



2021 Asia-Pacific Regional Global Citizenship Education (GCED) Network Online Forum

Towards Building Resilience of Education Systems in Asia and the Pacific: Sharing Good Practices of GCED from Japan and Korea

Co-hosted by the Korean Society of Education for International Understanding (KOSEIU) and
the Japan Association for International Education (JAIE)
25 September 2021 15:00-17:20 (GMT +9)

Background

As societies and economies undergo deep transformations and face new challenges, new forms of education are called for to foster the knowledge, skills, and values that learners need to thrive, prosper, and become resilient. Moreover, in today's world, amidst the global health pandemic, the importance of building resilience in the education systems is underscored, as education is recognized to have an increasing role in building peace, sustainable development, greater justice, social equity and gender equality – in short about learning to live together on a planet under pressure. This humanistic vision of education guides all of UNESCO's work in support of Target 4.7 of Sustainable Development Goal 4 on Education, and the Education 2030 Agenda as a whole, notably as concerns Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).

With the growing attention and efforts to promote GCED policy and practice in the Asia-Pacific region, and to synergise the diverse regional efforts from partners who have been active in implementing GCED and GCED related programmes and activities, the Asia-Pacific Regional GCED Network was launched in May 2018 Jakarta, Indonesia. Hereinafter referred to as the Network. The Network brings various organisations committed to the realization of GCED towards Education 2030. It creates opportunities for GCED stakeholders (i.e. policymakers, researchers, educators) to gather and exchange information and research, share good practices, discuss challenges and identify gaps of GCED, suggest possible solutions and provide expertise.

Since 2018, The Network has been actively supporting the regional efforts in GCED promotion and implementation. Each year, various activities are designed and carried out by the collective efforts within the Network and in collaboration with other partners. In 2021, UNESCO Bangkok and the Asia-Pacific Centre of Education for International Understanding (APCEIU) the co-chairs of the Network invited two Network core working group members, the Korean Society of Education for International Understanding (KOSEIU) and the Japan Association for International Education (JAIE) to host the first online forum for the Network, as a launch of the "member-hosted online forum" to further synergize the Network and its members. In this regard, we would like to encourage a series of joint/collaborative online forums to be hosted by the Network members.

The COVID-19 global pandemic continues to remind us that we, as common humanity, are strongly interconnected and yet vulnerable. Learning remains interrupted in many countries in the region. Many children and youth, who are at the heart of GCED, have been cut off from learning as well as the supportive and safe school environment. They may also have been exposed to misinformation, hate speech, violence etc. Therefore, more resilience shall be built in the minds of students, parents, educators and so on.

With the kind contributions from KOSEIU and JAIE to the Online Forum "Towards Building Resilience of Education Systems in Asia and the Pacific: Sharing Good Practices of GCED from Japan and Korea", good practices of GCED in the classroom, examples of school curriculum with GCED integration from both Japan and the Republic of Korea will be shared. Furthermore, the presenters will also discuss about their experiences in making GCED teaching/learning more relevant and resilient in the face of current challenges.

Objectives

The online forum aspires to share good practices of GCED curriculum and pedagogy from Japan and Korea and stimulate dialogue on how GCED teaching and learning needs to be reviewed and adapted in facing the challenges brought by the COVID-19 global pandemic. To contribute towards building resilient education systems, the ultimate objective is to inspire and empower teachers/educators in the region to review and adapt GCED teaching and learning in response to emerging challenges.

Expected results

- ⇒ Enable knowledge exchange and dissemination of good practices to enhance the quality of GCED in Asia and the Pacific;
- ⇒ Encourage teachers and education experts to engage in dialogue to promote GCED and utilize evidence to inform policy and practices;
- ⇒ Improve curriculum and teacher training to contribute towards building resilience of education systems in the aftermath of the pandemic;
- ⇒ Establish a community of practice and collaboration among participating countries.

Beneficiaries/Participants

The direct beneficiaries of this activity will be GCED network members, including officials from member states (i.e., Ministry of Education, National Committees for UNESCO), teaching professionals and research institutions. Other beneficiaries will be the greater GCED stakeholders, learners, teachers, school leaders and their families.

Zoom link:

Register in advance for this forum:

https://unesco-org.zoom.us/webinar/register/WN_PX8lhBYMT0-vytGM6jG6sw

Webinar ID: 973 2459 0726

Passcode: 674285

Agenda

Saturday, 25 September 2021, 15:00-17:20 (GMT +9)	
Moderator: Professor Daehoon Jho, Vice President, KOSEIU	
15:00-15:05	Housekeeping announcement and group photo
15:05-15:08	Opening remarks — Dr Hyun Mook Lim, Director of APCEIU
15:08-15:11	Opening remarks — Ms Margarete Sachs-Israel, Chief of Section for Inclusive Quality Education, UNESCO Bangkok
15:11-15:20	Keynote speech — Dr Faryal Khan, Programme Specialist for Education, UNESCO Bangkok
15:20-15:35	Presentation 1 — Dr Ae Kyung Park, Elementary School teacher, Republic of Korea <ul style="list-style-type: none"> • Development of GCED contents in the primary school

15:35-16:00	<p>Presentation 2 — Ms Kaeko Ikeda, Elementary school teacher/Intendant, Japan</p> <ul style="list-style-type: none"> • School curriculum at multicultural background based on Education for International Understanding (with consecutive interpretation from Japanese to English)
16:00-16:20	<p>Discussion and Q & A — Moderated by Ms Nandini Chatterjee Singh, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)</p>
16:20-16:35	<p>Presentation 3 — Ms Sayaka Matsukura, Junior High School teacher, Japan</p> <ul style="list-style-type: none"> • Curriculum development on GCED and teacher training
16:35-16:50	<p>Presentation 4 — Ms Yoon Kyoung Choe, High School teacher/Supervisor at Board of Education, Republic of Korea</p> <ul style="list-style-type: none"> • Sharing examples of classroom module on GCED
16: 50-17:10	<p>Discussion and Q & A — Moderated by Ms Nandini Chatterjee Singh, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)</p>
17:10-17:20	<p>Closing remarks — Professor Daehoon Jho, Vice President, KOSEIU</p>

Introduction of moderators and presenters

Dr Daehoon Jho

Professor / Sungshin Women's University

Vice-president / The Korean Society of Education for International Understanding

Dr Daehoon Jho is a professor at the Dept. of Social Studies Education, Sungshin Women's University, Seoul, the Republic of Korea. As a pre-service teacher educator in social studies and citizenship education, Dr Jho has researched the intersections of national curriculum and teacher education policies, teacher agents, social studies subjects, and global citizenship education. He has been involved in the national social studies curriculum revisions and GCED research and curriculum development projects with APCEIU.



Ms Nandini Chatterjee Singh



Ms Nandini Chatterjee Singh is a cognitive neuroscientist and currently Senior Project Officer at UNESCO MGIEP (Mahatma Gandhi Institute of Education for Peace and Sustainable Development, in New Delhi, India. She leads the Rethinking Learning program at MGIEP and focuses on building social and emotional skill for Peace Global Citizenship in children in K-12. She has been led the development EMC², a neuroscience based framework that builds SEL competencies of Empathy(E), Mindfulness (M), Compassion (C) and Critical Inquiry (C). She is focused on designing new interactive curricula using innovative digital pedagogies (like, digital games, digital dialogue etc.) to cultivate SEL and conducts research to assess their efficacy in school education systems.

Dr Ae Kyung, Park

Dr Ae Kyung Park is an elementary school teacher who has also served as a devoted GCED Lead Teacher for over five years. Having acquired her Ph.D. in Global Education from the Seoul National University of Education a couple of years ago, she has been active in studying education for global justice, and has carried out GCED related action research as a teacher-researcher. She is currently a lecturer at Seoul National University of Education & Kyung Hee University, teaching courses related to GCED practices and the global condition.



Abstract of Presentation

The presentation will offer cases for teaching and learning GCED amidst the Covid-19 pandemic era, particularly with regard to strengthening solidarity, overcoming inequality, and dealing with climate change, which have been themes of growing interest particularly in the elementary classrooms in Korea. As Korea has conducted both online and offline classes, the ratio of which depending on the conditions of each region, the specific approach and knowhow on pedagogy under the new circumstances will also be shared. The practice-oriented contents that will be presented are examples of GCED Lead Teachers' sharing of ideas & materials via various community platforms which deal with application in the classroom gleaned through actual experiences on GCED related themes.

Ms Kaeko Ikeda



Ms Kaeko Ikeda is an Academic Researcher from Doshisha Women's College of Liberal Arts. She has been working on practical research on Education for International Understanding in elementary schools.

Since 2015, she has been involved in practical research on ESD. In 2020, she completed the professional degree program at the Graduate School of School Education, Hyogo University of Education.

She is currently working as an academic researcher at Doshisha Women's University, where she is researching how to teach learning activities that foster global citizenship and how to evaluate them.

Abstract of Presentation

Many of students have diverse cultural backgrounds at Minami Elementary School in Osaka city. The most notable point is about 50% students who have roots to foreign countries and mixed Japanese.

On the other hand, the school is located in a town that has been prospered as a commercial center since ancient times. It was necessary to foster a multicultural school culture for students who grow up in a town where both traditional and creative elements of culture are mixed. Furthermore, it is necessary to develop a curriculum based on the school characteristics. This report is a research practice in 2020 that was put into practice based on this background.

The goal of curriculum development is to foster global citizenship. Therefore, we have created a curriculum centered on ESD learning. By ESD learning based the national curriculum, we have aimed to engage in learning activities systematically and continuously that foster global citizenship.

At Minami Elementary School in Osaka City, students studied on ‘international understanding and community understanding’ as ESD learning. In international understanding learning, by knowing cultures of each other's countries, students fostered a tolerant attitude to each other’s differences, and by knowing what's happening in the world, they fostered developing a sense of commitment of global issues and multifaceted perspective.

In community understanding learning, by knowing about the town where they live, students rediscovered their town and fostered attachment to town where they live. Furthermore, by knowing that the town is supported by various people, students will be aware that they will support the town in the future.

Through curriculum development we found four perspectives to foster global citizenship. “Respect themselves and their friend” “Know about their community” “Know the diversity of the world” “Notice that the world is connected” Learning activities that are conscious of these four perspectives will be important points in creating a curriculum that fosters global citizenship systematically and continuously.

Ms Sayaka Matsukura



Ms Sayaka Matsukura is an English teacher at Inagakuen, Saitama, a public junior high school. Collaborative Researcher, Sophia University.

As the head of research, she was in charge of developing teaching materials, conducting evaluation research, and planning and organizing teacher training for Global Citizenship Studies, and had been involved in curriculum development for Global Citizenship Studies since 2015.

She is also involved in the promotion of Development Education as a board member of the NGO named DEAR. Since she got a master’s degree on Education at Sophia University, researching the effects of ESD practices, including global citizenship education, on teachers' development and transformation as a collaborative researcher.

Abstract of Presentation

The aims of my presentation are 1) Introducing GCED curriculum in public junior high school in Japan 2) Showing the effect of GCED for both students and teachers.

Ageo Higashi Junior High School is a public junior high school that was designated as An Experimental School for curriculum development by the Ministry of Education for four years from FY2015 to FY2018. Through the three years of study in the GCE course, the goal was to develop citizens who are proactively involved in achieving the SDGs.

In the first grade, students learn about global issues in a workshop format, so that they can experience what is happening in the world and understand the issues for themselves. In the third grade, students think of ways to make their town more sustainable by incorporating the voices of citizens and send proposals to relevant organizations.

In the GCE class, students and teachers consulted with each other to set the necessary tasks, and students decided who they would study with and what materials they would use to solve the tasks. The students were able to decide who to study with and what materials to use.

Teacher training was important in the development of the global citizenship course. The training included facilitation training for teachers to become facilitators of learners' learning, and many opportunities for discussion to share the philosophy of the GCE. In addition, the GCE course was not confined to the school, and there were many opportunities to create learning together with many related organizations (NGOs, companies, universities, local governments, etc.) to realize a curriculum that is open to society.

Ms Yoon Kyoung Choe (Supervisor, Incheon Dongbu Board of Education)



Ms Choe used to work as an English subject teacher at Incheon Science High School, located in Incheon, South Korea. She now works as a Supervisor in charge of the middle school curriculum at the Incheon Dongbu (East District) Board of Education. She had been active as a GCED Lead Teacher in Korea from 2015 to 2020, involved in various teacher communities for learning and practicing GCED in the classroom. She is very much devoted to developing GCED teaching materials in the context of local communities and teacher training programs for Global Citizenship Education.

Abstract of Presentation

“Sharing examples of classroom module on GCED”

As a way to seek new role and presence of GCED under the Covid-19 pandemic situation, the presentation will focus on how GCED can help with subjects to develop relevance in today’s world. More specifically, the presentation will showcase how project-based learning in a Korean high school English class have dealt with such issues as overcoming hatred around the world, discerning facts from fake news through media literacy, developing appropriate technologies for the developing countries without proper online platforms, etc. In the case of Korea, blended learning, which stands for utilizing both online learning and offline classes concurrently, has been widespread under the pandemic situation. The presentation will provide examples of how blended learning methods can effectively be utilized in order to develop classroom modules on GCED.