my job but it's a part of subjects (moral and social education) in my country and job. But I was happy to learn more GCED and be a Global Citizen.
- Not enough time to have more activities on teaching GCED.
- All were equally satisfactory to me.
- Some sessions had little interaction and conversation. Very heavy, especially when scheduled in the afternoon after lunch.
- How dare to say that there was a part of the programme that was least satisfying? I'd like to tell you just one small thing about the tight schedule and short break time. Maybe next generation probably will get one day off (2) or just half day of free time to recover physical health condition.
- If I had to identify something, it would be that the afternoon sessions with lectures felt tiring at times because we were all quite sleepy. I would suggest for the facilitation sessions to be in the afternoon and the lectures to be in the morning.

- Gender issue: Taking gender violence as a session note could enrich and help in measuring how to make the world safe for girls and women.
- In organizing the program, consider cultural differences. Dancing and musical activities are hard for some people.
- We could not visit the observatory at the DMZ. Well, weather was not in our favor.
- Teacher education—it would improve my profession
- The first session of introducing the concept of GCED was delivered on a busy day of lecturing and very theoretical and abstract. Too many concepts were explained and not easy to understand.
- Very hard schedule, but satisfying.

Is there anything else you would like to comment on that has not been specifically mentioned?

- Some of the participants want to visit Korean schools in Korea. Can you arrange it? Like a time for having a discussion with principals in Korea.
- Current situation of global context and international training workshop on history, moral education, education for human rights
- How much support in terms of finance and resources that UNESCO and APCEIU are providing for implementing this in our country.
- Improve the quality of food, especially Halal food. There are more than 30 Halal restaurants in Seoul.
- Head and staff complete meeting
- Well organized, time management, hospitality, and friendly facilitators
- Meticulously and laboriously planned. Executed with successful commitment, dedication, love, and affection.
- The logistics of the programme were impeccably organized so thank you so much for all the hard work! I really appreciate it.
- I'd like to confess that the APTW provided me a journey extraordinary to meet new friends who I'll be able to achieve the teaching goals of GCED. So, I'd like to tell you: "Thank you so much." And I'll continue the pilgrimage of GCED during my life as an evangelist.

- Go abroad for GCED movement
- I would like to request or remind the organizers about the time. When we are ahead to rush, we feel bit pressured and bit reluctant or uneasy. Another thing I would like to remind is what if Lea's team building activities or sessions can be kept in the afternoon as it would keep the participants active. This is just my suggestion.
- To have more hands-on and physical activities so that all participants can actively be involved.
- Time management. I feel like you put a big stone in my head sometime. But it is very useful and important to learn GCED.
- May I kindly suggest that the list of participants can include contact information like email address and numbers so as to provide more convenience for participants to communicate with each other afterwards? Thank you for this wonderful workshop.
- I think the emergence of terrorism in Asia and the Pacific need to be emphasized which is related to peace and culture.
- Should provide allowance for participants because my own country does not support my mission in the workshop, pay for visa, and something else by participants' money.
- Thank you for inviting me and I hope I can attend another project from APCEIU.
- Post-workshop network + community for such a piece of work.
Can invite past year alumni to come back and share their projects/video conference
Link of the same country together to build community or alumni
A tighter follow-up process to encourage accountability and also to encourage participants to continue the good work even if they face some setbacks.

Final Report on the 17th Asia-Pacific Training Workshop on EIU

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17th
Asia-
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