



Korea-Japan Teacher's Network on GCED 2023

Final Report



Programme Overview

Background

APCEIU has launched the Korea-Japan Teachers' Network on GCED in 2021, and since then, participating teachers from Japan and Korea have engaged in varied activities, including collaborative lesson plan development, online seminars, joint classroom projects, and student exchanges.

In 2023, the first in-person training workshop was held in the Republic of Korea. Designed to deepen the understanding of GCED/peace education of participants, strengthen their capacities to foster global citizenship through education, share good practices and cases, and plan for future collaboration, the Workshop was attended by 33 Korean and Japanese teachers who have actively engaged in Network activities, including teacher-student exchange.

Expected Outcomes

- Mutual understanding among Korean and Japanese teachers increased
- GCED competencies of key teachers from Korea and Japan enhanced
- Good practices and cases on collaboration of teachers identified and shared
- Korean-Japanese teachers' network on GCED strengthened

Organizers and Partners

- Organizer: APCEIU
- Partners: JAIE (and in cooperation with Sophia University (ESD Project))

Workshop Organization

	Date (Length)	Contents
Orientation	30 June 2023 Zoom Live Session	<ul style="list-style-type: none"> ▪ Guide on the Workshop (APCEIU) ▪ Introduction of participants and organizers ▪ Guide on preparation for the Onsite Workshop in
Main Workshop	17- 21 August 2023 (Seoul & Gangwon)	<ul style="list-style-type: none"> ▪ Onsite workshop in Seoul and Gangwon Province (near DMZ area) ▪ Lecture/Workshop/Seminar ▪ Field visits and cultural excursion
Post-Workshop Webinar	September – December 2023 ZOOM live sessions	<ul style="list-style-type: none"> ▪ Project Implementation Sharing ▪ Exchange experiences ▪ Teacher’s Club

Date and Venue of the Main Workshop

- Date(Onsite): 17 – 21 August 2023
- Venue: Republic of Korea (Seoul & Gangwon Province (DMZ Peace-Life Valley))

Number of Participants

- 33 teachers from Korea and Japan

Main Components of the Workshop

- I. **PRELIMINARY MEETING & ORIENTATION:** An orientation meeting before the Workshop
- II. **WORKSHOP SESSIONS**
 - Lecture/discussion on the pressing issues in two countries in the context of GCED
 - Lecture/discussion on peacebuilding and global citizenship
 - Sharing of good practices of Korean/Japanese teachers
 - Workshop on mutual understanding and respect
 - Field visits to relevant sites (GCED & Peace)
 - Exchange with the local community at DMZ Peace-Life Valley
- III. **JOIN THE NETWORK AND ITS ACTIVITIES:** Participants can choose the activities they wish to join (e.g., online seminar, teacher’s club, joint classroom/research project, etc.)

Main Workshop: Korea- Japan Teacher's Network on GCED 2023



The first day of the workshop included poster presentation sessions to understand the participants' practices and educational activities. Teachers had the opportunity to display various visual materials such as posters, brochures, pamphlets, reports, or case study videos to introduce and share their educational activities and projects done in their schools and communities in Japan and Korea.



These sessions not only allowed the participants to gain a comprehensive understanding of each other's practices and educational activities but also created a platform to explore potential future collaborative/exchange activities.



Study visit to Inje High School



On the second day, the participants moved to Inje, Gangwon, and visited a Korean school (Inje High School) to better understand Korean schools and interact with Korean students. This visit allowed the participants a unique opportunity for cross-cultural exchange and interaction with Korean teachers and students. Japanese teachers and Korean students exchanged questions and had dialogues about each other's educational system, culture and various social issues. This exchange served as a bridge connecting two different educational worlds.

Japanese teachers said that the visit allowed them to feel welcomed by the faculty and young students and learn about the school life of Korean high school students. Also, they were impressed by the fact that many Korean students are interested in Japanese culture and wish to visit the country. They said the visit made them feel much closer to Korea, motivating them to initiate exchange activities with their students in the near future.

Seminars on GCED in various contexts



Subsequently, various sessions were held at the DMZ Peace-Life Valley. Starting with the opening lecture by Jung Sung-Heon, director of the DMZ Peace Life Valley, workshops and activities such as sharing of GCED practices, educational activities of Korea and Japan by grade level-subject-theme, Education of Sustainable Development (ESD), Peace/GCED, watching documentary film “Under the Zelkova” and discussing with the film director, and interacting with the village residents and educators, were followed.



During the educational seminars, Korean and Japanese teachers participated as speakers and facilitators to present GCED practices in both countries. The discussions were not limited to comparing educational approaches by grade level (elementary and secondary) and subject (English, social studies, etc.) They also delved into various

practices and cases on the topics of ESD, critical media literacy, international exchange practices, and peace-oriented classrooms.



During the Seminar on Korean and Japanese Education/Curriculum, participants conducted presentations that comprehensively examined their educational systems. The seminar included a detailed exploration of topics like fair trade and Reader's Theater. These presentations and discussions

allowed a better understanding of distinctive educational approaches in both countries.

Furthermore, during the seminar on Education for Sustainable Development (ESD), teachers shared case studies. The teachers presented a "sustainability project" initiated by the students, illustrating how students were actively engaged in projects that promote sustainability.



Throughout the seminars, the teachers shared their experiences with GCED practices implemented with their students. Notably, during a discussion in the 'peace-oriented classrooms' session, the participants delved into the importance of fostering a peaceful and secure learning environment as teachers but also as global citizens. The sessions have provided a comprehensive perspective on the responsibilities and opportunities inherent in their roles as educators and contributors to global citizenship.

Workshops on Education for Sustainable Development (ESD)



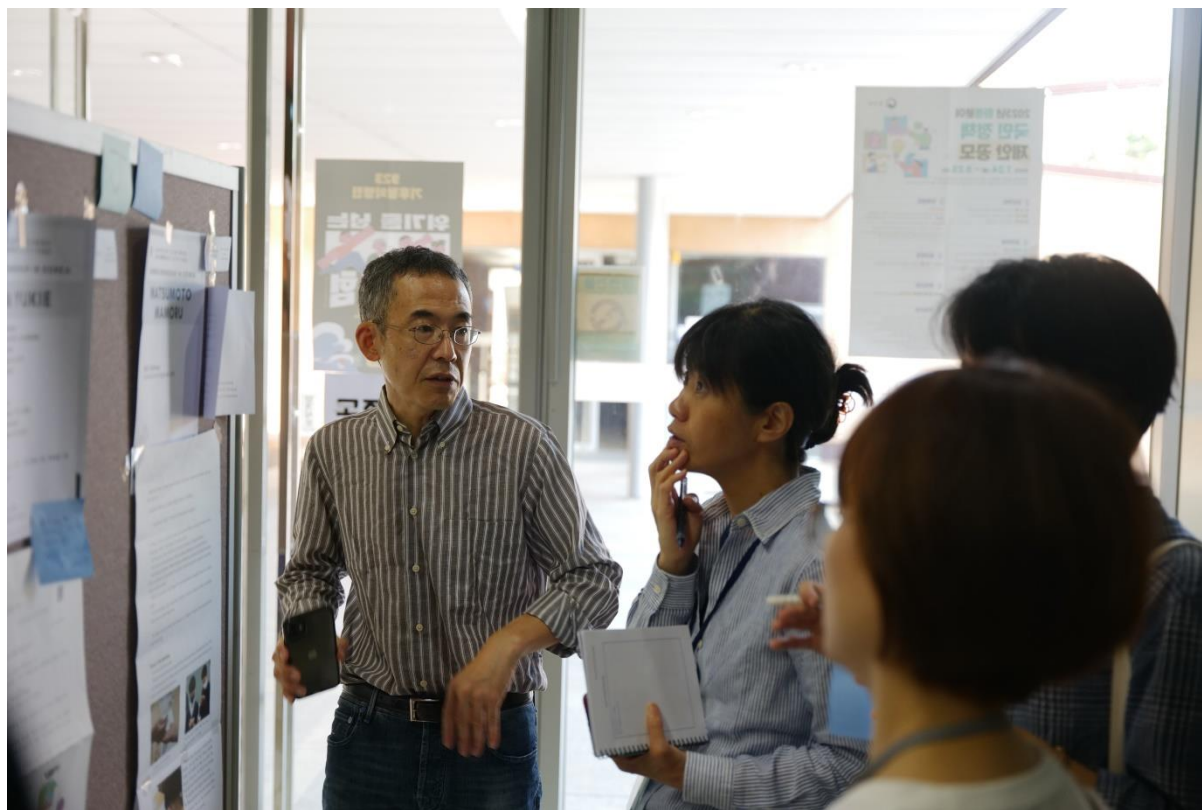
Additionally, the participants engaged in activities on the themes of sustainable energy and climate crisis, field studies and organic farming, focusing on learning about the values of peace and life through the place of DMZ (demilitarized zone).

To be specific, during the workshop, the participants had the opportunity to explore the concept of sustainable energy through a bicycle generator, which not only exposed the participants to the practical aspects of sustainable energy but also emphasized the importance of eco-friendly practices in the face of the global climate crisis. The field studies and organic farming have also provided a deeper understanding of a tangible connection to nature and sustainable agricultural practices.



The participants also visited Netgang Village in Inje to interact with community educators from the local area and learn about the implementation of GCED and ESD within the region. Moreover, the teachers had a chance to share and learn about each other's culture through Japanese and Korean cuisine preparation, rice cake pounding, and cultural performances.

Idea Sharing for Future Actions



The last day of the workshop consisted of the session sharing ideas for future activities, including student/teacher interaction, collaborative research, and lesson planning.

During the session, posters from the first day of the workshop showcasing the GCED activities undertaken by teachers in their schools were affixed to the booth. Adjacent to these posters, there were additional notes on which teachers outlined their specific areas of interest and proposed collaborative activities. The teachers had the opportunity to circulate the booth, perusing each teacher's interests and activities and providing feedback through post-it notes, indicating their interest in particular topics or expressing a desire to collaborate on joint lessons.

Post-Workshop Reflection



In the post-workshop survey questionnaire, participants reflected that this workshop allowed them to understand and share educational activities from teachers' perspectives of both countries. Also, they have realized that GCED should be extended beyond theory into practical application. Furthermore, they highlighted the meaningful experience of becoming friends with teachers from the two countries, through which they could learn about their roles as global citizens from various viewpoints. The teachers expressed their commitment to continue fostering deeper and closer interaction with teachers from both countries, with the hope of contributing to the establishment of peaceful relationships among students, schools, and local communities.

Korea-Japan Teacher's Network on GCED 2023

POST-WORKSHOP REFLECTION

This workshop has become a platform for safe discussions on sensitive issues that transcend national borders.

Sharing our practical examples with each other, I realized once again how essential global citizenship education is in making the younger generation aware of current issues and challenging situations in the field of education and in working together to address them.

If we have a chance, it would be nice to visit Japan on Winter vacation or weekends.

During the cultural exchange session, we were able to have meaningful experiences where our hearts connected even when words didn't. Also, this was not a time when cultures were introduced separately but rather a time of cultures being shared.

POST-WORKSHOP REFLECTION

The programs at the DMZ Peace-Life Valley made us realize that the meaning of peace is very broad. It also provided a new experience where we could become aware of the reality of rural areas of both countries.

Through the sessions, I realized that for the future peace of both countries, we should seek to understand and empathize with each other's differences. Also, rather than confrontation, we should work towards resolving issues through dialogue.

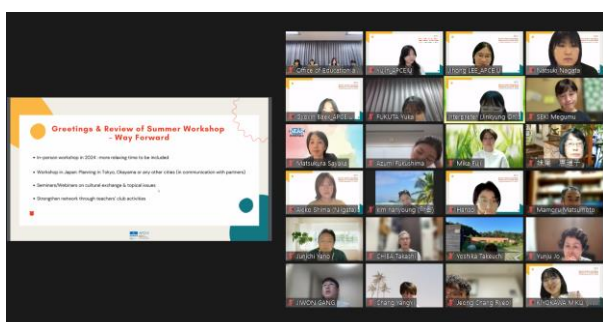
Through this workshop, I believe we have built an important network for future educational activities, where we can support, motivate, and collectively influence the younger generation.

The classroom examples from the media literacy session were very helpful. They provided concrete ideas for the lessons, which I wanted to try, and I feel they can lead to immediate implementation.

Post-Workshop Activities: Bi-Monthly Meet-ups and Teachers' Clubs

Following the workshop, two post-workshop activities were implemented: bi-monthly Meet-ups and the establishment of Teachers' clubs.

Bi-monthly Meet-ups



The bi-monthly Meet-ups, conducted as webinars on 20 September and 29 November by APCEIU, facilitated collaborative discussions among teachers. During these sessions, teachers shared joint classroom plans and activities.

Notably, Ms. Seki Megumu (Japanese teacher) and Ms. Jeong Ji Yeong (Korean teacher) presented a joint class on the theme of "What is Happiness." Through Zoom, students from each country engaged in discussions, sharing their perspectives on happiness.

Teachers participating in these activities expressed in their reflections that they sometimes felt isolated while working on GCED initiatives; however, the network and joint classes established a sense of solidarity in pursuing GCED objectives.

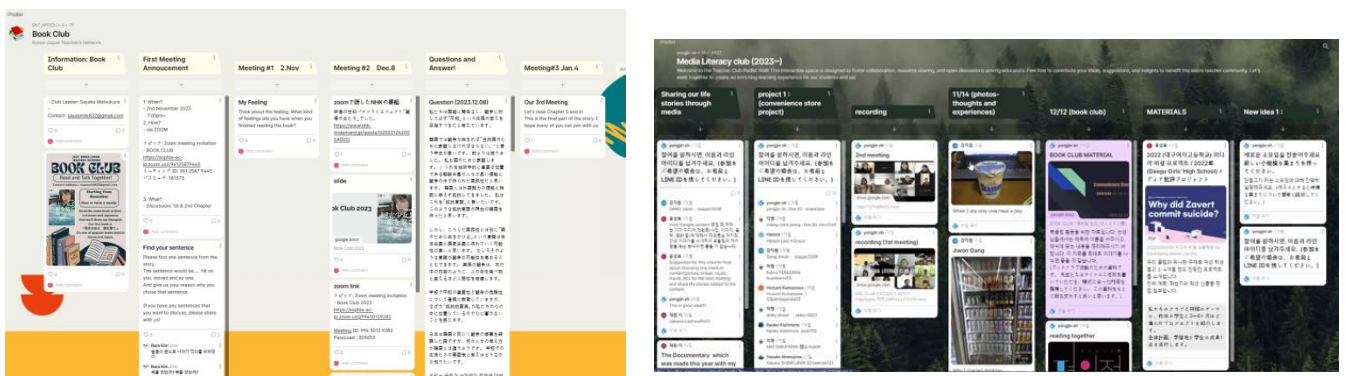


In the November workshop, participants expressed a desire to sustain the network and proposed the creation of a platform for sharing schedules. In response, APCEIU established a platform where teachers can share their schedules, specify target student groups, and outline the collaborative activities they are willing to undertake with each other. This

platform aims to foster continued collaboration and coordination among Korean-Japanese teachers engaged in GCED.

Teacher's Clubs

Five Teacher's Clubs (Elementary School Teacher's Club, Book Club, Media Literacy Club, Documentary Film Club, English Teacher's Club, and Teacher's Band) were created after the summer workshop and are actively operated by enthusiastic participants. These clubs serve as valuable platforms to facilitate collaborative learning and networking among Korean-Japanese teachers. The primary goal is to create a supportive environment where educators can share insights, exchange information, and gain valuable perspectives from their peers. Through these collaborative efforts, the clubs aim to foster a sense of community among teachers, promoting continuous professional development and the collective enhancement of educational practices in the Korean-Japanese education community.



Specifically, the Book Club has begun reading “Comrade Girl, Shoot the Enemy,” engaging in discussions on impressions, emotions, and noteworthy passages from the first two chapters. Simultaneously, the Media Literacy Club has delved into an analysis of whether the images in school textbooks promote a message of peace, utilizing a media literacy perspective. Additionally, this club has commenced reading “Convenience Store Women,” exploring the convenience store’s accessibility and its implications for everyone.

Other clubs have convened monthly meetings to exchange insights and knowledge. The Teacher’s Club has been particularly active, fortifying the collaborative network between Korean and Japanese teachers. Starting in December, a new club, the Language Club, will be

launched, providing a platform for teachers to learn Korean and Japanese from one another. This diverse array of clubs aims to foster intellectual exchange, promote cultural understanding, and enhance professional connections among the participants.

Annex

(Main Workshop) Programme Schedule

17-21 August 2023

Date	Programme		Location
Day 0, 16 August: Arrival (Japanese Participants)			
Day 1, 17 August (Thu)			
10:00-12:00	Workshop Orientation (Japanese Participants ONLY)		
12:00-13:00	Lunch (Korean Participants join)		UNESCO APCEIU
13:00-14:30	Warm-up & Small Group Activity		
14:30-16:00	Activity sharing by participants through “Poster Session”		
16:00-16:30	Break		
16:30-18:00	Activity sharing by participants through “Poster Session”		
18:00-20:00	Dinner & Small Group Mission		
Day 2, 18 August (Fri)			
08:00-11:00	Move to Inje, Gangwon province		DMZ Peace-Life Valley
11:00-15:00	Japanese Participants	Korean Participants	
	Study Visit to Inje High School	Yongneup Wetland Ecology School & Hyangro-bong Forest Trail Trekking	
15:00-15:30	Break (Japanese Participants Check-In)		
15:30-18:00	[Presentation] The Story of Peace and Life (by Director, DMZ Peace-Life Valley)		
18:00-19:30	Dinner & Break		
19:30-21:30	Documentary Watching (“Under the Zelkova”) & Dialogue with the Film Director		

Day 3, 19 August (Sat):				
07:30-08:30	Breakfast			DMZ Peace-Life Valley
08:30-09:00	Break (Small Group Activity)			
09:00-10:30	Workshop on Global Citizenship Education (SDGs-related activities)			
	Facilitator: Lee Ji Hong Speaker: <ul style="list-style-type: none"> · Japanese School and Global Citizenship Education (Shimojima Yasuko) · Elements of Global Citizenship Education and Examples of Curriculum Integration in the 6th Grade Elementary School Textbook (Jeong Jiyeong) · Small Group Discussion 			
10:30-12:00	Seminar on Korean and Japanese Education/Curriculum (Group to be divided by school levels & subjects)			
	Elementary Facilitator: Jo Yujin Speaker: <ul style="list-style-type: none"> · Gang Jiwon · Jeong Chang Ryeol · Okuda Maiko 	Middle - English Course Facilitator: Matsukura Sayaka Speaker: · Fukushima Azumi · Senoo Eriko	Middle - Sharing of good practices Facilitator: Lee Ji Hong Speaker: <ul style="list-style-type: none"> · Nishio Arisa · Seki Megumu · Kim Heeyeoung 	
12:00-13:00	Lunch			
13:00-15:00	Workshop on ESD and Peace Education			
15:00-18:00	Visit to Village (Inje Netgang Village)			
18:00-20:00	Dinner & Interaction with village residents			

Day 4, 20 August (Sun):			
07:30-08:30	Breakfast		DMZ Peace-Life Valley
08:30-10:00	Organic Farming		
10:00-12:00	[Seminar] Thematic Seminar 1 (Concurrent, moderated by participants)		
	① ESD Facilitator: Matsukura Sayaka Speaker: • Matsumoto Mamoru • Matsukura Sayaka	② Media Literacy Facilitator: Oh Yongjin	
12:00-13:00	Lunch		
13:00-14:30	[Workshop] Understanding the Climate Crisis and Renewable Energy		
14:30-16:30	[Seminar] Thematic Seminar 2 (Concurrent, moderated by participants)		
	① International Exchange Facilitator: Matsukura Sayaka Speaker: • Okamoto Ryoko • Kishimoto Naoko • Gong Hoojae	② Peace Education Facilitator: Gang Jiwon Speaker: • Takeuchi Yoshika • Oda Yukie • Yamamoto Natsuki	
16:30-17:00	Break		
17:00-19:00	Workshop		
19:00-20:00	Dinner		
20:00-21:30	Cultural Exchange		
Day 5, 21 August (Mon)			
07:30-08:30	Breakfast		DMZ Peace-Life Valley
08:30-12:00	Future Project Planning & Sharing / Closing		
12:00-13:00	Lunch		
13:00-16:00	Move to Seoul		
	(Departure for Japanese Participants)		

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



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 the 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 programs, 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 conducted many programmes to promote GCED and will continue to implement diverse projects on GCED towards a Culture of Peace.

For more information,

Please visit the APCEIU's homepage: www.unescoapceiu.org

Annual Report available via: <http://www.unescoapceiu.org/post/4422>