

# 2023

## Asia-Pacific

# Training Workshop

## on EIU

**Mentorship  
Programme  
Final Report**

**JUNE-DECEMBER 2023**

# Asia-Pacific Training Workshop on EIU - Mentorship and Grant Programme

## 2023 Asia-Pacific Training Workshop on EIU/GCED Mentorship Programme

This report summarizes 14 Global Citizenship Education (GCED) projects implemented in the Asia-Pacific region by the alumni of APCEIU's 2023 Asia-Pacific Training Workshop on EIU (Education for International Understanding)/GCED.

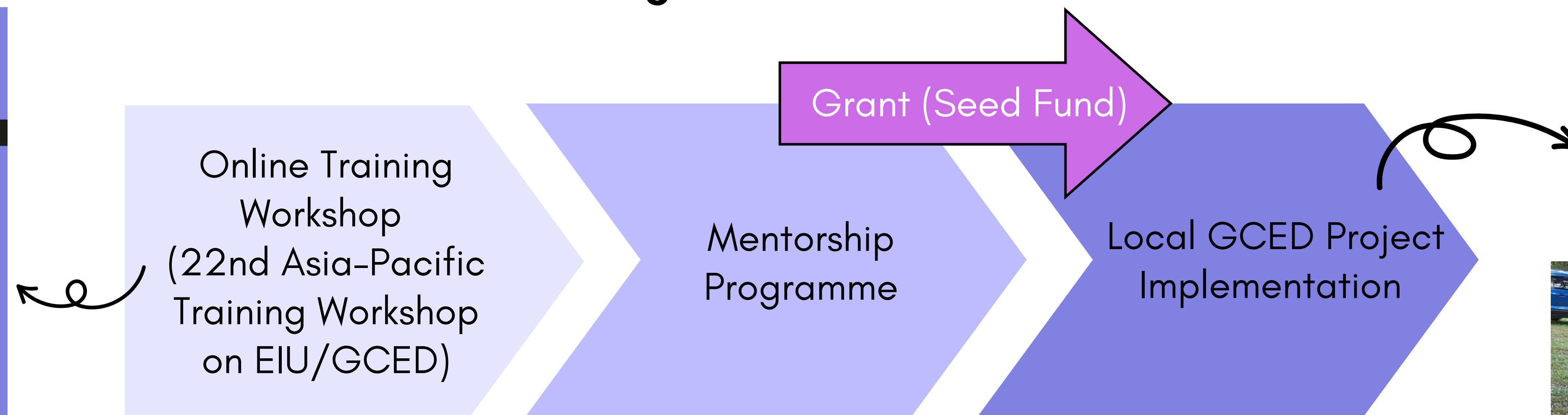
### APCEIU's Asia-Pacific Training Workshop on EIU/GCED

Asia-Pacific Training Workshop on EIU/GCED (APTW) is APCEIU's flagship Training of Trainers (TOT) programme for educators and teacher trainers in the Asia-Pacific region. Over the last 23 years, APCEIU benefitted more than 650 educators through the workshop. Especially, since 2021, the workshop has been carried out online training workshops, mentorship, and local project implementation to further support the participants to bring positive and sustainable changes in their local communities.

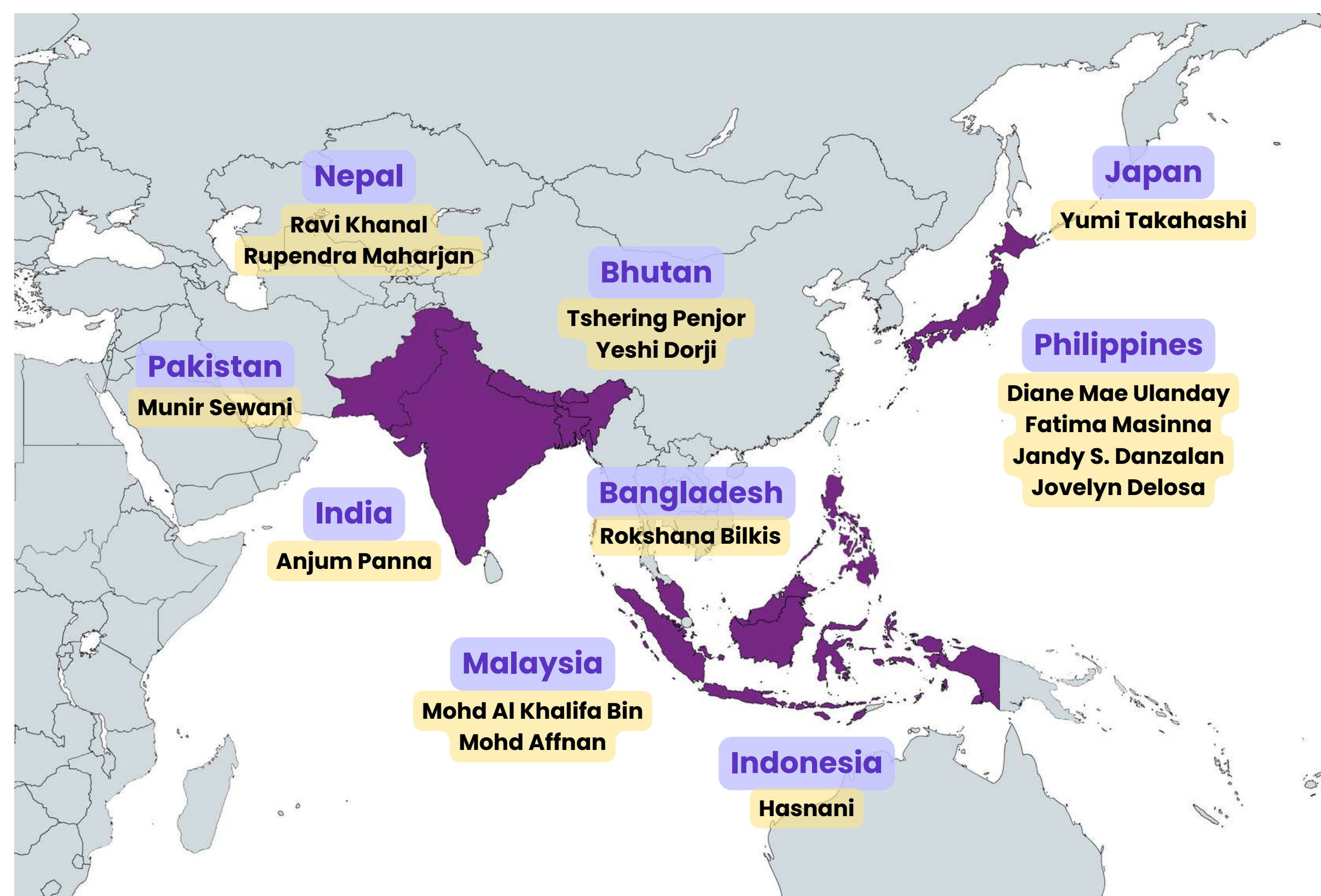
In 2023, the 22nd APTW was virtually held from 30 May to 8 June with the theme of 'GCED as a Common Vision for Change'. 56 enthusiastic educators from 16 UNESCO member states in the Asia-Pacific region joined the programme. The workshop provided a venue to learn and discuss how GCED could contribute to transforming current education.



### < Programme Structure >



## Mentee/Grantee List



| #  | Name                            | Country     | Project Title  |
|----|---------------------------------|-------------|--|
| 1  | Rokshana Bilkis                 | Bangladesh  | Bangladeshi Secondary Teachers' Understanding and Curriculum Integration of Global Citizenship Education: A Case Study of a Disadvantaged School     |
| 2  | Tshering Penjor                 | Bhutan      | Advocacy on Waste Management in the Context of Climate Crisis Education through Training and Exhibition  |
| 3  | Yeshi Dorji                     | Bhutan      | Integration of Global Citizenship Education into Bhutan's Curriculum: In-depth Analysis, Alignment and Enrichment of GNH as a Framework              |
| 4  | Anjum Panna                     | India       | Creating A Culture of Choosing Peace   |
| 5  | Hasnani                         | Indonesia   | Promoting Gender Equality through Short Stories at Megarezky University  |
| 6  | Yumi Takahashi                  | Japan       | Students' Engagement with Global Citizenship Education through the One Village One Product (OVOP) Rural Development Project in Issyk-kul, Kyrgyzstan |
| 7  | Mohd Al Khalifa Bin Mohd Affnan | Malaysia    | Sabah 'PLS': A GCED Initiative   |
| 8  | Ravi Khanal                     | Nepal       | Empowering Nepali Youth with GCED through the WASH Program   |
| 9  | Rupendra Maharjan               | Nepal       | Improving Quality Education through GCED Training of Secondary School Teachers in Nepal  |
| 10 | Munir Sewani                    | Pakistan    | Global Citizenship Education for the Future Teachers at Sindh Madressatul Islam University - A Participatory Action Research Approach                |
| 11 | Diane Mae Ulanday               | Philippines | Write-shop on National Service Training Program (NSTP) Syllabus Designing with GCED Integration  |
| 12 | Fatima Masinna                  | Philippines | Amare et Servire (To Love and Serve)   |
| 13 | Jandy S. Danzalan               | Philippines | Community Development Among Indigenous Peoples: An Integrated Approach   |
| 14 | Jovelyn Delosa                  | Philippines | LIHOK: Capacitating Higher Education Teachers in integrating GCED values in their lessons utilizing the design thinking framework                    |

# Rokshana Bilkis



Director (Research and Documentation)  
National Academy for Educational Management (NAEM),  
Bangladesh

## Bangladeshi Secondary Teachers' Understanding and Curriculum Integration of GCED : A Case Study of a Disadvantaged School

- Date : September–November 2023
- Location : Cosmo School and College, Lama, Bandarban, Bangladesh



### Key Activity 1 : Conducting a 2-day training workshop

#### 1) Sessions covering GCED themes

- Expert lectures on GCED and its themes, including human rights, global justice, multicultural diversity, peace, and sustainable development

#### 2) GCED Lesson Planning and Hands-on activities

- Poster-making, Role-playing
- Group discussion
- GCED integrated lesson planning

#### 3) Providing the training kits



### Key Activity 2: Workshop Evaluation activities

- Data analysis of pre/post-survey
- Conducting Focus Group Discussions with teachers and school authorities
- Policy Suggestions



### Key Outputs and Impact

- Enhanced teachers' capacity on GCED and their ideas for lesson planning
- Offered a number of suggestions to the school authority to integrate GCED into their existing curriculum
- Benefitted approximately 100 teachers
- A large number of students will benefit directly from their teachers
- School administration will further assist their teachers in promoting GCED ideas in the classroom

# Tshering Penjor



Teacher  
Bartsham Central School, Bhutan

## Advocacy on Waste Management in the Context of Climate Crisis Education through Training and Exhibition

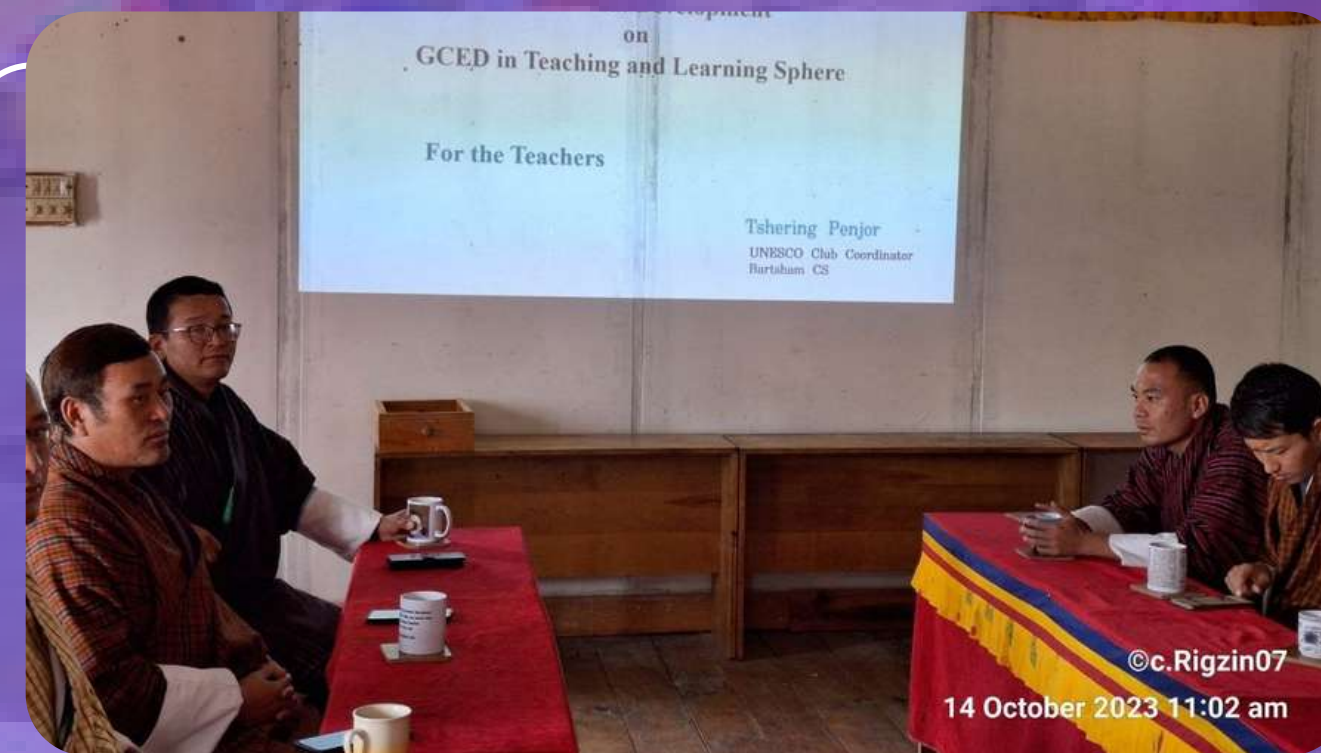
- Date : September–November 2023
- Location : Bartsham Central School, Bhutan

**Key Activity 1:** Awareness training on waste management and climate crisis to the parents and local leaders meetings

**Key Activity 2:** GCED training programme with scout members



**Key Activity 3:** Professional development workshop on GCED for teachers



**Key Activity 4:** Waste management exhibition at Bartsham Central School



### Key Outputs and impact

- Raised awareness of the importance of waste management and a sense of global citizenship for a sustainable future
- Reduced waste in the community
- Shown the power of community-driven efforts in fostering environmental stewardship and global citizenship

# Yeshi Dorji



Teacher  
Gelephu Middle Secondary School, Bhutan

## Integration of GCED into Bhutan's Curriculum : In-depth Analysis, Alignment and Enrichment of GNH as a Framework

- Date : August-December 2023
- Location : Gelephu, Bhutan

### Key Activity 1

- Project initiation and planning (August)
- Literature review and policy analysis (August-September)



### Key Activity 2

- Mapping Gross National Happiness (GNH) to GCED (September-October)
- Consultation with stakeholders in Bhutan's education system (November)



### Key Activity 3 : Publishing report and presentation of findings (December)



### Key Outputs and Impact

- Produced a comprehensive literature review on the integration of GNH and GCED, a policy review framework, and a report mapping GNH principles to GCED
- Provided a holistic report to promote integrating GCED within Bhutan's educational framework
- Enhanced teachers, educators, policymakers, and curriculum officials' understanding of GCED

# Anjum Panna



Teacher  
Pragnya Bodhini High School, India

## Creating A Culture of Choosing Peace

- Date : August – December 2023
- Location : Mumbai, India

### Key Activity 1

- A survey to understand the current status of students and parents' internal state of peace



### Key Activity 2

- Launching Peace Club with students
- Providing a Social and Emotional Learning (SEL) kit
- Learning global citizenship through documentary films



| SCENE   | Sensations (physical)  | Images                            | Feelings   | Thoughts   |
|---|--|-----------------------------------|--|--|
| When the boy was hiding in the grass and then the soldier shot him. | In this scene I was not driving anything and I was not driving anything. | Images of soldier and the boy.    | I was feeling very sad and I was feeling very sad.     | In my mind the thought was that the soldier was not a good person.                   |
| When the NGO help the soldier to find his family.                   | This scene was very touching and I was very happy.                       | Images of soldier and his family. | I was feeling very happy and I was feeling very happy. | The thoughts were that the soldier was a good person and I was happy for his family. |
| When the boy was talking to his mother.                             | My mother was very happy and I was very happy.                           | All the scenes.                   | I was very happy and I was very happy.                 | I was thinking that I was very happy.  |

### Key Activity 3

- A journey towards peace: Taking the 21-day peace challenge with 20 students between age 9 to 11

### Key Activity 4

- Sessions on responsible use of media, focusing on the DIVE model



### Key Outputs and Impact

- Raised awareness of the importance of global citizenship and the power of peaceful resolution
- Improved interpersonal understanding and intercultural understanding
- Students felt accountable for maintaining harmony in their surroundings and created habits of self-reflection
- Promoted healthy dialogue among students
- Spread of positive impact to students' families

# Hasnani



Lecturer  
Megarezky University, Indonesia

## Promoting Gender Equality through Short Stories at Megarezky University

- Date : September–December 2023
- Location : Makassar, South Sulawesi Indonesia



### Key Activity 1: Integration of gender equality-related short stories into the university's literacy curriculum

- Need assessment, curriculum mapping, pedagogical strategies
- Training programme for faculty
- Resource development



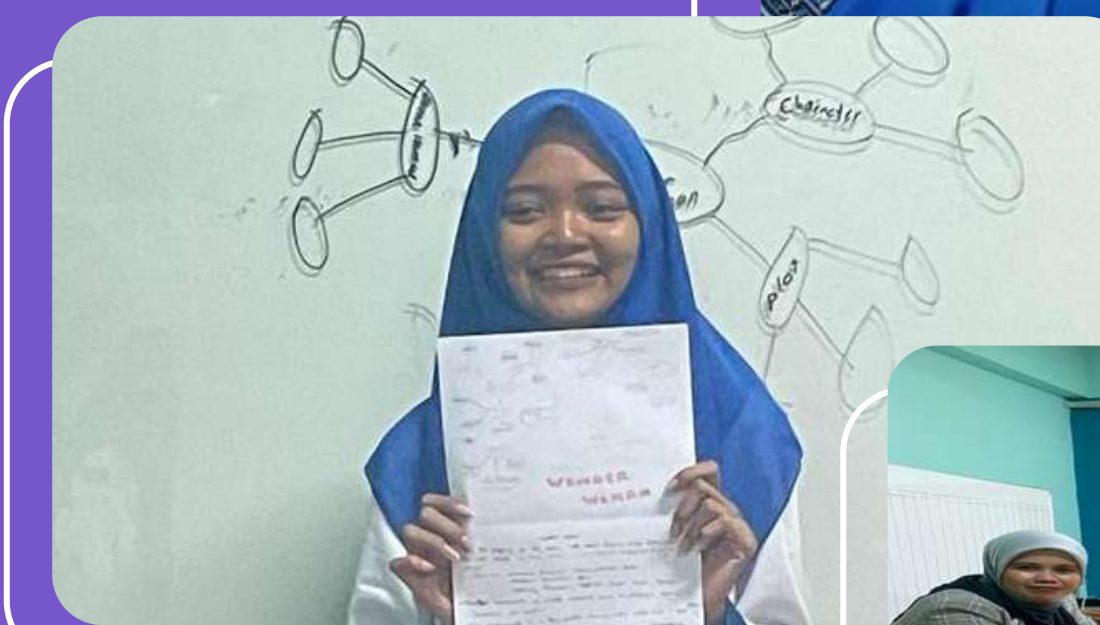
### Key Activity 2: Course Operation

- Facilitation of thoughtful discussions
- Promotion of critical thinking by analyzing the stories
- Small group activities
- Special lectures by activists and experts on gender equality to enhance practical understanding
- Creative writing assignments (students creating own narratives)



### Key Activity 3

- Performance assessments
- Project evaluation



### Key Outputs and Impact

- Discovered the power of short stories in promoting gender equality
- Enhanced literacy, comprehension skills, critical thinking and empathy of university students
- Promoted students' gender sensitivity and cultural inclusivity
- Increased students and university's community engagement and partnerships with related local organizations
- Developed resources, including gender equality short story anthology, integrated curriculum modules, interactive learning resources



# Yumi Takahashi



Assistant Professor  
American University of Central Asia, Kyrgyzstan

## Students' Engagement with GCED through the One Village One Product (OVOP) Rural Development Project in Issyk-kul, Kyrgyzstan

- Date : September–December 2023
- Location : American University of Central Asia, Kyrgyzstan

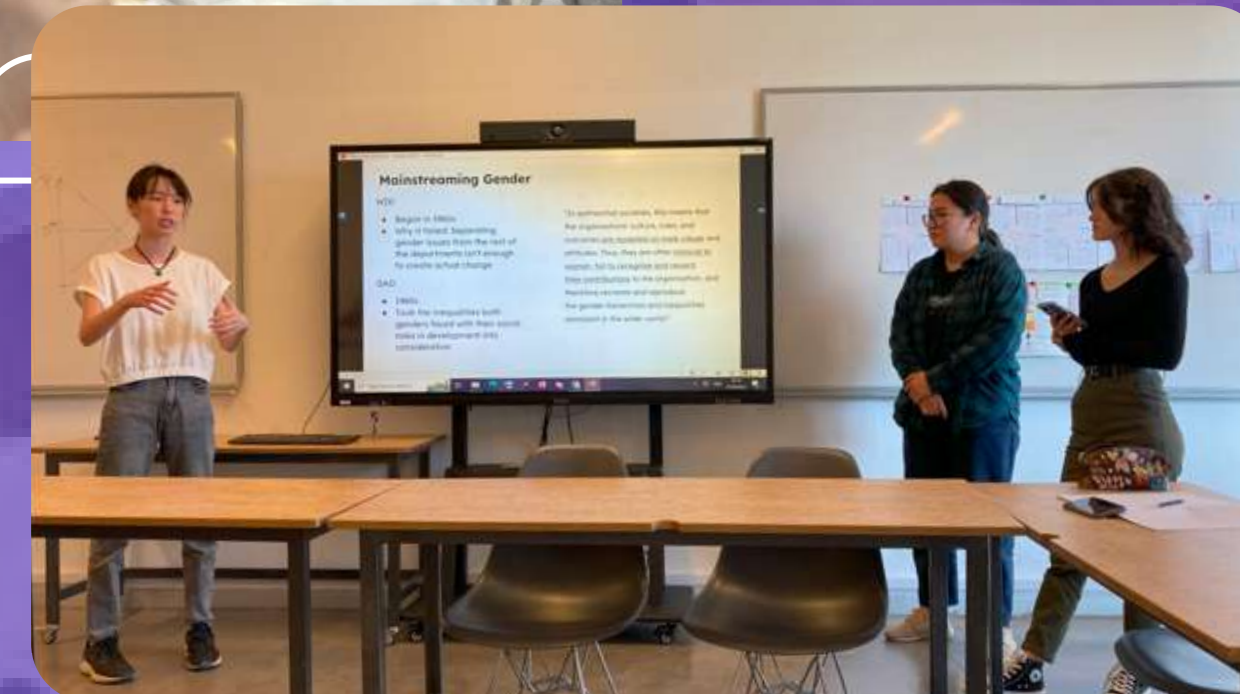
### Key Activity 1: Concept Exploration

- Targeting 10 university students
- Introduction of GCED's key concepts and principles
- Lessons on SDGs, gender equality, and alternative development paradigm



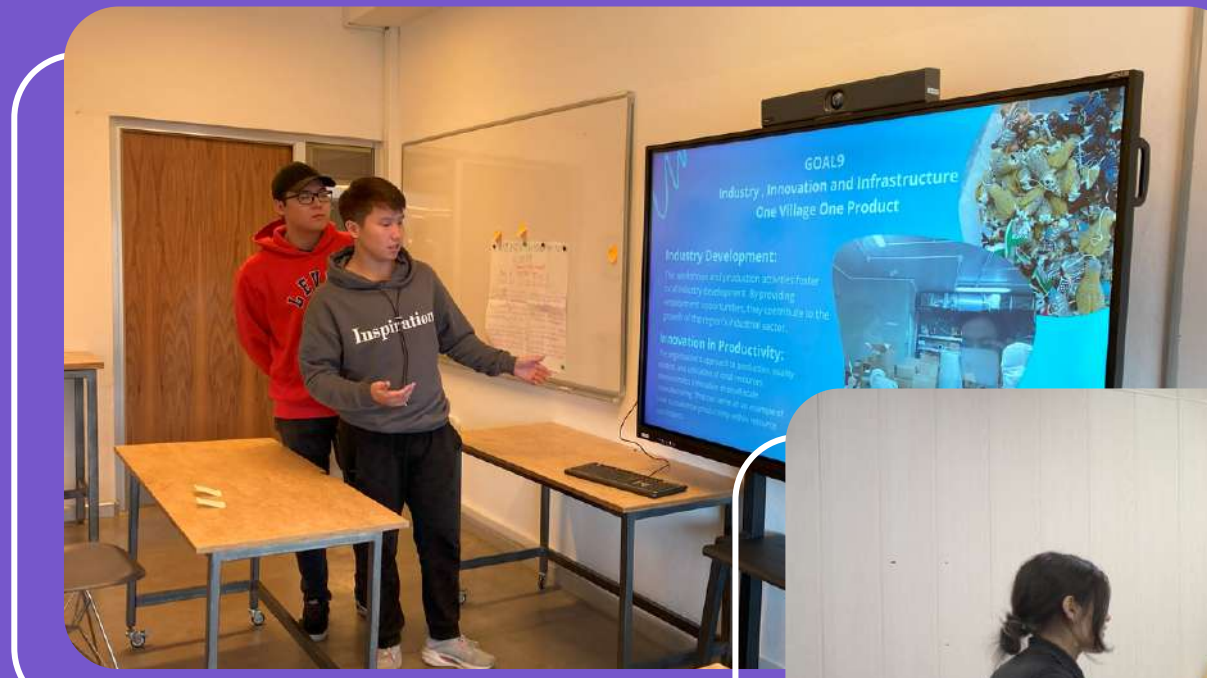
### Key Activity 2: OVOP+1 fieldwork

- Preparations for the fieldwork
- Visit small-scale local producers' workplaces, food production facilities, dyeing station, and office
- Interaction with local communities



### Key Activity 3 : Reflection

- Forming study groups for a deeper understanding
- Production of videos to present the lesson learnt
- Reflective survey for students
- Final presentation session



### Key Outputs and Impact

- Produced outcome videos
- Enhanced GCED capacities in cognitive, socio-emotional, and behavioural domains
- Strengthened skills in cross-cultural communication, critical thinking, and problem-solving
- Promoted students' motivations to study and implement actions in relation to GCED, SDGs and women's empowerment
- (A student's reflection after the project)  
*"Through GCED, I am inspired to think globally and respect different people's cultures as well as my own. It also makes me responsible and motivates me to play a positive role in making my society better and in affecting the global sphere."*

# Mohd Al Khalifa Bin Mohd Affnan



Teacher  
Keningau Vocational College, Malaysia

## Sabah 'PLS': A GCED Initiative

Keningau Youth Lead Environmental Change  
Through Innovative Global Citizenship Workshop

- Date : September – December 2023
- Location : Keningau, Sabah, Malaysia



### Key Activity 1 : GCED Workshop (14 & 15 October)

- GCED Workshop with hands-on approach centred on environmental awareness with 26 local youth aged from 16 to 18



### Key Activity 2 : Virtual Exchange Program with Daedong Middle School (29 October)

- Discussion on environmental issues



### Key Activity 3 : Creative Activities

- Button badge design and making Class (16 November)
- Creation of visual artwork on global citizenship and sustainability from creative drawing with AI tools (1 December)



### Key Outputs and Impact

- Strengthened participant's knowledge of global citizenship and environmental issues
- Promoted participants' skills to develop innovative solutions and commitment to sustainable living
- Empowered youth to carry out global citizenship initiatives in their communities
- Enhanced cross-cultural understandings
- (A student's reflection after the project)

*"Who knew learning about global citizenship could be this fun? The mini pillow project showed me the real impact of our daily choices on the environment."*

# Ravi Khanal



Head of the Student Affairs Department  
Kantipur City College, Nepal

## Empowering Nepali Youth with GCED through the WASH Program

- Date : August- December 2023
- Location : Kathmandu and Lalitpur, Nepal

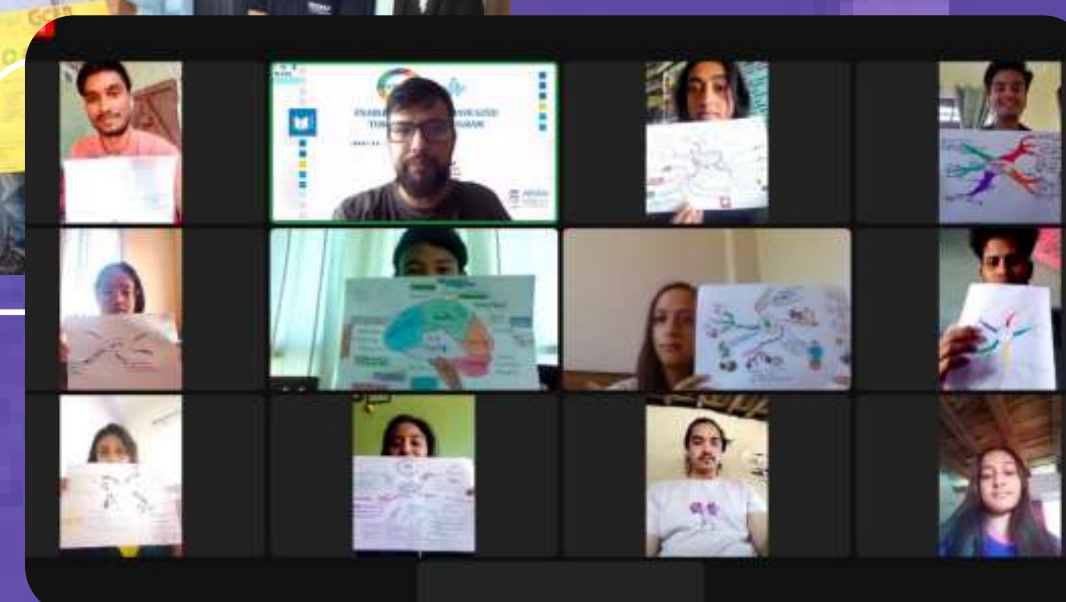
### Key Activity 1: Introductory sessions on GCED and WASH

- Targeting 20 local youth
- Sessions on GCED and its related themes, including human rights, gender equality and equity, SDGs, and peace-building
- Sessions on Water, Sanitation, and Hygiene (WASH) and disaster risk management



### Key Activity 2: Discussions and activities

- Special lectures, in-depth discussions, and case studies
- Activities applying interactive tools and techniques, including mind-mapping, story telling and short video presentation



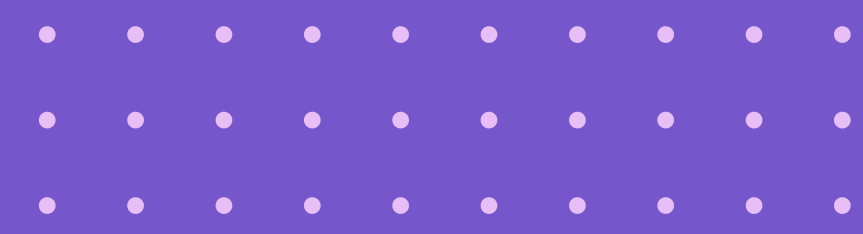
### Key Activity 3: SPARK Project

- Individual and group project called 'SPARK' were formed
- Participants preparing presentation materials and discussed with other youths in three educational institutions (KCC, Durbar High School and Araniko International SS and College)



### Key Outputs and Impact

- Strengthened students' knowledge and raised awareness of GCED, WASH, SDGs, human rights, gender equality and equity, and disaster risk management, reflecting the context of Nepal
- Enabled students to link local and global issues
- Enhanced participants' problem-solving, presentation, and interpersonal skills
- Participants were encouraged and felt confident in advocating GCED and WASH concepts and values and tackling the challenges
- Benefitted more than 250 youths in the region



# Rupendra Maharjan



Trustee Member (Trainer, Educator)  
Rarahil Memorial School, Nepal

## Improving Quality Education through GCED Training of Secondary School Teachers in Nepal

- Date : September – December 2023
- Location : Kirtipur, Kathmandu, Nepal



### Key Activity 1: Pre-Workshop Preparation

- Workshop preparation, including development of workshop materials and teaching tools
- Orientation session



### Key Activity 2: Main Workshop

- 3-day workshop with 24 secondary school teachers
- Interactive sessions in GCED principles and its thematic area: Transformative Pedagogy, Glocal Justice & Peacebuilding, Intercultural Understanding, Human Rights, Education for Sustainable Development, Education for Nonviolence
- Group discussions and participatory activities (role-playing and simulations)
- GCED case sharing



### Key Activity 3: Post-Workshop Activities/Follow-Up

- Development of draft GCED lesson plans
- Feedback provision



### Key Outputs and Impact

- Empowered teachers to have a holistic understanding of GCED
- Equipped participants with practical tools and plans to integrate GCED principles into the curriculum and classroom
- Produced concrete GCED lesson plans
- Positive impacts are expected to foster students to be more responsible global citizens
- (A participant's reflection after the project) "This workshop has given me a holistic understanding of GCED. I now feel more equipped to nurture global citizens among my students."

# Munir Sewani



Assistant Professor of Education  
Sindh Madressatul Islam University, Pakistan

## GCED for the Future Teachers at Sindh Madressatul Islam University - A Participatory Action Research Approach

- Date : September – October 2023
- Location : Karachi, Pakistan

### Key Activity 1: Introductory Workshop

- Aim to enhance participants' knowledge and motivation on GCED
- Lectures on core concepts and values of GCED and SDGs
- Individual and group activities, including scenario-based case studies and 'SDGs Pick a Box' activity
- Provision of teaching and learning materials on GCED and SDGs



### Key Activity 2: Drafting GCED course outline

- Workshop on course design
- Provision of a course design template, practical guidelines and resources
- Brainstorming activities
- Drafting GCED course outline
- Presentation and feedback



### Key Activity 3: Piloting course

- Pilot GCED course with undergraduate students through workshop, lesson planning and micro-teaching

### Key Activity 4: Post-workshop activities

- Developing future action plans with the participants
- Workshop evaluation and participant feedback



### Key Outputs and Impact

- Fostered participants' sense of global citizenship, empathy and shared responsibility
- Equipped future teachers with practical knowledge and competencies to integrate GCED into the classrooms
- Promotion of GCED in university-level teacher education with comprehensive and contextual approach
- (A participant's reflection after the project)  
"I would like to apply GCED principles at the school level. In my view, at this level, it would be more beneficial for learners to effect positive change in society."

# Diane Mae Ulanday



Director, Center for Women's Studies  
Mindanao State University-General Santos City, Philippines

## Write-shop on National Service Training Program (NSTP) Syllabus Designing with GCED Integration

- Date : September–November 2023
- Location : Mindanao State University–  
General Santos City, Philippines

### Key Activity 1: Preliminary Activities

- Coordination meeting
- Review of the available NSTP resources (syllabus, module, manual, etc)
- Development of training program agenda & identification of logistic and administrative support



### Key Activity 2: Main Write-shop

- Workshop focusing on the integration of GCED into the NSTP syllabus with university members
- Sessions on GCED concepts, related policies and framework
- Examination of existing curriculum
- Development of syllabi, including strategies and learning objectives to integrate GCED principles
- Syllabi presentation and feedback



### Key Activity 3: Post Write-shop and Project Evaluation Meetings

- Write-shop on the finalization of GCED integrated NSTP syllabi
- Project evaluation meetings



### Key Outputs and Impact

- Introduced GCED in the curriculum of Higher Education Institutions
- Discussed strategies to integrate GCED into the NSTP syllabus
- Developed GCED-integrated NSTP syllabus
- Presented the output to the Office of the Vice Chancellor for Academic Affairs for approval and recommendation
- (A participant's reflection after the project)  
"I am thankful because the knowledge and practical strategies imparted to us will really help us improve our instruction."

# Fatima Masinna



Teacher

Infant Jesus Academy-Antipolo, Philippines

## Amare et Servire (To Love and Serve)

- Date : August-December 23, 2023
- Location : Infant Jesus Academy, Antipolo City, Philippines

### Key Activity 1 : Capacity-building sessions with social science teachers

- GCED and SDGs introductory sessions for social science teachers
- Discussion on how to assess children's reading skills
- Online sessions for teachers



### Key Activity 2 : Capacity-building sessions with student volunteers

- Introduction to GCED and its attributes
- Discussion on how to assess children's reading skills
- Provision of GCED and SDGs resources and reading materials
- Planning for community engagement project and producing commitment statements



### Key Activity 3 : Community Engagement through educational activities

- "GCED Books on Wheels" project: Utilizing carts stocked with GCED-related storybooks
- Teachers and student volunteers' community visits and tutorial sessions towards children(center and community-based)

### Key Activity 4 : Follow-up activities

- Additional GCED sessions with teachers
- Development of GCED action plans and interview of teachers by student volunteers



### Key Outputs and Impact

- Enhanced participants' on GCED and SDGs
- Linked local issues with GCED
- Raised teachers' and students' social awareness and sense of responsibility as global citizens
- Developed a concrete modality to support the local community
- Evaluation of the project will be done in March 2024

# Jandy S. Danzalan



Director, Center for Indigenous Peoples Education  
Philippine Normal University North Luzon, Philippines

## Community Development Among Indigenous Peoples: An Integrated Approach

Empowering Indigenous Communities:  
Seminar-Workshop on GCED and SDGs

- Date : September–December 2023
- Location : Agta Community, Luzon, Philippines



### Key Activity 1 : Capacity-Building Workshops on GCED and SDGs

- Workshop GCED, SDGs and indigenous communities for the engaged coordinators, faculty members, and students
- Provided teaching and learning materials
- Pre and post-workshop evaluations



### Key Activity 2 : Training workshops on GCED and SDGs in the Agta Community

- Workshop with community members
- Validation of the extension proposal incorporating GCED and SDGs elements



### Key Activity 3 : GCED and SDGs-based Extension Projects

- Activities to enhance GCED and SDGs incorporated holistic project proposals to empower local indigenous communities



### Key Outputs and Impact

- Linked local indigenous issues with the GCED and found creative measures through GCED
- Introduced GCED in higher education and promoted an inclusive learning environment
- Equipped participants with a deeper and broader understanding of how GCED and SDGs can empower local communities
- Fostered participants' culture of socially responsible engagement and innovative problem-solving



# Jovelyn Delosa



Vice-President for Academic Affairs  
Northern Bukidnon State College, Philippines

## LIHOK: Capacitating Higher Education Teachers in integrating GCED values in their lessons utilizing the design thinking framework

- Date : November 10,17 and December 11, 13, 2023
- Location : Northern Bukidnon State College, Bukidnon, Philippines

### Key Activity 1 : Seminar-workshop on GCED and Design Thinking Framework

- Targeting 23 higher education teachers
- Sessions on GCED and its integration into school subjects
- Sessions on skills for design thinking
- Group activities to further comprehend GCED values, including interconnectedness



### Key Activity 2 : GCED-Integrated Syllabus Presentation



### Key Activity 3 : Song Presentation

- Composition of an original song promoting a culture of peace



### Key Outputs and Impact

- Participants familiarized with the concepts and values of GCED
- Identified entry points and opportunities for GCED-integrated curriculum development
- Acquired skills and tools in utilizing design thinking to further integrate GCED into their lessons
- Produced 20 GCED-integrated syllabi, which will be used in the upcoming semester and academic year
- Discuss the importance of global citizenship education.