18TH
ASIA-PACIFIC
Training Workshop
on EIU

20-28 July 2018
Seoul & Inje
Republic of Korea

APCEIU

ABOUT 18TH APTW

In an increasingly interconnected and interdependent world we live in today, teaching universal values and fostering global citizenship among learners at all age is more important than ever. Teachers play a central role in preparing learners to become responsible and active global citizens to ensure a more peaceful and sustainable future. Recognizing the significant role of teachers and teacher educators as agents of change for better tomorrow for all, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has offered various capacity-building programmes for educators.

As a flagship capacity-building programme of the Centre, the Asia-Pacific Training Workshop on EIU (APTW) was organized annually since its establishment in 2001, having trained over 500 key teacher educators in the Asia-Pacific region. The Workshop offers a unique training opportunity for the participants to understand the transformative educational initiatives such as Education for International Understanding (EIU) and Global Citizenship Education (GCED) within the context of Sustainable Development Goals (SDGs). Designed as a Training of Trainers (TOT), the Workshop not only focuses on the substantive themes and issues of EIU and GCED, but on enhancing training expertise of the participants that can maximize the impact of the training in the region.

Objectives

- To deepen the participants' knowledge of key concepts and themes of EIU/GCED
- To reorient the participants' perspectives towards a Culture of Peace and global citizenship through critical and reflective analysis of current educational issues
- To strengthen the participants' practical skills to design and implement EIU/GCED programme tailored to their respective local context

Date & Venue

- Date: Friday, 20 July - Saturday, 28 July 2018 (9 days)
- Venue: Seoul and Inje (Gangwon Province), Republic of Korea

Organizer & Sponsor

- Organizer: Asia-Pacific Centre of Education for International Understanding (APCEIU)
- Sponsor: Ministry of Education of the Republic of Korea

Main Components

| Sessions | Lectures introducing EIU/GCED and its key issue areas as well as pedagogical approaches, participatory and interactive workshops, in-depth seminars, engaging dialogues, and small group activities |

| Field Visits | Field trip to Ra Café Gallery and DMZ Peace-Life Valley to explore in depth the issues of peace and sustainability |

| Action Planning | Involvement in the process of planning and designing GCED training programmes tailored to the participants' local context |

| Reflection & Synthesis | Time for recapping the learning points of the past sessions by sharing reflections with participants and facilitators, and linking them across different sessions |

| Cultural Exchange | Opportunities for participants to build a sense of community among themselves while sharing cultural elements and insights with one another |

Programme Structure

The Workshop has been structured in three main segments in accordance with the Workshop's goals and objectives.

Transformative Education to Foster Global Citizenship

Teach to Transform: Innovative Approaches & Methodologies of GCED

Act for Change: Action Planning

PARTICIPANTS

27 Professionals in the field of teacher education
from 21 UNESCO Member States in the Asia-Pacific region

Naqibullah Meranai *Afghanistan*

Syed Md Golam Faruk *Bangladesh*

Mohammad Abdul Wasim *Bangladesh*

Sonam Tshewang *Bhutan*

Noorhayati Cynthia Abdullah *Brunei Darussalam*

Chutema Meas *Cambodia*

Sophal Ti *Cambodia*

Lijuan Fan *China*

Jiao Liu *China*

Kh Samuel Poumai *India*

Ovais Sultan Khan *India*

Wahid Yunianto *Indonesia*

Tewira Tune *Kiribati*

Aelita Zholchieva *Kyrgyzstan*

Santi Vongphothong *Laos*

Wei Meng Foo *Malaysia*

Suraya Norin Ismail *Malaysia*

Aminath Mohamed *Maldives*

Altan-avdar Ireedui *Mongolia*

Su Mon Oo *Myanmar*

Maria Theresa Pelones *Philippines*

Ralger Jr. Jocson *Philippines*

Selvathi Sambasivam *Singapore*

Dulani Pushpanjali Kumari
Rathnayake Mudiyanselage *Sri Lanka*

Francisco Barreto *Timor-Leste*

Po'alo'l Poliana Fa'oliu Havea *Tonga*

Thi Hang Le *Vietnam*

4 Participants
from UNESCO-UNITWIN Member Institutions

Jiyoung Shim *Republic of Korea*

Cheng Keat Oo *Malaysia*

Dulmaa Dagvadash *Mongolia*

Hai Dang Dang *Vietnam*

UNESCO-UNITWIN Network on Sharing Knowledge and Experiences of Distance Education in Higher Education is a group of institutions that put emphasis on providing quality education through online and distance learning. There are 5 institutions that are members of the Network: Korea National Open University (KNOU), Hanoi Open University (HOU), Mongolian University of Science and Technology (MUST), Open University Malaysia (OUM) and APCEIU.

The collaborative project aims to diversity e-learning contents by developing a collaborative course on GCED with lectures from each member institution and to train lecturers who can disseminate and promote GCED at their regional and national level.

FACILITATORS & SPEAKERS

Toh Swee-Hin

*Professor Emeritus
University of Alberta*

Lea L. Espallardo

*Resident Senior
Artist-Teacher
Philippine Educational
Theater Association*

Janet Pillai

*President
Arts ED*

Jeff Plantilla

*Chief Researcher
HURIGHTS OSAKA*

Daehoon Lee (Francis)

*Research Professor
Sungkonghoe University*
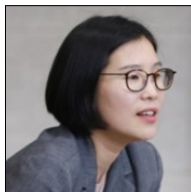
Sung Hun Chung

*Director
DMZ Peace-Life Valley*

Soon-Yong Pak

*Professor
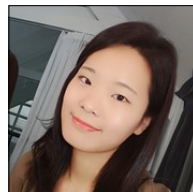Yonsei University*

COORDINATING TEAM

Office of Education and Training
Asia-Pacific Centre of Education for International Understanding

Jihong Lee

Head

Min Ji Kim
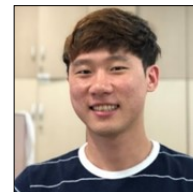
*Assistant
Programme
Specialist*

Hansol Yang

*Programme
Assistant*

Margaret Hong

Intern

Jae Min Hwang

Intern

PROGRAMME SCHEDULE

9 days, from Friday, 20 July to Saturday, 29 July 2018

Day 1, 20 July

Warm-up & Team Building

Workshop Orientation

Introduction to GCED
in the Context of SDGs

Rethinking Education:
GCED as New Vision for Education

Action Plan Development

Day 2, 21 July

Pedagogical Principles of GCED:
Education to Transform

Glocal Justice, Peacebuilding &
Education for Global/Local Justice

Cultural Diversity &
Intercultural Understanding

Day 3, 22 July

Action Plan Development

Understanding Human Rights
in the Context of GCED

Photo Exhibition:
"Great Return March in Palestine"

Day 4, 23 July

Eco Justice: GCED and ESD

Gallery Walk

Gender Equality as a Shared
Vision for Social Justice

Day 5, 24 July

Introduction to
DMZ Peace-Life Valley

Community-Based Approach
to GCED

Visit to Local Community
& Dialogue with Community
Members

Day 6, 25 July

Visit to Eulji Observatory
& 4th Underground Tunnel

War, Division and
Conflict Resolution

Interfaith Dialogue towards
a Culture of Peace

Day 7, 26 July

Dialogue with
Director of DMZ Peace-Life Valley

Democratic Dialogism
and Communication

Transformative Pedagogy
of GCED (*reflective session*)

Day 8, 27 July

Sharing Experience from
Korean GCED Lead Teachers

Concurrent Session:
Tips for Trainers

Action Plan Development

Day 9, 28 July

Action Plan Presentation

Final Reflection & Synthesis

Closing

Introduction to GCED in the Context of SDGs
by Lea Espallardo, Janet Pillai & Jeff Plantilla

This session was organized in order to first learn from the participants on their own understanding of Global Citizenship Education (GCED) and to help them expand their learning based on the initial discussions. Conducted in the format of *World Café*, participants freely gave their thoughts on how they perceive three most crucial topics to the Workshop: Sustainable Development Goals (SDGs), Global Citizenship Education (GCED) and how they were articulated in their country's educational context.

The groups then convened in the UNESCO Hall for a plenary session where each group was asked to present a summary and the highlight of the discussion. Diverse issues have been dealt with, ranging from the most relevant SDG in their country's context to how to define a global citizen. The questions asked and issues raised helped participants to locate their positions in terms of understanding GCED and SDGs and set the right starting point for the entire Workshop.

Rethinking Education: GCED as New Vision for Education
by Soon-Yong Pak

Professor Pak's session aimed to give the participants a general understanding of the conceptual and practical meaning of GCED. He started off his session by first explaining the genealogy of GCED as he further dove into discussing the background to which it emerged as a new educational agenda. He reiterated that the increased complexity and contradictions in our world today have brought to our attention the role and relevance of our educational system, and the need to respond to the rapidly changing society through envisioning an educational system that not only focuses on the attainment of knowledge and skills but also on how to value life and bring about social cohesion.

In all, Professor Pak emphasized that GCED must be understood as a civic duty. It must allow people to make realistic changes based on volunteerism since forcing people to change will not let them understand its importance. At the same time, he mentioned that acknowledging local differences, historical contexts, and economic situations is necessary, and that GCED is a type of experiential learning that permeates all subject areas to be influential.

Glocal Justice, Peacebuilding
& Education for Global/Local Justice
by Toh-Swee Hin

The session aimed to provide participants with a critical understanding of the interconnections between glocal *(global/local)* justice and GCED. Emphasis was placed on clarifying the dominant and alternative paradigms of development and globalization and the root causes of structural violence against marginalized groups in the process of unequal development.

The session began with a talk show where participants were assigned to 8 groups representing a different stakeholder to an economic/social issue. The groups representing the marginalized sector reflected on their realities and proposed solutions to overcome their marginalization while groups representing governmental, intergovernmental and non-government agencies and organizations proposed development strategies to the same issue. The role-play setting allowed the participants to explore the key concepts of structural violence and the causes underpinning the symptoms of poverty and hunger especially in the developing societies.

The session continued with a debriefing and a synthesis where Dr. Toh led a dialogue on issues and perspectives of the various actors in the role-play setting, and key issues, concept and perspectives on the theme of education for glocal justice and its relevance to GCED has been identified. Participants had opportunities to share exemplars of how themes of GCED are already integrated in their curricula and to brainstorm on the role of global citizens as advocates for glocal justice.

[Key Issu

Understanding Human Rights
in the Context of GCED
by Jeff Plantilla

At the beginning of the session, all participants were given time to share how the term 'human rights' is used in their own language, which helped them to understand how the concept is articulated in their own culture. Then several videos were viewed to let the participants brainstorm about the concept of human rights. Mr. Jeff Plantilla explained that many of the things we find common today carry a significant history, as in the case of Flamenco dance shown in one of the videos which represent a history of discrimination and suffering.

The discussion deepened as participants dove into the context of human rights, their principles, standards and application in relation to GCED. Universal Declaration of Human Rights (UDHR) has been dealt as the basic standards to how human rights are defined. Mr. Plantilla highlighted that human is entitled to the right to freedom, consciousness, dignity, respect, equality, and tolerance, meaning that human rights are relational and are fulfilled in the context of others, in order to reiterate once more the linkage between human rights to the GCED goals and components.

The session ended with the discussion on how human rights in the context of GCED can be effectively taught and learned in the school system.

Cultural Diversity & Intercultural Understanding
by Janet Pillai & Toh Swee-Hin

The session provided participants with an opportunity to examine the meaning of culture, cultural identity and the need to respect the diversity and differences, cultural diversity and why it occurs among humanity.

The first part was led by Ms. Janet Pillai with a game. Three large papers were placed on the floor to represent a specific identity, and participants were told to stand on the paper that they identified with. Participants wrote their opinions or stereotypes that they had about each identity group and placed them beside the paper they stood. Through the game, participants were able to identify commonalities and differences and how these play pivotal role in defining and shaping our identity as individuals, groups and global citizens. Bearing in mind the differences in identity and culture, Ms. Pillai explained competencies (cognitive, socio-emotional, and behavioral) required to deal with cultural diversity.

Then the second part, facilitated by Dr. Toh, explained how various dimensions of culture and intercultural relationships can either promote conflicts or help resolve them involving people representing different cultural identities. Ways of incorporating the notion into one's teaching has been examined as well to discuss on how education can foster global citizens committed to cultural diversity that promotes peaceful communities and societies.

ie Areas]

Gender Equality as a Shared Vision for Social Justice
by Jeff Plantilla & Janet Pillai

As both Mr. Plantilla and Ms. Pillai arranged the participants so that an equal number of males and females sit together in groups, they watched few videos where gender stereotypes have been dealt with. Then in groups, they delegated on any interactions or characteristics from the video that they would like to point out. Participants also shared the cases in their home countries, drawing upon their own experiences and reflecting upon how different forms of gender discrimination are prevalent in their everyday lives.

The facilitators then segwayed into the session's second activity on how to address and promote gender equality in the educational system, delving into relevant topics including institutional policy, workplace culture, educational initiatives in curriculum and school activities as well as pedagogical initiatives.

Lastly, the facilitators reminded the participants to not focus only on the change at the global level, but also changes happening at the local level. Especially it was recommended for the participants to be conscious of how notions of gender equality can be infused to their local activities and teachings.

Eco Justice: GCED and ESD
by Toh Swee-Hin

A mural drawing activity first set the scene for the session on eco-justice. The participants were divided into three groups where each group represented an environmental setting: water, land and air. In their groups, they were first asked to brainstorm on the symptoms and causes of an environmental problem under each setting, and express their discussions in a form of a mural.

After the activity, Dr. Toh continued to talk about the seriousness of the ecological crisis that the humankind is currently facing and exerted his points that paradigm shift is needed so that the problems are acknowledged and sustainable development is pursued. Strategies and solutions to overcome the environmental problems have been also suggested and the actions taken by the international community to address the issues. The topic then was narrowed down to our duties and responsibilities to act in order to help solve the ecological crisis together as inhabitants of the planet.

The session ended with an emphasis put on Education for Sustainable Development (ESD) which plays a crucial role in helping people acquire necessary knowledge, skills and attitudes as well as the values for a sustainable future.

[Key Issu

Interfaith Dialogue
towards a Culture of Peace
by Toh Swee-Hin

The session began with a prayer from the interfaith panel with one participant representing one religion: Hinduism, Buddhism, Christianity, Islam, and Humanism. They took turns to introduce important concepts and other relevant issues that will help enhance the understanding of each religion. Based on the talks given by the panelists, Dr. Toh opened up the forum to the floor so that all participants can freely exchange their opinions about faith and religion, with discussions on diverse topics such as the role of religion in fostering social cohesion as well as current religious conflicts.

Dr. Toh then took over the floor where he briefed the participants on the mergence and growth of interfaith dialogue at local, national and global levels that is contributing to the building of culture of peace. Various faith-based initiatives have also been highlighted to give examples on how these movements are helping to transcend common and widespread perception that religions/faiths foster extremism and violence.

He wrapped up the session by addressing the need for interfaith dialogues. He mentioned that it is important to know that there are common values among different religions, and these common values and ideas come together to build a peaceful world and foster a culture of peace.

War, Division and Conflict Resolution
by Francis Daehoon Lee

Mr. Francis Daehoon Lee started his session by introducing short chronology of the Korean history. He briefed the contemporary history of Korea which begins after the Korean War in 1960s, including the industrialization and democratization of the country and also the relationship between two Koreas as of now. After giving the participants information on the historical context, he continued to talk more about the current situation in Korea and the impact that the Korean War had in regards to shaping various conflicts that the Korean society suffers. Various topics, including issues of democracy, human rights, class structure, welfare, gender equality and nationalism have been covered.

He lastly introduced the process of conflict analysis and conflict resolution. Elaborating on the methods of analysis, he pointed out that it is necessary to first map out the conflict through thorough analysis of the problem and then find the solutions based on the findings. The session enabled the participants to further break down the conflicts that are relevant to their own context and locate the structural causes as well as the actors of the problem.

ie Areas]

Pedagogical Principles of GCED: Education to Transform
by Lea Espallardo

The session aimed to introduce innovative pedagogical approaches used to foster GCED in classrooms. Ms. Espallardo not only explained the core elements of GCED pedagogy, but also conducted various exercises so that participants are actively involved in learning environment to deeply understand transformative philosophy for teaching and learning in GCED. During the session, participants became fully aware of the need for the transformation of educational systems and GCED can complement and interconnect with existing fields and programmes of transformative education.

Then participants had opportunities to identify challenges to implement GCED in their own school or region. Recognizing these challenges, she elaborated on key changes that are required in our teaching practices. Those included role of teacher, balance of power, function of content, responsibilities of students in learning, and assessment strategies. She further explained the qualities of a good GCED facilitator by discussing six pedagogical principles of GCED. In this standpoint, participants agreed that transformative classrooms are where both the learners and educators become free and responsible, critical and creative, peace-loving and compassionate citizens of multi-diverse, multi-ethnic, and multicultural world.

[Transformati

Community-Based Approach to GCED
by Janet Pillai

The session was designed to help participants to understand community-based approach to GCED which locates the learning processes in an authentic community setting. Ms. Pillai explained that students must be actively engaged with the environment in this particular approach. She emphasized that it is different from the field trip because they are not just listeners, rather they become the researcher.

By asking a question to participants on the use of community learning in their teaching, she urged that community-based approach can be also found within the school context. Then she reiterated that curriculum needs to be changed gradually to move students from passive to active participants.

While all participants agreed that community-based approach is a suitable method for students to rehearse citizenship and attain knowledge and skills in GCED through 'doing,' existing difficulties were also discussed among participants such as concerns on workload and permission required from parents to go out of the classrooms.

The session concluded with a small activity where the participants devised a community-based project plan that incorporates both the school curriculum and GCED.

Democratic Dialogism and Communication
by Francis Daehoon Lee

Throughout the session, Mr. Francis Daehoon Lee introduced several activities to promote democratic values in communication. After the activities and games, participants and Mr. Lee exchanged their observation and reflected back upon what they just participated in. All the activities seemed simple but were carefully designed to promote democratic values based on the methods of communication.

After going through the series of activities, Mr. Lee summed up the session by stating that in order to foster global citizenship to students, it is very important to use a democratic communication method in the classrooms. He clarified that a great deal of respect and honor is shown through the ways of communication, again highlighting the importance of communication skills.

One last point discussed was that democratic communicating methods begin with sensitive observation between the partners. Once people develop the skill to observe one another in a very sensitive manner, it will become much easier to understand that our small behaviors and ways of communication influence and affect those around us.

ive Approach]

Transformative Pedagogy of GCED
(reflection session)
by Lea Espallardo

Based on the previous session on transformative pedagogy, this session was designed to reflect back upon different pedagogies used during the Workshop period and reiterate the importance of the delivery methods when conducting training workshops on GCED. Ms. Lea Espallardo opened up the session with a warm-up activity and then asked the participants to freely name some 'Moments of Transformation' during when they experienced a change within themselves. Various answers were given, ranging from names of the activities done during the Workshop to different themes and topics of GCED covered.

After hearing from the participants, Ms. Espallardo proceeded to point out the pedagogies that the facilitators themselves have used during the workshop and categorized them into eight different types. Having the participants go through each type of pedagogies used, it was possible to reflect back on not only the pedagogies themselves but also the overall Workshop programme in small segments as well as the effectiveness of each.

To wrap up the session, she went back to the six pedagogical principles that were mentioned during her first session on pedagogy given at the beginning of the Workshop, breaking down each principle and hearing from the participants on how each principle was experienced during the programme.

Joint Seminar

Sharing Experiences from Korean GCED Lead Teachers

by Korean GCED Lead Teacher's Association

Launched in 2015, GCED Lead Teachers is a government-led initiative that develops capacities of Korean teachers to sustainably promote GCED at local and national levels. Four teachers have shared their experiences under various topics: teachers' NGO on GCED, local-level policy and practices in Gyeonggi province, classroom-based GCED activities and running a school club on GCED.

The seminar was organized to give an opportunity to participants to learn from the Korean teachers on how to implement GCED at various levels. Participants were given the chance to take part in two presentations that intrigued them the most, and after hearing from the Korean teachers, each group were given time to interact, asking questions and sharing ideas on how to further promote GCED in their home countries.

[Special S

Dialogue with Director of DMZ Peace-Life Valley

by Chung Sung-Hun

With examples of current issues in Korea such as the 'Me-too' movement and waste management, Mr. Chung, the director of DMZ Peace-Life Valley focused on the causes of social problems that are prevalent not only in Korea but also all around the world. Adding on to this, he discussed the negative impacts that industrialization had on the country while referring to the rapid development history of Korea. He illustrated that this impacts not only the citizens that resides on the country but also citizens that are thousand kilometers away. Therefore, he urged that we need to respond to the changing civilization starting from the question of how we respect the things that surround us.

Lastly, participants and Mr. Chung shared ideas and experiences regarding respect, local and global issue such as materialistic poverty, involvement of local community, and coexistence between human being and nature. They all agreed that we should first alter the education system to promote self-sustainability. Finally, he noted if there is no discussion of fundamental problem between life and death it means there is no dialogue in the society which results in absence of dialogue for peace.

Concurrent Session: Tips for Trainers
Linking the Local Context to GCED Training
by Toh Swee-Hin & Janet Pillai

In order to give the participants practical knowledge on conducting a training workshop once they return home, two concurrent sessions were given under the title, "Linking the Local Context to GCED Training" and "To Become an Effective GCED Trainer."

The first concurrent session, led by Dr. Toh Swee-Hin and Ms. Janet Pillai, focused on bringing the local context into GCED as the participants try to implement their plans after the completion of the Workshop. During the session, the participants were asked to choose a country-specific and a timely topic that they would like to discuss about. Based on the chosen topic, they brainstormed on how to expand the initiative, moving from the classroom, then to the school, community, national-level and lastly the global level.

This session once again highlighted the relevance of linking the local societal context to GCED training, and the fact that GCED assists with understanding and acting on local issues in a global context.

Sessions]

Concurrent Session: Tips for Trainers
To Become an Effective GCED Trainer
by Jeff Plantilla & Lea Espallardo

The second concurrent session, led by Mr. Jeff Plantilla and Ms. Lea Espallardo, focused on identifying and discussing important components of an effective training on GCED. The facilitators first listened from the participants as they brainstormed on what they found to be the most important aspects when implementing a workshop on GCED. Divided into two groups, the participants wrote down their opinion on strips of paper based on what was acquired during the Workshop. These color papers were used to then decorate large sheets of paper which were later worn by a representative from each group, a creative pedagogy used to facilitate a workshop on GCED.

The session emphasized that training on GCED requires knowledge, skills and attitude that are appropriate to the concept of global citizenship and directed towards making the participants become conscious on the need to see global citizenship as an action-oriented education.

Photo Exhibition
"Great Return
March
in Palestine"

Ra Café Gallery

[Field

DMZ
Peace-Life
Valley

Visit to
Local Community
Inje Naetgang Village

Visits]

Eulji Observatory
& 4th Underground Tunnel

Throughout the Workshop, all participants were required to develop an action plan that they will work on once they return to their home countries. Based on their initial ideas which were submitted prior to the Workshop, the participants developed their plans utilizing the knowledge and skills gained under the guidance given to them by the mentors. On the last day of the Workshop, all participants shared the devised plans which will be the basis to what they will continue doing once they return home.

[Action Plan Development]

Process of Action Plan Development

Introduction to Action Planning	Mentoring Sessions	Final Presentation

- Understand action plan components
- Divide into mentoring groups based on topics

- Individual or group mentoring sessions
- Draft and revise action plans

- Share final action plans
- Receive feedback from other participants and facilitators

<Action Plan Template>

Title

Rationale

Justification: *Why are you doing this? What particular needs are you trying to address?*
Feasibility: *Do I have the authority in the institution to implement the project?*
Are resources available?
Integration: *Is it possible to integrate your project into your own system?*

Objectives

Target Audience
Desired Learning Outcomes

Components

Contents/Learning Units
Methodology/Activities
Resources/Materials Needed
Timeframe

Evaluation

Method: *formative, summative, qualitative or quantitative*

ACTION PLANS

List of action plans developed by the participants

Capacity Building of Afghan Teacher Educators to Integrate GCED in their Programs and Institutions Naqibullah Meranai *Afghanistan*

Training of Teachers-Coordinators in the ASPnet Schools in Bangladesh Mohammad Abdul Wasim *Bangladesh*

Orienting Teacher Trainers Towards GCED in General and Community Service Syd Md Golam Faruk *Bangladesh*

To Train Secondary Bhutanese Teachers on Integrating GCED in their Subject Areas Sonam Tshewang *Bhutan*

Capacity-Building Programme for TVET Teachers on GCED Noorhayati Cynthia Abdullah *Brunei Darussalam*

Integration of GCED in Grade 6 History Textbooks Sophal Ti *Cambodia*

Integration of GCED into Syllabus and Textbook for Grade 3 Chutema Meas *Cambodia*

Situation Mapping on Education for International Understanding of My School Jiao Liu *China*

GCED in Primary English Teaching Lijuan Fan *China*

Exploring our Cultural Diversity: From GCED Perspective Ovais Sultan Khan *India*

Reimagining Gender– Masculinity, Identity and Power Kh Samuel Poumai *India*

Integrating GCED in Mathematics Education Wahid Yunianto *Indonesia*

Kouben and Waste Management Tewira Tune *Kiribati*

Introducing GCED to Secondary Education Teachers using Transformative Pedagogical Approaches Aelita Zholchieva *Kyrgyzstan*

Capacity Building for Government Institutions on Peace and Global Citizenship Education Santi Vongphothong *Laos*

Transformative Pedagogy of GCED Wei Meng Foo *Malaysia*

Embedding GCED into Selected Curriculum through Project-Based Learning (PBL) Suraya Norin Ismail *Malaysia*

Enhancing Capacity of Primary School Teachers in Teaching the Concepts of Human Rights in National Curriculum Aminath Mohamed *Maldives*

Introducing GCED to English Language Teachers Altan-avdar Ireedui *Mongolia*

Introduction to GCED & Pedagogical Principles: A Training Workshop Su Mon Oo *Myanmar*

PEACsentials: Training of Trainers for Transformational Education using GCED Maria Theresa Pelones *Philippines*

Workshop on Global Citizenship Education (GCED) & its Connection to Education for Sustainable Development Ralger Jr. Jocson *Philippines*

Global Citizenship & National Identity Selvathi Sambasivam *Singapore*

Integrating GCED with ESL Activities Dulani Pushpanjali Kumari Rathnayake Mudiyanselage *Sri Lanka*

Training Teachers of Primary Schools and Junior High Schools to Integrate GCED in Selected Subject Areas Francisco Barreto *Timor-Leste*

Introducing GCED to the Teaching Staff of the Tonga Institute of Education (TIOE) Po'alo'I Poliana Fa'oliu Havea *Tonga*

Training Workshop for Vietnamese Teaching to Integrate GCED into K-12 Curriculum Le Thi Hang *Vietnam*

Development of a Collaborative Course in Global Citizenship Education under the Framework of UNESCO UNITWIN Network
Jiyoung Shim *Korea,* Cheng Keat Oo *Malaysia,* Dulmaa Dagvadash *Mongolia* and Hai Dang Dang *Vietnam*

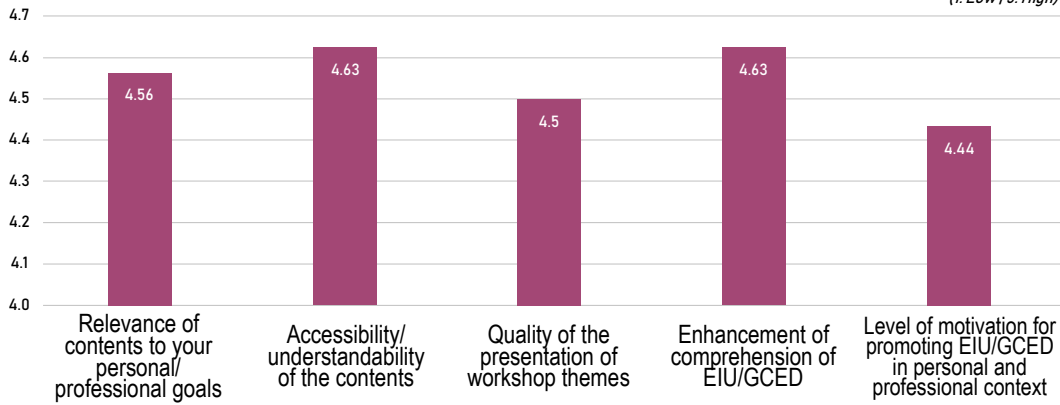**Syllabus / Curriculum Infusion**

Training Workshop

GCED Themes & Pedagogy

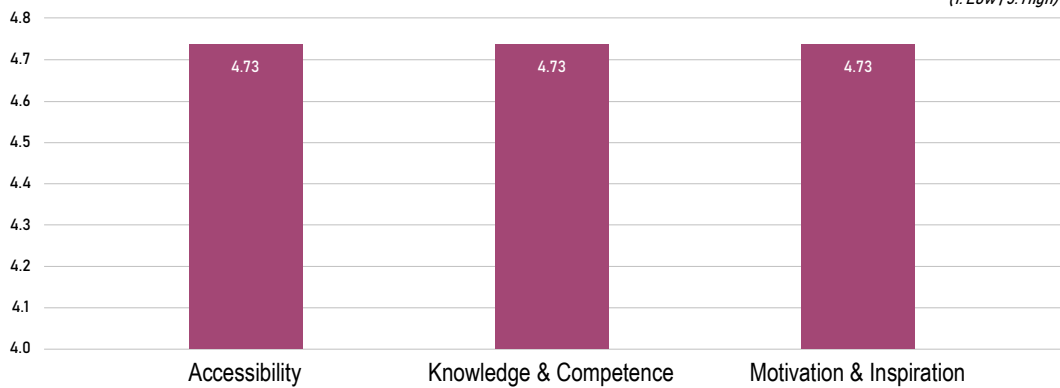**E-learning Contents**
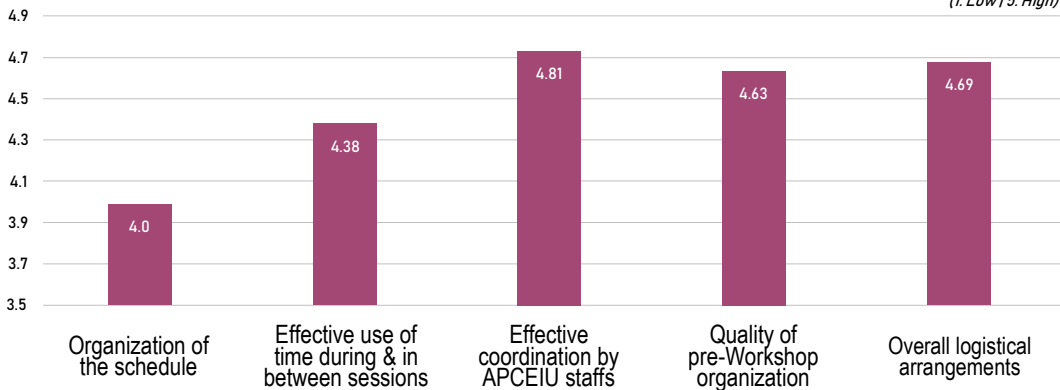
EVALUATION & COMMENTS

Workshop Contents

Category	Value
Relevance of contents to your personal/ professional goals	4.56
Accessibility/ understandability of the contents	4.63
Quality of the presentation of workshop themes	4.5
Enhancement of comprehension of EIU/GCED	4.63
Level of motivation for promoting EIU/GCED in personal and professional context	4.44

Workshop Facilitators

Category	Value
Accessibility	4.73
Knowledge & Competence	4.73
Motivation & Inspiration	4.73

Workshop Organization

Category	Value
Organization of the schedule	4.0
Effective use of time during & in between sessions	4.38
Effective coordination by APCEIU staffs	4.81
Quality of pre-Workshop organization	4.63
Overall logistical arrangements	4.69

"Intensive yet inspiring, thought-provoking for a learner"

"Very supportive learning environment created by the facilitator and APCEIU team."

"Well-organized, rich contents excellent facilitators."

"Wonderful to have a community of learning from such diverse backgrounds."

"The facilitators are very professional and all sessions were effective, useful and helpful. I've improved my professional skills."

"I was a little afraid that I might face difficulties but I've become more confident by now in principles and themes related to GCED."

Which part of the programme were you most satisfied with?

"The diversity of the participants which provides diverse views, approaches, methods and topics; the doing encapsulates the principles of GCED."

"All, but previse the field trip. It has given me deep understanding of GCED."

"Interfaith dialogue– I got an idea to conduct such kind of dialogue to share variety of religion."

"Pedagogical and community-based learning, human rights and the diverse community."

Which part of the programme were you least satisfied with? How can we improve upon this?

"I wish I could attend all the sharing from Korean GCED lead teachers, possibly the schedule to enable opportunities to look at all of the case studies."

"Deeper sharing from different countries."

"No parts of the programme were least satisfying for me except the pressure of time to accomplish the task one after another."