

The Sub-Regional Workshop on SDG 4.7 and GCED in South Asia



2018

FINAL REPORT

EXECUTIVE SUMMARY

APCEIU has been organizing ‘Sub-regional Workshop on EIU’ to contribute to the dissemination of EIU/GCED in the Asia-Pacific region by discussing priorities and implementing strategies of EIU/GCED based on the sub-regional characteristics and needs. For the past three years (2015-2017), the Sub-regional Workshop on EIU provided capacity-building opportunities for the Member States in Central Asia. In this year, the target sub-region changed to South Asian region to reflect the high demands for GCED from the region.

In order to address these needs from different Member States in South Asia, APCEIU has organized ‘Sub-regional Workshop on EIU’ into two parts over the year:-

- Part One of the report will cover the first Sub-regional Workshop of 2018 under the title of *“Integrating SDG4.7 and Global Citizenship Education (GCED) into Teacher Training in South Asia”* which was held in New Delhi, India from 26 June to 28 June 2018. The workshop was co-organized by APCEIU, UNESCO New Delhi, National Council of Educational Research and Training (NCERT), and UNESCO Bangkok. The workshop gathered a total of 18 representatives who are senior officials and educators in charge of teacher training at national institutions from 6 South Asian countries – **Bangladesh, Bhutan, India, Maldives, Nepal,** and **Sri Lanka** and aimed to integrate SDG4.7 and GCED into Teacher Training in those Member States. Also, responding to the increasing demand for GCED in India, *“1-Day National Workshop for Indian Teachers: Integrating GCED into the curriculum and teaching practices”* was successively held in NCERT, New Delhi, on 29 June 2018. The workshop aimed to enable 38 Indian teachers to understand concept and values of GCED.
 - Part Two of the report will cover the second Sub-regional Workshop of 2018 under the title of *“Training Workshops on Introduction and Awareness of GCED in Kabul for Teachers of Secondary Schools”* which was held in Kabul, Afghanistan. Afghanistan National Commission for UNESCO (ANCU) organized a series of on-site training workshops which were composed of 3-days programmes and were organized in three times on October. The series of workshops gathered a total of 90 secondary school teachers in Kabul, **Afghanistan** to train and develop their capacities on GCED related to the local context.
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TABLE OF CONTENTS

Part One	“Integrating SDG4.7 and Global Citizenship Education (GCED) into Teacher Training in South Asia”	
A. Overview		3
- Workshop Details		3
- Workshop Schedule		5
B. Workshop Sessions		6
- Day 1: Introduction to SDG4.7 and sharing country experiences		6
- Day 2: Understanding GCED as an integral component of SDG4.7		7
- Day 3: Building Partnership		10
C. 1-Day National Workshop for Indian Teachers		13
D. Annex		16
- List of Participants		16
Part Two	“Training Workshops on Introduction and Awareness of GCED in Kabul for Teachers of Secondary Schools”	
A. Overview		21
- Workshop Details		21
- Workshop Schedule		23
B. Workshop Sessions		25
- Overall Session Summaries		25
C. Annex		28
- List of Participants		28

Part One

Integrating SDG4.7 and Global Citizenship Education (GCED) into Teacher Training in South Asia

- A. Overview**
- B. Workshop Sessions**
- C. 1-Day National Workshop for Indian Teachers**
- D. Annex**

Workshop Details

Background

Since the launch of SDG4-Education 2030 in 2015, countries have started implementing and monitoring its goal and targets. Target 4.7 (By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development) is considered most progressive, with an emphasis on the importance of nurturing minds for the sustainable future for all through education. However, this is also the most challenging target as the definition of such an education varies across countries and methodologies on how to holistically monitor the progress are still in the making. Operationalization of this target at the classroom level is also not easy. While teachers are the key to delivering education for SDG4.7, analysis of 57 national reports showed that only 7% of countries covered education for sustainable development in teacher education programmes (Global Education Monitoring Report 2017/2018).

With this background, APCEIU, UNESCO New Delhi, NCERT, and UNESCO Bangkok organized a 3-day sub-regional workshop on integrating SDG4.7 and GCED into teacher training. This workshop was also organized in conjunction with the Korean Funds-in-Trust project on Preparing Teachers for Global Citizenship Education, coordinated by UNESCO Bangkok. In particular, this workshop was a direct follow-up to the Regional Seminar for Resource Distribution and Training Centres (RDTCs) held on 6-8 November 2017 in Quezon City, Philippine. The Seminar focused on capacitating the RDTC member institutions to harness digital technologies to teach global citizenship, one of the core principles behind SDG4.7.

What is RDTC?

Realizing the needs for effective professional development within the region, UNESCO Asia Pacific Regional Bureau for Education (UNESCO Bangkok) has implemented various projects over the last decade to support teacher education institutions (TEIs). With this background, UNESCO Resource Distribution and Training Centres (RDTC) network was established with some 20 key partner TEIs in 2009. The initial aims of the network were to facilitate the local dissemination of UNESCO ICT resources to students, teachers and teacher educators in their region and to provide corresponding training on the proper use of these resources. Since then, the network has been successfully playing its role as a national or regional focal point for enhancing teacher skills in facilitating effective ICT-pedagogy integration. Currently, there are 21 TEIs from 13 countries as members of the RDTC network and 9 RDTC associate members. From South Asia, Bangladesh, India, the Maldives, Nepal, and Pakistan have member institutions.

Objectives

1. To build the capacity of the teacher training institutions in South Asia to integrate SDG4.7, especially GCED, into teacher training by:
 - Understanding the concepts, principles, and international/ regional development of SDG4.7;
 - Gaining insights on innovative pedagogies to teach concepts and principles of SDG4.7; and
 - Understanding good practices in other countries
2. To facilitate intra-subregional collaboration among teacher training institutions in South Asia to better prepare teachers to teach SDG4.7
3. Expand the RDTC network in South Asia by engaging additional teacher training institutions

Participants

- **Number of participants:** Total 18 participants
- **Participating countries:** Bangladesh, Bhutan, India, Maldives, Nepal, Sri Lanka
- **Target group:** 3 senior representatives from national institutions in charge of teacher training from each country

Venue

NCERT Campus, New Delhi, India

Co-organizers

- Asia-Pacific Centre of Education for International Understanding (APCEIU)
- UNESCO New Delhi
- National Council of Educational Research and Training (NCERT)
- UNESCO Bangkok

Facilitators

Experts from APCEIU, UNESCO New Delhi, NCERT, UNESCO Bangkok, together with UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) will facilitate the meeting.

Workshop Schedule

Time	Contents
Day 1: Introduction to SDG 4.7 and sharing country experiences	
08:30 – 09:30	Registration and Inaugural Session
09:30 – 10:30	Lighting of Lamp and Welcome Song Introduction/Background & Welcome Remarks
10:30 – 11:00	Tea break and group photo
11:00 – 12:00	Technical Session I: Understanding SDG 4.7 (Definitions, on-going practices and monitoring)
12:00 – 13:00	Lunch
13:00 – 14:30	Technical Session II: Sharing country experiences (1) – Bangladesh, Bhutan, India
14:30 – 15:00	Tea break
15:00 – 16:30	Technical Session II: Sharing country experiences (2) – Nepal, Maldives, Sri Lanka
16:30 – 17:00	Wrap-up of Day 1
Day 2: Understanding GCED as an integral component of SDG 4.7	
9:00 – 10:30	Technical Session I: Introduction to the key concepts of GCED and its positions in SDG 4.7
10:30 – 11:00	Tea break
11:00 – 12:30	Technical Session II: Innovative approaches and methodologies of GCED (1) - Pedagogy
12:30 – 13:30	Lunch
13:30 – 15:00	Technical Session III: Innovative approaches and methodologies of GCED (2) – Curriculum integration
15:00 – 15:30	Tea break
15:30 – 17:00	Technical Session IV: Innovative approaches and methodologies of GCED (3) – Use of ICT
17:00 – 17:30	Wrap-up of Day 2
Day 3: Building partnership	
9:00 – 10:30	Technical Session I: Establishing a collaboration platform for integrating SDG 4.7 into teacher training
10:30 – 11:00	Tea break
11:00 – 12:30	Technical Session II: Panel discussion: opportunities and challenges in integrating SDG 4.7 and GCED into teacher training
12:30 – 13:30	Lunch
13:30 – 15:00	Technical Session III: Plenary discussion: integrating SDG 4.7 into teacher training and beyond
15:00 – 15:15	Closing Session

Day 1: Introduction to SDG4.7 and sharing country experiences

Technical Session I: Understanding SDG 4.7: Definitions, on-going practices and monitoring

- **Presenter:** Ms. Lay Cheng Tan (UNESCO Bangkok)

Ms. Lay Cheng Tan opened the first session with a presentation about understanding the definitions, on-going practices and monitoring of SDG4.7. She highlighted that definitions and concepts of GCED and ESD are not concrete which resulted in lack of uniformity in implementation processes. Through a small exercise on defining any one theme among seven themes of SDG4.7, participants could observe that although definitions or words might vary due to diverse priorities there is a call on those themes and thus, reminded the importance of cooperation and working together to achieve SDG4.7. Ms. Lay Cheng then explained action areas to achieve SDG4.7 including curriculum and learning materials, teaching and learning, learning improvement and assessments, and monitoring.

Technical Session II: Sharing country experiences

- **Presenters:** Dr. Prathan (Bangladesh), Mr. Pema Drukpa (Bhutan), Prof. Amba Datt Tewari (India), Ms. Soodha (Maldives), Mr. Shankar Adhikari (Nepal), Ms. K.M.R.R.N. Seetha Kumari (Sri Lanka)

In the afternoon, the participants had a chance to share their context and regional situation on SDG4.7 and GCED in their national education systems. They explained policies and programmes that are implemented and planned to address the issues of sustainable development and global citizenship in education. For example, ICT education in Bangladesh, the poverty environment initiative in Bhutan, development of handbook on GCED in India, No Child Left Behind policy in Maldives, the teacher competency in Nepal, and SDG Action Campaign in Sri Lanka were addressed. Also, they shared challenges to integrate sustainable development and global citizenship education into teaching-learning practices. A common challenge the countries have faced was that whether the teacher is trained or not there are difficulties to transfer the training into the classroom. The sessions ended with all the participants in the workshop agreeing on the need for the collaboration among teacher training institutions in South Asia.

Photos on Day 1



Day 2: Understanding GCED as an integral component of SDG 4.7

Technical Session I: Introduction to the key concepts of GCED and its positions in SDG4.7

- **Presenter:** Dr. Toh Swee-Hin (APCEIU)

Dr. Toh Swee-Hin started the second day by giving a presentation on introduction to the key concepts of GCED and its positions in SDG4.7. He highlighted that how the world is losing inner peace and we need to promote culture of peace through education. Also, he explained that although GCED can be developed as a separate subject such as peace education, human rights, etc. mainstreaming GCED all around the school life is important.

Technical Session II: Innovative approaches and methodologies of GCED (1):
Pedagogy

- **Chair:** Prof. Anjun Sibia (NCERT)
- **Presenter:** Ms. Lea Espallardo (APCEIU)

The pedagogy session aimed to share and discuss ways in which innovative pedagogies are used in the classrooms to foster GCED. The session was moderated by Professor Anju Sibia, NCERT, who briefly introduced cases of India with innovative pedagogies applied in Indian classrooms. Then Ms. Lea Espallardo introduced APCEIU's experimentations on various innovative approaches and transformative pedagogies used to foster GCED. By elaborating GCED's pedagogical principles such as dialogue and participation, values of formation, and critical empowerment, she further explained what are qualities of a good GCED teacher.

Technical Session III: Innovative approaches and methodologies of GCED (2):
Curriculum Integration

- **Chair:** Ms. Lea Espallardo (APCEIU)
- **Presenters:** Dr. Toh Swee-Hin (APCEIU), Ms. Aditi Pathak (MGIEP), Mr. Ngawang Phutsho and Mr. Ran Singh Tamang (Bhutan)

The four presenters shared their experiences on integrating SDG4.7 and GCED into school or teacher training curricula, their achievements and challenges, and recommendations for future activities. Then in the discussion time, participants commented that it is difficult to meet all needs of education stakeholders while they develop the curriculum. To solve this issue, participants were encouraged to have lots of dialogues with the education stakeholders to concern why certain social and political contents or topics are being consistently discussed in their countries.

Technical Session IV: Innovative approaches and methodologies of GCED (3):
Use of ICT

- **Chair:** Dr. Satoko Yano (UNESCO New Delhi)
- **Presenters:** Ms. Jonghwi Park (UNESCO Bangkok), Ms. Jihong Lee (APCEIU), Ms. Vrinda Loiwal (MGIEP)

The three presenters shared their experiences in using ICTs for GCED. Ms. Jonghwi introduced three ways to use ICT to enhance GCED and those are connect, collaborate, and create. She further elaborated that using ICT can enhance not only cognitive aspect of learning but also delivers socio-emotional (attitude) and behavioral (skills, actions) aspects of learning to students.

Then Ms. Jihong introduced 'UNESCO Clearinghouse on GCED' and 'GCED Online Campus' to participants to demonstrate how APCEIU is managing GCED-related database and its online courses. The participants were very interested in both contents due to high accessibility. Moreover, Ms. Vrinda introduced an ICT program in education, 'Libre' which will be launched by UNESCO MGIEP in 2019 in response to the SDG4.7 on building global citizenship. The Libre uses digital pedagogies such as games, group discussions, and peer dialogue and utilizes an inquiry-based approach to enhance understanding global issues.

In the discussion time after the presentations, participants raised a challenge that not all teachers are capable of using ICT in education or motivated to use ICT in education. Concerning the challenge, participants were encouraged to provide rewards such as promotion or implement teacher training on ICT to reach out to those unmotivated teachers or to have high qualification of teachers to meet the needs of the future society.

Photos on Day 2



Day 3: Building Partnership

Technical Session I: Establishing a collaboration platform for integrating SDG 4.7 into teacher training

- **Chair:** Dr. Toh Swee-Hin (APCEIU)
- **Presenters:** Ms. Jonghwi Park (UNESCO Bangkok), Ms. Lay Cheng Tan (UNESCO Bangkok), Prof. Rajrani, Prof. Sharad Sinha, and Dr. M.V.S.V. Prasad (NCERT)

The first technical session of the day underlined establishing a collaboration platform for integrating SDG4.7 into teacher training. The five presenters shared existing regional and sub-regional programmes addressing the issues of integrating SDG4.7 into education, especially into teacher training. Ms. Jonghwi introduced UNESCO Regional Distribution and Training Centre (RDTC) Network while Ms. Lay Cheng highlighted the importance of using a template for preparing teachers for GCED. Moreover, three presenters from NCERT introduced several Indian collaboration platforms such as Diksha a Unique initiatives and National Teacher Platform (NTP). The five presenters all encouraged participants to use the existing platforms to strengthen partnerships and mutual learning among the South Asian countries.

Technical Session II: Panel discussion: Opportunities and challenges in integrating SDG 4.7 and GCED into teacher training

- **Facilitator:** Dr. Satoko Yano (UNESCO New Delhi)
- **Panelists:** Ms. Lay Cheng Tan (UNESCO Bangkok), Prof. Ranjana Arora (NCERT), Ms. Soodha (Maldives), Ms. K.M.R.R.N. Seetha Kumari (Sri Lanka)

The discussion focused on opportunities and challenges in integrating SDG4.7 and GCED into teacher training. Firstly, the panelists shared their views on common challenges faced by teacher training institutions and how best these challenges can be addressed collectively by the teacher training institutions in South Asia. The panelists also shared on how their organization or country can support such as network and platform.

Technical Session III: Plenary discussion: Integrating SDG 4.7 into teacher training and beyond

- **Facilitator:** Dr. Huma Masood (UNESCO New Delhi)

In the final technical session of the workshop, the participants had an opportunity to develop their own action plans. The action plan development helped them to solidify their ideas on integrating SDG4.7 and GCED into teacher training and to build partnerships among teacher training institutions in the South Asian countries.

Participants discussed the current challenges and possible solutions for those challenges to integrate SDG4.7 and GCED into teacher training. Moreover, they shared what are expected from their partners and from UNESCO and APCEIU. These included mobility of teachers and students, sharing course materials from their partners, consultancy in policy making, and supporting infrastructure facilities. *(For further details on action plans, please refer to following Table 1.)*

With the expectation and determination of the participants to further promote SDG4.7 and GCED into teacher training in their countries and to collaborate among their institutions, the workshop ended with the certificate award from APCEIU, NCERT and UNESCO. Then closing remarks were followed by several resource persons including Prof. H. K. Senapaty (NCERT), Dr. Satoko (UNESCO New Delhi), and Ms. Jihong (APCEIU).

Photos on Day 3



Table 1. Action plans by the participating countries

Countries	Bangladesh	Bhutan	India	Maldives	Nepal	Sri Lanka
1) Challenges	<ul style="list-style-type: none"> ■ Lack of skilled/ quality teachers trainers ■ Political commitment & instructional leadership ■ Monitoring and supervision 	<ul style="list-style-type: none"> ■ Support from the leaders (Head) ■ Capacity-building ■ Monitoring 	<ul style="list-style-type: none"> ■ Understanding concepts of ESD & GCED (gaps between curriculum and classroom; gaps between school education curriculum and teacher education curriculum; gaps between local and state government) ■ Integrating GCED in existing subjects (e.g. PE, HRE) ■ Existence of diversities 	<ul style="list-style-type: none"> ■ Lack of collaboration between training institutes (pre-service): a) Curriculum alignment b) Mapping of GCED ■ Ensuring quality of teachers a) Curriculum b) Co-curricular activities 	<ul style="list-style-type: none"> ■ Inclusion (GCED teacher training module for the second phase of 1 month training) ■ Infusion (embedding; use of GCED promoting methodologies in training delivery) ■ Coverage: 'GCED as one of the units on subject wise on-line training courses 	<ul style="list-style-type: none"> ■ How to incooperate SDG4.7 and GCED in: a) School Curriculum b) Teacher Education Curriculum ■ What appropriate methodologies can be used under different contexts? ■ Monitoring the practical application of these concepts?
2) Ways to enhance partnership	<ul style="list-style-type: none"> ■ Take initiative to exchange and share training resources (e.g. exchanging faculties, etc.) 	<ul style="list-style-type: none"> ■ Exchange program ■ Platform for exchanging best practices (online) 	<ul style="list-style-type: none"> ■ Cooperate among the teacher training institutions in 6 participating countries ■ Host online/offline events to make experiences 	<ul style="list-style-type: none"> ■ Regular national campaigns advocating GCED ■ Teacher exchange programme ■ Sharing resources ■ Collaborative research initiatives 	<ul style="list-style-type: none"> ■ Sharing materials on GCED (if any) and exchange feedback ■ Sharing existing materials related to GCED (e.g. Human values, etc.) ■ Working together with TEIs (formally & informally) 	<ul style="list-style-type: none"> ■ Policies, Materials and assessment criteria by collectively with NIES' in other countries ■ Conduct research to find out what pedagogies work best ■ Organize research forums to share research findings ■ Share mechanisms/ tools for monitoring
3) Expectation	<p>SA Partnership:</p> <ul style="list-style-type: none"> ■ Organize training seminar/ workshop among the countries with Master Trainer <p>UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Organize early program in different countries in SA with workshop participants by NAEM 	<p>SA partnership:</p> <ul style="list-style-type: none"> ■ Mobility (teachers, students. Etc.) ■ Sharing course materials <p>UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Support for challenges 1~3 	<p>UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Provisional support (materials in SA language would help in easy access) ■ Exchange programs 	<p>UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Supporting mechanism (funding, expertise, creating sharing platforms) ■ Organize ministerial level meetings/ conferences with partnership countries on GCED 	<p>SA Partnership, UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Creating a group on social networking site ■ Technical input on GCED materials ■ Approach to government via offices of UNESCO to mainstream GCED 	<p>SA Partnership:</p> <ul style="list-style-type: none"> ■ Discuss common problems ■ Expertise guidance ■ Teacher Exchange programmes (making it as a practical aspect) <p>UNESCO & APCEIU:</p> <ul style="list-style-type: none"> ■ Consultancy in policy making ■ Sharing human resources ■ Infrastructure facilities ■ In-house workshops at small pockets ■ Providing ICTs

Note: 1) Challenges that can be addressed, 2) What can be done by your country to enhance partnership among teacher education institutes in South Asia?, 3) What do you expect from SA partnership or UNESCO & APCEIU

1-Day National Workshop for Indian Teachers

Workshop Details

Background

Responding to the increasing demand for GCED in India, “1-Day National Workshop for Indian Teachers: Integrating GCED into the curriculum and teaching practices” was held after the 3-day sub-regional workshop was completed.

As mentioned earlier in Section A, SDG4 reflects a new global vision for quality education and Target 4.7 of SDGs highlights the importance of fostering global citizenship among learners. In this regard, NCERT found an urgent need for Indian teachers to acquire competences and relevant resources that will enable them to prepare learners as global citizens with the necessary knowledge, skills, values and attitudes. Therefore, this workshop was co-organized by APCEIU, UNESCO New Delhi and NCERT to focus on capacity-building of Indian teachers (including school teachers, lecturers, and assistant professors) and to promote GCED in curricula and their teaching practices.

Objectives

1. To enable the participants to understand concepts & values of GCED
2. To introduce transformative pedagogies of GCED to teachers
3. To share tools and strategies for implementing GCED in innovative ways

Participants

- **Number of participants:** Total 38 participants
- **Participating country:** India
- **Target group:** school teachers, lecturers, and assistant professors

Venue

National Council of Educational Research and Training (NCERT), New Delhi, India

Co-organizers

- Asia-Pacific Centre of Education for International Understanding (APCEIU)
- UNESCO New Delhi
- National Council of Educational Research and Training (NCERT)

Workshop Schedule

Time	Contents
09:00 – 09:30	Registration & Welcome
09:30 – 11:00	Technical Session I: Introduction to the key concepts of GCED and its positions in SDG4.7 (Toh Swee-Hin, APCEIU)
11:00 – 11:30	Tea break
11:30 – 13:00	Technical Session II: Innovative approaches and methodologies of GCED (1): Curriculum integration (Toh Swee-Hin, APCEIU)
13:00 – 14:00	Lunch
14:00 – 16:00	Technical Session III: Innovative approaches and methodologies of GCED (2): Pedagogy (Lea Espallardo, APCEIU)
16:00 – 16:30	Tea break
16:30 – 17:30	Technical Session IV: Innovative approaches and methodologies of GCED (3): Use of ICT (Jihong Lee, APCEIU & Vrinda Loiwal , MGIEP)
17:30 – 17:45	Closing

Overall Session Summaries

In addition to the 3-day sub-regional workshop, 1-day workshop for Indian teachers was held at the NCERT Campus to enable participants to understand concepts and values of GCED, to introduce transformative pedagogies of GCED to teachers and to share tools and strategies for implementing GCED in innovative ways. Total 38 local teachers were gathered at the national workshop. The sessions were mainly led by APCEIU with the sessions of introduction to GCED & curriculum integration by Dr. Toh, pedagogy session by Ms. Lea, and use of ICT by APCEIU and MGIEP.

At the national workshop, Dr. Toh asked teachers to sit in groups according to their subjects (English, Mathematics, Social Science, Political Science, and History, etc.). The teachers were then asked to have a small group discussion on ‘strategies to integrate GCED in your own subject’. As teachers are at the frontline of teaching they had vibrant discussions on the topic. Then Ms. Lea utilized an open space area to have activity-based workshop with teachers. Activities such as image theater underlined the importance of learner-centered education. The local teachers were indeed passionate to learn about integrating SDG4.7 and GCED in their subjects and classes.

Furthermore, when 'UNESCO Clearinghouse on GCED' and 'GCED Online Campus' were introduced by Ms. Jihong to teachers they were highly motivated to use the online programmes. Also, 'Libre' was introduced by Ms. Vrinda to motivate teachers to utilize inquiry-based approach to enhance their students' understanding on global issues.

Overall, this 1-day workshop provided the participants with good opportunities to share their ideas on sustainable development in education and connect them to their own activities on SDG4.7 and GCED.

Photos



List of Participants

1> Integrating SDG4.7 and Global Citizenship Education (GCED) into Teacher Training in South Asia

No	Country	Name	Designation
1	Bangladesh	Mrs. Jakia Pervin	Deputy Secretary, Secondary and Higher Education Division, Ministry of Education
2		Professor Md Shah Alam	Director, Higher Secondary Teachers' Training Institute (HSTTI), Barisal
3		Dr. Atiq Islam Pathan	Director, NAEM, Ministry of Education
4	Bhutan	Mrs. Ngawang Phuntsho	Assistant Professor, Paro College of Education, Royal University of Bhutan
5		Mr. Pema Drukpa	Lecturer, Samtse College of Education
6		Mr. Ransingh Tamang	Lecturer, Samtse College of Education
7	India	Professor Ashok K. Srivastava	Dean (Research) and Head, Department of Educational Psychology and Foundations of Education, NCERT
8		Professor B.N. Panda	Professor of Education and Dean, Research in the Regional Institute of Education, NCERT
9		Professor Amba Datt Tewari	Professor and Head, Educational Survey Division, NCERT
10	Maldives	Ms. Aniyath Ali	Education Development Officer Coordinator, Head of School of Research and Development, National Institute of Education, Ministry of Education
11		Ms. Soodha	Education Development Officer Coordinator, National Institute of Education, Ministry of Education
12		Mr. Ahmed Abdhulla	Principal, Kinbidhoo School
13	Nepal	Mr. Prakash Maharjan	Senior Instructor, Educational Training Centre Kathmandu, Nepal
14		Mr. Purna Bahadur Achhami	Senior Instructor, Educational Training Centre Rukum, Nepal
15		Mr. Shankar Adhikari	Technical Officer, National Centre for Educational Development Centre
16	Sri Lanka	Mr. P.M.M. Aruna Bandara	Senior Lecturer, National Institute of Education
17		Mrs. K.M.R.R.N. Seetha Kumari	Vice President, Mahaweli National College of Education
18		Ms. U.A. Edirisinghe	Teacher Training College, Gampola

2> 1-Day National Workshop for Indian Teachers: Integrating GCED into the curriculum and teaching practices

NO.	NAME	DESIGNATION
1	Mrs. Sulekha Ram	Assistant Professor, Bhavan's Leelavati Munshi College of Education
2	Ms. Kiran Seth	HoD (Mathematics), Amity International School
3	Ms. Jyoti Pandey,	Post Graduate Teacher (PGT) (Mathematics), KV, JNU Campus
4	Mr. Udai Saroj Agrawal	Trained Graduate Teacher (TGT) (Social Studies), KV, JNU Campus
5	Dr. Indu Dahiya	Assistant Professor Bhavan's Leelavati Munshi College of Education
6	Mrs. Abha Malik	PGT (Political Science), Head Mistress of Middle Section, Sanskriti School
7	Mrs. Vijaya Lakshmi	PGT (Political Science), Vice-Principal Green Fields School
8	Mr. Hafeezuddin	PGT (Political Science), Navyug Senior Secondary School
9	Dr. Ajay Kumar Jha	Lecturer (History)
10	Ms. Anjali Roy	PGT (History), Academic Coordinator South Delhi Public School
11	Ms. Parul Sahai	PGT (History) Banyan Tree School
12	Mr. Krishna Ranjan	PGT (History)
13	Mrs. R. Arumuga Vadivoo	TGT (Science), Delhi Tamil Education Association (DTEA)
14	Dr. Sarmistha Sarma	Associate Professor (Marketing) Institute of Innovation in Technology and Management (IITM)
15	Mrs. Pushpanjali Bhagat	PGT (Biology), JNV Pathankot IV/16, NCERT Campus
16	Mrs. Sarita Chawla	TGT (Science) Apeejay School
17	Ms. Kritika Chugh	TGT (Mathematics) Apeejay School
18	Ms. Anupama Chand	In-charge of Primary Gyan Bharti School
19	Mr. Rahul Sofat	Lecturer (Mathematics) Air Force Golden Jubilee Institute
20	Ms. Punam Rani	PGT (Mathematics)
21	Ms. Ekta Sachdeva	TGT (Mathematics) Lotus Valley International School

22	Ms. Purnima Jain	PGT (Mathematics)
23	Mrs. Annice Thomas Mandal	PGT (History) Vidya School
24	Ms. Ariana Abadian Heifetz	Director, Social Emotional Learning Heritage Xperiential Learning School
25	Mrs. Medha Scott	PGT (Political Science) Sanskriti School
26	Mrs. Pradeepa P.	TGT (Social Studies) Delhi Tamil Education Association (DTEA)
27	Ms. Shyda Rana	Senior Faculty Faculty Development and Research Centre (FDRC)
28	Mr. Sunil Dutt Sharma	Lecturer (Geography) Government Boys Senior Secondary School
29	Mr. Om Prakash Yadav	Lecturer (Political Science)
30	Dr. Anamika	Former Assistant Professor, Faculty of Education, University of Delh
31	Dr. Kanchan Jain	Principal Government Girls Senior Secondary School
32	Mrs. Vidula Dundy	Head Mistress, Navyug School
33	Mrs. Sanjana Munjal	Head Mistress, Navyug School
34	Dr. (Smt.) Indu Khetarpal	Principal Salwan Public School
35	Ms. Preeti Puri	PGT, Resource Centre In-charge Bluebells School International
36	Mrs. N. Nisha	TGT (Social Studies) Kerala Education Society Sr. Sec. School
37	Mr. Datla Hari Varma	Director Harijan Sevak Sangh Delhi Teacher Training Coordinator (VITAL)
38	Ms. Sonia Luthra	Principal ASN Senior Secondary School

Part Two

Training Workshops on Introduction and Awareness of GCED in Kabul for Teachers of Secondary Schools

- A. Overview
- B. Workshop Sessions
- C. Annex

Workshop Details

Background

ACPEIU has offered various opportunities for Afghanistan educators to participate in APCEIU's GCED workshops held in the Republic of Korea. With the workshop experiences, some of the Afghanistan alumni collaboratively proposed their action plans to APCEIU for implementation of the GCED workshop. And this year, as part of 2018 Sub-regional Workshop in South Asia, considering the urgent need of securing a more just, peaceful, and inclusive future in Afghanistan, APCEIU provided a platform where local educators could meet and learn about the value of GCED and enhance their capacities to implement the transformative education initiatives.

In recognition of lack of resources as well as concepts of GCED in education sector of Afghanistan, APCEIU and ANCU co-organized a series of training workshops titled "Training Workshops on Introduction and Awareness of GCED in Kabul for Teachers of Secondary Schools (hereinafter, Training Workshops on GCED in Kabul)".

The workshops focused on GCED themes such as human rights and girls' education to promote changes in attitude, behavior and humanity of its people. In this regard, the target group was narrowed down to secondary school teachers who have direct influence on the knowledge, skills and attitudes and behavior of the students who are representing their families and societies.

Objectives

1. To increase awareness of teachers on the key concepts and principles of GCED.
2. To improve participants' practical skills to design and implement GCED on their work environment and tailored to the local contexts.
3. Capacity-building of the teachers regarding global citizenship, cultural diversity, peace and prosperity, gender equality and human rights

Topics covered during the workshop

- Introduction to GCED
- GCED practices in Afghanistan and its implementation at local level
- Human rights/ international law
- Gender equality
- Girls' education

Participants

- **Number of Participants:** Total 90 participants (30 participants at each programme)
- **Target group:** Secondary school teachers in Kabul

Dates

3-days per programme (3 identical programmes in total)

1. 15-17 October, 2018 (Mon. – Wed.)
2. 22-24 October, 2018 (Mon. – Wed.)
3. 29-31 October, 2018 (Mon. – Wed.)

Venue

Kabul Teachers' Training Institute, Afghanistan

Organizers and Monitoring

- **Local organizer and implementer:** ANCU
- **Co-organizer and sponsor:** APCEIU
- **Monitoring:** Ministry of Education (MoE), Afghanistan

Afghanistan Alumni who planned and organized the workshops in Kabul

Name	Affiliation	APCEIU's GCED Workshop (Year)
Mr. Hayatullah Mehryar	Head of Social Science Department, ANCU	UNESCO/KOICA Joint Fellowship Programme (2014)
Mr. Abdul Basit Hasif	English Lecturer, Sayed Jmaluddin Teacher Training College	15 th Asia-Pacific Training Workshop on EIU (2015)
Mr. Samir Asir	Protocol Manager, International and Cultural Department, MoE	UNESCO/KOICA Joint Fellowship Programme (2017)
Mr. Naqibullah Meranai	Academic Member, TED (Teacher Education Department), MoE	18 th Asia-Pacific Training Workshop on EIU (2018)
Ms. Marzia Mohammadi	Academic Member, TED, MoE	3 rd Global Capacity-Building Workshop on GCED (2018)

Workshop Schedule

Time	Details	Person in Charge
First Day: Introduction to GCED and its implementation in local contexts		
09:00-09:25	Registration and Holy Quran	
09:25-09:40	Welcome remarks	Secretary general of ANCU Mr. Mohammad Shakir Habibyar
09:40-10:00	Presentation on UNESCO and APCEIU	ANCU program officer Mr. Usman samin
10:00-10:20	Lecture on SDGs	Focal point of SDGs at MoE
10:20-10:30	Tea break	
10:30-11:50	[Lecture] Lecture on GCED: background, concepts and contents	Head of Social Science Department ANCU, Mr. Hayatullah Mehryar
11:50-12:05	[individual] Question and answers, activities	Mr. Mehryar [Participants]
12:05-13:10	Lunch	
13:10-13:45	Watch Video activities	TED Trainer, Mr. Abdul basit Hasif
13:45-14:45	[Workshop] Workshop on GCED: its implication in local contexts	Mr. Abdul basit Hasif Mr. Mehryar
14:45-15:15	Cercal learning	
Second Day: Human rights		
09:00-10:10	Lecture on Human Rights: history and key concepts in context of GCED	Mr. Rasuldad Poia from MoE – International Relation Department
10:10-10:20	[individual] Sharing the ideas human rights/ activities	
10:20-10:30	Break	
10:30-12:00	[Workshop] Workshop/Seminar on issues of human rights in the context of Afghanistan - Answer and questions	Represent of Human Rights Independent commission Mr. Baz Mohammad Amozgar
12:00-13:10	Lunch	
13:10-13:35	Watching video/ activities	Mr. Samir Asir
13:35-15:15	[Workshop] Workshop on how education should address human rights issues and the role of teachers (with activities)	TED trainer, Mr. Naqibullah Meranai
15:15-15:30	[individual] Sharing the ideas	

Time	Details	Person in Charge
Third Day: Girls education		
09:00-10:00	[Lecture] Lecture on Girls education in context of gender equality and SDGs	Teacher from Katib University, Dr. Abdul Aziz Danish,
10:00-10:10	Break	
10:10-10:30	Sharing teachers experiences/ activities	
10:30-12:00	[Workshop] Workshop/Seminar on issues of girls education and understanding of right to education as basic human rights - Discussion	Representative from Gender department- MoE
12:00-13:10	Lunch	
13:10-13:40	Watching video/ Activities	Mr. Samir Asir
13:40-14:40	[Action Plan] Developing Action Plans	Ms. Marzia Mohammade TED department of MoE and Mr. Samir Asir
14:40-15:00	Learning cercal	
15:00-15:30	Closing ceremony and appreciation	ANCU staffs

Overall Session Summaries

ANCU implemented the GCED workshop training in three batches covering total 90 teachers of secondary schools in Kabul. In every batch, the 3-day programme focused on GCED themes including human rights and girls' education to enable teachers to be familiar with the themes and practices of GCED in the local context. The workshops were organized in a series with three batches so that all participants could participate and be actively involved in the workshops. Sessions in a day started from introducing concepts, continued with exercises and ended up with reflection and synthesis. Also, it is noteworthy that some of the experienced trainers from ANCU were composed of old participants of APCEIU's GCED workshops organized in the Republic of Korea.

In every programme, the first day focused on understanding the key concepts of GCED and its implementation in local contexts. In the morning, sessions provided introduction to UNESCO and APCEIU as well as the global agenda for 2030 that is SDGs. By focusing on the introduction to background, concepts and main themes of GCED, participants could understand the importance of GCED in developing knowledge, skills, values and attitudes to equip learners for a better future and to respond to current needs. With this background, the afternoon sessions were facilitated by trainers from Teachers Education Department (TED) who provided participants with opportunities to discuss how GCED can be understood and implemented in local contexts. By sharing opportunities and challenges to implement GCED in schools, participants could develop their capacities to integrate GCED in their classes.

On the second day, experts from International and Cultural Relations Department of MoE presented on history, key concepts, importance of Human Rights in contexts of GCED. Human rights sessions explained the Universal Declaration of Human Rights and its challenges and gaps in countries, especially in the context of Afghanistan. In the afternoon trainer from Teacher Education Department (TED) presented their presentation on how education should address human rights issues. Through sharing ideas and brainstorming, participants discussed what teachers should do to promote human rights.

The third day focused on girls' education and action plan development for future implementation. An expert from Katib University gave a lecture on girls' education in context of gender equality and SDGs. Then a representative from Gender Department from MoE implemented a workshop on issues of girls' education and understanding of access to education as basic component of human rights. Then participants had a session on developing their own action plans. By reflecting on what they have learnt through 3-day training they analyzed opportunities and challenges to implement GCED in their teaching environment and developed action plans to integrate GCED in their school or class curriculum.

At the end of the workshop, participants were able to build their capacities as following:

- Strengthening and understanding of interdependency and interconnectivity among people, cultures at the local and global levels,
- Respect to cultural diversity, values and cultural heritage of Afghanistan and cooperation with others,
- The growth of creative and critical thinking, respect for human rights and democracy, tolerance as well as responsible action in all areas of life.

Moreover, a survey was conducted by ANCU at the end of the workshop to evaluate opinion of participants on GCED and effectiveness of the workshop. As a result of survey, participants showed high satisfaction about the GCED themes (human rights and girls' education) covered during the workshop and about the workshop implementation. Also, participants committed to share their experiences with other teachers and students to disseminate GCED in their region.

ANCU staffs of the workshop strongly believe that GCED programmes will promote knowledge, skills, and attitudes and values of all teachers and students. This in turn will result in strengthening morals, unity, respect for human rights and democracy, tolerance, peace and stability, and eradicating poverty and violence in Afghanistan. With these believes and feedback from the participants, ANCU will continue to support and build the capacity of teachers in Afghanistan.

Photos



List of Participants

First Batch (15-17 October, 2018)			
No.	Name	F/ Name	Name of Schools
1	Mr. Abdul Karim	Qurban Ali	Sayed Shohada
2	Ms. Sima	Ahmad Ali	Asif Mael
3	Ms. Zarina	Edmohammad	Artiqa
4	Ms. Adial	Khodada	Kanishka
5	Ms. Suria	Ghawsuddin	Takamol
6	Mr. Jawidullah	Gholam Mohammad	Arshad
7	Ms. Arifa	Gol hasan	Zainab Kobra
8	Ms. Zahra	Habib rahman	Chehil Dokhtaran
9	Ms. Majgan	Gol afghan	Golkhana
10	Mr. Surosh seper	Fada mohammad	Marifat
11	Ms. Sakina	Sayed nabi	Ghazi
12	Ms. Nelofar	Abdul wahid	Habibya
13	Ms. Nasrin	Ahmad shah	Alawodin
14	Ms. Friba	Mohammad asif	Soria
15	Ms. Zarifa	Qambar	Mostaghni
16	Mr. Mo Arif	Mo Ashiq	khoshalkhan
17	Ms. Anila	Nasrullah	Dost mohammad khan
18	Ms. Shogofa	Barat ali	Abdur Rahim Shaheed
19	Mr. Abdul Mojeeb	Amir gol	Jamal Mena
20	Ms. Amina	Payenda	Neswan Sofi
21	Ms. Sima	Mo aslam	Abul Qasim ferdawsi
22	Ms. Laila	Mo Mahdi	Malaka Suray ya
23	Ms. Nadera	Gholam mahyodding	Totia
24	Ms. Asra	Sayed rahman	Abdurrahman Pajwak
25	Ms. Keshwar	Kalbi hossain	Speen Kalay
26	Ms. Fahima	Abdur rahma	Fazel Big
27	Ms. Arifa	Samad	Manawchery
28	Ms. Samira	Mo Hakim	Sayed noor mohammad shah
29	Ms. Karima	Barat ali	Ghazi Ayub
30	Mr. Meramay	Anzer gol	Afghan-Turk

Second Batch (22-24 October, 2018)			
No.	Name	F/ Name	Name of Schools
1	Mr. Sabir	Murad ali	Sayed Shohada
2	Ms. Razia	Qurban ali	Asif Mael
3	Ms. zahra	Moh Hossain	Artiqa
4	Mr. Zaki	Ali	Kanishka
5	Ms. Freshta	Soltan Ali	Takamol
6	Ms. Arifa	Mohammad	Arshad
7	Mr. Frotan	Abdu nabi	Zainab Kobra
8	Ms. Shakila	Abdul wahid	Chehil Dokhtaran
9	Ms. Roqaia	Salim	Golkhana
10	Mr. jamshed	Khodadad	Marifat
11	Mr. Mo Nazer	Merza mohammad	Ghazi
12	Mr. Noor mohammad	Khab mohammad	Habibya
13	Mr. Elyas	Gol mohammad	Alawodin
14	Mr. Ahmad Karim	Ahmad Akbar	Soria
15	Mr. Anisul haq	Habib rahman	Mostaghni
16	Mr. Khan Pacha	Juma gol	khoshalkhan
17	Ms. Shaima	Moh Eshaq	Dost mohammad khan
18	Mr. liaqat ali	Salman Ali	Abdur Rahim Shaheed
19	Mr. Saed	Mo Nawed	Jamal Mena
20	Ms. Samina	Usman	Neswan Sofi
21	Ms. Momena	Waly mohammad	Abul Qasim ferdawsi
22	Mr. Mo Asghar	Mo Akbar	Malaka Suray ya
23	Ms. Boshra	Habib rahman	Totia
24	Ms. Kobra	Habib rahman	Abdurrahman Pajwak
25	Ms. Aqila	Abdu shokor	Speen Kalay
26	Mr. Humayon	Merabudin	Fazel Big
27	Ms. Mah rukh	Khan Gol	Manawchery
28	Mr. Zekrullah	Gholam mohammad	Sayeed noor mohammad shah
29	Ms. Halima	Sayed alam	Ghazi Ayub
30	Mr. Abubakr	Qazi Alim	Afghan-Turk

Third Batch (29-31 October, 2018)			
No.	Name	F/ Name	Name of Schools
1	Mr. Abdullah	Mo Juma	Sayed Shohada
2	Ms. Tahira	Mo Zahir	Asif Mael
3	Mr. Tahir	Mo Husain	Artiqa
4	Mr. Khodadad	Mo Ali	Kanishka
5	Mr. Ali Ahmad	Liaqat Ali	Takamol
6	Ms. Fatima	Abdurrahim	Arshad
7	Ms. Hawa Gul	Ali Reza	Zainab Kobra
8	Mr. Naqibullah	Mo Ebrahim	Chehil Dokhtaran
9	Mr. Noo Eslam	Sherjan	Golkhana
10	Mr. Nadir	Mo Ali	Marifat
11	Mr. Nazifullah	Zala Jan	Ghazi
12	Mr. Hakim Allah	Hayatullah	Habibya
13	Ms. Saman	Mir Rahman	Alawodin
14	Mr. Mo Akram	Noor Alam	Soria
15	Mr. Mo Nabi	Abdul Basir	Mostaghni
16	Ms. Mahira	Mo Faruq	khoshalkhan
17	Ms. Metra	Nasratullah	Dost mohammad khan
18	Mr. Mo Hussain	Abdul Hussain	Abdur Rahim Shaheed
19	Ms. Frishta	Barat Ali	Jamal Mena
20	Ms. Friba	Abdul Ghafar	Neswan Sofi
21	Ms. Zahira	Mir Ahmad Ali	Abul Qasim ferdawsi
22	Ms. Nilab	Zahir shah	Malaka Suray ya
23	Ms. Mursal	Mo Nasim	Totia
24	Ms. Shaima	Gholam Haidar	Abdurrahman Pajwak
25	Ms. Reta	Emamuddin	Speen Kalay
26	Mr. Rohullah	Mo Bakhsh	Fazel Big
27	Mr. Mo Ashaq	Paiwand Ali	Manawchery
28	Mr. Abdullah	Mo Usman	Sayeed noor mohammad shah
29	Ms. Kamila	Fazl Mubin	Ghazi Ayub
30	Ms. Jahan Ara	Mo Ayaz	Afghan-Turk

Final Report of the Sub-regional on SDG 4.7 and GCED in South Asia

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2018

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