The 21st Asia-Pacific Training Workshop on EIU/GCED Mentorship Programme

Final Report

June – December 2022

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This report summarizes 18 GCED projects implemented in the Asia-Pacific region by the alumni of APCEIU's 21st Asia-Pacific Training Workshop on EIU/GCED (2022). The Mentorship Programme consisted of two tracks.

- Track A: Individual Mentorship with APCEIU's expert groups
  – Concretizing the GCED project with guidance from mentors
- Track B: Developing GCED Training Programme using Design Thinking Strategy with APCEIU & Habi Education Lab

APCEIU's Asia-Pacific Training Workshop on EIU/GCED

Asia-Pacific Training Workshop on EIU/GCED (APTW) is APCEIU's flagship TOT (Training of Trainers) programme for educators and teacher trainers in the Asia-Pacific region, which benefitted more than 600 educators over the last 22 years. Since 2021, it has been shifted to a comprehensive training programme composed of online training workshops, mentorship, and local project implementation to further empower participants to bring changes in their local communities.

In 2022, marking its 21st turn, APTW was virtually held from 30 May to 7 June with 52 passionate educators from 19 UNESCO member states in the Asia-Pacific region. This year with the theme of 'Preparing educators for a post-pandemic world: GCED as a key to change', the Workshop provided opportunities to explore the timely issues and pedagogies to prepare educators for the post-pandemic world.

< Programme Structure >

Online Training Workshop (The 21st Asia-Pacific Training Workshop on EIU/GCED) → Mentorship Programme → Grant (Seed Fund) → Local GCED Project Implementation

Mentee/Grantee List

#	Name	Country	Project Title
Track A			
1	Seema Chhotu Shaikh	India	Creating the School (PBHS) as a 'Climate Change Ambassador', through 'Quality Education' by Embedding Best Practices of Climate Action in the School Curriculum
2	Septhy Dwi Jayanthy	Indonesia	Be a School Youth Ambassador Let's Go Fighting the Climate Crisis
3	Susi Fauziah	Indonesia	Development of Supplementary Learning Material to Promote Gender Equality in English Classrooms of the Tenth Grade at Secondary Level in Indonesia
4	Ku Hasnita Ku Samsu	Malaysia	Exposure of Global Citizenship Education to Pre-Service Teachers in Institute of Teacher Education
5	Siti Nabilah Binti Kasdi	Malaysia	Inclusive Education Resource Development
6	Thong Ying Li	Malaysia	Space Science and AI Technology Education Camp
7	Kharashash Bazarkhan	Mongolia	Embracing English Teachers
8	Devi Ram Acharya	Nepal	Curriculum Mapping and Development of Assessment tools to assess GCED
9	Arooj Ehsan	Pakistan	Affect, Environment and Theater: SMOG
10	George M. De La Cruz	Philippines	Expanding K+12 Curriculum in the Philippines
11	Jennifer Paño	Philippines	Promoting a Culture of Safety: A Way of Life

Mongolia
Kharashash Bazarkhan

Pakistan
Arooj Ehsan

Nepal
Devi Ram Acharya

Malaysia
Ku Hasnita Ku Samsu
Siti Nabilah Binti Kasdi
Thong Ying Li

Philippines
George M. De La Cruz
Jennifer Paño

India
Seema Chhotu Shaikh

Indonesia
Septhy Dwi Jayanthy
Susi Fauziah

Mentee/Grantee List

#	Name	Country	Project Title
Track B			
1	Sarita Badhwar	India	Developing SEL Competencies in High School Students
2	Gandhi Ermasari	Indonesia	Handling Plastic Waste's Project
3	Shafia Khan	Pakistan	Classroom Management and GCED
4	Dick B. Lapitan	Philippines	Project I2 GCED TL(Introducing and Integrating Global Citizenship in the Teaching-Learning Process)
5	Rogerick F. Fernandez	Philippines	USAP PO TAYO: Building Better Family Conversations Against Disinformation
6	Pakdeekul Ratana	Thailand	Life Skills 101: Socio-Emotional Learning in Empathy
7	Nguyễn Ngọc Ánh	Vietnam	Advocating for Change in my Community

Pakistan
Shafia Khan

Indonesia
Gandhi Ermasari

Vietnam
Nguyễn Ngọc Ánh

India
Sarita Badhwar

Thailand
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Track A

Creating the School (PBHS) as a 'Climate Change Ambassador', through 'Quality Education' by Embedding Best Practices of Climate Action in the School Curriculum

Seema Chhotu Shaikh

Principal at Pragnya Bodhini High School, India

India

August – October 2022

Project Overview

The project created a theme-based learning environment for students to acquire and practice knowledge and skills and to become 'ambassadors' fighting against climate change.

> "Through the activities, educators and students not only raised their awareness but also undertook practical initiatives to prevent/mitigate climate change. Now that they comprehended the interdependence of the ecosystem we live in, it is observed that the students are more mindful of their actions and try to give more back to nature than what they take from it." (Seema Chhotu Shaikh, the leader of the project)

Key Activities

National Launch Pad: With the theme 'Initiating Climate Action from Classrooms', educators in India presented their best practices of climate education and shared knowledge with each other.

Student-led projects to fight against climate change: As a part of helping students advocate against climate change, 38 student-led projects were implemented.

Be a School Youth Ambassador Let's Go Fighting the Climate Crisis

Sephty Dwi Jayanthy

Teacher at Kartika XIX 1 Senior High School

Indonesia   September 2022

Project Overview

The project empowered young people focusing on high school students with knowledge about climate change and helped them become advocates to tackle the climate crisis.

> "After attending this training, I gained a lot of knowledge and added insight related to climate change and its negative effect on us. I also got fruitful information regarding how to deal with climate change because the impacts of climate change are so big that I have to contribute more and take concrete action to reduce them from the smallest thing." (Cleosa Zelda, A participant in the workshop)

Key Activities

Distribution of learning materials on the climate crisis in line with GCED and SDGs: Using the materials, students could brainstorm and discuss climate issues around them.

Knowledge-sharing session with environmental activists: This activity was implemented to inspire young school ambassadors to respond and act on global issues they are facing now.

Design of climate change campaign: Students designed and carried out a social media campaign to mobilize the public with awareness on climate change and its importance to human beings.

Development of Supplementary Learning Material to Promote Gender Equality in English Classrooms of the Tenth Grade at Secondary Level in Indonesia

Susi Fauziah

Head of ICT and Network Division, SEAMEO QITEP in Language (SEAQIL)

📍 Indonesia   📅 September – November 2022

Project Overview

The project contributed to promoting gender equality in Indonesia by designing and developing supplementary learning materials to be utilized in English classrooms.

> **"**
>
> The project gathered fruitful feedback through mentorship, Focus Group Discussions (FGDs), and simulation for the development of supplementary learning material to promote gender equality in English classrooms of the tenth grade at the Secondary Level in Indonesia.
>
> **"**

Key Activities
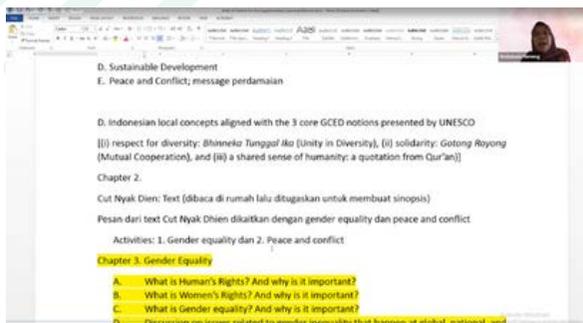
The writing process: Through mentorship and FGD, the team collected ideas regarding the improvement of learning contents and structure.

The review process: This process includes a review of the materials in pedagogical and gender equality perspectives.

Trial process: In several schools, the team experimented with feasibility and the effectiveness of the materials.

Exposure of Global Citizenship Education to Pre-Service Teachers in Institute of Teacher Education

Ku Hasnita Ku Samsu

Associate Professor at Universiti Putra Malaysia

📍 Malaysia   📅 September 2022

Project Overview

The project empowered pre-service teachers in the Institute of Teacher Education in Malaysia with the knowledge and skills of GCED. Through online and offline workshops, 30 pre-service teachers raised their awareness of GCED, particularly in terms of human rights, and developed lessons to deliver GCED to students.

> **"**
> Participants have successfully inserted issues related to GCED, especially with regard to human rights, into their lesson plans. Those plans will be used as a sample of lesson plans for all teachers who teach related subjects.
> **"**

The GCED workshop successfully exposed me to the importance of global citizenship education.
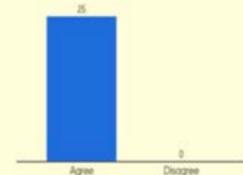
Key Activities

Pre-workshop survey: Before the workshops, the team conducted a survey to analyze the level of knowledge of participants on GCED. Most respondents had at least a basic knowledge of GCED.

Online workshop: The online workshop was organized to build participants' general knowledge about global citizenship and GCED through two presentations about identifying human rights issues and the global challenges and Global Citizenship Education (GCED) and its application to teaching and learning.

Face-to-face workshop: The physical workshop helped participants reflect on their understanding of GCED and gave them a chance to design GCED daily lesson plans to be applied to the classroom.

Inclusive Education Resource Development

Siti Nabilah Binti Kasdi

Institute of Teacher Education Malaysia, Inclusive Education Resource
Development (Educational Material Development)

📍 Malaysia   📅 September – December 2022

Project Overview

The project provided an opportunity for educators in Malaysia to enhance teaching skills for GCED and inclusive education through the development of relevant teaching resources and the implementation of the workshop.

> " The workshop enabled educators, including lecturers and pre-service teachers, to deeply learn about GCED and inclusive education and be able to spread those ideas to 6-year-old students in the school. "

Key Activities

Pre-survey for lecturers: A survey was conducted prior to the workshop to analyze the knowledge and readiness of the participants regarding GCED and inclusive education.

A workshop on GCED and inclusive education: Through the workshop, educators, mainly lecturers, became able to acquire skills for designing resources for GCED and inclusive education and effectively delivering them to students.

Space Science and AI Technology Education Camp

Thong Ying Li

Education Specialist, SEAMEO Recsam

📍 Malaysia   📅 September 2022

Project Overview

The project enabled students to broaden their knowledge about GCED and helped them address solutions for global challenges using science and technology.

> **"**
> Students who attended the camp mentioned that they gained useful information and skills regarding up-to-date technology. Moreover, they highlighted that they were able to contribute to applying science and technology to solve the global challenges we are facing.
> **"**

Key Activities

A workshop on education drones/flying drones: The participants learned how to build and code with programming software and fly the drone. They also designed a game by coding and practicing flying skills by getting over the barrier.

A workshop on AI Robotic – Quarky DIY Robot Kit With AI: Through game-based learning, students learned about the responsibility of a global citizen, waste management, weather management, and road safety.

GCED film viewing and sharing: Students watched a film from SIMA(Social Impact Media Awards) and shared their thoughts and reflection on the profound presence of plastic in our lives.

Space Science Challenge: Students had a competition by creating and presenting videos addressing how space science and technology can contribute to the communities.

A visit to TechDome, Penang and Space Science and Education Hub: The participants visited Techlyimpics organized by MOSTI(Ministry of Science, Technology, and Innovation of Malaysia) and were awarded.

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Embracing English Teachers

Kharashash Bazarkhan

Education Consultant, Save the Children

📍 Mongolia   📅 July – August 2022

Project Overview

The project provided rural English teachers in Mongolia with an understanding of cultural, religion, and gender diversity and how to disseminate values of global citizens to students.

> "
> As a result of the workshop, participants became enable to carefully analyze English textbooks to find suitable topics to transform and embed GCED concepts to raise students' awareness as well as to lead lessons teaching the importance of expressing emotion and feelings.
> "

Key Activities

English proficiency workshop: Under the main objectives of the project, teachers had a chance to improve their four types of English proficiency skills applicable to classroom lessons.

GCED awareness-raising workshops: The workshop enhanced participants' understanding regarding the importance of SDGs, particularly gender equality and quality education.
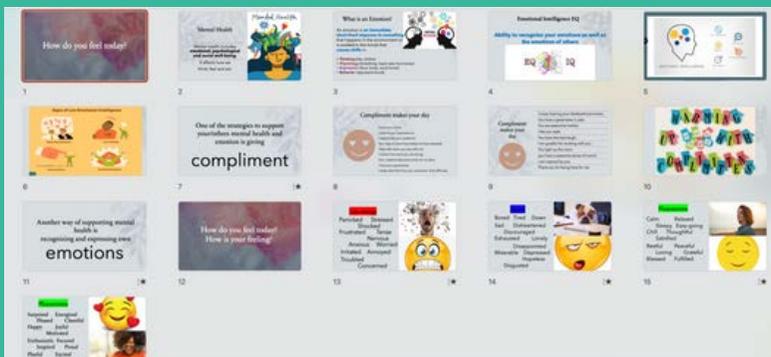
Lesson plan design: Participants designed English lesson plans which blended the English language with GCED concepts of social-emotional learning.

Curriculum Mapping and Development of Assessment tools to assess GCED

Devi Ram Acharya

Education Officer, Education Review Office

📍 Nepal   📅 August – November 2022

Project Overview

The project conducted a mapping study of the national curriculum of secondary-level education in Nepal and developed assessment tools for the integration of GCED into the school curriculum.

Key Activities

Curriculum mapping study: The project initiated a desk review and a mapping study to find out the status of GCED integration in the secondary-level curriculum.

GCED assessment tools development: Assessment tools were formulated to assess student knowledge, understanding, and behavior on GCED contents covered by the curriculum.

Implementation of assessment tools: The assessment tools were tested in the classroom by the teacher involved in the development of the tool.

Affect, Environment and Theater: SMOG

Arooj Ehsan

Assistant Professor at GC University Lahore, Pakistan

📍 Pakistan   📅 November 2022

Project Overview

The project contributed to creating advocates of global and local issues related to climate change with the focus on stubble burning* and smog through the means of site-specific theater performance.

*Stubble burning: A form of agriculture that intentionally burns the straw stubbles on the soil after harvesting grains.

> **"**
>
> The cast and crew, the audience, and the authorities, all three came together to acknowledge the presence of a climate change. Remarkably, they were able to connect the effect of stubble burning to the recent floods in the country in line with SDG 15. *Life on Land.*
>
> **"**

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Key Activities

Site-visits: The team analyzed places to perform the community theater. They focused on the area which were greatly suffered from imprudent stubble burning.

Site-specific theater performance : At real sites used by the community, the project organized a community-led awareness-raising theater on stubble burning.

Reflection session: After the theater performance, audience community members discussed their reflection and realized the negative impacts of stubble burning on the soil and planet.

Promoting a Culture of Safety: A Way of Life

Jennifer Paño

ESD Director at Cebu Normal University

Philippines   October 2022

Project Overview

The project developed knowledge, skills, and positive attitudes of teachers on climate change and disaster risk reduction and management(DRRM) and helped them to apply these issues in the classroom setting using a problem-based learning(PBL) approach.

> " The capacity building and training-workshop propelled teachers' knowledge about regarding the interrelation between climate change and DRRM in line with global citizenship and skills to effectively lead the classroom to foster children striving for global values. "

Key Activities

1st session: The session disseminated ideas on the culture of peace and global citizenship to thirty teacher participants using interactive learning methods.

2nd session: The session introduced the concepts and importance of climate change and DRRM along with active knowledge-sharing discussion.

3rd session: Participants had a chance to enhance their knowledge and skills of PBL and Creative Teaching approach in the post-COVID world.

Lesson plan design & presentation: The session was highlighted by the presentation of lesson plans developed by participants.

Demonstration festival: Teachers presented their lessons applying the lesson plans and had a reflection session on classroom management, pedagogy, and overall lesson implementation by watching each other's video.

Expanding K+12 Curriculum in the Philippines

George M. De La Cruz

A teacher at Handumanan National High School

Philippines   August – October 2022

Project Overview

The project contributed to enhancing the understanding of teachers and school personnel on GCED, SDGs, socio-emotional learning(ESL), and cultural education and building their skills to incorporate these topics into lesson plans and classroom exemplars.

> "
>
> *"The training topic is very essential in today's learning."*
> (Maria Arvelyn B. RIos, Teacher I, Division of Bacolod City)
>
> *"All objectives were fruitfully accomplished and were relatable to our present times and the future."*
> (Arturo A. Garcia III, Teacher II, Division of Bacolod City)
>
> *"GCED is key to education reforms."*
> (Marjorie Jalea, Teacher 2, Handumanan National High School)
>
> "

Key Activities

Training of Teachers on GCED: Online/offline workshops were conducted for master teachers and teachers to broaden their understanding of the hyperconnected world.

Design of GCED classroom lesson plans and activities: Participants had a chance to reflect on ideas about teaching global citizenship and values to students in classroom settings.

Essay, poem writing, and painting competition: Students in junior and senior highs school had a competition in classes led by teachers participating the workshop.

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Track B

Developing SEL Competencies in High School Students

Sarita Badhwar

Educator & Facilitator at AFS Intercultural Programs India

India   August – November 2022

Project Overview

The project facilitated a better understanding of high school students and teachers in India about creating positive emotions within themselves and with others as well as a learning environment that promotes socio-emotional learning(SEL).

> "
> The workshop enabled an active interaction between participants through discussions on effective environmental education, gender equality, poverty, and quality education which helped students to explore, understand, and be ready to take doable activities to make a change and understand the need for action.
> "

Key Activities

Social awareness through SDGs: Attendants were asked to choose particular goals related to their everyday lives or local communities such as their neighborhood, school, families, or some other environment affecting their living areas.

Relationship skills: Story telling session was conducted to understand the need for an ability to build and maintain healthy relationships with people from a diverse range of backgrounds.

Handling Plastic Waste's Project

Gandhi Ermasari

A teacher at SMK Negeri 1 Sukasada, Indonesia

📍 Indonesia   📅 November 2022
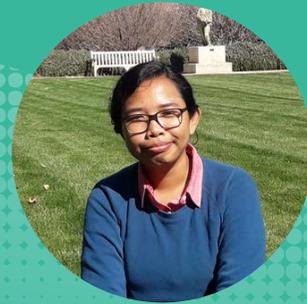
Project Overview

The project successfully disseminated knowledge and skills regarding plastic waste as well as how to teach lead climate change education in the classroom to teachers in Indonesia.

> "
> The project enhanced participants' awareness of the impact of plastic waste on the environment, ecosystems, and human health as well as their knowledge of how to handle plastic problems which further developed as project-based learning lesson plans.
> "

Key Activities

Introductory session: Teacher participants discussed different types of plastic waste commonly used in daily life through interactive games and organized information about the dangers of plastic waste and how to handle them.

Video session: Participants watched a documentary video about plastic waste (microplastic) regarding impact for the environment and human health and discussed their feelings, reflection, and possible suggestions.

Project-based learning design: After being introduced to the concepts of project-based learning, teachers collaboratively developed lesson plans on the plastic waste topic.

Classroom Management and GCED

Shafia Khan

Headmistress at Federal Directorate of Education Pakistan (FDE)

📍 Pakistan   📅 November 2022

Project Overview

The project shared GCED values and qualifications as global citizens targeting teachers, students, parents, and community members to create a collective environment striving for GCED.

> "
> Teachers were able to comprehend globalization and GCED with a specific focus on classroom management through the chance of working with education experts, UNESCO APCEIU, mentors, colleague participants.
> "

Key Activities

Poster-making activity: Students learned about GCED and designed creative posters that represent the idea of global values.

Sharing ideas of global citizenship through assembly presentation: During a special assembly presentation, the school had a session to share concepts of GCED.

Teacher training on GCED: Teachers were oriented on classroom management and globalization to understand the importance of teaching global citizenship as a 21st-century skill.

Project 12 GCED TL (Introducing and Integrating Global Citizenship in the Teaching-Learning Process)

Dick B. Lapitan

School Principal I at Abuyo National High School, Philippines

Philippines   October 2022

Project Overview

The project successfully introduced teachers and school faculty about GCED, an integral strategy not just in delivering the basic subjects but also in giving the students full awareness of the world they live in.

> "
> *It was really helpful to build my skills regarding GCED-enriched daily lesson logs/lesson plans with three domains of GCED in objectives formulation (Cognitive, socio-emotional, & behavioral) as well as how to integrate them into programs, projects, and activities for the holistic development of the students.*
> (Various participants of the project)
> "

Key Activities

Day 1. GCED awareness-raising session: Educators had a chance to be sensitized to concepts of GCED and SDG 4. *Quality Education* and how to apply them to school lessons.

Day 2. Teaching approach session: Participants deepened their knowledge about community-based learning(CBL), social-emotional learning(SEL), and the GCED curriculum to be incorporated into lessons.

Day 3. Presentation: participants presented their daily lesson plans on CBL-based daily lesson logs/plans and share reflection with colleagues.

USAP PO TAYO*: Building Better Family Conversations Against Disinformation

Rogerick F. Fernandez

A teacher III at Malinta National High School, Philippines

Philippines   November 2022

Project Overview

The project deepened knowledge of parents and high school students in the Phillippines regarding ways for spotting fake news to validate online and offline information and encouraged them to better family conversations against disinformation/fake news.

*USAP PO TAYO means 'Let Us Talk'

> " As a result of the project, participants were able to learn about techniques for spotting fake news to validate online and offline information and lead better family conversations. "

Key Activities

USAP PO TAYO: Building Better Family Conversations Against Disinformation

A knowledge-building workshop on disinformation and fake news: Students learned basic concepts and misconceptions of disinformation and fake news as well as useful techniques to identify them.

USAP PO TAYO: Building Better Family Conversations Against Disinformation

A family conversation activity: Participants practiced how to deal with difficult conversations due to disinformation and fake news, especially with family members through role-play and simulation.

Life Skills 101: Socio-Emotional Learning in Empathy

Pakdeekul Ratana

A lecturer at Chiang Mai University, Thailand

📍 Thailand   🗓️ August – November 2022

Project Overview

The project developed an online course on social and emotional learning(SEL), one of the principal domains of fostering global citizens, which helps young people understand and manage their emotions and set and achieve goals while building responsible decision-making skills.

> " The project effectively used online platforms to capacitate learners to the social and emotional learning (SEL) approach which is expected to foster global citizens following the guidelines of global citizenship education. "

Key Activities

The course is composed of five lessons talking about the concepts and different types of empathy.

Lesson 1. Definition of Empathy and Its Linkage with Society

Lesson 2. Types of Empathy

Lesson 3. Cognitive Empathy

Lesson 4. Affective(Emotional) Empathy

Lesson 5. Compassionate Empathy

Advocating for Change in my Community

Nguyễn Ngọc Ánh

Vice Director, Center for Higher Education Studies, Vietnam National Institute of Educational Sciences (VNIES), Ministry of Education and Training, Vietnam

Vietnam   October 2022

Project Overview

The project provided an opportunity for tutors and teachers in different areas in Vietnam to improve their knowledge about SDGs and develop skills to apply GCED to the classroom.

> *"I had an opportunity to access new knowledge sources as well as the sustainable development goals of the United Nations to prepare for becoming a global citizen."* (A participant of the tutor's workshop)

Key Activities

Planning: Before the workshop, the team prepared a pre-workshop survey for learner analysis and selected SDGs-relevant films from SIMA (Social Impact Media Awards) Academy.

Tutor workshop: Tutors were informed how SDGs are connected to their daily lives and analyzed global/local issues they are facing within their communities/schools along with their causes and impacts.

Teacher workshop: Through the SIMA video, teachers shared ideas on their reflection on SDGs and sustainable development as well as together identified community issues threatening SDGs and wrote a letter to parents and principals urging sustainable actions.