

24TH ASIA-PACIFIC TRAINING WORKSHOP ON EIU/GCED

**Empowering Educators in Shaping
Futures with Action-oriented GCED**

**MENTORSHIP PROGRAMME
FOLLOW-UP ACTIVITY REPORT**

OVERVIEW

The Asia-Pacific Training Workshop (APTW) on EIU/GCED is APCEIU's flagship Training of Trainers (ToT) programme for educators across the Asia-Pacific region. Over the past 24 years, the programme has reached more than 700 educators. Since 2021, it has expanded beyond the workshop to include a **mentorship programme and seed grants**, supporting participants in designing and implementing locally relevant GCED initiatives.

The 24th APTW was held from 16 to 20 June 2025 under the theme *Empowering Educators in Shaping Futures with Action-oriented GCED*. A total of 27 educators from 16 UNESCO Member States across the Asia-Pacific region participated in the workshop, engaging in collaborative learning and discussions on advancing action-oriented GCED in diverse educational contexts.

Following the workshop, the 24th APTW Mentorship Programme supported selected participants in further developing and implementing locally relevant GCED initiatives through expert mentorship, seed funding, and project implementation. **This report presents five projects implemented through the programme, highlighting how participants transformed their action plans into concrete initiatives in their own contexts.**

No.	Name	Country	Project Title
1	Pema Lhadon	Bhutan	BhutanMUV: A Model United Village Program to Foster Youth Global Citizenship
2	Mandukhai Baldandorj	Mongolia	Creating Safe Speaking Spaces through Expressive English Circles
3	Tokasa Wilson	Fiji	Think Before You Throw, 3R's for a Sustainable & Clean School Compound
4	Lizna Abdulla Saeed	Maldives	Our Island, Our Students, Our Safety - Capacity Building of Teachers for Flood Disaster Risk Reduction
5	Kyoungeun Lee	South Korea	Cultivating Sustainable Educational Communities through Collaborative GCED Practices

BHUTAN MUV: A MODEL UNITED VILLAGE PROGRAM TO FOSTER YOUTH GLOBAL CITIZENSHIP

PEMA LHADON



Teacher P3
Tashitse Higher Secondary School



Bhutan

Key Outputs

- 30 teachers trained in GCED and MUN facilitation
- 40 students introduced to global citizenship and diplomacy
- Draft BhutanMUN Toolkit developed
- School-wide awareness of GCED strengthened



Executive Summary

Bhutan MUV is a school-based Global Citizenship Education (GCED) initiative inspired by the Model United Nations framework. Implemented at Tashitse Higher Secondary School, the project aimed to address limited exposure to experiential civic learning by localizing MUN simulations within Bhutanese values of harmony, dialogue, and collective responsibility. Through teacher professional development, student orientation, and the development of a BhutanMUV Toolkit, the project strengthened teachers' capacity to facilitate GCED and empowered students to engage with global and local issues critically.



Key Activity 1

Teachers participated in a professional development workshop on GCED and Model United Nations (MUN), strengthening their facilitation skills and capacity to integrate global citizenship into classroom teaching.

Key Activity 2

Students participated in an orientation on global citizenship, diplomacy, and Model United Nations, building foundational knowledge and preparing for active engagement in the BhutanMUV Club.

Key Activity 3

A draft BhutanMUV Toolkit was developed to support sustainable implementation, providing localized MUN resources aligned with Bhutanese values, peace education, and sustainability.

CREATING SAFE SPEAKING SPACES THROUGH EXPRESSIVE ENGLISH CIRCLES

MANDUKHAI BALDANDORJ



International Project Officer,
Mongolian National University
of Art and Culture

Mongolia

Key Outputs

- Draft GCED-aligned Circle Practice Manual (English II)
- Teacher Guide for Integrating Circle Practice into English II
- Student Facilitation Guide with Roles and Discussion Prompts
- Ethical AI Use Guidelines
- Classroom Observation and Faculty Consultation Notes



Executive Summary

This project developed a GCED-aligned Circle Practice Manual to strengthen socio-emotional learning and foster peaceful, inclusive classroom participation in higher education. Designed for English II courses, the initiative supports students' communication, emotional regulation, and respectful dialogue through structured circle practices while addressing language anxiety, silence, and unequal participation. Co-developed through interdisciplinary collaboration, the manual integrates ethical AI as a learning scaffold while preserving human agency, offering a practical model for embedding GCED into everyday teaching and learning.

Key Activity 1

A GCED-aligned Circle Practice Manual was developed to strengthen socio-emotional learning, respectful dialogue, and inclusive classroom participation through structured circle practices.

Key Activity 2

Classroom observation and consultation with English faculty informed the refinement of the manual, ensuring its relevance, feasibility, and readiness for classroom implementation.

Key Activity 3

The circle practice was integrated into existing English II learning activities, supporting communication, collaboration, and confident participation without introducing additional assessment requirements.



THINK BEFORE YOU THROW

3R'S FOR A SUSTAINABLE & CLEAN SCHOOL COMPOUND

TOKASA WILSON



Head of School
Adi Cakobau School



Fiji

Key Outputs

- Trained 50 students and 50 teachers on the 3Rs (Reduce, Reuse, Recycle)
- Conducted 4 school-wide awareness sessions and 3 clean-up campaigns
- Produced 30 awareness posters and 20 creative reuse projects
- Introduced recycling bins in four key areas of the school
- Strengthened environmental awareness, civic responsibility, and sustainable school practices



Executive Summary

This project is a school-based GCED initiative promoting environmental responsibility through the principles of Reduce, Reuse, and Recycle (3Rs). Implemented in a boarding school, the project strengthened students' and teachers' awareness of sustainable waste management through capacity-building sessions, school-wide campaigns, and curriculum-linked activities. By encouraging responsible disposal, creative reuse, and everyday environmental action, the initiative fostered environmental stewardship, civic responsibility, and the practical integration of GCED into teaching and learning.

Key Activity 1

Teachers and students participated in capacity-building sessions on the 3Rs—Reduce, Reuse, and Recycle—strengthening awareness of sustainable waste management and encouraging environmentally responsible practices across the school.

Key Activity 2

A school-based GCED Club engaged students in promoting the 3Rs through awareness campaigns and creative recycling activities, fostering sustainability, creativity, and civic responsibility.

Key Activity 3

Students, teachers, and community members conducted school clean-up campaigns, applying the 3Rs in practice while promoting environmental stewardship, collaboration, and a cleaner school environment.



OUR ISLAND, OUR STUDENTS, OUR SAFETY - CAPACITY BUILDING OF TEACHERS FOR FLOOD DISASTER RISK REDUCTION

LIZNA ABDULLA SAEED



Senior Curriculum Development Analyst
National Institute of Education



Maldives

Key Outputs

- Teacher Needs Assessment Survey
- Student Needs Assessment Survey
- Flood DRR Training Package
 - Teacher Training Module
 - Student Education Module



Executive Summary

This project is a GCED-based initiative that strengthens teachers' capacity for Flood Disaster Risk Reduction (DRR) education in the Maldives. It developed teacher and student needs assessment surveys alongside a Flood DRR training package comprising teacher and student modules to support the integration of disaster awareness, climate resilience, and GCED into formal education. By providing practical, curriculum-aligned resources, the project laid the foundation for future teacher training and the integration of DRR concepts into Science, Social Studies, Civic Education, and Life Skills education.



Key Activity 1

Needs assessment surveys were developed for teachers and students to identify flood DRR experiences, training needs, and GCED priorities, informing the design of project activities and training.

Key Activity 2

A GCED-aligned Flood DRR training package was developed for teachers and students, integrating disaster preparedness, climate resilience, and civic responsibility into the national curriculum.

Key Activity 3

The training package and survey instruments were validated by the National Institute of Education, ensuring their alignment with the national curriculum and relevance to Maldivian school contexts.

CULTIVATING SUSTAINABLE EDUCATIONAL COMMUNITIES THROUGH COLLABORATIVE GCED PRACTICES

KYOUNGEUN LEE



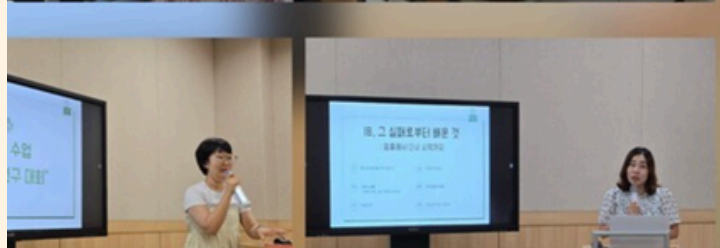
Teacher, Elementary School



Republic of Korea

Key Outputs

- Developed GCED-SDGs digital toolkit and repository
- Delivered 3 hybrid educator training sessions and 2 international workshops
- Produced and distributed over 15 model lesson plans (120+ downloads)
- Created a sustainable online professional learning community
- Increased GCED integration in participating schools



Executive Summary

This project empowered Korean educators to systematically integrate GCED into school culture and promote sustainable, inclusive learning. Guided by inquiry-driven and SDG-linked lesson models, the initiative addressed gaps between policy and classroom practice through a hybrid network of IB-GCED educators, workshops, and resource sharing. Key achievements included three hybrid sessions involving over 25 teachers, two international workshops, and a digital resource repository. The project strengthened inquiry-based teaching, fostered collaboration, and advanced school-wide GCED practice.

Key Activity 1

Teachers participated in hybrid training sessions on integrating GCED and the SDGs into classroom practice through inquiry-based pedagogy, collaborative lesson design, and peer learning.

Key Activity 2

A digital repository and Professional Learning Community (PLC) enabled educators to share GCED lesson plans, student work, and action project models, promoting collaboration and sustainable practice.

Key Activity 3

Students implemented small-scale GCED and SDG action projects in their local communities, strengthening their sense of agency, sustainability awareness, and global citizenship.

