



UNESCO BANGKOK GCED “TAKING IT LOCAL”

FOLLOW UP WORKSHOP REPORT

25-26 October 2023

**UNESCO BANGKOK GCED FOLLOW UP WORKSHOP
ON COLLECTIVE ACTION PLANS “TAKING IT LOCAL” IN ASIA-PACIFIC**

REPORT

Submitted by Dr. Darla K. Deardorff

(With Annexes compiled and submitted by UNESCO Bangkok)

Introduction

UNESCO Bangkok organized and hosted a virtual 2-day “Taking It Local” GCED Follow Up workshop on 25-26 October 2023, in partnership with APCIEU to provide an opportunity for GCED leaders in Asia Pacific to present updates on their GCED action plans in their respective locations. This workshop was the third in a series of GCED workshops organized by UNESCO Bangkok. Dr. Darla K. Deardorff, a research scholar with Duke University’s Social Science Research Institute, as well as a new UNESCO Chairholder, was invited to design and deliver the 2-day virtual workshop with the following objectives:

1. **Progress Assessment:** Determine the advancement of GCED collective action plans that were formulated by country teams during the GCED Workshop for Systemic Transformations in 2022.
2. **Capacity Strengthening:** To enhance the proficiency of local stakeholders to adapt and implement GCED initiatives within their respective countries at sub-national echelons.
3. **Evidence-based Knowledge Exchange for Informed Dialogue:** Establish a forum for participants to share emerging research findings, personal experiences, successes, and obstacles in implementing GCED initiatives at the grassroots level. This aims to enhance evidence-driven dialogues, offering networking avenues to stimulate collaboration and the cross-pollination of ideas among diverse stakeholder groups throughout the region.

Workshop Development and Background

The design of this virtual two-day workshop took into account the past GCED workshops offered by UNESCO Bangkok (which featured a Train the Trainer on UNESCO Story Circles, as

well as a jigsaw sharing in the first iteration, followed by action planning in the second interaction) as well as the theory of change, which was highlighted in the intervention on the second day of the workshop, as a way for stakeholders to holistically address GCED initiatives including through backward design and the integration of meaningful outcomes and long-term impact of such initiatives. Constructivist learning theory formed the basis of the workshop design in which participants connected new ideas and experiences to what they already know. Active learning (utilizing the theories of Dewey, Piaget and Vygotsky among others) occurred through facilitated participant discussion although the extent of active learning methodologies was somewhat limited by the nature of the virtual workshops. As part of the planning for this workshop, stakeholders were invited to consider submitting and presenting on their GCED action plans. In the end, four presenters were selected from four different countries (Japan, India, Philippines and Nepal). Meetings were held in advance with the presenters and Darla Deardorff and Ling Tan to prepare for their workshop presentations. Working groups were provided with online worksheets containing discussion questions (see Annex) and space for key points, which proved helpful in the whole group debrief and further discussion. Limitations of the workshop design included that there was not consistent participant engagement throughout the 2 days of the workshop, as well as in the workshop series over the 3 years. Further, the working language of the workshops was English, which could have been perceived as a barrier for some participants. In addition, the workshops were offered virtually which meant that some participants may have encountered connectivity issues.

The first day of the workshop had the most participants with approximately 26 participants from over 7 different countries. There were fewer (15) that were able to join on Day 2 of the virtual workshop. See Annexes for further details on the initial concept note, outputs and participant details including a list of participants.

Virtual GCED Workshop Content Summary

On the first day of the workshop, Ms. Ling Tan with UNESCO Bangkok welcomed everyone to the workshop and provided an overview of the 2-day workshop. APCEIU Director Dr. Lim Hyun Mook gave recorded opening remarks on the ongoing importance of GCED, particularly given the precipitously dangerous situations around the world. He lamented the widening gaps between rich and poor and the disintegration of the social fabric of communities, along with numerous outright wars happening around the world which illustrate the emerging response to globalization being that of hate and populism, resulting in an even more dangerous world. Within this milieu, Lim asked about the role and focus of global citizenship education now and encouraged all participants to sharpen the focus on GCED and to step up efforts. His remarks were followed by opening remarks from Ms. Faryal Khan, Programme Specialist for Education, UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok) whose remarks

helped contextualize this current workshop within other UNESCO efforts as well as UNESCO Bangkok's past workshops and publications on GCED. Specifically she highlighted the recent 8th Annual Conference on GCED in Seoul and the "Step up to the World" event that was held in September, both of which emphasized the importance of GCED. She noted UNESCO's continued commitment to promoting GCED in action, empowering actions at local levels that will transform not only educational systems but also societies. Following these opening remarks there was a group photo after which Ms. Ling Tan introduced the presenters for Day 1, who were speaking on the updates on their respective GCED action plans. Mr. Daisuke Kimura, from Japan presented on the Global Incubation x Fostering Talents (GiFT) Initiative, which focuses on Empowering Minds for Global Citizen: Tailoring Transformative Education for Every Classroom and Boardrooms. He reported on the research from this initiative from the last 2 years and in particular, highlighted key GCED areas targeted for integration in the curriculum, which were defined as: Knowledge (of worldwide issues, communities), thinking ability (to connect regions, nations/world, critical thinking, problem finding/solving, creating thinking etc.), social/emotional skills (cooperativeness, ownership, ability to establish relationships, tolerance, ability to involve others, etc.), values (one's vision in the world, ethics, Global Citizenship etc.), and ability to take action (being responsible, action toward building peace & sustainable community, nation, and world etc.). According to Daisuke's research, some of the main obstacles to GCED integration and localization include teachers' lack of time, funding, priority, materials and inexperience in GCED teaching pedagogies. A key research finding was that the GCED behavioural domain was often missing from learning objectives. Recommendations included further research on true obstacles to GCED mainstreaming, working with the top school leaders and providing more professional development opportunities, materials and resources for teachers.

Mr. Dipak Tatpuje from India then presented on implementing GCED in India, He noted that GCED is included at the post-secondary level in colleges and universities so the focus is on GCED at other levels of education, in particular in rural areas. The main goals included the following: GCED for social email learning, GCED awareness for those not completing their schooling and for non-collegiate students, GCED integration with national-dual citizenship and digital citizenship, along with promoting a culture of peace and non-violence within global citizenship and appreciation of cultural diversity and sustainable development. He then discussed a specific GCED initiative stemming from the initial UNESCO Bangkok Master Workshop in October 2022 in which it was decided that the collective action plan for India would focus on GCED for rural youth, particularly through the development and translation of a GCED booklet that could be used by the youth as a means of localising GCED. Successes of this initiative included the availability of the booklet in a number of different formats in the local language, the collaborations that emerged to make this possible including with researchers, trainers and a

network of community service organizations. Observations from the research indicated that awareness of global citizenship and the socio-emotional skills in GCED were quite low and that there is not surprisingly a strong preference for GCED materials in the local language, as well as a surprisingly strong interest in wanting to learn more about GCED. This leads to next steps in terms of how to scale GCED for the masses.

Following these presentations, participants were divided into 3 groups facilitated by Tan, Deardorff, and Cai. Participants in the breakout sessions spent time sharing updates with each other on their own GCED action plans and discussing key takeaways from the presentations, recording notes on collective documents (see annex). Participants came back together after this working session and representatives from each of the three groups provided a brief summary of the key points from their working sessions. Those can be summarized as follows: Obstacles to GCED include language, contextualizing through multiple pedagogical approaches, the missing behavioural aspect of GCED in the curriculum, the need to integrate inclusivity and diversity into teaching approaches around GCED, and the need to integrate GCED into vocational curriculum. Some updates on how others are implementing GCED include the alignment of GCED with SDGs, introducing assessment into GCED curriculum, and expanding partnerships with associations and other civil society organizations to better mainstream GCED. In regard to burning questions, there were several raised around the need for continued GCED research and the need to obtain financial resources to undertake such research, how to better integrate the behavioral and socio-emotional aspects of GCED, the need for more assessment tools for GCED (especially the behavioral and socio-emotional aspects), the need to integrate GCED further into textbooks as a main method of mainstreaming GCED, ways to better train and support teachers in regard to GCED, ways to connect GCED more with peacebuilding and inclusion, the concrete connections between GCED and ESD, concrete ways to transform systems, and the impact of GCED, especially on marginalized groups.

Ms. Ling Tan welcomed participants to Day 2 and invited the two rapporteurs, Ms. Della Leonor and Ms. Karena Menzie-Ballantyne to provide reflections from Day 1. Some of the summary they gave included the need to look beyond formal education in regard to GCED, the overarching importance of context, the need for a whole of school approach to GCED, and the surprise of how peace education is sadly missing from GCED. Ms. Ling then introduced the two presenters for Day 2: Ms. Della Leonor, Disability Specialist from the Philippines who started her presentation by noting that there GCED is not present in the current curriculum and there is no official Filipino definition of GCED and corresponding competencies. This is due in part to the challenge of integrating GCED with national identity and civic consciousness. Leonor then suggested that greater use of UNESCO Story Circles can be one way of introducing key intercultural competencies that are part of GCED. She then discussed the impact of UNESCO Story Circles within some local Filipino contexts and the importance of adapting this

methodology to include those with disabilities. Future GCED collective actions include sharing stories collected through Story Circles and to involve parents in the UNESCO Story Circles. She also discussed the value of using other modes of art in GCED, including through Children's Theater which helps to establish a more inclusive and diverse environment. She concluded by noting it would be helpful to have more research on GCED best practices and funding on integrating GCED in local contexts.

This was followed by Mr. Deviram Archarya from Nepal who presented on national-level curriculum mapping of GCED and the importance of assessment in GCED, given the importance of analyzing the degree to which GCED is being integrated into the curriculum. Further, it is important to understand what and how students are learning GCED. Specifically, GCED content in grades 9 and 10 in Nepal focus on elements such as human rights, peace and violence, social justice, sustainable development, appreciation of diversity, and civic education. He noted that gender equality is not explicitly addressed in the curriculum. He then shared about assessment tools (particularly of the knowledge domain) being developed and piloted in classrooms, which did prove challenging. The pilots included both individual and group work. More is needed in refining GCED assessment tools. Deardorff suggested that the assessment element of GCED integration is very important to continue researching further, and is greatly needed when looking comprehensively at GCED.

Deardorff provided further comments on the importance of collecting evidence of change in students as they develop into global citizens. Deardorff then provided a short intervention highlighting the program logic model as a tool for change, which contains five components: input, activities, output, outcomes and impact. Deardorff encouraged participants to apply this logic model to their GCED efforts as a means of ensuring robust implementation, sustainability, and follow through. She also highlighted "Making Thinking Visible" tools (see Ritchhart, Church, and Morrison, 2011) to integrate into GCED initiatives – examples include "I used to think.... Now I think..." and 3Cs, - Connections/Concepts/Changes. These powerful thinking routines come out of the work of colleagues at Harvard Graduate School of Education and can be used to integrate GCED concepts into both formal and nonformal learning experiences. She ended by providing some resources including the World Council on Intercultural and Global Competence (www.iccglobal.org), a global nonprofit of over 4000 members around the world. The World Council has over 20 working groups including one focused on the intersections of intercultural competence and the SDGs, which relate to GCED. Following this intervention, participants were divided into two groups to discuss next steps and what would be needed to continue making GCED implementation possible.

Following this working session among participants, Deardorff brought the groups back together and invited them to share highlights of their work together. Groups reported the following:

Next steps include focusing on GCED integration into textbooks, behavioral integration into GCED, further research on implementing GCED in schools including achievements, impact and challenges, assessing teacher capability in GCED, integrating disability as part of GCED, and using storytelling circles to share success stories of GCED. Further support needed in making these next steps a reality include focusing on youth involvement, translation (and finding the resources to translate GCED resources into local languages), teacher surveys to better understand teacher capabilities, and further collaboration with UNESCO-Bangkok, APCEIU and other organizations.

Darla then thanked all participants for their hard work and active engagement over the past two days of the workshop, emphasizing how rich it had been to learn from and with each other. She noted the continued importance of teacher preparation and support in regard to GCED, and how this workshop demonstrated how essential it is to translate GCED effort into local contexts, as well as how valuable it is to share these efforts with each other through networking such as what occurred during this 2-day workshop. One overarching theme that emerged was the urgent need to address the behavioural domain of GCED in Asia-Pacific, including through more emphasis on intercultural competencies. Faryal Khan then shared concluding remarks in which she underscored the complexity of GCED, as well as its transformative power through the behavioural domain. She noted the key takeaway of the potential of the arts as a way to disseminate GCED further and foster deeper connections with global narratives. She also emphasized the importance of moving forward through multi-intelligence approach to meet learners where they are and to help them find their voices in the GCED dialogue. Both Khan and Deardorff noted the importance of assessing GCED efforts and the need for concrete, adaptable tools that can be tailored to learning contexts, both formal and nonformal. Another theme that both noted was the importance of connecting GCED in the disciplines and with ESD and well-being, both individual as well as planetary wellbeing. The presentations and discussions emphasized the importance of localizing GCED within specific contexts, including in the local languages. Khan thanked the presenters and participants for sharing so generously through this platform of the workshop, ensuring that the workshop achieved its objectives quite successfully. She observed how inspirational it had been to hear these updates on GCED action plans and encouraged continued work, collaboration, and networking to support each other in this invaluable GCED work. Dr. Khan thanked all involved including APCEIU as partner, the UNESCO Bangkok team, Darla as facilitator, and especially all the participants.

Workshop Evaluation

The workshop received high marks from participants, including in regard to the workshop relevance, facilitation, organization, materials and networking. Valuable aspects of the

workshop as noted by participants included hearing about the research and implementation of GCED in the respective countries including how to integrate GCED into (Japanese) textbooks and learning about other GCED tools, in particular UNESCO Story Circles. In terms of next steps, participants noted conducting further teacher surveys and research, with great interest in continuing this kind of collaboration and sharing.

Workshop Conclusions

Returning to the 3 objectives for this GCED workshop, the following conclusions can be made:

Objective 1- Progress Assessment: Determine the advancement of GCED collective action plans that were formulated by country teams during the GCED Workshop for Systemic Transformations in 2022.

Given the limited number of workshop participants, country teams were not represented. Instead, individual participants heard the action plan progress of representatives of 4 different countries and then had the opportunity to share their own individual progress on GCED efforts in their discussion groups. Thus it is difficult to make an overall conclusion regarding the determination of the advancement of GCED collective action plans formulated by country teams.

Objective 2- Capacity Strengthening: To enhance the proficiency of local stakeholders to adapt and implement GCED initiatives within their respective countries at sub-national echelons. Given the four presentations and resulting discussion group sessions during the workshop, as well as the intervention provided by Deardorff on the Logic Model tool and Making Thinking Visible tools, this capacity strengthening objective was met as participants discussed their next steps and what was needed to implement GCED initiatives in their respective countries and contexts.

Objective 3- Evidence-based Knowledge Exchange for Informed Dialogue: Establish a forum for participants to share emerging research findings, personal experiences, successes, and obstacles in implementing GCED initiatives at the grassroots level. This aims to enhance evidence-driven dialogues, offering networking avenues to stimulate collaboration and the cross-pollination of ideas among diverse stakeholder groups throughout the region.

These series of GCED workshops organized and hosted by UNESCO Bangkok has indeed established a forum for participants to share their experiences, successes and obstacles in implementing GCED initiatives at the grassroots level, particularly as evidenced by the 4 presentations shared in this workshop. It will be important for UNESCO Bangkok to continue to sustain this established forum so that continued sharing among stakeholders can continue throughout the region.

In reflecting on this workshop, the highlight of this 2-day workshop was hearing from the four presenters who shared inspiring examples of how they are implementing GCED in their contexts and the impact this important work is having within their respective contexts, from textbook integration of GCED to working with rural youth on GCED. Participants engaged actively in the 2-day virtual GCED workshop, particularly in their groups during the working sessions. Key themes that emerged from the group deliberations and discussions throughout the workshop included the following:

- importance of partnering with youth on GCED efforts
- the importance of intentionally emphasizing and integrating GCED and the need for more research within national and local contexts in this regard
- the value of behavioural dimensions of GCED throughout global citizenship initiatives and the need to more intentionally address these dimensions through explicitly stated learning outcomes and corresponding interventions
- the value of integrating GCED into the disciplines including arts curricula
- the necessity of localizing GCED including through language, and
- the need to integrate assessment into GCED.

The scaffolding of this 3-part workshop series over the last 3 years seemed to be an especially strong design in bringing key stakeholders together in developing collective action plans on GCED. Through the 4 concrete presentations on how GCED action plans are being enacted in 4 different countries and through the rich smaller group discussions that occurred following these presentations, this 2-day workshop was quite successful in leading to further recommendations for UNESCO Bangkok on GCED as well as on accomplishing the desired outputs of demonstrating enhanced capacity for GCED implementation at local levels, based on a discernable increase in understanding of GCED amongst participants, and inspired local stakeholders to continue to translate GCED into actionable plans.

Workshop Recommendations

Given the emerging themes identified through this workshop along with the rich small group discussions that occurred, recommendations from Dr. Deardorff following the discussions and outcomes of the 2-day virtual GCED workshop include the following:

1. Consider holding follow up virtual meetings for stakeholders to continue to share updates with each other and the UNESCO Bangkok team in regard to their collective GCED action plans.
2. Consider holding a workshop and/or providing a publication specifically on tools for integrating behavioral aspects of GCED into the curriculum and co-curriculum, as well as

how to assess GCED, possibly through the development of a GCED assessment framework that can be utilized and tailored to local contexts.

3. It may be good to also follow up with all participants through another survey or general communique seeking further written updates on the status of GCED action plans that perhaps could be shared on a website or other electronic platform, and particularly how they might be integrating behavioral aspects of GCED, as well as how they are assessing GCED.
4. Consider connecting more intentionally and directly with youth activities and leaders in furthering GCED, perhaps through a youth GCED event and/or a GCED competition for young people in the Asia-Pacific.
5. Invest in integrated arts curricula to align and promote GCED and deepen connections. Join forces with arts organizations in moving this recommendation forward.
6. Seek resources to finance further translation of GCED materials into local languages and continue to explore other ways in which to further localization of GCED.
7. Explore GCED across the disciplines, utilizing the SDGs as a tool for doing so. This could involve collaborating with other associations, including disciplinary associations.
8. UNESCO Bangkok may want to consider holding a half day GCED symposium (hybrid if possible) featuring speakers from different disciplines (including relevant UNESCO Chairs) and a student panel (which would be very important to include given the power of partnering with students) with the goal of continuing to build the GCED network and support the ongoing GCED efforts in the Asia Pacific.
9. Provide an opportunity for networking and sharing during the virtual book launch of the forthcoming GCED publication for parents and community members.
10. Continue supporting and strengthening the GCED network of stakeholders within the Asia Pacific.

It is hoped that the UNESCO Bangkok team will take these recommendations under careful consideration for further action in moving GCED efforts further in the Asia-Pacific region.



“Thank you for this opportunity to work together with the amazing UNESCO Bangkok team, the presenters and participants in this workshop” - Darla K. Deardorff

Annex 1: Concept Note and Agenda

Annex 2: Speakers’ Profiles

Annex 3: Participant List

Annex 4: Outputs from Breakout Groups, Day 1

Annex 5: Outputs from Breakout Groups, Day 2

25-26 October 2023

Tom Wang/Shutterstock.com

Introduction and rationale

In the 21st century, it is imperative to empower 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 of our world.

In direct response to these challenges, in 2021, at the 41st session of the UNESCO General Conference, Member States decided to revise the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental

Freedoms. The revised [1974 Recommendation](#) has been adapted to align with the evolving global and educational landscape and takes into consideration the goals of the 2030 Agenda and, specifically, Sustainable Development Goal (SDG) 4.7 that promotes Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). The revised 1974 Recommendation now calls upon member states to firmly integrate education's role in promoting global peace, international understanding, and sustainable development as we grapple with contemporary threats and challenges. Furthermore, the United Nations [Transforming Education Summit \(TES\)](#) of 2022 sounded the alarm for urgent and systemic changes in the field of education.

Similarly, turning to Asia-Pacific, there are initiatives and policy frameworks within the Asia-Pacific region that demonstrated a concerted effort to integrate GCED into educational reforms. During the second Asia-Pacific Regional Education Minister's Conference (APREMC II) held in June 2022, through the [Bangkok Statement](#), ministers from the region have reaffirmed the importance to acknowledge and promote GCED in curriculum content and pedagogical approaches so as to empower learner to become resilient and adaptable to the challenges in the fast-evolving world while contributing to social cohesion, peace, and sustainable development in Asia-Pacific.

Moreover, the [ASEAN Workplan on Education 2021-2025](#) aligns closely with the goals of GCED. It includes objectives aimed at promoting social cohesiveness within ASEAN member states through heightened awareness and knowledge about ASEAN and its community. Additionally, the workplan seeks to cultivate resilient and environmentally responsible education practices for learners, aligning with the broader principles of GCED. Moreover, the [ASEAN Policy Brief on post-COVID-19 Safe School Reopening, Learning Recovery, and Continuity](#), issued in September 2021, underscores a commitment to delivering education within a secure and inclusive environment that prioritizes the well-being of all learners. This commitment resonates with the principles of GCED by emphasizing inclusivity and the importance of fostering a supportive and conducive learning environment.

At UNESCO Bangkok, as we work to advance Sustainable Development Goal (SDG) Target 4.7, with a specific focus on GCED at the local level, we remain committed to translate the guiding principles of GCED related global and region-specific frameworks into action in the Asia-Pacific region.

To better strengthen GCED stakeholders' capacity building, UNESCO Regional Office in Bangkok (UNESCO Bangkok) and APCEIU developed a guidebook in 2020—[Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'](#). This guidebook aims to guide organisations/individuals in designing and carrying out workshops on GCED, targeting both policymakers and teachers/educators with suggested approaches and activities. In addition, the 2020 Asia-Pacific Regional GCED Network Survey results (unpublished) showed that GCED stakeholders in the region have an increasing interest of capacity building for teachers, policymakers, administrators. Especially, the need of getting program models and content from members are emphasized so that the members can develop training programs on their own within their context.

In 2021, UNESCO Bangkok and APCEIU jointly developed and co-hosted the first GCED: [‘Taking It Local’ online training workshop](#) for master trainers, to empower them with skills and knowledge to conduct GCED workshops in their local contexts. During the workshop, participants – educators, teachers, master trainers – were introduced to skills development activities that collectively serve as a model for master trainers in conducting GCED workshops in their own communities.

In pursuit of achieving our shared vision to make education transformation a reality, in 2022, UNESCO Bangkok organized and hosted the virtual 2-day [‘Taking It Local’ Workshop for Systemic Transformations](#) to encourage collective actions in mainstreaming GCED from diverse stakeholders. During this second workshop, through collective planning, participants in their country teams identified key steps that are needed to impact systemic change in the integration of GCED in the curriculum from the classroom to national levels. As a result of this process, collective action plans for GCED in their local contexts were created.

Building on the success of the 'Taking It Local' Workshop for Systemic Transformations in 2022, UNESCO Bangkok and APCEIU will organise a Follow-up Workshop on GCED Collective Action Plans ‘Taking it Local’ in Asia-Pacific in 2023 to provide a platform for participants to reconvene, share the progress on the implementation of their collective action plans, receive feedback from other participants and discuss the challenges and opportunities faced during implementation. A pre-workshop meeting will be held to prepare participants to share their action plans during the follow-up workshop.

Objectives

The overarching objective is to effectively translate GCED goals and strategies into tangible and practical collective actions at the local level.

The specific objectives include:

- **Progress Assessment:** Determine the advancement of GCED collective action plans that were formulated by country teams during the GCED Workshop for Systemic Transformations in 2022.
- **Capacity Strengthening:** To enhance the proficiency of local stakeholders to adapt and implement GCED initiatives within their respective countries at sub-national echelons.
- **Evidence-based Knowledge Exchange for Informed Dialogue:** Establish a forum for participants to share emerging research findings, personal experiences, successes, and obstacles in implementing GCED initiatives at the grassroots level. This aims to enhance evidence-driven dialogues, offering networking avenues to stimulate collaboration and the cross-pollination of ideas among diverse stakeholder groups throughout the region.

Expected Outputs

- A discernable increase in the understanding of GCED amongst the participants in the Asia-Pacific region
- Enhanced capacity for GCED implementation at local levels in participants' countries
- Evidence-driven dialogues and networks rooted in research and empowered local stakeholders, to support the translation of GCED strategies into actionable plans.

Expected Results

It is expected that the foreseen activities and outputs will contribute towards integrating GCED into mainstream educational frameworks at a systemic level.

Participants

The workshop will see the participation of individuals who previously attended the GCED 'Taking it Local' for Systemic Transformations Workshop in 2022, as well as other distinguished guests. Furthermore, we will extend invitations to members of the GCED Asia-Pacific Network to join us at this workshop.

Date and Time

25 October 2023, GMT+7 09:00AM- 11:30AM

26 October 2023, GMT+7 09:00AM- 12:00PM

Contacts

For further queries, kindly contact: Ms Faryal Khan and Ms Ling Tan at gced.bgk@unesco.org

Provisional Agenda for Follow-up Workshop on Global Citizenship Education Collective Action Plans 'Taking it Local' in Asia-Pacific

DAY 1: 25 October 2023 (09:00AM-11:30AM, GMT+7)

Trainer and moderator: Dr Darla Deardorff, Research Fellow, Duke University

<p>09:00-09:15</p>	<p>Overview of Agenda and housekeeping</p> <p>Ms Ling Tan, Consultant, UNESCO Regional Office in Bangkok</p> <p>Welcome remarks</p> <p>Mr Lim Hyun Mook, Director, Asia-Pacific Centre of Education for International Understanding (APCEIU) (Video Message)</p> <p>Ms Faryal Khan, Programme Specialist, UNESCO Regional Office in Bangkok</p> <p>Group Photo</p>	
<p>09:15-10:15</p>	<p>Country Presentations</p> <p>9. Japan: "What's the obstacles for localisation? - a research from 2020-2022"</p> <p style="padding-left: 40px;">Presented by Mr Daisuke Kimura, Managing Director, Global Incubation x Fostering Talents (GiFT) (15 min)</p> <ul style="list-style-type: none"> • Q&A/Feedback (15 minutes) <p>10. India: "GCED & Indian Rural Youths"</p> <p style="padding-left: 40px;">Presented by Dr Dipak Tatpuje, Founder and Research Advisor, Vidydeep Foundation, Satara (15 minutes)</p> <ul style="list-style-type: none"> • Q&A/Feedback (15 minutes) 	

10:15-11:00	Breakout Discussions (45min) Facilitators: Dr Darla Deardorff, Ms Ling Tan and Ms Danting Cai, Consultant, UNESCO Bangkok	
11:00-11:30	Whole Group Discussion (30 min) 11. What are 2-3 takeaways/insights for you from the presentations? 12. What is a brief update you can give on your GCED activities? 13. What is a burning question that you have about GCED?	
11:30-11:45	Summary and Conclusions from Day One Dr Darla Deardorff	

DAY 2: 26 October 2023 (09:00AM-12:00PM, GMT+7)
Trainer and moderator: Dr Darla Deardorff, Research Fellow, Duke University

09:00-09:15	Welcome and Photo Session Highlights and Key points from Day 1 14. 2 Rapporteurs for reporting	
--------------------	--	--

09:15-10:15	<p>Country Presentations</p> <ul style="list-style-type: none"> • Philippines : “Story Telling Circles A Must!” Presented by Ms Della Leonor, Disability Rights Specialist, Freelance Researcher, AKAP PINOY Inc Corporate Secretary, President - Kapisanan ng may Kakayahang Kapansanan Inc., Motivational Speaker (15 min) • Q&A/Feedback (15 minutes) • Nepal: “Curriculum Mapping and Assessment Tools for Assessing GCED” Presented by Mr Deviram Acharya, Education Officer, Ministry of Education Science and Technology (15 minutes) • Q&A/Feedback (15 minutes) 	
10:15-11:00	<p>Planning GCED Intervention</p> <p>Program Logic Model and other resources and tools</p>	
11:00-11:30	<p>Breakout Discussions on Next Steps (30 min)</p> <p>Facilitators: Dr Darla Deardorff, Ms Ling Tan and Ms Danting Cai</p> <p>15. What is one action step you will take forward as a result of the presentations and discussions?</p> <p>16. What would help you accomplish your GCED action plan?</p>	
11:30-11:40	<p>Report to Plenary (10min)</p>	

11:40-11:50	Summary and Conclusions from Day Two Dr Darla Deardorff	
11:50-12:00	Closing remarks Ms Faryal Khan, Programme Specialist, UNESCO Bangkok	

Annex 2 Facilitators'/Speakers' profiles



Mr Daisuke Kimura, Managing Director at Global Incubation x Fostering Talents (GiFT) and Adjunct Lecturer at Meiji Gakuin University

Mr. Kimura serves as Managing Director at Global Incubation x Fostering Talents (GiFT) and Adjunct Lecturer at Meiji Gakuin University. His research primarily focused on assessment of the impact of transformative education, such as Global Citizenship Education and Education for Sustainable Development (ESD). He actively contributes to mainstreaming Transformative Education in both policy frameworks and school practices by consultation, designing learning for teachers and students and speaking such as Bett Asia leadership Summit. Mr. Kimura is a co-author of Asia Society's 'Advancing 21st Century Competencies in Asian Education systems,'. He holds postgraduate degrees, Diplomacy from University of Oxford and Public Policy specialising development policies from The Australian National University.



Prof. Dr. Dipak Tatpuje, Founder and Research Advisor in VidyaDeep Foundation, Satara (MS), India

Prof. Dr. Dipak Tatpuje is a Founder and Research Advisor in VidyaDeep Foundation, Satara (MS) focusing on experimental education and research. He holds a PhD from Tilak Maharashtra Vidyapeeth, Pune and a Master's in Management Science from University of Pune. He is a Babson Research Fellow 2021. He is a well known column writer in leading marathi newspapers of Maharashtra State (India). As an experienced academician of 39 years, he has authored a number of research papers and co-authored 36 books on TVET, Career Counseling, Entrepreneurship and GCED.



Ms Della Leonor, SEAMEO Sen Resident Expert, Disability Rights Specialist, Community National Leader, Philippines

Ms Leonor is a Masters Degree holder of International Affairs focusing on Comparative on International Disability Policy at American University, Washington D.C. She was sponsored by the Nippon Foundation through the Institute on Disability and Public Policy headed by Dr. Derrick Cogburn. As an academic, she has co-authored the paper Baseline Study 2020 SDG study of Five ASEAN countries published in the International Disability Alliance (IDA) website sponsored by ASEAN Disability Forum (ADF). She is also instrumental in the creation of the Philippine Observatory of Persons with Disability of the Commission on Human Rights Philippines. SEAMEO Sen Resident Expert, Disability Rights Specialist and a Community National Leader.



Mr. Devi Ram Acharya, Ministry of Education, Science and Technology Nepal, Nepal

Mr. Devi Ram Acharya is working under Ministry of Education, Science and Technology Nepal as a Section Officer. He has more than 12 years of working experience in education, student learning assessment at the national and classroom level. Currently, he is involving the research on Classroom Assessment Practices in Nepali School Education. He has developed the assessment tools for assessing the GCED knowledge and

understanding of the secondary level students. His interest area is student learning, assessment, education quality and 21st century learning and GCED.

Annex 3 Participant List

Day 1 – 25 October 2023

No.	Name
1	Serafin Arviola Jr.
2	Della Leonor
3	GiFT_Daisuke Kimura (Daisuke Kimura)
4	Dr Dipak Tatpuje India (Dr Dipak Tatpuje)
5	Ling Tan
6	Danting Cai
7	Faryal Khan
8	Darla Deardorff
9	Varada Mohan Nikalje
10	Hanlu Zhou
11	Fumi Yasuhi
12	Devi Ram Acharya
13	Libby Giles
14	Moritz BILAGHER
15	Madoka Tatsuno
16	Karena Menzie-Ballantyne
17	【listening only】 Miho Fukuda (Miho Fukuda)
18	Asuka Ohagi
19	Rifat Jahan
20	Satya Bhushan
21	Angelo Broqueza
22	Wangchuk (Wangchuk Bidha)
23	Dr. A K M Reazul Hassan
24	Sue Wang (Sue)
25	Rashda Riaz
26	Md. Kaium Ahammed Molla
27	Juming Shen

Day 2 – 26 October 2023

No.	Name
1	Della Leonor
2	Ling Tan
3	Faryal Khan
4	Danting Cai
5	Darla Deardorff
6	Chengying Lin
7	Devi Ram Acharya
8	Satya Bhushan
9	Karena Menzie-Ballantyne
10	Fumi Yasuhi
11	Varada Mohan Nikalje
12	Asuka Ohagi
13	Wangchuk (Wangchuk Bidha)
14	Dr Dipak Tatpuje
15	APCEIU_Akanksha Arya (Akanksha Arya)
16	ASIM IJAZ CHEEMA SED PUNJAB PAKISTAN

Annex 4 Outputs from Breakout Groups, Day 1

Day 1 Breakout Group Discussion Questions

1. What are 2-3 take aways from the presentations you heard?
2. For GCED practitioners, what is a brief update you can give on your GCED progress including a success and challenge?
3. What is a burning question that you have about GCED?

Group 1

- Dr. Dipak Tatpuje- India
- Ms. Ling Tan - UNESCO
- Mr. Devi Ram Acharya- Nepal
- Fumi Yasuhi- Japan

Discussion Questions:

1) What are 2-3 takeaways/insights for you from the presentations?

- There are some critical obstacle to mainstream GCED
- Behavioural aspect are missing in the curriculum
- GCED contextualises for rural youth through multiple pedagogical approaches.

2) What is a brief update you can give on your GCED activities?

- Assessment of GCED in the classroom.
- Alignment with sustainable goals.

3) What is a burning question that you have about GCED?

- Difficult to integrate in the different domains.
- Integrate in the classroom through different lesson/subject
- Integrating the Socio-emotional and behavioural domains in the curriculum.
- How to obtain financial resources /budget to sustainably conduct further research.
- Contextualize in diverse cultures/languages.
- Promote Social entrepreneurship and behavioural learning to the young learner.

Group 2

- Ms Della Leonar – Philippines
- Mr Daisuke Kimura- Japan
- Mr Rishad – Malaysia
- Ms Zhou – China

- Ms Wangchuk - Bhutan

Discussion Questions:**1) What are 2-3 takeaways/insights for you from the presentations?**

Ms Della: 1) Invite Mr Daisuke to expand his research to other countries and to identify recommendations to policymakers; 2) The cruciality of integrating diversity and inclusiveness to the teaching and learning of GCED

Mr Daisuke: 1) inquire about the textbook development in PH; 2) explore potential collaboration opportunity

Mr Rishad+Mr Daisuke: 1) English might be a good entry point to mainstream GCED and ESD in school curricula; 2) Tools to measure percentage of activities implemented in curriculum

Ms Zhou: 1) Xi'An Jiaotong-Liverpool University presents an exemplar case of a cross-national platform and projects to foster GCED competencies among students through personnel exchanges and research collaborations.

2) What is a brief update you can give on your GCED activities?

Ms Della: A GCED operation centre is newly established under PH Normal University and APCEIU for teacher training, curriculum development, and etc.

Mr Daisuke: the growing interest from the ED industry and employers on GCED and GCED skills; Japan Association for International Education is also expanding its partnership and collaboration with APCEIU to scale up GCED elements in school education.

Mr Rishad: GCED is integrated in secondary education in Bangladesh; projects are being implemented to drive SDG 4.7 forward, incorporating aspects of ESD.

Ms Wangchuk: ongoing project between MoESD and APCEIU to integrate further GCED into the curriculum/GCED activities in ASPnet Schools through both classroom teaching and outside the classroom .

3) What is a burning question that you have about GCED?

Ms Della: Is there a possibility that GCED Network can collaborate with AUN network to promote GCED across Asian universities?

Mr Daisuke: Any plans to move further towards a network to maximise research, teacher training and other resource and collaboration opportunities? Willing to learn to hear the cases of the impacts of GCED to various groups: ethnic group, social situation, marginalised community and resourceful communities etc.

Ms Wangchuk: How far are we from achieving implementation or integration of GCED considering there is just few years left before 2030?

Group 3

- Darla Deardorff
- Satya Bhushan
- Juming Shen
- Karena Menzie-Ballantyne
- Moritz Bilagher

- Libby Giles

Discussion Questions:

1) What are 2-3 take aways/insights for you from the presentations?

Libby - Philosophical alignment with the holistic object of education set out in the Japanese education act

Non- human living connections mentioned by Mr Lim

Karena - recently in NZ and Korea, - contextualisation - language/approaches/resources/interpretations.

Sometimes people get hung up on global - local connections. Understanding own culture and position

Moritz - interested in different views/approaches Japan and India. Low priority of peace and disarmament

Darla 82% interest in GCED in the rural community. Only 22% aware of GCED. 98% want a better life

Satya - really liked first presentation because of research aspect. What are questions researchers haven't thought of? What are specific challenges?

Second presentation interested in the Maharashtra model, would like to request this forum to take up vocational education. How to integrate GCED into formal curriculum.

2) What is a brief update you can give on your GCED activities?

Moritz - Use SEL as part of GCED feeling that - can we break through the challenges/restience by focusing on SEL and rolling out across China

Libby - Step up to the World

Local context

Satya - New education policy 2020 - GCED philosophy, gced terminology specifically used in the policy so now intentional in the curriculum for school. From philosophy to integration and production of textbooks and other resources. Terminology in official documents.

Development of modules for teaching and learning ready in 6 months

Karena - Global Competency Framework - email her for a copy

Work on implementation of the revised 1974 recommendation

3) What is a burning question that you have about GCED?

Moritz? What are the connections between GCED and ESD? What is the definition of global citizenship? What is the concept of global citizenship

Darla - Chair looking at reinforcing the capacity of GCED Intersections of intercultural competence with climate change, eco, gender equality

Moritz - explanation of identity in the context of GCED

Modern cosmopolitanism - Appiah

Satya - very excited to hear of work on climate change great area to integrate into gced Recent report from UNESCO New Delhi- - Seeds of Change Report Looking forward to inetegrating gced into ece and every school has to facilitate for ages 3-8. More work needed in ece

What are we doing to transform not reform? Are we just adding into existing systems?

GCED activities: Moritz- focusing on SEL as part of GCED, living together can be challenging esp. in competition culture, Libby - just finished world forum in Auckland- all sectors involved, strong indigenous focus and bicultural/bilingual elements, most audience from NZ, good balance of local and global, discussed SEL, concepts of "Bring your ancestors with you" "what's your reason for being," Satya - new education policy in which GCED is used frequently, in process of integrating GCED into textbooks, have collected data from all states on GCED, developing modules on integrating GCED. From 1st pres - research is imp on GCED, curious about outputs that researchers haven't thought of? specific challenges for different grades? very insightful research, how will findings be used in textbooks and schools? 2nd pres- innovative approach in taking GCED to rural areas,

Annex 5 Outputs from Breakout Groups, Day 2

Day 2 Breakout Group Discussion Questions

1. What is one action step you will take forward as a result of the presentations and discussions?
2. What would help you accomplish your GCED action plan?
3. How can we engage and empower youth in promoting GCED, and what resources and platforms are available to support their involvement?
4. What steps can organizations and individuals take to promote GCED in their local communities and regions, and what impact can this have on global progress of GCED?

Group 2

- Darla Deardorff
- Asim Ijaz Cheema, Section Officer, School Education Department Punjab Pakistan
- Devi Ram Acharya : Nepal
- Dr. Dipak Tatpuje
- Danting Cai

Discussion Questions:

1. What is one action step you will take forward as a result of the presentations and discussions?

Dr Dipak: 1) Introduction of UNESCO story circles; 2) Circulation of GCED Booklet;

Mr Devi: 1) GCED assessment of teacher capacity at school level (in the form of online survey); 2) Circulation of GCED Booklet as well; 3) Assessment among learners and wider public on GCED qualities

Mr Asim: 1) National and local television to initiate programme on Story-Telling

2. What would help you accomplish your GCED action plan?

Dr Dipak: 1) youth involvement



Mr Devi: 1) Conducting a teacher survey (reach out for support in developing the survey content) ; 2) Translation and printing of GCED Booklets into Nepali.

Mr Asim: 1) APCEIU partnership and collaboration with alumni