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APCEIU Asia-Pacific Centre of Education for International Understanding

25TH ASIA-PACIFIC TRAINING WORKSHOP ON EIU/GCED

Empowering Educators to Deepen GCED Practice in a Rapidly Changing World

FINAL REPORT

27 April - 1 May 2026

Seoul and Gangwon State, Republic of Korea

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UNESCO APCEIU

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APCEIU
Asia-Pacific Centre of
Education for
International Understanding
유네스코 아시아태평양 국제이해교육원

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a UNESCO Category 2 centre to promote education for a Culture of Peace. APCEIU is working in close collaboration with UNESCO Offices, National Commissions of Member States, related educational institutes, and civil society to promote Global Citizenship Education (GCED) under the framework of Education for International Understanding (EIU) towards a Culture of Peace.

APCEIU has devoted itself to strengthening GCED/EIU capacities of stakeholders globally by pursuing its philosophy and policies through training teachers and teacher trainers; research and policy development; developing educational materials and programmes; organizing different levels of workshops and conferences; and strengthening the network of teachers, educators, experts, civil society leaders, and other stakeholders.

Through close cooperation with various international organizations, APCEIU has organized many events to promote GCED and will implement diverse projects on GCED towards a Culture of Peace.

For more information,
Please visit the APCEIU's homepage: www.unescoapceiu.org

WORKSHOP OVERVIEW

25TH ASIA-PACIFIC TRAINING WORKSHOP (APTW) ON EIU/GCED

Empowering Educators to Deepen GCED Practice in a Rapidly Changing World

27 April-1 May 2026 / Seoul and Gangwon State, Republic of Korea

Across the Asia-Pacific region, educators are increasingly confronted with the question of how education can respond to complex challenges in a rapidly changing world. The accelerating development of Artificial Intelligence (AI) has further intensified this challenge, as learners are required not only to access information, but also to critically evaluate it, exercise ethical judgement, and act responsibly in diverse and interconnected contexts. As AI continues to shape how knowledge is produced, interpreted, and shared, there is a growing need to ensure that technological advancement is accompanied by strong human-centered competencies. These realities highlight the need for educational approaches that go beyond knowledge transmission and instead cultivate critical, values-based, and action-oriented competencies.

In this context, the core competencies emphasised by GCED are becoming essential. GCED promotes critical analysis, ethical responsibility, respect for human dignity and diversity, and the ability to translate global values into responsible action. These competencies directly respond to emerging risks in AI-influenced societies, including misinformation and disinformation, algorithmic bias, the digital divide, under-representation in data systems, and reduced space for constructive dialogue across difference. GCED therefore offers a coherent framework to address these demands.

However, despite growing recognition of its relevance, GCED learning often remains at a surface level, and its implementation tends to be fragmented and limited to stand-alone initiatives. Many educators express the need to deepen their engagement with GCED thematic areas and pedagogical approaches, strengthen their capacity to embed GCED principles into sustained practice, and connect with peers through structured regional collaboration.

In response, this training programme was designed as an advanced learning space for educators with prior GCED experience. It deepened engagement with core GCED themes and pedagogies through critical dialogue and reflective learning; strengthened and scaled up practice through practice-oriented learning and peer exchange; and consolidated regional networks through sustained collaboration. Through this integrated approach, the workshop supported educators in implementing GCED more effectively and collaboratively, contributing to the development of critically engaged, ethically grounded and socially responsible global citizens across the region.

OBJECTIVES

- **To deepen** engagement with GCED and its thematic approaches and pedagogies
- **To strengthen** and scale up GCED practice and implementation
- **To consolidate** and expand regional network for sustained collaboration

EXPECTED OUTCOMES

- **Deepened** engagement with GCED and its thematic approaches and pedagogies
- **Strengthened** and scaled-up GCED practice and implementation
- **Consolidated** and expanded regional network for sustained collaboration

ORGANIZER

UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU)

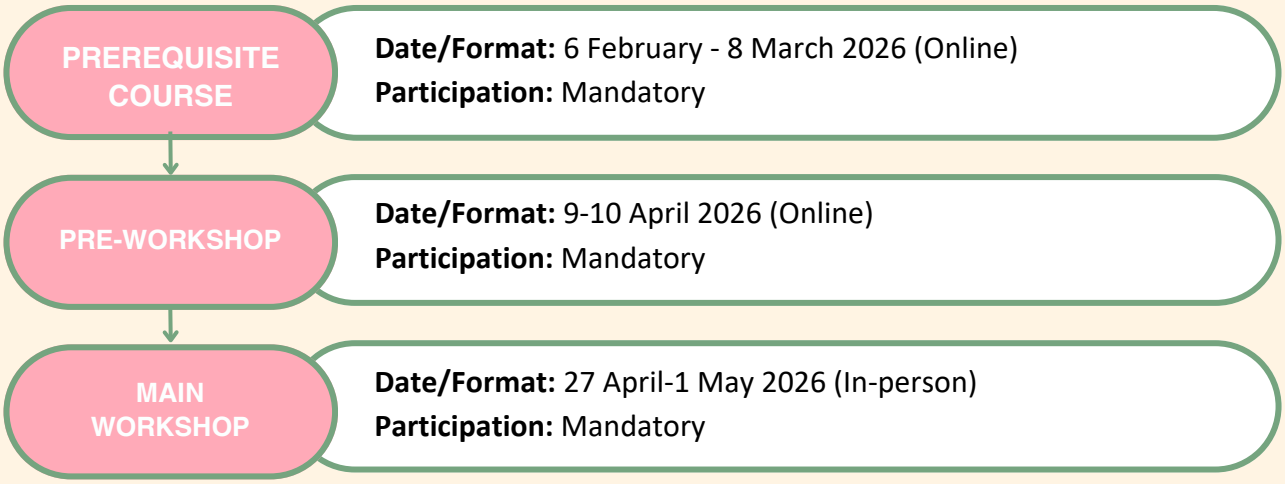
PARTICIPANTS

30 educators from UNESCO Member States in the Asia-Pacific region

WORKSHOP LANGUAGE

English

PROGRAMME PHASES



PROGRAMME STRUCTURE

No.	Key Components
Module 1	**Deepening Engagement with GCED in a Changing World** • Re-examining the relevance and purpose of GCED in response to complex global challenges, including the implications of emerging technologies • Strengthening understanding of GCED themes and pedagogies for living together in diverse and interconnected contexts
Module 2	**Strengthening and Scaling up GCED Practice and Implementation** • Reflecting on participants' GCED practices and identifying shared challenges across educational contexts • Developing practice-oriented strategies to enhance the quality, effectiveness, and scalability of GCED implementation
Module 3	**Consolidating Regional GCED Networks for Sustained Collaboration** • Strengthening regional practitioner networks to support continuous learning and collective action in GCED • Facilitated participant-driven collaboration and knowledge exchange to sustain and expand GCED practice beyond the training progarmme

PRE-WORKSHOP

PROGRAMME SCHEDULE

Date/Time (KST)	Programme	Venue
9 April 2026	**DAY 1**	
16:00~16:30 (30')	**[Opening Session] Welcome & Orientation** • Welcoming Remarks • Introduction to APCEIU & APTW • Participants Introduction	**Online (Plenary)**
16:30~17:30 (60')	**[Introductory Lecture]** **Revisiting GCED for Learning to Live Together** (Facilitator: Ms Wonjin Lim, Head of the Office of Education and Training, APCEIU)	**Online (Plenary + Breakout)**
17:30~17:45 (15')	**Break**	
17:45~18:45 (60')	**[Interactive Lecture]** **UNESCO 2023 Recommendation and Its Asia-Pacific Roadmap** (Facilitator: Dr. Faryal Khan, Education Programme Specialist, UNESCO Bangkok)	**Online (Plenary + Breakout)**
10 April 2026	**DAY 2**	
09:30~10:00 (30')	**Reflection & Sharing**	**Online (Plenary)**
10:00~11:00 (60')	**[Interactive Lecture]** **Framing GCED from Asia-Pacific Perspectives** (Facilitator: Dr. Li-Ching Ho, Professor, University of Wisconsin-Madison)	**Online (Plenary + Breakout)**
11:00~11:15 (15')	**Break**	
11:15~12:45 (90')	**[Interactive Lecture]** **GCED in Troubled Times: Reflection, Monitoring and the Way Forward** (Facilitator: Dr. Karena Menzie-Ballantyne, Senior Lecturer, CQ University)	**Online (Plenary + Breakout)**
12:45~	**[Closing Session] Preparing for the Main Workshop** • Summary of Key Learnings from the Pre-Workshop • Preparations for the Main Workshop • Final Q&A	**Online (Plenary)**

MAIN WORKSHOP

Date/Time (KST)	Programme	Venue
27 April 2026	DAY 1 (MON)	
09:30~10:00 (30')	**Registration**	**EIU Hall**
10:00~10:30 (60')	**[Opening Session]** • Opening Video • Welcome Remarks • Workshop Overview	**EIU Hall**
10:30~11:30 (60')	**[Orientation]** **Building a Learning Community** (Facilitator: Ms Lea Espallardo, Artist Teacher, PETA)	**GCE Hall**
11:30~12:30 (60')	**[Keynote Lecture]** **Global Citizenship in a Crisis of Solidarity and Coexistence** (Speaker: Dr. Peck Cho, Distinguished Professor, Korea University)	**EIU Hall**
12:30~13:30 (60')	**Lunch**	**EIU Hall**
13:30~14:30 (60')	**[Group Activity]** **GCED in Practice (1): Experiences from the Ground** • Group 1 (Facilitator: Mr Jefferson Plantilla) • Group 2 (Facilitator: Ms Lea Espallardo) • Group 3 (Facilitator: Mr Dylan Wray)	**EIU HAll,** **GCE Hall,** **LTLT Room**
14:30~14:40 (10')	**Break**	
14:40~16:40 (120')	**[Workshop]** **Why Global Citizenship is a Human Rights Matter** (Facilitator: Mr Jefferson Plantilla, Independent Expert in GCED)	**EIU Hall**
16:40~17:00 (20')	**Break**	
17:00~18:00 (60')	**[Online Lecture]** **Critical Review on AI and Education: Why Global Citizenship Matters** (Speaker: Dr. Wayne Holmes, UNESCO Chair in the Ethics of Artificial Intelligence and Education, Professor of Critical Studies of Artificial Intelligence and Education, University College London)	**EIU Hall**
18:00~18:30 (30')	**Day 1 Wrap-up**	**EIU Hall**
18:30~	**Welcome Dinner and Networking**	**The Link Seoul**

MAIN WORKSHOP

Date/Time (KST)	Programme	Venue
28 April 2026	DAY 2 (TUE)	
09:30~10:00 (30')	**Reflection & Recap**	**EIU Hall**
10:00~12:30 (150')	**[Workshop]** **Working Well with AI in GCED** (Facilitator: Mr Dylan Wray, Executive Director, Thinkshow)	**EIU Hall**
12:30~13:30 (60')	**Lunch**	**EIU Hall**
13:30~15:00 (90')	**[Workshop]** **Teaching for Critical Thinking: Practical Strategies for Transformative GCED Classrooms (1)** (Facilitator: Ms Lea Espallardo, Artist Teacher, PETA)	**GCE Hall**
15:00~15:20 (20')	**Break**	**EIU Hall**
15:20~16:50 (60')	**[Workshop]** **Teaching for Critical Thinking: Practical Strategies for Transformative GCED Classrooms (2)** (Facilitator: Ms Lea Espallardo, Artist Teacher, PETA)	**EIU Hall**
16:50~17:00 (10')	**Break**	
17:00~18:00 (60')	**[Online Lecture]** **Ethics and Responsible Digital Citizenship in the AI Age** (Facilitator: Dr. Emmanuel Goffi, Professor of Ethics, IESEP)	**EIU Hall**
18:00~18:30 (30')	**Day 2 Wrap-up**	**EIU Hall**
18:30~20:00 (90')	**Dinner**	**Seoul**
20:00~21:00 (60')	**Visit to N Tower**	

DAY 3 Programme Schedule

MAIN WORKSHOP

Date/Time (KST)	Programme	Venue
29 April 2026	DAY 3 (WED)	
09:30~13:00 (210')	**Move to DMZ Peace-Life Valley**	**DMZ PEACE-LIFE VALLEY**
13:00~14:30 (90')	**Lunch & Check-in**	
14:30~16:00 (90')	**Dialogue with the Director of DMZ Peace-Life Valley and Guided Tour of the Valley** (Speaker: Sunghun Jung, Director of DMZ Peace-Life Valley)	
16:00~16:30 (30')	**Break**	
16:30~18:00 (90')	**[Group Activity]** **GCED in Practice (2): Reflecting on Practice and Challenges** • Group 1 (Facilitator: Mr Jefferson Plantilla) • Group 2 (Facilitator: Ms Lea Espallardo) • Group 3 (Facilitator: Mr Dylan Wray)	
18:00~18:30 (30')	**Day 3 Wrap-up**	
18:30~	**Dinner and Networking**	

DAY 4 Programme Schedule →

MAIN WORKSHOP

Date/Time (KST)	Programme	Venue
30 April 2026	DAY 4 (THU)	
08:00~09:00 (60’)	**Breakfast**	**DMZ PEACE-LIFE VALLEY**
09:00~09:30 (30’)	**Reflection & Recap**	
09:30~11:30 (120')	**Life, Peace and Democracy through DMZ** (Speaker: Mr Beomjin Jeong, Chair of Institute for Life, Peace and Democracy)	
11:30~12:20 (50')	**Lunch**	
12:20~15:30 (190’)	**Visit to Eulji Observatory**	
15:30~16:00 (30’)	**Break**	
16:00~17:00 (60’)	**Reflection on Study Visit** (Facilitator: Mr Jeff Plantiall, Independent Expert in GCED)	
17:00~18:00 (60’)	**Preparation for GCED in Practice (3)**	
18:00~19:00 (60')	**Dinner and Networking**	
19:00~21:00	**Cultural Session**	

DAY 5 Programme Schedule →

MAIN WORKSHOP

Date/Time (KST)	Programme	Venue
1 May 2026	DAY 5 (FRI)	
08:00~09:00 (60’)	**Breakfast**	**DMZ PEACE-LIFE VALLEY**
09:00~11:00 (120’)	**[Group Activity]** **GCED in Practice (3): Moving Forward and Scaling Up** • Group 1 (Facilitator: Mr Jefferson Plantilla) • Group 2 (Facilitator: Ms Lea Espallardo) • Group 3 (Facilitator: Mr Dylan Wray)	
11:00~12:00 (60')	**Final Reflection** (Facilitator: Ms Lea Espallardo, Artist Teacher, PETA)	
12:00~12:30 (30’)	**Closing Ceremony**	
12:30~13:30 (60’)	**Lunch & Check-out**	

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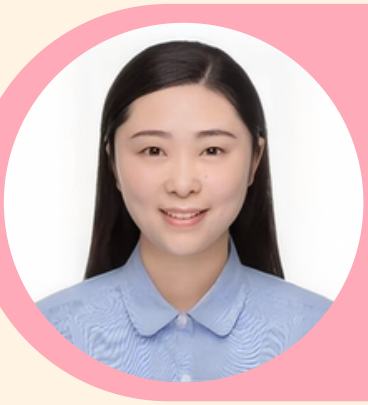


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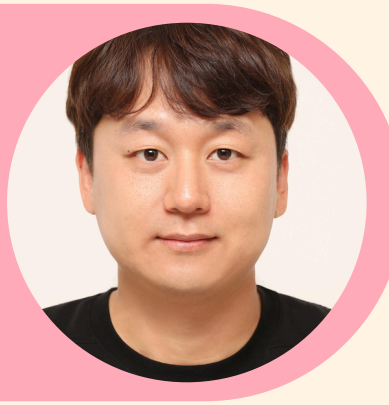
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PRE-WORKSHOP



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EDUCATION PROGRAMME SPECIALIST
/ UNESCO BANGKOK

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PROFESSOR
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SENIOR LECTURER
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Dylan WRAY

EXECUTIVE DIRECTOR
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Jefferson PLANTILLA

INDEPENDENT EXPERT IN GCED



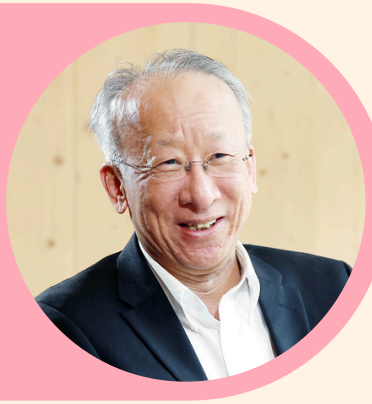
Lea ESPALLARDO

ARTIST TEACHER
/ PETA



Emmanuel GOFFI

PROFESSOR OF ETHICS
/ ISEP



Peck CHO

DISTINGUISHED PROFESSOR
/ KOREA UNIVERSITY



Wayne HOLMES

UNESCO CHAIR (ETHICS OF AI AND EDUCATION)
PROFESSOR (CRITICAL STUDIES OF AI AND EDUCATION,
UNIVERSITY COLLEGE LONDON)

ORGANIZING TEAM (APCEIU)



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PROGRAMME SPECIALIST





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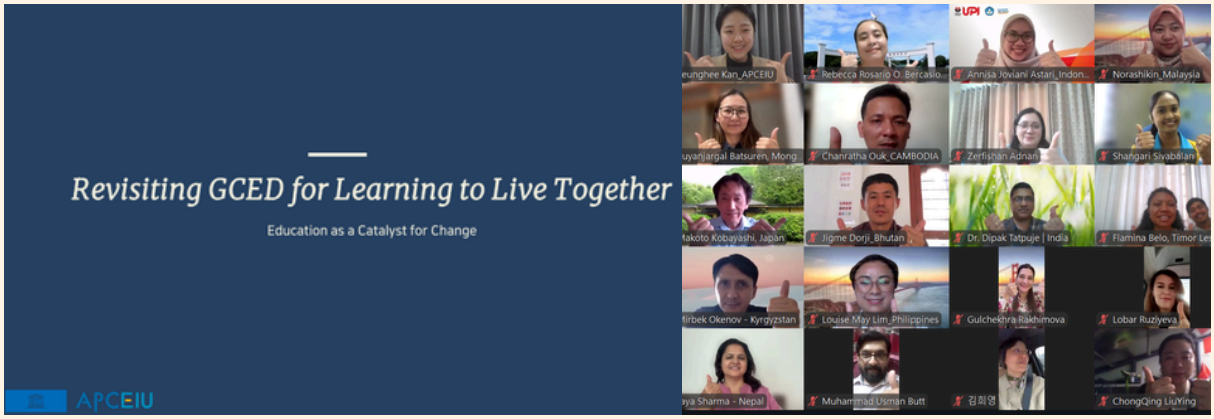




Yiyoung KIM
PROGRAMME SPECIALIST

PRE-WORKSHOP DAY 1 HIGHLIGHTS

REVISITING GCED FOR LEARNING TO LIVE TOGETHER



The Pre-Workshop began with an introductory session led by Ms Wonjin LIM, Head of the Office of Education and Training at APCEIU. The session introduced the conceptual foundations of GCED and examined its growing relevance in responding to contemporary global challenges. Participants explored the core concepts, learner attributes, and pedagogical approaches of GCED, while considering on the evolving role of educators as catalysts for transformative change.

UNESCO 2023 RECOMMENDATION AND ITS ASIA-PACIFIC ROADMAP



Building on the previous session, Dr. Faryal KHAN, Education Programme Specialist at UNESCO Bangkok, provided participants with a comprehensive overview of the *UNESCO Recommendation on Education for Peace, Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* and its *Asia-Pacific Implementation Roadmap*. The session guided participants in analysing educational challenges in their own contexts through the lens of the Recommendation and its regional implementation roadmap, laying the foundation for contextually relevant GCED action plans.

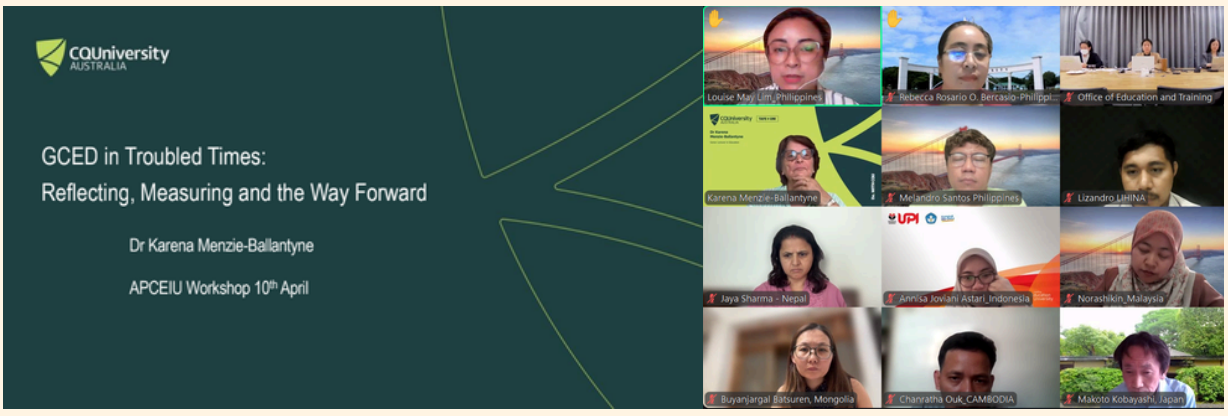
PRE-WORKSHOP DAY 2 HIGHLIGHTS

FRAMING GCED FROM ASIA-PACIFIC PERSPECTIVES



Offering an academic perspective, Dr. Li-Ching HO, Professor at the University of Wisconsin–Madison, explored how GCED can be framed to foster hope and social action in addressing regional challenges across the Asia-Pacific. Drawing on the *Educators' Guide to Global Citizenship Education from Asia-Pacific Perspectives*, she illustrated how different ways of framing social issues shape learners' perspectives and sense of agency. Participants then considered how these approaches could be adapted to their own educational contexts to promote more hopeful and action-oriented GCED practices.

GCED IN TROUBLED TIMES: REFLECTION, MONITORING AND THE WAY FORWARD



Dr. Karena MENZIE-BALLANTYNE, Senior Lecturer in Education at CQUniversity Australia, encouraged participants to reflect on how GCED can be advanced through small, context-specific actions. Through interactive discussions and group activities, participants identified practical actions that could be implemented in their own educational contexts and explored strategies for monitoring and evaluating their impact. The session highlighted the importance of integrating reflection, monitoring and evaluation throughout the design and implementation of GCED initiatives.

WORKSHOP DAY 1 HIGHLIGHTS

GLOBAL CITIZENSHIP IN A CRISIS OF SOLIDARITY AND COEXISTENCE



Opening the main workshop, Dr. Peck CHO, Distinguished Professor at Korea University, delivered the keynote session, inviting participants to reflect on the meaning of solidarity and coexistence in an era of fragmentation, isolation, and rapid advances in Artificial Intelligence (AI). He underscored the growing importance of learning to live together, emphasizing that empathy, mutual understanding, and a sense of shared humanity are essential for preparing learners to navigate an increasingly uncertain and divided world.

GCED IN PRACTICE (1): EXPERIENCES FROM THE GROUND



Drawing on the GCED Action Reports submitted during the application process, participants showcased their GCED initiatives through one-page visual summaries and short presentations. Organized into thematic groups based on their areas of practice, they exchanged implementation experiences and engaged in peer discussions through questions and feedback.

WORKSHOP DAY 1 HIGHLIGHTS

WHY GLOBAL CITIZENSHIP IS A HUMAN RIGHTS MATTER





Led by Mr Jefferson PLANTILLA, Independent Researcher, this session examined contemporary human rights issues in the Asia-Pacific through a GCED perspective. Through interactive discussions and group activities centred on concrete regional examples and their links to the SDGs, participants considered how a human rights-based approach can strengthen GCED practice while responding to local and regional challenges.

CRITICAL REVIEW ON AI AND EDUCATION: WHY GLOBAL CITIZENSHIP MATTERS





In this session, Dr. Wayne HOLMES, UNESCO Chair in the Ethics of Artificial Intelligence and Education and Professor of Critical Studies of Artificial Intelligence and Education at University College London, examined the growing role of AI in education through a human rights-based lens. Distinguishing between AI in education and education about AI, he underscored the importance of a human-centred approach grounded in the UNESCO Recommendation on the Ethics of Artificial Intelligence, while emphasising the complementary role of GCED in preparing learners for AI-driven societies.

WORKSHOP DAY 2 HIGHLIGHTS

WORKING WELL WITH AI IN GCED



Focusing on the practical application of AI in GCED, this interactive session, facilitated by Mr Dylan WRAY, Executive Director of ThinkShow, introduced participants to ways of integrating AI into educational settings. Through hands-on activities, participants developed simple AI-based applications and considered how these tools could support teaching and learning. The session also examined both the opportunities and limitations of AI, highlighting the importance of its responsible and ethical use in education.

TEACHING FOR CRITICAL THINKING: PRACTICAL STRATEGIES FOR TRANSFORMATIVE GCED CLASSROOMS



Facilitated by Ms Lea ESPALLARDO, Artist-Teacher at PETA, this interactive session explored transformative pedagogies for cultivating critical thinking, one of the core cognitive competencies of GCED. Through experiential and theatre-based learning activities, participants experienced learner-centred and action-oriented approaches that foster critical thinking through participation, dialogue, and reflection, while considering how these strategies could be adapted to their own classrooms.

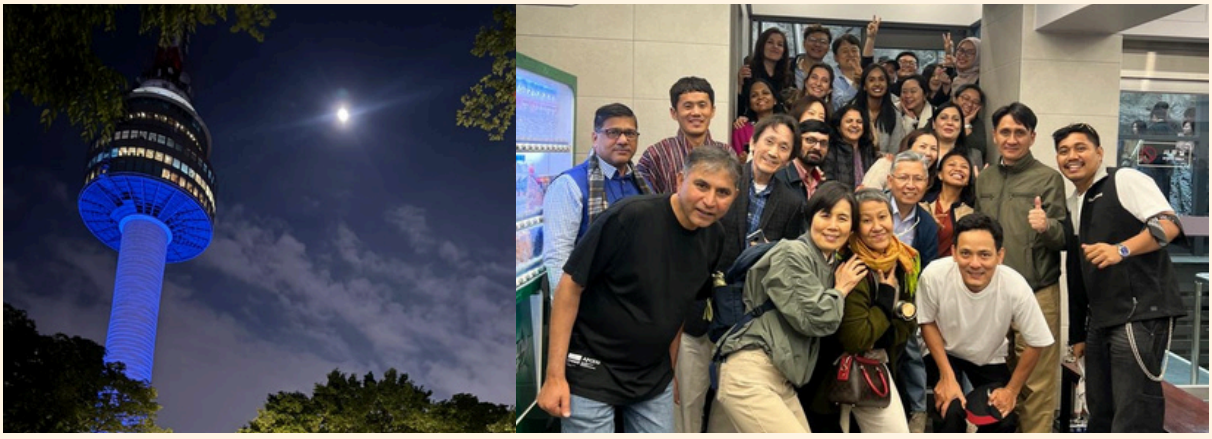
WORKSHOP DAY 2 HIGHLIGHTS

ETHICS AND RESPONSIBLE DIGITAL CITIZENSHIP IN THE AI AGE



In this session, Dr. Emmanuel GOFFI, Professor of Ethics at ISEP, explored the ethical dimensions of digital citizenship in the AI era through the concept of hypernymarchy —the influence of language, narratives, and digital technologies in shaping how people perceive and interpret the world. Drawing on philosophical perspectives, he highlighted the importance of critical thinking, intellectual autonomy, and informed judgement in navigating increasingly complex digital environments. The session encouraged participants to consider how ethical and responsible digital citizenship can foster independent thinking and informed decision-making in the age of AI.

VISIT TO N TOWER



A visit to N Seoul Tower offered participants the chance to experience one of Seoul's iconic landmarks while enjoying panoramic views of the city. The visit also created opportunities for informal exchange, enabling participants to deepen personal connections and further strengthen the learning community established throughout the workshop.

WORKSHOP DAY 3 HIGHLIGHTS

DIALOGUE WITH THE DIRECTOR OF DMZ PEACE-LIFE VALLEY AND GUIDED TOUR OF THE VALLEY




Participants engaged in a dialogue with Mr Sung Hun JUNG, Director of the DMZ Peace-Life Valley, who shared the vision, philosophy, and peacebuilding initiatives underpinning the Valley. This was followed by a guided tour of the site, providing participants with an opportunity to explore its key spaces and reflect on the historical and symbolic significance of the DMZ as a space for peace, coexistence, and reconciliation.

GCED IN PRACTICE (2): REFLECTING ON PRACTICE AND CHALLENGES




Building on participants' presentations during the GCED in Practice (1) session on Day 1, this session provided a structured space for dialogue and collective reflection on their implementation experiences. Through guided discussions, participants examined successful practices, identified key challenges, and considered strategies for strengthening and scaling up their initiatives. The session also supported participants in refining their ideas for the next stage by preparing concise pitches for their proposed action plans.

WORKSHOP DAY 4 HIGHLIGHTS

LIFE, PEACE AND DEMOCRACY THROUGH DMZ





Mr Beomjin JEONG, Chair of the Institute for Life, Peace and Democracy, examined the Korean Demilitarized Zone (DMZ) not merely as a symbol of division but as a space for reflecting on the interconnected values of life, peace, and democracy. Using contemporary global conflicts, the history of the Korean Peninsula, and the ecological and social realities of the DMZ as key reference points, he encouraged participants to consider the relationships between peace, coexistence, sustainability, and democratic participation. The session invited participants to examine their own roles in advancing these values through GCED and civic engagement.

VISIT TO THE EULJI OBSERVATORY





Participants visited the Eulji Observatory, where they viewed the DMZ and the surrounding border area. The visit provided a firsthand experience of a landscape that embodies both the realities of division and the enduring aspiration for peace on the Korean Peninsula. It also offered participants an opportunity to relate the themes explored in the previous session to the historical and contemporary realities of the Korean context.

WORKSHOP DAY 4 HIGHLIGHTS

REFLECTION ON STUDY VISIT




Facilitated by Mr Jefferson PLANTILLA, this reflection session encouraged participants to connect their experiences at the DMZ with broader global contexts. Using the DMZ as a symbolic example of a ceasefire, the discussion highlighted that divisions and unresolved conflicts exist in many societies, often taking the form of discrimination, exclusion, or underlying tensions that remain unaddressed despite the absence of open violence. Participants examined how these "hidden ceasefires" relate to Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) and considered how GCED can contribute to transforming division into dialogue, reconciliation, and peaceful coexistence within their own communities.

CULTURAL SESSION: LOVE ACROSS CULTURES - CELEBRATING OUR COMMON HUMANITY




The Cultural Session provided participants with an opportunity to celebrate the cultural diversity of the Asia-Pacific region through music, dance, performances, interactive activities, and the sharing of cultural traditions and food. Led by participants themselves, the programme created a welcoming and inclusive space for mutual learning, intercultural dialogue, and friendship. More than an opportunity for cultural exchange, the session reinforced the values of respect, empathy, and appreciation for diversity, fostering deeper connections and a stronger sense of community among participants.

WORKSHOP DAY 5 HIGHLIGHTS

GCED IN PRACTICE (3): MOVING FORWARD AND SCALING UP




Concluding the GCED in Practice series, this session provided participants with an opportunity to present their refined action plans, building on ideas developed through earlier sessions on sharing experiences and reflecting on practice. Through presentations and constructive feedback from mentors and peers, participants further strengthened their plans by identifying strategies to expand their reach, enhance sustainability, and explore opportunities for cross-border collaboration. The session supported participants in consolidating workshop learning into practical, scalable, and sustainable action plans.

FINAL REFLECTION




Moderated by Ms Lea ESPALLARDO, this closing session invited participants to reflect on their learning journey throughout the five-day workshop across the cognitive (head), socio-emotional (heart), and behavioural (hand) dimensions of learning. Participants shared key insights that had shaped their thinking, experiences that had resonated with them personally, and actions they were committed to carrying forward in their professional practice. The session provided a meaningful conclusion to the workshop, reinforcing participants' commitment to advancing GCED through continued reflection, collaboration, and action.

WORKSHOP EVALUATION

1) OVERALL FEEDBACK

Bringing together **26 educators from 18 countries** and diverse professional backgrounds—including school teachers, school leaders, university faculty, government officials, education specialists, and civil society representatives—the workshop received highly positive feedback across all aspects of the programme. Participants expressed a high level of satisfaction, with average ratings of **4.9/5 for the overall programme, programme design, and quality of facilitation, and a perfect 5.0/5 for coordination and organization**.

Participants particularly appreciated the balance of conceptual discussions, practical learning, peer exchange, and experiential activities, describing the workshop as well-organized, engaging, and directly relevant to their professional practice. Many also highlighted the value of learning alongside educators from diverse educational and cultural contexts across the Asia-Pacific region.








WORKSHOP EVALUATION

2) KEY LEARNING OUTCOMES

Strengthened understanding of GCED in addressing contemporary global challenges

Participants gained a deeper understanding of GCED as a practical and action-oriented educational approach rather than a theoretical concept. The workshop helped participants connect GCED with contemporary issues such as AI, ethics, peace, human rights, and critical thinking, reinforcing its relevance to today's educational landscape.

Increased confidence to apply GCED in practice

Many participants reported greater confidence and motivation to integrate GCED into their professional practice. They also expressed a stronger commitment to initiating or expanding GCED initiatives within their schools, institutions, and communities.

Enhanced capacity for reflection, project refinement and scaling-up

The GCED in Practice series was consistently identified as one of the most valuable components of the programme. Through peer learning, collaborative reflection, and constructive feedback, participants refined their initiatives, addressed implementation challenges, and identified practical strategies for strengthening and scaling up their work.

Broadened perspectives on AI and responsible digital citizenship

The AI-focused sessions broadened participants' understanding of AI beyond its technical applications. Participants emphasized the importance of ethical AI, responsible digital citizenship, and learner-centred approaches to integrating AI into GCED.

Strengthened regional networking and collaboration

The workshop fostered meaningful exchanges among educators from across the Asia-Pacific region, enabling participants to share experiences, learn from diverse perspectives, and establish professional connections. Many expressed their intention to sustain these relationships and pursue future collaboration beyond the workshop.

WORKSHOP EVALUATION

3) PARTICIPANTS' VOICES

Understanding GCED

- *"The workshop transformed my understanding of GCED from a concept into practical action that I can apply in my own context."*
- *"Before participating in the workshop, I had a superficial understanding of GCED values. Now I better understand empathy, interconnectedness, diversity, and learning by doing."*

Reflection and Action

- *"The GCED in Practice sessions helped me refine my project, reflect on challenges, and identify concrete next steps for scaling up."*
- *"The sessions provided practical examples of how GCED can be implemented in real educational contexts and encouraged me to critically examine my own teaching practice."*

AI and GCED

- *"AI is not just a technological issue, but also an ethical and educational one. As educators, we have a responsibility to guide learners to become responsible and critical global citizens."*
- *"I learned that AI should not replace human judgment, but rather support learner-centred and transformative approaches to education."*

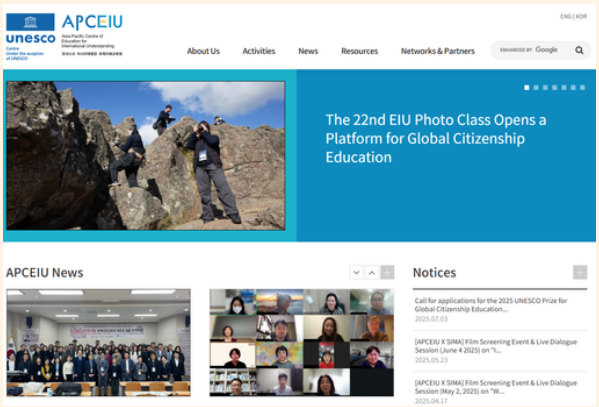
Peace and Coexistence

- *"The DMZ experience encouraged me to reflect on peace and coexistence in my own country's context and reminded me that peace requires dialogue, empathy, and education."*
- *"Seeing the physical border highlighted the need to heal the 'invisible' social and psychological divisions that can remain in a community long after a civil war."*

Networking and Collaboration

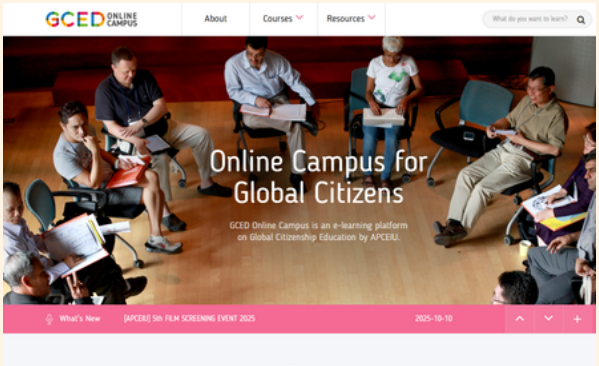
- *"Meeting educators from across the Asia-Pacific region inspired me to build future collaborations and strengthened my commitment to advancing GCED together."*
- *"I now feel more connected to a regional network of educators, which has increased my motivation to collaborate and take forward collective action."*

USEFUL INFORMATION



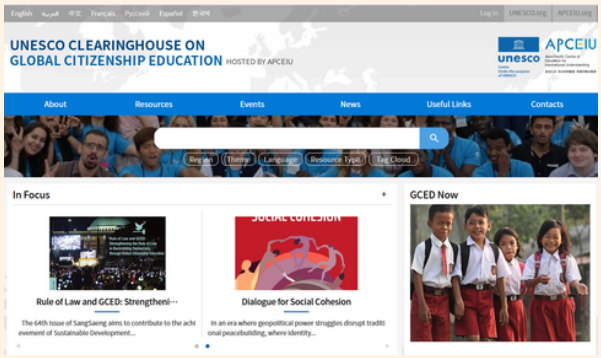
APCEIU Homepage

For further information on APCEIU's programmes, resources, and initiatives on GCED, please visit APCEIU's official website, which offers updated publications, training opportunities and stories of GCED practices.
Link: https://www.unescoapceiu.org/



GCED Online Campus

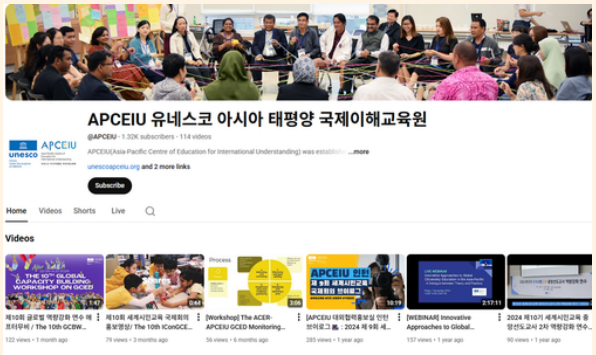
Free online courses and learning materials on GCED, including self-paced and advanced courses, learning resources, and multimedia content.
Link: https://www.gcedonlinecampus.org/



GCED Clearing House

For a comprehensive global collection of GCED-related publications, research, teaching materials, and policy documents.

Link: https://www.gcedclearinghouse.org/



APCEIU Social media

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