GCED
"Taking It Local"
Online Workshop for Master Trainers

Asia-Pacific Regional
Global Citizenship Education Network

Illustr: Freepik.com/freepik
Opening remarks

Ms Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Bangkok
Opening remarks

Dr Hyun Mook Lim
Director
Asia-Pacific Centre of Education for International Understanding (APCEIU)
Introduction of the workshop

Ms Li Wang
Education Consultant
UNESCO Bangkok
Housekeeping announcements

- Please stay for the whole workshop
- Please post comments/questions in the chat box. If posing a question/comment, please identify yourself/your organization. Change display name: Name-Organization
- Please try to put on your camera, at least during the group activities
- Please kindly mute your microphone unless invited to speak
- This workshop is being recorded
- One volunteer to be the rapporteur of Day 1, and share a recap on Day 2
Background

• Understanding GCED in Asia-Pacific: A How-to Guide for ‘Taking It Local’
• Findings of the 2020 GCED Needs Assessment Surveys
  ❖ Lack of awareness on GCED
  ❖ Lack of capacity building for teachers, policymakers, and administrators

Purpose

❖ Showcase a good model of GCED: Taking It Local training using the APCEIU-UNESCO guidebook Understanding GCED in Asia-Pacific: A How-to Guide for ‘Taking It Local’
❖ To empower learners, teachers, practitioners to become facilitators / influencers.
Expected results
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.
- Draft action plan completed for conducting local GCED workshops

Information
- 59 registrations
- 16 countries
- Teachers, educators, MOEs-policymakers & administrators, students
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<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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<td>10:20-11:55</td>
<td>Preparing GCED practitioners to become facilitators — Dr Darla Deardorff, Duke University</td>
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<td></td>
<td>• Setting up workshop and story circle exercise</td>
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<td>• Story-circle modelling and discussion</td>
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<td>11:55-12:00</td>
<td>Break</td>
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<td>12:00-12:25</td>
<td>Questions and reflections — Dr Darla Deardorff</td>
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<td>• How to facilitate a workshop with different stakeholders? (e.g. teachers, policymakers)</td>
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<td>• Tips for workshop facilitation within local contexts</td>
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<td>12:25-12:30</td>
<td>Wrapping up of Day 1 — Dr Darla Deardorff</td>
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<td>• Minute paper</td>
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<td>• Agreement on volunteer for recap of day 1 the next morning</td>
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<td>10:00-10:08</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 — Dr Darla Deardorff</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>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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Understanding GCED in Asia-Pacific: A How-to Guide for Taking It Local

Dr Faryal Khan
Programme Specialist for Education
UNESCO Bangkok
GCED Workshop Facilitation - Approach

- Address cognitive, socio-emotional, and behavioural dimensions of GCED
- Address core GCED notions: solidarity, respect for diversity, and shared sense of humanity
- Utilize experiential learning principles of real-world context, authenticity, reflection, and continuous learning
- Use a combination of activities that include concrete experience, reflection, and active experimentation
GCED Workshop Facilitation - Approach

Source: Kolb, 2015.

Examples of learning activities based on Kolb's Learning Cycle
GCED Workshop – Sample Agenda

• Welcome, Overview, Agreements
• Introduction Exercise: Story Circles
• GCED in Asia-Pacific Exercise
• Optional Activities and Debriefing
• Application Exercise (action planning)
• Closing
• Final Reflection/Workshop Evaluation
GCED Workshop Facilitation - Tips

• Ensure sufficient preparation time
• Tailor workshop to participants’ needs and contexts
• Be clear on goals and desired outcomes
• Create a safe learning environment
• Engage all participants using variety of learning activities
• Spend adequate time debriefing
Reflection Time!

Reflecting on your experience today, please type into chat the following:
1 insight/take-away you have gained, 1 action step you will take, and 1 burning question you have that you will investigate further

Example:
Power of listening, will read guide, what are other perspectives on GCED?
Thank you!

UNESCO Asia and Pacific Regional Bureau for Education

Contact us: GCED.bgk@unesco.org
https://bangkok.unesco.org/
Closing remarks

Dr Faryal Khan
Programme Specialist for Education
UNESCO Bangkok