



EIU Best Practices Series **No. 15**

In-Service Teacher Training on Education for International Understanding in China

EIU Best Practices 2009



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

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

Foreword

As a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region, Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been engaged in various endeavors aimed at fulfilling its mandate since its inception. APCEIU launched the EIU Best Case Studies in 2006 as an Experiential Learning Programme (ELP) in cooperation with the Member States in the region to encourage local initiatives on EIU. In 2009, it was renamed EIU Best Practices.

EIU aims to promote, in particular, “Learning to Live Together”, among the four pillars of education set forth in the Delors report, through participatory learning and critical thinking. EIU Best Practices brings and explores various efforts in the region geared to foster “Learning to Live Together”.

Asia and the Pacific region, with some of the major flashpoints of the world, have long been plagued by a history of socio-political conflicts often intersected by challenging ethnic, cultural and religious issues. In the era of globalization, ensuring education towards a culture of peace and a sustainable future has become critical more than ever for a common prosperous future of all humanity. Launched against this background, EIU Best Practices is an outreach effort that seeks to encourage and further local initiatives on peace, human rights, intercultural understanding and sustainability in different social and cultural contexts.

This series No. 15 introduces an effective and systematic in-service teacher training programme on Education for International Understanding (EIU) in Beijing, China. In order for this training to take place, the Beijing Institute of Education (BIE) has been working to develop a school-based curriculum on EIU to be implemented in local schools. Through this effort, the in-service teacher training programme on EIU motivated and strengthened the capacity of teachers to incorporate EIU curriculum into various subjects they teach in schools. As a result of this practice, schools in which EIU have been implemented, raised the level of global awareness among their teachers and students. We believe that this effort to promote EIU in Beijing is an excellent model for policy makers, curriculum developers and educators to learn the effective strategies to promote EIU in schools.

I hope that through this endeavor, various EIU Best Practices can be shared among educators, scholars and activists who are committed to promoting a Culture of Peace in the region. I expect this project can provide a platform to share and exchange our experiences and perspectives.

I would like to extend my heartfelt appreciation to the National Commission of the People's Republic of China for UNESCO, and Beijing Institute of Education for their kind cooperation in sharing their experiences.

December 2009



LEE Seunghwan

Director

EIU Best Practices Series is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect

innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and disseminate them throughout the region.

The programme is conducted through the following steps: 1) Announcement: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and MOU partners of APCEIU in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected case to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout the Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region and the support from the National Commissions for UNESCO, APCEIU wishes to expand on the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from Asia and the Pacific region to apply and share their experiences and perspectives. The centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the whole region, thus contributing towards achieving a Culture of Peace.



Yu Xin is the Head of the Teaching Administration Division of the Beijing Institute of Education in China. His academic interests focus on International Education, Teacher Training and School Leadership. In recent years, he has been involved with EIU and Teacher Professional Development as a trainer and manager, including teacher training programmes and supervising. The programme, Action Research on Education for International Awareness in High School Students on the contexts of Beijing Hosting Olympic Games, which is one of the key projects in Beijing's Eleven Five Years Plan on Educational Research. He has published articles on EIU, including "Theory and Action on Global Education in USA," (Journal of Education for International Understanding, published by the Asia-Pacific Centre of Education for International Understanding, Seoul, Korea, January, 2008, pp70-92), "Global Education in USA: Interviewing Dr. Kenneth A. Tye, An expert of Global Education in U.S.A.," (Comparative Educational Review, Beijing, Vol.25 , No.7, July 10, 2004, pp88-90) and "Research on the Development of Education for International Understanding" (Studies in Foreign Education, Chang Chung, Vol.29, No.8, Aug. 20, 2002, pp22-26). He received his first Master's degree in Education at North-East Normal University, Chang Chung, China in 1995 and an MBA at Hope International University, California, USA in 2003. He has travelled to Korea, Japan, France, Greece, Italy and USA and loves his career in international education and teacher training.

Contents

- Foreword / 3
- EIU Best Practices is / 5
- Author / 7

- 1. Introduction / 10
 - 1.1 Background / 10
 - 1.2 Definition of EIU / 12
 - 1.3 Goal and Objectives / 13
 - 1.4 Timeline of the Development of EIU Program in Beijing / 14
- 2. Beijing In-Service Teacher Training on EIU / 16
 - 2.1 Training Principles / 16
 - 2.2 Activities in Details / 17
 - 2.2.1 Period of Workshop / 17
 - 2.2.2 Follow-up Period / 18
 - 2.2.3 Trainee Showcased / 20



3. Conclusion / 20

3.1 Impacts / 20

3.2 Comments from Teachers as Trainees / 21

3.3 Comments from School Principals of Beijing Pilot Schools / 24

3.4 Comments from Experts and Trainers / 25

4. Evaluation / 27

5. Conclusion / 28

6. Appendix / 29

■ **Field Visit / 32**

In-Service Teacher Training on Education for International Understanding in China

1. Introduction

1.1 Background

With a view to aiding cross-cultural understanding in an increasingly globalized world, Education for International Understanding (EIU) has been an ever-growing educational research field since 2000. China's economic successes are associated with the rapid globalization in the past three decades, starting with the economic reforms of the 1970s. China joined WTO in December 2001 and successfully hosted the Olympic Games in 2008.

The concept of EIU was introduced to China through the introduction of UNESCO documents in the 1990s (e.g. Zhao Zhongjiang, 1999)¹, such as the *Education for International Understanding: An Idea Gaining Ground* (UNESCO IBE, 1996). The Beijing Institute of Education (BIE) then set up a research programme on EIU at the end of the 1990s under the supervision of Professor Ni Chuangrong, the former president of the Beijing Institute of Education.

It was slated as one of the 10th Five-Year Education Research Projects by the Beijing Municipal Education Commission to be completed during the years 2001-2005 and was to be supervised by Professor Yuan Changhuan. This research project was designed to study the theory of EIU, and it attempted to put it into practice

1) Zhao Zhongjiang, *Focus on the Issues on the Development of Global Education-Reports From UNESCO in the 1990s*, Educational Science Press, 1999.

through: 1) setting up pilot primary schools in Beijing, 2) developing school-based curriculum, 3) publishing and disseminating EIU teaching materials and Beijing local textbooks on the subject of EIU, and 4) training and working with school teachers and principals on practicing EIU in more than 30 pilot schools.

Another research programme on EIU followed between the years of 2006-2009, called *The Project of Action Research on Education for International Awareness: In the Context of Beijing Hosting Olympic Games*, under the supervision of Professor Yu Xin. This was part of the 11th Five-Year (2006-2010) Education Research Project of the Beijing Municipal Education Commission.² This project investigates how schools implement EIU through Olympic education. As we know, Beijing hosted the Olympic Games in 2008, which gave the world its first glimpse of 21st century China. This offered China—especially Beijing—a great opportunity to implement EIU through the hosting of the Olympic Games. However, it was also a challenge for schools to effectively use the Olympic resources to educate their students in terms of international awareness. Some successful international examples include “One school, One Nation”³ implemented in Nagano, Japan.

These research projects successfully aroused educators’ attention in regards to EIU. However, it was still not possible for schools to implement EIU and stimulate students’ global awareness and international understanding until the content was written in the New National Curriculum Standard in 2002. That curriculum included education in the fields of multi-cultural understanding, world cultural heritage protection, sustainable development, peace education, global

2) China has made a five-year plan on social, economic, cultural, educational and other development fields once every five years since 1953, in order to ensure all fields have their visions and missions. The 11th five-year plan period is between 2006 and 2010.

3) The programme of ‘One school, One Nation’ created for the Winter Olympics in Nagano, Japan, was part of the Nagano prefectural government’s efforts to promote mutual understanding with foreign countries. Each one of 77 elementary and junior high schools in the prefecture chose one of the 61 nations and regions taking part in the 1998 Games to learn about its history and customs and to promote friendship with visitors from that country, or the region.

awareness and international understanding, described in the context of History, Geography, English, Politics & Moral Education, and Science, etc. These findings indicate that EIU might most effectively be taught by integrating it with other school subjects. Schools might promote EIU by setting up school-based projects with integrated curriculum, comprehensive learning activities, teacher training and cooperation research in addition to the teaching of World History, Geography, English and Culture. The dilemma is that the constraints imposed by the already limited class time make it difficult to add EIU as an independent course or unit within the school year. The teachers simply did not have time to add it in. The challenge was then to find a way for the teachers to integrate EIU into a particular subject. But another challenge was for the teachers themselves to master the knowledge related to EIU.

Accordingly, the Beijing Institute of Education promoted EIU via setting up In-Service Teacher Training on EIU from 2008 to 2010 in order to strengthen teachers' knowledge and skills, thereby aiding in the implementation of EIU into schools. This training programme was approved and funded by Beijing Local government. It started in April of 2008 and would continue for at least three years, inviting 80 teachers from primary and secondary schools in Beijing each year.

1.2 Definition of EIU

The term EIU was borrowed from UNESCO, but its meaning has been changed, mixing with global education, multicultural education, peace education, and even Education for Sustainable Development, for which each country has its own definition according to its situation and understanding.

The term EIU in this context is understood in three parts: a) education that enables learners to build the capacity and competency to comprehend, critically reflect and act upon key global issues with a holistic understanding of these issues, b) education that enables

learners to understand and appreciate cultural diversity and the common heritages of humanity, and c) education that encourages learners to have an open mind to differences, to develop values for global citizenship, and to promote cooperation and exchange across border.⁴

First, EIU is taught with the emphasis on a vision of a peaceful and sustainable future through critically reflecting and acting upon the present. Therefore, the emphasis is on working through current global issues as opposed to repenting for past evils and seeking tolerance.

Second, it is emphasized that cultural diversity in the world is the way by which we must understand each other, rather than a barrier to international understanding. The mission of EIU is to encourage people with different cultures to seek common ground while respecting one another's diversity through valuing world civilizations and understanding multiple cultures.

Finally, EIU is not merely ideological training. Rather it encourages action and, by extension, learning through practice. This approach to international understanding ensures international exchanges and cooperation.

1. 3 Goal and Objectives

The project aims to promote the EIU programme and to implement it in schools through the training of teachers. It provides the trainees with background knowledge, holistic teaching strategies, and skills on EIU through workshops, class observation and case studies. The trainees learn to create school-based curriculum, to design effective EIU lesson plans, and to organize EIU-based activities in their classrooms. The plan involves providing 80 teachers from grades 1 through 9 with 180 hours of activities and classes wherein they will learn how to implement EIU in the local curriculum. This is to be completed during the 2008-2010 term.

4) Yu Xin, *A Study on the Development of Education for International Understanding*. Foreign Education Research (Chang Chun, China), NO.8, 2002.

The objectives are to help teachers:

- a) to master the concepts and theory of EIU;
- b) to analyze the local curriculum and textbook in view of EIU; and
- c) to design and practice EIU lesson plans.

1.4 Timeline of the Development of the EIU Programme in Beijing

- **January 1999** Two delegates (Professor Ni Chuangrong and Professor Li Jing) from the Beijing Institute of Education (BIE) participated in the Asia-Pacific Conference on International Education held in Tokyo, Japan to learn about New Education for International Understanding in Asia and the Pacific.
- **June 1999** BIE set up a research programme on EIU, supervised by Professor Ni Chuangrong and Professor Li Jing.
- **August 2000** BIE's team for EIU worked with *Living the Values* Programme of Hong Kong, training about 35 teachers at K-12 levels, coordinated by Mr. Christopher Drake and Mr. Yu Xin.
- **2000 - 2003** More than 30 pilot schools on EIU were set up where they practiced EIU education led by BIE.
- **2001 - 2003** BIE's EIU plan was successfully approved by the 10th Five-Year Education Research Project of the Beijing Municipal Education Commission, supervised by Professor Yuan Changhuan.
- **2005 - 2008** EIU was approved to be included in the Beijing's local curriculum and EIU textbooks for grades 1-7 were published. This portion was directed by Mr. Fang Zhongxiong (Assistant President of BIE) and involved teachers from the Department of



Social Studies of BIE.

- **2006 - 2009** A research fund programme on EIU, supervised by Mr. Yu Xin, was successfully approved by the 11th Five-Year Education Research Project of the Beijing Municipal Education Commission. There were eight high school principals from Beijing who participated in the investigation, and more than 200 students and 40 teachers were interviewed. The research findings showed that students were influenced deeply as displayed by volunteer spirit, global common values and cultural identification. Additionally, the teachers were found to have created teaching activities for students to complete outside of class, and the principals were more active in promoting international education in their schools.



EIU Textbooks

- **2008** In-Service Teacher Training on EIU began, fully funded by the Beijing local government and managed by Ms. Zhao Keling, Assistant Professor at BIE. Eighty teachers from grades 1-9 participated in the workshops on EIU and completed the 180 hours of training.



Experts participating in a consultation meeting

- **2009** In-Service Teacher Training on EIU continued and another 80 teachers from grades 1-9 participated in the workshops on EIU for 180-hours of training which was completed in the winter of 2009. These workshops were administered by Ms. Wang Yuanmei (Head of Humanities Teacher Education division of BIE) and Mr. Liao Minghua (Head of Department of Social Studies of Humanities Teacher Education



The programme consultants are discussing on the action plan of the project, 'In-Service Teacher Training on EIU in 2010'.

division of BIE).

- **2009** Mr. Yu Xin was honored with the EIU Best Practices Award by the Asia-Pacific Centre of Education for International Understanding for the programme, “In-Service Teacher Training on EIU in Beijing.”
- **2010** Again under the direction of Ms. Wang Yuanmei and Mr. Liao Minghua, In-Service Teacher Training on EIU will train another 80 teachers from grades 1-9. These teachers will participate in the workshops on EIU for 180-hours of training until the end of winter 2010.

2. Beijing In-Service Teacher Training on EIU

2.1 Training principles

- **Knowledge** - EIU is a fairly new term in the field of teaching and most of the trainees have limited knowledge before participating in the workshop. It is necessary to inform the trainees on the basic concepts of EIU, including its background, mission, goals, universal instruments related to EIU, and what the curriculum of EIU contains.
- **Variety** - The target group comes from a wide range of teaching fields - Chinese, History, English, Geography, Politics & Moral Education, and Science, etc. Some of the teachers are from primary schools, some are from junior high schools, and the rest are from senior high schools. Therefore, the training curriculum must take into account the diversity of environment in which the teachers will eventually present the material.
- **Pertinency** - The training programme focuses on the problems that the trainees will encounter while attempting to implement EIU concepts to the local curriculum and textbook. The trainees will learn how to design lesson plans and practice EIU in the classroom.
- **Participation** - The training activities use a collaborative approach for learning EIU and are based on problem-solving, cooperative-

learning, and include consultation with experts in the field. Some of the principals and the teachers from EIU pilot schools become the resource person for the training.

2.2 Activities in Details

2.2.1 Period of Workshop (40 hours)

The programme involves workshop sessions on EIU, with lectures from Professors on the concepts, approaches, and trends of EIU learning. The following is the schedule for the workshop that was held between July and November of 2009.

Date	Topic	Lecturer
July 16	EIU and ESD - Introduces the relation of EIU to ESD, its developing trends and practical cases	Mr. Tao Xipin
July 16	Development of EIU - Introduces the theory of EIU	Dr. Feng Yiyuan
July 17	EIU from the Perspective of Cross-Cultural Understanding	Prof. Liao Minghua
July 17	Promoting EIU through Living Values Education - Trains teachers on how to integrate the 12 Values (peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity) into subjects	Prof. Wang Yuanmei
July 18	Analysis of EIU Textbooks - Trains teachers to understand the contents of the EIU Textbooks, and guide them on how to use it in the classroom	Prof. Zhang Xueyan
July 18	Teaching EIU through Participatory Approaches - Trains teachers on the participatory approaches through workshops, case studies, and experience sharing	Prof. Zhao Keling
Oct. 22	School-based Strategies on EIU in China - Presentations of school-based strategies on implementation of EIU such as setting up a school-based programme, developing school-based curriculum, organizing school-based workshops, designing comprehensive school-based activities, merging EIU into the classroom and school-based class observation and evaluation	Prof. Yu Xin
Oct. 22	Intercultural Communication Skills	Prof. Liao Minhua
Nov. 4	Chinese Culture in the Context of Globalization	Prof. Zhang Xueyan

Mr. Tao Xiping, the Advisor of the National Education Chief Inspector, the Chairman of Beijing Social Science Association, Vice Chairman of China Education Association, and President of Asia-Pacific Federation of UNESCO Clubs and Associations gave a lecture on EIU in the class.



Professor Li Fang, President of BIE gave a lecture on EIU in the class.

The trainee carefully listens to the lecture.

2.2.2 Follow-up Period (56 hours)

As a follow-up to the Workshop, trainees are given opportunities to utilize the knowledge and resources gained from the training in their own schools, either in the classroom or at a local cultural site where students are taught EIU concepts.

While the trainees are teaching, the programme experts observe their class and provide comments and feedback. Later, the trainees present their sample lessons to the three experts and other trainees, which creates a mutual learning environment. The following is a sample EIU activity schedule that trainees implemented during this period:



Merging EIU with handwriting



Field trip to cultural sites on EIU

Date	Site	Activity Contains
Sept.23	The World Park	Learn About World Cultures
Oct.14	One of the Pilot Schools	Training Follow-up
Oct.27-28	Chang Ping School District	Intercultural Communication Skills
Nov.11	No.11 Middle School	Training Follow-up
Nov.18	One of the Pilot Schools	Training Follow-up
Nov.25	One of the Pilot Schools	Training Follow-up
Dec.9	One of the Pilot Schools	Training Follow-up



A class on cultural understanding



Trainers observing EIU class



Merging EIU with Arts



Student activity on EIU



Sharing comments after observing EIU class



Trainees discuss on EIU lesson plans.



Closing ceremony



Training reflections, essays and report



Training CD with pictures, PPT and learning resources



The programme team reflects.

2.2.3 Trainee Showcased (56 hours)

After the follow-up period, the trainees make a presentation on the EIU lesson plans which were conducted in their schools and discuss their reflections. They display video clips and pictures of the classroom activities as well as essays and other works done by their students. At the closing ceremony, the trainees share what they have learned and give feedback on the programme. There is also an opportunity for discussion with the programme team. The experts are invited to give comments and recommendations on each presentation and follow-up programme.

3. Conclusion

3.1 Impacts

This training programme will first have the greatest impact on the teacher's own perspective. With their enriched perspectives, the

participating teachers then learn and develop specific classroom activities to incorporate the EIU approach. Eventually, the programme's impact can be observed in the changes in the perspectives and attitudes of the students. The teachers who are trained on how to incorporate the EIU curriculum into subjects such as foreign language, first language, social studies and so on, reported back to the programme organizers unanimously with positive results.

3.2 Comments from Teachers as Trainees

The following comments from programme trainees give a glimpse at how successful the workshop was:



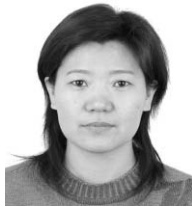
Yang Ling (Teacher, Tai Ping Road Primary School)

“By observing EIU classes simulated by teachers and observing experts giving advice to teachers, I gained a better understanding of the concepts of EIU. Despite the different nationality, we all live on the same planet, the Mother Earth. Everyone can feel the rising sun, the sinking moon, wind, snow and the warmth of sunlight. The wisdom of human being should be used more in the issues of peace instead of war, in love instead of hatred. Caring for life, cherishing life and respecting life have been the common choices of human beings since the ancient times. Even if there were wars and conflicts in history, kind people have always made every effort to achieve a peaceful life and to improve the quality of the human being's life. Nowadays, the world has become smaller, but it has also become more fragile. Besides, human beings are facing challenges unparalleled in history. Only by adopting the right outlook on life firmly, and by possessing awareness and feelings of loving peace, can we have a safer and happier future. Only through this can we make the world a better place to live.”



Zhao Yiangyu (Teacher, Beijing Yu Ying School)

Zhao Yiangyu thinks that EIU teaches the concepts of cross-cultural communication, cooperation, tolerance and a peaceful coexistence. Zhao says, “The concepts are good but they are difficult to implement. It needs people with knowledge in this concept, suitable chances, enough space and a lot of time. I think education itself is time-consuming. I hope more and more teachers can be involved in EIU. We can work together to search for a suitable way for all of us.



Li Yanli (Teacher, Si Ji Qing Primary School in Hai Dian District)

Li Yanli commented that EIU emphasizes cultural dialogue, self-establishment of basic values, and dynamic cultural understanding. Li also added, “Faced with these points of view, I felt unfamiliar. Having many questions in mind, I walked into the BIE class. When I heard and thought about the teachers' dynamic explanations on the theory of the course, the unfamiliar feelings disappeared from my mind and, at the same time, the concepts of EIU became clear. The concepts of cultural diversity, cultural tolerance, cultural communication and international cooperation, life first, peaceful culture and one family of the whole world will mainly reflect on the point that everyone is different and everyone is good. Through EIU activities, our students will have a better understanding of people with different cultural backgrounds, different races and different religions, and they will have a broader view of seeing things. In all, after the training, I have a deeper understanding of EIU and I am willing to take an active part in EIU teaching activities and research.”

Some other teachers who were already familiar with the concepts

of EIU received further information through the training. They began to think about how to implement EIU in their own schools.



Dai Chong (Teacher, October School in Hai Dian District)

Dai chong, a teacher from October School in Hai Dian District commented that “Through the training, I have had a better understanding of the theory and practice of EIU and clarified the unclear definition that existed in my mind before the training. Besides, I have found ways of implementing EIU in our school and laid the foundation for its future practice. I think the goals of EIU are to promote international understanding, to foster people with the attitudes, values and abilities of EIU, and to urge mutual respect, understanding and development of diverse cultures.”



Yan Fengyun (Teacher, Yan Qing Educational and Scientific Research Center)

“As a trainee, I not only got the viewpoint, concepts and skills of EIU, but also came to appreciate the true meaning of life. People always complain and even get angry because of a variety of differences. Through this learning, I realized that inter-cultural differences are the basis of disputes between China and the West. The disputes are caused by a different living environment and cultivation. Therefore, we cannot demand that all the people have the same high level of cultivation. This not only is a concept, but also should be put into teaching practice.”

3.3 Comments from School Principals of Beijing Pilot Schools

Many leaders from the trainees' schools showed an interest in promoting EIU in their schools and they actively supported the programme.



Principal Song from Hua Xia Girls' School welcomed the incorporation of the EIU programme into her school and had an informal discussion with all the trainees. Principal Song introduced the purpose and significance of EIU curriculum in Hua Xia Girls' School and invited Dr. Feng Yiyuan from the expert group to edit the school-based curriculum textbook.



Fang Cao Di International School is one of the pilot schools in Beijing which has begun to implement EIU. The school has qualified teachers and in these years, they began to research on the issues of how to effectively teach EIU in primary schools. It was successful but still they encountered some puzzling roadblocks. Wang Yi, the director in charge of teaching research at the school, together with seven teachers who attended the training programme, discussed their problems in the class as well as after class via e-mails. These discussions and collaborations with other educators allowed the school to overcome the difficulties they were experiencing. When the performance activity was held in their school, what Wang Yi said expressed approval of the programme: "The programme of EIU teacher training promoted EIU in Fang Cao Di International School and helped them achieve better results."



Shiyi School in Yan Qing is a school with a strong foreign language programme. Three teachers of this school participated in the training. Principal Li Mingqiang observed the class and had an informal discussion with teachers. He said that EIU can bring a new dynamic to their school and he desires that more teachers can be trained through this programme.



Three excellent teachers from No. 12 Middle School of Feng Tai District had a great impact on their colleagues after participating in the training workshops. Guan Jie, the secretary of the Party Committee of this school, said that he would send more teachers to participate in the training and hopes to implement school-based EIU curriculum in their school.

3.4 Comments from Experts and Trainers



Ms. Fenghua, Head of the Human Resource Division of BIE, said, “I feel gratified as an EIU teacher trainer when I see many teachers teach their classes with the concept of EIU in their schools.”



Ms. Wang Yuanmei, Head of Humanities Teacher Education division of BIE, said, “Education is the basic approach of facilitating the people’s international understanding, and the teacher has the strength to spread the idea of international understanding.”



Mr. Liao Minghua, Head of Department of Social Studies of Humanities Teacher Education division of BIE, said, “EIU is the approach of communication and cooperation through the mutual culture among you and me.”



Ms. Cheng Hong, Assistant Professor of Department of Social Studies of Humanities Teacher Education division of BIE, said, “We, as trainers, devote ourselves to the programme of In-Service Teacher Training on EIU with great passion and consideration for the human issues of the future.”

Mr. Zhang Xueyan, Assistant Professor of Department of Social Studies of Humanities Teacher Education division of BIE, said, “I was touched by the enthusiasm, diligence, and devotion that the trainees showed while participating in the programme of In-Service Teacher Training on EIU. I was inspired when I saw them devote themselves to the peace of the world though their ordinary teaching jobs, spreading the seeds of peace and tolerance.”

Mr. Cheng Zhang, Assistant Professor of Department of Social Studies of Humanities Teacher Education division of BIE, said, “EIU is a high mountain, where you can view the whole world and see far away.”

Professor Zhong Zurong, Vice President of BIE, said, “EIU is very important for realizing the goals of a sustainable and harmonious development of the human race, as well as to facilitate national development in the long term, promoted by globalization and regional incorporation.”

Professor Li Fang, President of BIE, said, “The art of education is to

enlighten people's understanding and endow more people with the wisdom of understanding. The width and depth of understanding has no boundaries, whether in science and society, behavior and thought or far-flung history and multi-culture."

4. Evaluation

The evaluation is planned to be done throughout the whole training period, shown as follows:

Evaluation Periods	Evaluation Targets	Evaluation Contents	Evaluation Institute	Remark
Application Period (2008 Winter)	Programme Application	To determine if enough funds are being provided to support the programme	Beijing Local Government	BIE organized school experts and teachers to do investigation and self-evaluations
Start Period (2009 Spring)	Programme Action Plan	To determine if the programme is practical and effective	BIE	Teaching Administration Division organizes consultation meeting
The Implementation course of the programme (2009 Summer - 2010 Spring)	Teaching and learning	To determine if the programme is fitting the trainees' demands and being effective	BIE and the programme itself	Use evaluation sheet (refer to Appendix A) and review recordings of the programme
The end of the programme (2010 Spring)	Impacts and effectiveness	To determine what impacts and influences the programme has produced and how effectively funds were used	BIE and Beijing Local Government.	Two levels of evaluation.

5. Conclusion

In China, the term “Education for International Understanding” has been used for nearly a decade and the awareness arising from it is having an ever-increasing impact. There is a strong and growing concern for world issues such as global problems, multicultural understanding, international awareness, economic globalization, harmony of social development, and the responsibilities we all have as human beings.

The project of EIU in Beijing is working to update the school curriculum through the addition of international issues and concepts, to publication of textbooks, development of EIU curriculum, piloting schools on EIU, and creation of EIU research projects before delivering in-service teacher training. EIU is a project with integrated educational approaches, including educational science research, curriculum reform, school development and teacher education.

Teacher training is the engine for promoting EIU, spreading seeds of “universal values”, creating holistic instruction models, sharing teaching experiences, directing student development and arousing teachers, a professional spirit in the context of a globalizing world. With the development of in-service teacher training on EIU, more and more teachers would stand in the class as ambassadors of peace, love, friendship, cooperation, harmony and development, leading the children to a world of human interdependence.

Appendix 1

The Evaluation Sheet of In-Service Teacher Training Programme

Index I	Index II	Index III
Academic Index (100')	Effectiveness of Application and Action Plan (15')	Evidence of Application Goals Action Plan Implementing strategy others
	Determining if the Goals were Reached (30')	Accomplishing Time Accomplishing Quantity Accomplishing Quality others
	Determining if the Training Produces Effective Results (40')	Economic Benefit Social Benefit Indirect Benefit Influence others
	Effectiveness of Programme Management (15')	System and Rule Approach others
Financial Index (100')	Determining How Well the Budget was Utilized (40')	Put into fact Payout others
	Determining Effectiveness of Financial Management (30')	Financial System and Rule Financial Management Approach others
	Evaluation of Accounting Information (30')	Accounting Materials Accounting Calculation Accounting Information others

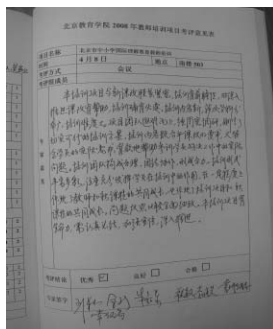
Appendix 2 List of Pilot Schools in Beijing

1. Elementary School Affiliated to Renmin University
2. Zhong Guancun No. 3 Elementary School of Haidian District
3. Wu Yi Elementary School of Haidian District
4. Tai Pin Lu Elementary School of Haidian District
5. Si Ji Qin Elementary School of Haidian District
6. Hong Ying Elementary School of Haidian District
7. Guan Yuan Elementary School of Xichen District
8. Yuyuan Elementary School of Mentougou District
9. Dayu No.2 Elementary School of Mentougou District
10. Chenzi Elementary School of Mentougou District
11. Hua Jia Di Elementary School of Caoyang District
12. Fangcao Di Elementary School of Caoyang District
13. Li Xin School of Haidian District
14. Yu Ying School of Haidian District
15. Haidian Experimental School

Appendix 3

Evaluation Comments on the Programme of In-service Teacher Training on EIU in 2008 made by the Consultant Committee.

Thanks to New Curriculum Reform in China, EIU has a unique opportunity to implement changes in the school curriculum in Beijing. Against this backdrop, this kind of training programme was indispensable. It involves many subjects which require updated content which is no easy task. However, the training team made an effective action plan based on investigations on how to deal with such issues, working collaboratively. The training satisfied not only the general need for school curriculum development on EIU, but also helped resolve teaching problems by providing a wide range of approaches to increase relevance of the training to the trainees' contexts. This programme effectively utilizes collaborative learning among the trainees, which then creates positive changes in their school curriculum. We expect that over the years of its implementation, the training team will continue to refine and improve the programme. We suggest that the training team refine the report of the post-workshop reflection so as to promote the programme in the future.



A photo of evaluation comments in Chinese

Field Visit

On behalf of APCEIU, Ms. Kyung Hwa CHUNG, Junior Programme Specialist of the Education and Training Team, undertook a field visit to Beijing, China from 8 to 11 August 2009 to carry out the following missions: 1) to confer the EIU Best Practices Award on the Author, 2) to give a congratulatory remarks for the Opening Ceremony of the 2009 In-service Teacher Training on EIU in Beijing, 3) to provide the guidelines on finalizing the report, and 3) to interview teachers participating in the training, trainers and organizers involved in the programme, and discuss how to continue and enhance further activities related to EIU.



▲ Conferring the EIU Best Practice Award



◀ Opening Ceremony of the 2009 In-service Teacher Training on EIU in Beijing



◀ Meeting with English teachers from schools in Beijing, who are participating in the EIU training programme

2009年北京市中小学国际理解教育教师培训合影留念 2009.8.10



◀ Group Photo on the 1st day of the training programme