Asia-Pacific Regional Global Citizenship Education (GCED) Network
GCED “Taking It Local” Online Workshop for Master Trainers

Concept Note

Background
From UNESCO’s perspective, GCED is an educational approach that nurtures respect and solidarity in learners in order to foster a sense of belonging to common humanity, as well as helping learners to become responsible and active global citizens in building inclusive, peaceful and sustainable societies (UNESCO, n.d.).

The three core GCED notions presented by UNESCO are (i) “respect for diversity”, (ii) “solidarity”, and (iii) a “shared sense of humanity” (UNESCO, 2018). These notions have been existing in root cultures across Asia and the Pacific throughout history, but the concepts which incorporate the three notions are rarely shared beyond respective countries, and neither are they “associated” with GCED. To have an integration of stories and examples that can be shared within and beyond the region about GCED in Asia-Pacific countries, the GCED: Taking It Local in Asia-Pacific was developed in 2019.

The Asia-Pacific is a culturally diverse region, which has many more values/stories that resonate with GCED that are yet “discovered”. To inspire more stories/values related to GCED, in 2020, UNESCO Bangkok and APCEIU developed a guidebook—Understanding GCED in Asia-Pacific: A How-to Guide for ‘Taking It Local’ (APCEIU, 2020). The guidebook aims to guide organisations/individuals in designing and carrying out workshops on GCED “Taking it local”, targeting both policymakers and teachers/educators with suggested approaches and activities.

Furthermore, the 2020 Asia-Pacific Regional GCED Network Survey results (UNESCO, unpublished) showed that GCED stakeholders in the region have an increasing interest in capacity building for teachers, policymakers, and administrators. Especially, the need of getting program models and content from members is emphasized so that the members can develop training programs on their own within their context.

Therefore, UNESCO Bangkok and APCEIU are developing an online training workshop based on the guidebook to showcase a good model of GCED: Taking It Local training, and also to empower learners, teachers, practitioners to become facilitators/influencers for the larger community.

Objectives and expected results
The overarching purpose of the workshop is to serve as a model for master trainers to conduct a GCED: Taking It Local workshop in their own country contexts. The master trainers will participate in the workshop to:

- Learn how the APCEIU-UNESCO guidebook Understanding GCED in Asia-Pacific: A How-to Guide for ‘Taking It Local’ can be utilized within their own national and sub-national contexts.

- Become facilitators and practice how to adapt the guidelines to conduct workshops with their local and national stakeholders.
Therefore, the expected result is to create a pool of facilitators/master trainers in the Asia and Pacific region who can conduct workshops at the local level to empower teachers and learners to enable global citizenship education.

**Beneficiaries/Participants**

The direct beneficiaries of this activity will be GCED network members, officials from member states (i.e., Ministry of Education, National Commissions for UNESCO), teaching professionals, master trainers for teacher training, research institutes and youth networks. Other beneficiaries will be the greater GCED stakeholders, learners, teachers, school leaders and their families.

**Provisional agenda**

<table>
<thead>
<tr>
<th>DAY 1: Thursday, 14 October 2021 10:00-12:30 (GMT +7)</th>
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<tbody>
<tr>
<td><strong>Moderator:</strong> Dr Faryal Khan, Programme Specialist for Education, UNESCO Bangkok</td>
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<tr>
<td>10:00-10:03</td>
<td>Opening remarks — Ms Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Bangkok</td>
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<tr>
<td>10:03-10:06</td>
<td>Opening remarks — Dr Hyun Mook Lim, Director of APCEIU</td>
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<td>10:07</td>
<td>Group photo</td>
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<td>10:07-10:12</td>
<td>Introduction of the workshop — Ms Li Wang, Education Consultant, UNESCO Bangkok</td>
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| 10:20-11:55 (95 minutes) | Preparing GCED practitioners to become facilitators — Dr Darla Deardorff  
- Setting up workshop and story circle exercise  
- Story-circle modelling and discussion |
| 11:55-12:00 | Break |
| 12:00-12:25 | Questions and reflections — Dr Darla Deardorff  
- How to facilitate a workshop with different stakeholders? (e.g. teachers, policymakers)  
- Tips for workshop facilitation within local contexts |
| 12:25-12:30 | Wrapping up of Day 1 — Dr Darla Deardorff  
- Minute paper (2-3 mins)  
- Agreement on volunteer for recap of day 1 the next morning |
### DAY 2: Friday, 15 October 2021 10:00-12:30 (GMT +7)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00</td>
<td>Recap of Day 1 — Workshop participant with Dr Darla Deardorff</td>
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<td>10:09</td>
<td>Group photo</td>
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<td>10:09-11:15</td>
<td>Workshop (continued): Preparing GCED practitioners to become facilitators — Dr Darla Deardorff</td>
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<td>- Jigsaw activity and discussion</td>
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<td>11:15-11:20</td>
<td>Break</td>
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<td>11:20-11:40</td>
<td>Designing your own workshop — Dr Darla Deardorff</td>
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<td>- Prepare an ‘action plan’ for carrying out a workshop with stakeholders at the national level</td>
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<td>11:40-12:10</td>
<td>Consultations in breakout rooms: discuss ideas to strengthen implementation of draft action plan</td>
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<td>- Reflections on implementing action plans in local contexts: analysing opportunities and challenges, and mitigating risks</td>
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<td>12:10-12:25</td>
<td>Reporting back to plenary</td>
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<td>- 3 minutes each</td>
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<td>12:25-12:45</td>
<td>Closing</td>
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<td>- Wrap up - Darla Dr Darla Deardorff</td>
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<td>- Concluding remarks - Dr Faryal Khan</td>
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<td>- Evaluation</td>
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Annex 1: Story circles: building intercultural competence worksheet

Understanding GCED in Asia-Pacific: A How-to Guide for "Taking it Local"

Worksheet 2
STORY CIRCLES: BUILDING INTERCULTURAL COMPETENCE

You are about to engage in a Story Circles experience for the purpose of developing intercultural competence, which is a key competence in global citizenship. Specifically, this activity generates respect for diversity, solidarity, and a shared sense of humanity. Please read the important information before you begin.

STORY CIRCLE GOALS RELATED TO GCED, INTERCULTURAL COMPETENCE DEVELOPMENT AND COMMUNICATING ACROSS DIFFERENCES:

- Demonstrate respect for diverse others
- Practice **listening for understanding**
- Cultivate **curiosity** about similarities and differences with others
- Gain **increased cultural self-awareness**
- Develop **empathy**
- Engage in **critical reflection** on one’s own intercultural competence development, as well as on the intercultural experience
- Develop relationships with culturally different others
Remember:
- Every person has personal experiences that can be shared.
- We all have something to learn from others.
- Listening for understanding can be transformative.

Story Circle Guidelines include:
- Maintain confidentiality
- Be yourself
- Speak from your own experiences only
- Keep it simple, clear, and focused
- Uphold positive intent
- Be comfortable in your own style (i.e. sit, stand, use gestures)

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**STORY CIRCLE INSTRUCTIONS**

**Overview:** Sit in a circle and introduce yourselves using the prompt in #1 below. After introductions (#1), take turns sharing your story (using the prompt in #2 below). The others need to listen for understanding and NOT interrupt, ask questions or make comments. Simply listen for understanding. Then the next person tells their story until all persons in the circle have told their stories – without interruption or comment. Be sure to listen carefully since you will be asked to share a “flashback” from each story at the end (#3 below). A “flashback” is something that was memorable for you in the story. Be prepared to share this in 15 seconds or less for each story. (Timekeeper is the person to the right of the storyteller; the person who begins is the person whose birthday is closest to the day of the activity).

1. Sit in a circle and in 2 minutes or less, briefly introduce yourself by sharing three words or phrases that describe your background and why those words/phrases are important to you. No interruptions, comments or questions. Just take turns introducing yourselves.
INSTRUCTIONS FOR PARTICIPANTS:

You will be placed in a "home" group. In the "home group," decide which GCED concept each person wants to cover. You are only in your "home" group initially for a short time—just long enough to decide/discuss who is covering which GCED concept. You will return to this group at the end of the activity.

As per instructions, you will then go to your chosen GCED concept group (with persons from other home groups) and discuss the following questions:

- What is this GCED concept about and what are the main points as they relate to respect for diversity, solidarity, and a shared sense of humanity?
- What are ways in which this GCED concept could be applied in practice in your context?

Help each other in the GCED concept group to understand the essence of this concept as well as some implications for practice. Your goal is to leave this GCED concept working group with a strong understanding of this particular concept.

At the appropriate time, return to your "home" group and be prepared to briefly discuss the highlights of the GCED concept you discussed. Specifically, spend about 5 minutes per person on what the GCED concept is and implications for application (how to apply in your own context). This should be followed by a brief group discussion (i.e. clarification questions) before moving on to the next person. As each person shares the highlights briefly, group members may want to take notes for future reference in the space below.

NOTES:
References

