

**CONCEPT NOTE**
**ASIA-PACIFIC REGIONAL GLOBAL CITIZENSHIP EDUCATION (GCED) NETWORK**
**GCED 'TAKING IT LOCAL' WORKSHOP FOR SYSTEMIC TRANSFORMATIONS**

<b>Geographical scope/benefitting country(ies):</b>	Regional scope: Asia-Pacific region
<b>Name of Workshop Trainer:</b>	Dr Darla Deardoff, Research Fellow Social Science Research Institute, Duke University
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<b>Partner(s) institutions:</b>	APCEIU, Universities, UNCTs, youth groups, researchers, and civil society

**Rationale and Overall Purpose**
**Introduction**

The goal of UNESCO's Global Citizenship Education (GCED) programs is the development of comprehensive and relevant systems of formal and non-formal education, knowledge systems and flow of information that embrace the values of human rights, respect for cultural diversity, and tolerance framed by promoting knowledge, skills, attitudes and behaviours that reflect and inspire these values.

However, the goal and notions of GCED might not be evident or perceived differently across the Asia-Pacific region, which is home to more than 4.4 billion people, or about 60% of the world's population (ESCAP, 2016). It is also characterized by diversity in all aspects, including cultures and values. To fully realize GCED, it is important to gather people from various cultures and values across the region, enable them to understand the abstract concepts of GCED, and help them establish a strong connection between GCED with their local contexts while keeping in mind the global view of GCED.

## Regional Trends and Constraints of GCED Implementation

The adoption and implementation progress of GCED is uneven. UIS data from 71 countries around the world (11 countries from Asia-Pacific) on the progress of SDG 4.7 reveals that over 90% of the countries reported that they had mainstreamed GCED themes in their laws, policies, and curricula. However, on closer examination, there are variations between within countries and in some contexts these issues are lightly addressed. While governments' policy commitments appear encouraging, in the Asia-Pacific region gaps remain between such country commitments and national implementation efforts to advance GCED in teaching and learning. Alongside inadequate financial, technical, and human resources, weak implementation is further exacerbated by insufficient know-how and lack of awareness on the importance of these issues by parents and community members.

## Recent Efforts to Promote GCED

Global Citizenship Education (GCED) is recognized as key to building peaceful and sustainable societies. At the second Asia-Pacific Regional Education Minister's Conference (APREMC II) (2022), through the Bangkok Statement, ministers from the region have reaffirmed the importance to acknowledge and promote GCED in curriculum content and pedagogical approaches in order to equip learners with the skills and knowledge to become resilient and adaptable to the fast-evolving economies, labour markets, and to the impacts of climate change while contributing to social cohesion, peace, and sustainable development in Asia Pacific.

In addition, the global education community is expected to adopt a set of commitments under the five thematic action tracks which includes elements of GCED, at the upcoming Transforming Education Summit (TES) (2022) in New York City, and the urgent need for collective action to transform and effect systemic change in education is also emphasized.

## Previous Initiatives for GCED: 'Taking It Local'

In 2020, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) in collaboration with the Asia-Pacific Centre of Education for International Understanding (APCEIU), developed a guidebook named [\*Understanding GCED in Asia-Pacific: A How-to Guide for 'GCED Taking It Local'\*](#) to guide organisations in designing and carrying out workshops on GCED. Thereafter, in 2021, an online workshop, GCED: 'Taking It Local', was organized by UNESCO Bangkok to showcase a model of the guidebook and to empower participants with the skills and knowledge to conduct GCED workshops in their local contexts.

## Next Step for GCED: 'Taking It Local'

In response to our shared vision to make education transformation a reality, it is necessary to continue the capacity building of stakeholders from diverse groups and create a platform for them to gather, build linkages, and develop discussions on ways to take collective action and commitment to integrate GCED at all levels in their local contexts. A GCED on-line training workshop is proposed with a 2-day online workshop taking part on 18-19 October 2022. These workshops are responding to global outcomes and ministerial outcomes as outlined in the Background notes above.

### **Overall Purpose**

The overall purpose of the GCED workshop is to ultimately impact societal transformation which starts with GCED at the local level to empower youth and teachers through joint training. This entails strengthening the capacity of diverse stakeholders who can scale up the integration of GCED in the curriculum and teaching and learning in the classrooms. To do this, stakeholders will need to work together on shared commitments within the larger national and regional contexts.

### **Specific Objectives**

There are several main objectives for the online workshop:

- 1) To experience first-hand through UNESCO Story Circles the power of intercultural skills at the heart of GCED at the classroom level.
- 2) To identify key steps through collective action planning that are needed to impact systemic change in the integration of GCED in the curriculum from the classroom to national levels
- 3) To propose commitments to be made in implementing action plans at local level.
- 4) To highlight the work of GCED network members amongst diverse stakeholders.

### **Expected Results from the Workshop**

The expected results from the online workshop include Collective Action Plans on how participants are going to specifically implement a GCED: 'Taking It Local' workshop that can be further developed by country teams and then implemented in their respective countries.

### **Date and Time**

Oct 18 and 19 (10:00 AM-1:00 PM GMT+7)

### **Expected Participants**

The direct beneficiaries of this activity will be GCED network members, school leaders, teacher trainers, teachers, youth leaders and related education leadership organizations and civil society groups in the region committed to contributing to systemic change to advance SDG4.7.

## Agenda

DAY 1: 18 October 2022 10:00am -1:00pm (GMT +7)	
<b>10:00-10:10</b>	<p><b>MC – Ms Ling Tan</b></p> <p><b>Opening remarks</b></p> <ul style="list-style-type: none"> <li>- Ms Faryal Khan, Programme Specialist for Education, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)</li> <li>- Dr Lim Hyun Mook, Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU)</li> </ul>
<b>10:10-10:15</b>	<b>Group photo</b>
<b>10:15-10:35</b>	<p><b>Introduction of the workshop (5 min)</b></p> <ul style="list-style-type: none"> <li>- Ms Faryal Khan, Programme Specialist for Education, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)</li> </ul> <p><b>Presentation on Asia-Pacific Regional GCED Network by APCEIU</b></p> <ul style="list-style-type: none"> <li>- Introduction to the network's activities and benefits</li> </ul>
<b>10:35-10:45</b>	<p><b>Overview and Role of Intercultural Skills in Global Citizenship Education</b></p> <ul style="list-style-type: none"> <li>- Dr Darla Deardorff</li> </ul>
<b>10:45-11:10</b>	<p><b>Introduction to UNESCO Story Circles</b></p> <ul style="list-style-type: none"> <li>- Dr Darla Deardorff</li> </ul>
<b>11:10-11:55</b>	<b>Story Circle Experience</b> (Breakout sessions)
<b>11:55-12:10</b>	<b>Debrief of Story Circle Experience</b>
<b>12:10-12:40</b>	<b>Q&amp;A/Discussion on UNESCO Story Circles for Systemic Transformation</b>
<b>12:40-12:55</b>	<p><b>Intersections of Intercultural Competence and Global Citizenship Education</b></p> <ul style="list-style-type: none"> <li>- Dr Darla Deardorff</li> </ul>
<b>12:55-1:00</b>	<p><b>Concluding Words for Day 1</b></p> <ul style="list-style-type: none"> <li>- Ms Faryal Khan</li> </ul>

DAY 2: 19 October 2022 10:00am-1:00pm (GMT +7)	
10:00-10:05	<b>Welcome and Context</b> <ul style="list-style-type: none"> <li>- Ms Faryal Khan, Programme Specialist for Education, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok)</li> </ul>
10:05-10:20	<b>Overview, Recap and Reflections from Day 1, Introduce Country Discussions</b> <ul style="list-style-type: none"> <li>- Dr Darla Deardorff</li> <li>- Rapporteur key messages (5 min)</li> </ul>
10:20-10:50	<b>Country Discussions on GCED examples, gaps, and what needs to change</b> (in break out rooms using google docs)
10:50-11:20	<b>Reporting Back to Plenary by Country</b>
11:20-11:45	<b>Systemic Transformation with Curriculum as Key</b> <ul style="list-style-type: none"> <li>- Dr Darla Deardorff</li> </ul>
11:45-12:25	<b>Action Planning in Country Groups</b> (in break outs using Google docs)
12:25-12:45	<b>Country Reporting with Commitments</b> (2-3 min each)
12:45-12:55	<b>Wrap up, Reflection and Evaluation</b>
12:55-1:00	<b>Closing Remarks</b> <ul style="list-style-type: none"> <li>- Ms Faryal Khan</li> </ul>

### Key Readings/References

UNESCO. (2017). *The ABCs of Global Citizenship Development*

UNESCO. (2019). *GCED: Taking It Local in Asia-Pacific*

UNESCO. (2020). *Understanding GCED in Asia-Pacific: A How-To Guide For 'Taking It Local'*

UNESCO/Routledge. (2020). *Manual for Developing Intercultural Competencies: Story Circles* by D. K. Deardorff

UNESCO Bangkok. (2022). 2nd Asia-Pacific Regional Education Minister's Conference (APREMC II): outcome document. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000382563>

*The "How-To Guide for 'Taking It Local'" will be used in this workshop, within this broader context.*