



Understanding GCED in Asia-Pacific

A HOW-TO GUIDE FOR 'TAKING IT LOCAL'



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

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In the partnership with



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Bangkok Office
Asia and Pacific Regional Bureau
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**Understanding GCED in Asia-Pacific:
A How-to Guide for
‘TAKING IT LOCAL’**

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A How-to Guide for 'Taking It Local'

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Foreword

Since 2017, APCEIU has been in close cooperation with UNESCO Bangkok in coordinating the Asia-Pacific Regional GCED Network which provides a platform for stakeholders in the region to share their respective knowledge and practices of Global Citizenship Education (GCED). Key issues that have been raised include how to ensure the abstract concept of GCED is easy to be understood and how to guarantee the GCED values are not perceived as invading existing local values. APCEIU is highly aware that some perceive GCED as a new concept developed by the United Nations.

However, the core notions of GCED—respect for diversity, solidarity, and a shared sense of humanity—are actually deeply rooted in our cultures and daily life. To highlight these common elements and to address the challenges of understanding the abstract concepts of GCED, the Asia-Pacific Regional GCED Network members developed a publication titled *GCED: Taking It Local in Asia-Pacific* in 2019. As a follow-up measure to ensure that educators and stakeholders are supported in the region, this publication, *Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'*, has been developed.

Targeting teachers, educators, policymakers, as well as other education-related stakeholders, this guide is expected to deepen their understanding of GCED through building knowledge and capacity on the diverse cultural examples of GCED, as well as to generate dialogue and exchanges on stories from the region that can contribute to building more peaceful, inclusive and sustainable societies.

APCEIU remains committed to continue our effort not just on promoting GCED but also ensuring that educators and learners are empowered thus they fully understand and are capable of implementing GCED in their daily life.



Hyun Mook Lim
Director of APCEIU

Acknowledgements

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CHAPTER 1

Introduction

1.1 What is GCED?

Global Citizenship Education (GCED) is an approach of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to overcome the obstacles and challenges on the way towards global peace and sustainability. It is aimed to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development. The approach includes empowering learners of all ages to understand global issues and become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies (UNESCO, n.d.).

The ABCs of global citizenship education (UNESCO, 2017) observes that albeit there is no global definition of GCED. However, there are three conceptual dimensions: cognitive, socio-emotional, and behavioural.

Box 1: Core conceptual dimensions of global citizenship education

Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, shared values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Source: Global Citizenship Education: Topics and Learning Objectives (UNESCO, 2015)

The Asia and the Pacific is a culturally diverse region and in order to fully realize Global Citizenship Education across it, it is essential to connect people from various contexts and values. To help people connect the abstract concept of GCED with their local contexts, UNESCO Bangkok previously published a study called *GCED: Taking It Local in Asia-Pacific* (UNESCO Bangkok, 2019). This study collected local values and stories from countries in the Asia-Pacific region that closely resonate with the three key GCED notions of **respect for diversity, solidarity, and a shared sense of humanity.**

Lessons from the study found that these three notions of GCED are firmly embedded, to various extents, in the diverse cultures of Asia-Pacific countries. However, the study also shows that the link between local values/stories with GCED may not always be evident to everyone. The reflection of local values/stories and its connection with the aforementioned GCED notions usually requires time and deep thinking. Thus, this guidebook can help boost the process of reflection.

1.2 Purpose of the Guidebook

The guidebook aims to utilize the findings from *GCED: Taking It Local in Asia-Pacific* (UNESCO Bangkok, 2019) to guide organisations in designing and carrying out workshops on GCED, targeting both policymakers and teachers/educators with suggested approaches and activities. The deeper understanding of policy makers and teachers/educators on GCED, the better integration of GCED into policies and classrooms.

The guidebook promotes knowledge of GCED and how to embed global competencies in local contexts, particularly the three notions of **respect for diversity, solidarity, and a shared sense of humanity**. The local contexts are critical for people to understand GCED. Local values/stories are created and popularized by its people, and if the connection of GCED notions and local values/stories can be made, the popularization of GCED also becomes easier. Understanding the abstract concept of GCED through the lens of local values/stories can limit the reluctance of a seemingly “new” concept in the local communities. Besides, the three core GCED notions (respect for diversity, solidarity, and a shared sense of humanity) are evident in the local values/stories across the Asia-Pacific countries, therefore finding the connections is straight forward.

1.3 Pedagogical Approach

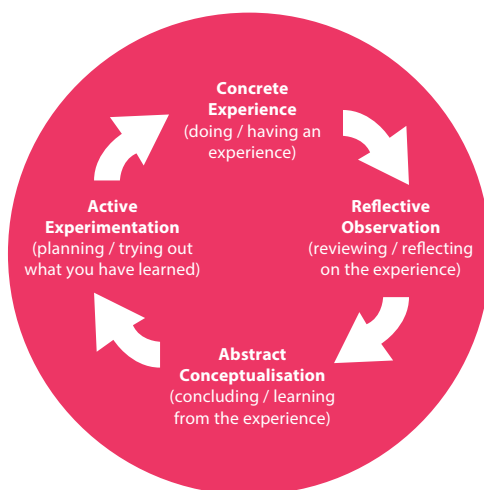
In selecting and conducting activities that fit this experiential learning approach, three conceptual dimensions of GCED were used: those of cognitive, socio-emotional, and behavioural dimensions. The activities that incorporate these dimensions also contribute to reflections on the three core notions of GCED: solidarity, respect for diversity and shared sense of humanity. The activities are aimed to help people/stakeholders to further recognise, understand and reflect on GCED in the Asia-Pacific context through local examples that resonate with GCED notions.

The key pedagogical approach used in this guidebook is based on experiential learning principles (including authenticity and real-world context, reflection, and continuous improvement/learning — Kolb’s Experiential Learning Cycle (Kolb, 2015) (see figure 1 and 2 for learning activities that align with each quadrant) during which participants are actively engaged in their own learning, as well as reflecting

on that learning. Specifically, Kolb's cycle calls for a combination of learning activities which include the reflection element, even within exercises. Thus, this guidebook utilizes Kolb's cycle in its design of workshops.

Further, the jigsaw exercise embeds "3Cs" (Connections, Concepts, Changes) as part of the activity and the final reflection will utilize some of this work such as "I used to think... now I think..." Both of these reflections come from Harvard University's "Making Thinking Visible" project (Ritchhart, et al., 2011), which seeks to "promote engagement, understanding, and independence for all learners".

Figure 1: The Kolb Learning Cycle



Source: Kolb, 2015.

Figure 2: Examples of learning activities based on Kolb's Learning Cycle



Source: Adapted from Kolb, 2015.

CHAPTER 2

Preparing a 'Taking it Local' Workshop on GCED

This chapter covers the preparations of a workshop, including purpose and goal, target audience, logistical and material preparations, and tips for a successful workshop.

2.1 Workshop Objectives

The overall goal of the workshop is to guide teachers and policymakers in understanding, contextualizing and reflecting on GCED within the diverse Asia-Pacific context, as well as motivating participants to identify required actions and policies. The specific objectives are divided into three categories:

All participants	Policy makers	Teachers
To learn about local concepts in the Asia-Pacific context related to GCED, as well as to explore the three notions of GCED (solidarity, respect for diversity, and a shared sense of humanity) throughout the workshop, reflecting on how these notions can and will manifest themselves in local and national contexts.	To reflect on existing education policies and practices connected to GCED. Such reflection would lead to the recognition of progress being made to integrate GCED/4.7 in education policy as well as identifying remaining gaps that still need to be addressed through policy.	To provide reflection on both school curricula/materials as well as pedagogy such that teachers are able to guide students in learning about global citizenship and to encourage students to take actions in order to help their community and broader society. In addition, teachers can engage in more personal reflection on GCED in regard to their own teaching practices in the classroom as well as modelling GCED actions in their community.

2.2 Target Audiences

All participants will need to take an active learner role in the workshop and be fully engaged in exercises and activities. It is important to acknowledge that this may be different from some more traditional ways of learning. The ideal number of participants for this workshop would be around 20 to 24, although it can be conducted with as few participants as 15 or as many as 50 to 60, depending on the context, physical space and expertise of the facilitator.



Teachers



Policymakers

2.3 Workshop Preparation

The facilitator is encouraged to read the guidebook carefully in preparation for the workshop. The workshop should be adaptable to the diverse contexts within the Asia-Pacific region while providing a consistently impactful learning experience on GCED for the participants. Participants will need to take an active learner role in the workshop and be fully engaged in the exercises. The facilitator may need to make appropriate adaptations of the suggested format and activities based on the needs and/or expectations of participants as well as the learning or cultural contexts in which it is to be delivered. Adaptations can include balancing the amount of challenge and support within the design and the activities, adapting to different cognitive styles and learning styles, in addition to culture-specific preferences (Bennett, 2012). Prior to participating in the workshop, the facilitator needs to ask participants to complete a brief reflection form about their understanding of and experience with GCED concepts, which can be done electronically and submitted to the facilitator (*see reflection form in the Worksheet 1*). The results of these completed reflections can be used to customize the workshop further to suit participants.



Advance Preparation:

- If possible, obtain a participant list in advance and pre-assign participants into groups, preferably of five (but anywhere from four to six), ensuring that the groups are as diverse as possible (in terms of gender, profession, age, religion, cultural background, and so on). These smaller groups will be used when engaging the participants in Story Circles (*see Worksheet 2*).
- If possible, send out the pre-workshop reflection form and the GCED: Taking It Local study in advance electronically (either by email or through some appropriate platform such as SurveyMonkey). Analysing this information in advance will help the facilitator tailor the workshop to participants and better understand their questions, expectations and needs related to GCED, as well as to prepare the participants with some reflections before the workshop. If it is not possible to send this material to participants in advance, it is recommended to have them complete this form at the beginning of the workshop.

- Ensure that the workshop supplies (*listed below*) are available.
- Ensure that the workshop room has a flipchart or board for writing.
- Prepare the Workshop objectives in advance – either in a PowerPoint slide, written on a piece of paper, or in a similar format.
- Decide how to facilitate Participant Agreements (*see section below*) – which may include writing out agreements separately in advance or ensuring that there is enough blank sheets of paper and markers to write out their own desired behaviours for the participants.
- If possible, do a practice facilitation of both the Jigsaw Activity and the Story Circles prior to using them in the workshop.



Material Preparation:¹

- A copy of GCED: Taking It Local in Asia-Pacific for each participant
- Copies of the Pre-Workshop Form (if not sent out in advance), Story Circles Handout, Jigsaw Activity Instructions, Reflection Worksheet, Policymaker Action Planning Document, Educator Action Planning Document, Final Reflection, and Workshop Evaluation (*detailed in the Annex*) for participants.
- Participant name tags if possible and appropriate
- Extra pens/pencils and some markers
- Blank sheets of paper

In preparation for facilitating Story Circles, please be sure to read the guide *Manual for Developing Intercultural Competencies: Story Circles* by Darla K. Deardorff.²

¹ Additional supplies may be needed if utilizing any of the optional activities.

² Available as Open Access (in English, French, Spanish and Arabic) at: <https://unesdoc.unesco.org/ark:/48223/pf0000370336>. Story Circles can also be facilitated virtually, using an online platform such as zoom with the small groups in break-out rooms.

2.4 Tips for a Successful Workshop

- 1 Spend sufficient time preparing for the workshop, including logistics, materials, technology, etc.
- 2 Understand the participants and tailor the workshop to their needs and contexts.
- 3 Be clear of the goals and desired outcomes.
- 4 Create a safe, inviting environment appropriate to the cultural context.
- 5 Engage all participants while remembering that engagement can take different forms.
- 6 Keep all the members of a group focused.
- 7 Give clear instructions and time limits for tasks and activities.
- 8 Spend adequate time debriefing after each activity.

2.5 Sample Agenda for the Workshop

Below is the agenda for the workshop, which will be further elaborated in the next section:

- 1 Welcome, Overview, and Agreements (suggested time: 30-45 minutes)
- 2 Introduction Exercise: Story Circles (suggested time: 60-90 minutes)
- 3 GCED in Asia-Pacific Exercise (suggested time: 60 minutes)
- 4 Optional Activities for Workshop (suggested time: varies)
- 5 Application Exercise (suggested time: 60-90 minutes)
- 6 Closing (suggested time: 15-30 minutes)
- 7 Final Reflection and Workshop Evaluation (suggested time: 15 minutes)

Note: The facilitators can adjust these recommendations according to the needs of the workshop.

CHAPTER 3

Conducting a 'Taking it Local' Workshop on GCED



3.1 Welcome, Overview, and Agreements

(suggested time: 30-45 minutes)

Before starting the workshop, the facilitators should give a brief welcome, an overview of the context for this workshop, an introduction of key workshop objectives (*see below*) and format/agenda. Similarly, they should assist participants in arriving at a consensus on the “agreements for a successful workshop”.

Agreements for a Successful Workshop

Agreements describe behaviours that participants feel are appropriate to the context and will help them feel safe in their learning environment. Guidelines should not be viewed as rigid constraints or even as “rules”; rather, they should be accepted by participants, not imposed on them, and in some cases developed in collaboration with the participants, if appropriate.

Here are some suggested agreements for a successful workshop. These can be distributed to participants who can be encouraged to volunteer to take turns reading these out aloud. The facilitator should write these down in a visible way so that everyone can see them and then ask participants for any additional agreements to add, if need be.



Some suggested workshop agreements to discuss together include:

- a) **Participate fully** (This means eliminating personal distractions so that participants can be actively engaged throughout the workshop)
- b) **Be open and curious to learning**
- c) **Listen attentively to each other**
- d) **Maintain confidentiality**
- e) **Speak only for yourself**
- f) **Show respect for all other participants**

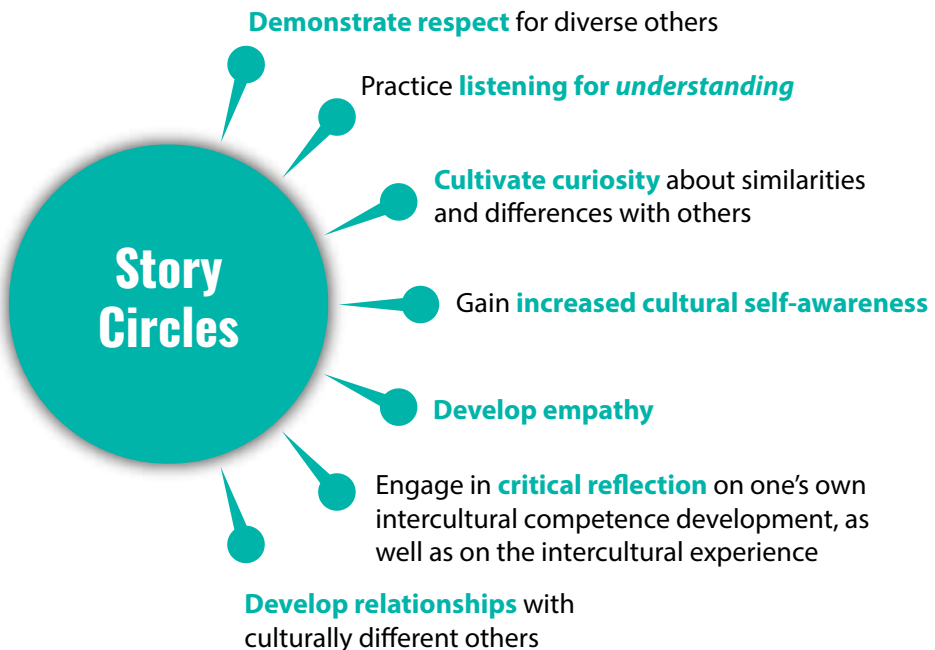
Another way to do this, depending on the size of the group, is to distribute blank sheets of paper to each participant and invite them to write one behaviour on the paper that is important to them during the workshop and then take turns sharing the behaviours with the larger group. If the group is larger than 10 to 15 participants, then these can be shared in groups of three to four first and then each group can be asked to choose one to share with the whole group.



3.2 Introduction Exercise: Story Circles

(suggested time: 60-90 minutes)

It is recommended to use an adapted version of UNESCO's proven intercultural methodology called Story Circles. This introductory exercise serves not only as an icebreaker so that participants can get to know each other but also as an introduction to the topic of the workshop: GCED in the Asia-Pacific region. Furthermore, this tool serves to generate respect for diversity, solidarity and a shared sense of humanity among workshop participants, as it highlights the following aspects:



Story Circles are conducted in diverse groups of four to six persons and usually take around 60 to 90 minutes to run their course. For a complete set of instructions, please refer to UNESCO's open access *Manual for Developing Intercultural Competencies: Story Circles*.³

³ See here: <https://unesdoc.unesco.org/ark:/48223/pf0000370336>

Worksheet 2 contains the handout that needs to be given to each participant as they engage in Story Circles (and possibly translated into a suitable common language if necessary). Note that debriefing from this experience is important. In addition to the debrief questions found in the manual, it is important for the facilitator to ask the group the following questions:

- How did this activity generate respect for diversity for you?
- Where did you see solidarity illustrated as you shared with each other in your groups?
- How would you describe your shared sense of humanity after participating in this Story Circles experience?

If time is limited, then a shorter introductory activity can be used such as the examples listed below with more details available in Worksheet 3:



3.3 GCED in Asia-Pacific Exercise

(suggested time: 60 minutes)

Using the jigsaw methodology (*instructions in the Worksheet 4*), participants will teach each other the concepts found in *GCED: Taking it Local in Asia-Pacific*. Groups will also be asked to discuss the three key notions of GCED (those of solidarity, respect for diversity, and a shared sense of humanity), as well as other related concepts from their own local/national contexts, experiences and knowledge so that they can be shared with the group.

For the Jigsaw Activity, make sure that each participant receives a copy of *GCED: Taking It Local in Asia Pacific*. List the concepts on a flipchart or writing board before the activity begins. If it is not possible to have a copy of the publication for each person, be sure to make copies of each concept from the book (based on the number of participants you have.) Home group sizes should ideally be based on the number of concepts you hope to cover.

Approximate time allocations for Jigsaw Activity:



Once everyone has shared their concepts, participants should be encouraged to engage in a discussion on the similarities and differences in these GCED concepts, along with other similar concepts with which they may be familiar in their own local/national contexts. The facilitator should conclude the discussion by using the 3Cs tool below (*adapted from Ritchhart, et al., 2011*).

It is recommended that at least 10 minutes is spent on discussing each of the three aspects of the 3C tool as a whole group since this is a crucial part of the workshop. This discussion can be done in small groups first (allow at least 20- 30 minutes in that case), depending on the time available, and then return to the whole group as small groups report out on a summary of their discussion on the 3Cs.



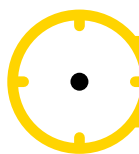
Connections: What connections are there between the GCED concepts and your own experiences with GCED, especially in regard to respect for diversity, solidarity, and a shared sense of humanity (the three notions of GCED)?



Concepts: What key ideas or insights emerged from these concepts that are important to address? What other GCED concepts emerged, especially as they may relate to the three notions of GCED?



Changes: What changes can be made in the ways we approach and implement GCED based on these ideas and insights?



3.4 Optional Activities for the Workshop

(suggested time: varies)

Depending on the amount of time available in the workshop and the needs of the participants, the following optional activities can be included. These activities are examples of how to emphasize the three notions of GCED: respect for diversity, solidarity, and a shared sense of humanity.

Solidarity Activities

Below are two solidarity-related activities that could be included if time and context seem appropriate.



Working Together in Solidarity toward a Cause

- The facilitator can identify a cause in advance that all participants could most likely support, such as addressing hunger, improving education, and so on.
- The facilitator could then share a news article or video clip on the specific issue and invite participants to brainstorm actions they could take personally and/or encourage actions within their own contexts (for example, actions that students could take).
- This could be done as a “pair and share” in which participants pair up together, brainstorm action ideas and then come back together to share with the larger group.
- This sharing could also be done through the creation of posters by the pairs which could be placed on the walls for the whole group to examine and discuss.
- Another way to do this is to give all participants several post-it notes (self-stick papers) and have them write ideas and then put those ideas up on a wall for others to read.

If time and resources allow, the participants could also volunteer for a cause – such as donating school supplies like pencils and notebooks to make school kits

for children, or other similar projects that can be done together, such as putting meal kits together for those without adequate provisions. This of course would take additional organization and possibly partnering with a local community organization.

Moving in Solidarity

Here is another solidarity activity to do if it is appropriate in the workshop context. Note that in some cases, physical touching may not be appropriate among participants.



Instructions:

- If time is limited, have participants stand in a line shoulder to shoulder. Have them place their feet at shoulder length.
- Then tell participants that their feet must touch the feet of the two persons on either side of them (as if their ankles were welded together).
- Then as one body the line must move forward toward the goal (usually the other side of the room).
- If feet disconnect at any time, the whole group must start over.

NOTE:

- If it is a group of more than 10 people, then it may be best to make several lines of 10 to 15 participants for this activity.
- Be sure to debrief with the whole group afterwards about how it felt to move “as one” with each other toward a shared goal, what the challenges were, and what this indicates about working together in solidarity toward a common goal.

Respect for Diversity Activity



- The facilitator can divide the participants in groups of three to five persons and give each group a large sheet of blank paper, along with markers.
- In the small groups, participants write the words “Respect for Diversity” at the top of the paper and then make two columns headed by “Looks Like...” and “Doesn’t Look Like...”
- Together, they brainstorm and discuss what “Respect for Diversity” does and doesn’t look like (based on their contexts) and write those examples under each column.
- Then each small group can make a brief presentation to the rest. If time is short, these papers can also be posted on the walls and all participants can walk by and look at what was written.
- Either way, the facilitator would synthesize the results in the end and engage the whole group in discussing implications and actions that can be made in regard for Respect for Diversity in their own contexts.
- The facilitator can note that some of these actions could be added later to their personal action plans that will be started toward the end of the workshop.

NOTE: It may also be helpful for the facilitator to engage participants in a discussion on what “diversity” looks like. This example from the *GCED: Taking It Local in Asia-Pacific* (UNESCO Bangkok, 2019) study can be used to frame the discussion on diversity among participants.

In Kazakhstan, Constitution Article 19 (Republic of Kazakhstan, 2017) states that “Everyone shall have the right to use his native language and culture, to freely choose the language of communication, education, instruction and creative activities”. For historic reasons, Kazakhstan is a multi-ethnic country, with more than 100 ethnic groups (Republic of Kazakhstan, 2019).

Shared Sense of Humanity Activity

The facilitator can decide to either:



Show the short video of “All that We Share”⁴. Following the video, the facilitator can then lead either a whole group discussion using the questions below or have the participants go into smaller groups to discuss:

- What are your general thoughts after watching this video clip?
- What is needed for a shared sense of humanity?
- What are some actions we can take to move from an “us versus them” mindset to an “all of us” mindset as we embrace our shared humanity?

Or:



Have the group engage in a similar activity as in the video (this requires a great deal of high-level facilitation skill since this requires a greater degree of vulnerability on the part of participants) in which initially the group is placed into similar groups such as young women, older women, younger men, older men – or by region, by urban vs. rural locations, by small town vs city hometowns, etc. The facilitator must decide how best to create similar sub-groups. The sub-groups could stand in taped-off boxes around the sides of the room. Another way to do this is simply to keep all participants together and have them stand in one large circle; then have individuals step into the centre as the facilitator makes statements such as

- Step forward if you woke up early this morning
- Step forward if you like to dance
- Step forward if you are a parent
- Step forward if you are a stepparent
- Step forward if you are an only child
- Step forward if you prefer _____
(whatever is appropriate in the context).



4 https://www.huffingtonpost.ca/2017/01/30/danish-tv-ad-all-that-we-share_n_14504328.html

And so on. These should be statements that show that despite superficial differences we all have a lot in common. After each statement is made and persons step forward, they can return to their sub-group or to the circle.

After participants engage in the “Shared Sense of Humanity Activity”, it is important to debrief this activity by asking some of the following questions: What was this activity like for you? What did it feel like to see that you shared some things in common with others who might have seemed different at first? What are some lessons and insights we can take away from participating in this type of activity? What are the implications of this “Shared Humanities” activity in our own contexts?



3.5 Application Exercise

(suggested time: 60-90 minutes)

- Following the jigsaw exercise (and any other activities), participants will first be given individual time to reflect on the implications of implementing GCED in their local/national context, in particular the three notions of GCED (solidarity, respect for diversity and a shared sense of humanity), along with anticipated challenges (*using Reflection Worksheet 5*).
- Following individual reflections, participants can be divided into groups based on education or policymaking focus and begin to develop plans of action on how to implement these concepts in their contexts. Policymakers will be asked to complete the Action Planning Document for Policymakers (*see Worksheet 6*) and educators will be asked to complete the Action Planning Document for Teachers (*see Worksheet 7*).
- Note that the Action Planning Document constitutes initial brainstorming by participants and is not meant to be a finalized action plan; participants will need to take these back to their own contexts and continue to develop the action plan in conversation with other stakeholders. The facilitator should make that statement to the participants so they have realistic expectations as they work on the Action Planning Document.
- Participants will then discuss their action planning documents with each other in their respective groups (educators or policymakers), providing input and ideas on how to address any anticipated challenges with implementation.

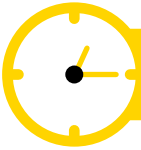
- If there are multiple groups and if time allows, the groups can create a “visual presentation” of their plans to present to the other groups for further feedback.



3.6 Closing

(suggested time: 15-30 minutes)

The facilitator can choose an appropriate way to engage in a closing which could include showing a short inspirational video, having a speaker give concluding remarks, engaging participants in an interactive closing (example: participants take turns reading a poem together or quotes from well-known persons from that region that are related to GCED, or take turns saying one word about how they feel now, etc.).



3.7 Final Reflection and Workshop Evaluation

(suggested time: 15 minutes)

At the end of the workshop, the facilitator will ask participants to complete a final reflection and workshop evaluation (*see Worksheet 8 and 9 for templates*).



3.8 Sharing Reflections

(in person and online)

The reflections of the participants can be collected before, during, and after the workshop. This includes a pre-workshop reflection form (which can be completed online in advance of the workshop or in person at the beginning of the workshop); facilitator observations of participant engagement and group presentations during the workshop; completion of the reflection worksheet and Action Plan documents during the workshop; and the final reflection and

workshop evaluation. Specifically, the facilitator can utilize the points of collection in the following way:

BEFORE:

Pre-workshop reflection provides a needs-assessment to the facilitator so that the facilitator can tailor the workshop to the participants; it also helps the participants focus on the topic of the workshop in advance.

DURING:

Facilitator observations of participant engagement in the workshop provide the facilitator with real-time input as to how well the participants seem to be engaging with the material. This allows the facilitator to make adaptations to the workshop as needed (i.e. if participants need more time with a particular activity, desire to discuss a certain pillar or concept of GCED further, and so on).

Facilitator observations of the group presentations provide the facilitator with how well the participants have met some of the stated outcomes of the workshop as well as providing insight into aspects that may need further clarification or discussion among participants.

Participant reflection worksheet and Action Plan Documents afford opportunities for the facilitator to provide individual input and even coaching based on the completed reflection worksheet and Action Plan Document.

AFTER:

Final reflection provides the facilitator with insights into what participants believe they have gained through participation in the workshop and to what extent the stated outcomes were met.

Workshop evaluation provides feedback from participants on some of the logistical aspects, as well as further insights into what participants feel they have gained from the workshop.



3.9 Follow-Up of the Workshop

The facilitators should encourage participants to make use of the Action Plan Documents and take follow-up actions, in addition to encouraging them to adapt and utilise the activities in this guidebook for their own capacity-building activities. It is recommended that the workshop organizer follow up with workshop participants three to six months after the workshop (*see Follow up Form in Worksheet 10*) to understand how the participants are making use of the workshop and what progress is being made.

In addition to the participants reflecting on their knowledge and progress in GCED, the facilitators are encouraged to review and reflect on their performance and the workshop as a whole. To find out whether the workshop has achieved its objectives, the facilitators may compare the pre-workshop reflection sheet and the after-workshop reflection sheet. The facilitators may also refer to the Action Plan Documents that participants have developed to observe practical action plans and participants' commitment to further action to implement GCED. Critical reflection will benefit the planning of future workshops and is key to understanding which activities work and which may need to be adapted in future.

In addition, facilitators are encouraged to share the outcomes of and feedback from workshops with the Asia-Pacific Regional GCED Network, APCEIU and UNESCO Bangkok. These partners, which supported the development of the guidebook, are interested in sharing widely the examples and ideas that represent local values which echo with the three core GCED notions of respect for diversity, solidarity and a shared sense of humanity. Similarly, if participants wish to share feedback on the guidebook, providing more local examples of GCED, or sharing follow-up actions with the developers, please contact APCEIU (gced-net@unescoapceiu.org) or UNESCO Bangkok (GCED.BGK@unesco.org).

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Annexes

These worksheets contain handouts and materials for the workshop.

- Worksheet 1: PRE-WORKSHOP REFLECTION
- Worksheet 2: STORY CIRCLES: BUILDING INTERCULTURAL COMPETENCE
- Worksheet 3: ALTERNATIVE TIMESAVING INTRODUCTORY ACTIVITIES
- Worksheet 4: JIGSAW ACTIVITY
- Worksheet 5: REFLECTION WORKSHEET
- Worksheet 6: ACTION PLAN FOR POLICYMAKERS
- Worksheet 7: ACTION PLAN FOR TEACHERS
- Worksheet 8: POST-WORKSHOP REFLECTIONS
- Worksheet 9: GCED IN ASIA-PACIFIC WORKSHOP EVALUATION
- Worksheet 10: POST-WORKSHOP FOLLOW-UP FORM FOR PARTICIPANTS



Worksheet 1

PRE-WORKSHOP REFLECTIONS

Please take a few minutes to respond to the following reflection questions:

1. Please describe what being a global citizen means to you, including characteristics, and what comes to mind when you hear the phrase “global citizen”.
2. Please describe your familiarity and experience with GCED in your local/national context (this can include noting any related concepts to GCED, materials you’ve read, workshops you’ve attended and so on).
3. Please write at least one question you have about GCED in your local/national context.
4. What are your expectations by participating in this GCED workshop?



Worksheet 2

STORY CIRCLES: BUILDING INTERCULTURAL COMPETENCE

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

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



Remember:

- Every person has personal experiences that can be shared.
- We all have something to learn from others.
- Listening for *understanding* can be transformative.

Story Circle Guidelines include:

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



STORY CIRCLE INSTRUCTIONS

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

1. Sit in a circle and in 2 minutes or less, briefly introduce yourself by **sharing three words or phrases that describe your background and why those words/phrases are important to you.** No interruptions, comments or questions. Just take turns introducing yourselves.
2. In 3 minutes or less, tell **about a specific time when you encountered a global citizen. Please describe what made that person a global citizen, what happened in that encounter, and what you learned from that encounter with them.** No interruptions, comments, or questions.

3. Once all stories have been shared, then engage in the “flashback” time: Go back to the first story, and each person (other than the storyteller) shares a **specific memorable part** of that person’s story (in 15 seconds or less). Then go on to the second story and so on until “flashbacks” have been shared for all the stories.
4. Once the “flashbacks” have been shared, together discuss some of the following questions in the remaining time.

Please monitor the time so the group can finish at the requested time.

Discussion Questions:

- 1) What common themes did you hear from the stories?
- 2) What surprised you?
- 3) What challenged you in the stories you heard?
- 4) What did you learn about yourself through this experience?
- 5) What insights did this give you about respect for diversity?
- 6) How did this experience expand your understanding of solidarity?
- 7) What did you hear that relates to our shared humanity?

Excerpted from ***Manual for Developing Intercultural Competencies: Story Circles*** by Darla K. Deardorff, Routledge/UNESCO 2020 (Open Access)



Worksheet 3

ALTERNATIVE TIMESAVING INTRODUCTORY ACTIVITIES

Name a
Global
Citizen

- 1) "Name a Global Citizen" – Ask participants to take turns introducing themselves (or in case of a large group, they can "pair and share" in dyads) by saying their name, providing their (work) context, and then naming someone well-known whom they consider to be a global citizen.

What's
Your
Question?

- 2) "What's Your Question?" – Ask participants to take turns introducing themselves (or in case of a large group, they can "pair and share" in dyads) by saying their name, providing their (work) context, and asking a question about what drives and inspires them, something they are perpetually exploring, or for which they may never have an answer.

Think of
Someone
Who

- 3) "Think of Someone Who" activity (found on p. 87 of the English-version of the open access UNESCO *Manual for Developing Intercultural Competencies*). This activity is done in groups of about three and then the results are shared with the whole group.

Hope

- 4) "Hope" – As a whole group (if fewer than 15 people are involved), ask participants to take turns saying their name, providing their work context, and saying something that gives them hope.

Favourite
Song/Book/
Movie

- 5) "Favourite Song/Book/Movie" – Have participants pair up and introduce themselves to each other and then describe one of their favourite songs, books, or movies and explain why they like them. This should take about 2 minutes per person. If time permits, the pairs can then take turns introducing each other to the group. This is more of a basic icebreaker but could be adapted to "Recent Song/Book/Movie that Reflects one of the 3 GCED Notions" or "was about someone you consider to be a global citizen."



Worksheet 4

JIGSAW ACTIVITY

INSTRUCTIONS FOR PARTICIPANTS:

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

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

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

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

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

NOTES:



Worksheet 5

REFLECTION WORKSHEET

Based on my participation in today's GCED workshop.

1) Here are 1-3 specific GCED goals I plan to intentionally address over the next _____ (complete time frame here – __weeks/ months, etc.). If possible discuss these goals as they relate to the notions of **respect for diversity, solidarity, and a shared sense of humanity.**

a)

b)

c)

2) Here are some specific ways I plan to work on these goals (next steps):

3) Here are some challenges I anticipate having in achieving these goals and here are ways I hope to overcome those challenges:

Challenges:

Ways to overcome challenges:

4) I will know I have achieved these goals when:



Worksheet 6

ACTION PLAN FOR POLICYMAKERS

As you complete this, please keep in mind the three main notions of GCED: **respect for diversity, solidarity, and a shared sense of humanity**. How will policy further these notions?

1) Existing policies on GCED:

2) Identified GCED policy gaps:

3) Targeted GCED goals that address gaps:

4) Stakeholders involved:

5) Possible collaborators:

6) Possible challenges (and/or questions you have):

7) Creative approaches to challenges:

8) What needs to happen next:



Worksheet 7

ACTION PLAN FOR TEACHERS

- 1) Targeted GCED goals (especially related to respect for diversity, solidarity, and a sense of shared humanity)....

For my students

- In my classroom/teaching practice
- In the curriculum (if applicable)

- 2) Specific objectives for these GCED goals (SMART — specific, measurable, agreed upon, realistic, time-oriented):

- 3) Available resources and opportunities to address these GCED goals:

4) Possible collaborators:

5) Possible challenges (and/or questions I have):

6) Creative approaches to challenges:

7) I will guide my students to enact these GCED goals through (specific actions):

8) What needs to happen next:



Worksheet 8

POST-WORKSHOP REFLECTIONS

Please take a few minutes to respond to the following questions:

1) How would you describe a global citizen now?

2) How would you describe your familiarity with GCED in your local/national context after having participated in this workshop? (For example, list concepts you have learned.)

- 3) Complete the following sentences in regard to GCED in your local/national context:

I used to think:

And now I think:

- 4) What did you gain by participating in this workshop? Please include at least three insights.

- 5) Write at least two action steps you will take as a result of participating in this workshop.

- 7) Any area/topic/concept you would like to explore further in relation to GCED in your context.



Worksheet 9

GCED IN ASIA-PACIFIC WORKSHOP EVALUATION

Please take a few minutes to complete this evaluation/ feedback form – your candid feedback will greatly assist in planning future workshops. Thank you for your participation today.

Workshop Date and Location:

Workshop Trainers (names):

Please rate each item below using this scale (check box)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. The workshop objectives were clear to me.					
b. The workshop activities stimulated my learning.					
c. The level of this workshop was appropriate.					
d. The pace of this workshop was appropriate.					
e. The facilitators were well prepared.					
f. The facilitators facilitated the workshop effectively.					
g. We accomplished the objectives of this workshop.					
h. I will be able to use what I learned in this workshop.					

Comments:

Additional questions:

1) What were the highlights (best parts) of this workshop for you and why?

2) What parts of the workshop could be improved and how?

3) What was the most valuable part of the workshop for you and why?

4) What was the least valuable part of the workshop for you and why?

5) What other comments do you have about this workshop?



Worksheet 10

POST-WORKSHOP FOLLOW UP FORM FOR PARTICIPANTS

As you reflect on your participation in the GCED IN ASIA-PACIFIC Workshop, please take some time to respond to the following questions:

1) What is your major takeaway from the GCED workshop?

2) How have you been able to utilize the learnings from the workshop in your current work?

3) How have you addressed **respect for diversity, solidarity, and a shared sense of humanity** in your context?

4) What further actions do you plan to take in the next few months related to GCED in your local/national context?


5) What additional information or support related to GCED in your local/national context would be helpful to you as you continue to move forward towards global citizenship?




Sustainable
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Goals

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