



EIU Best Practices Series **No. 30**

Local-based Initiative in Global Citizenship Education: Gyeongnam Teachers' Society for EIU and ESD

A Case from the Republic of Korea

EIU BEST PRACTICES 2012



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

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

국제연합
교육과학문화기구

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Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past six years. This year, four new cases are introduced with series number 27 to 30.



Issue No. 30 introduces a case in the Republic of Korea on the local-based initiatives of school teachers to promote EIU and ESD in their local community. The case illustrates the taken steps and efforts made by the respective teachers when elaborating innovative approaches to promote EIU and ESD, led by the intention to create a more open and locally-relevant educational setting for students as well as teachers in response to the growing globalization. Especially the Gyeongnam Province, where the teachers are based, is experiencing a rapid demographic change due to the high influx of foreigners, which calls upon the educators to prepare their students to effectively cope with these changes and become global citizens.

May the cases in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2012



LEE Seunghwan
Director

EIU Best Practices 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) Call for Applications: 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 APCEIU's MOU partners 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 cases 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 Asia and the Pacific region.

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

APCEIU encourages educators, scholars and activists from the Asia-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 entire region and beyond, thus contributing towards achieving a Culture of Peace.

Author



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Mr. CHOI has been teaching at elementary schools for 22 years in the Gyeongnam Province which lies in the southern region of Korea. He is very interested in developing instructional programmes to improve the educational environments of Gyeongnam Province where he works and lives. With his pioneering EIU and ESD programmes, he takes the lead in spreading the ideals of EIU and ESD to students as well as to teachers in the area.

Acknowledgements

Since I first heard of EIU and ESD during my visit to Japan in 2010, I have made efforts to form a group to implement the objectives of EIU and ESD in Gyeongnam Province, Korea. In two challenging but fruitful years of trials and errors, Gyeongnam Teachers' Society for EIU and ESD has come to take shape as it is today and we are now actively working to promote Global Citizenship Education in Gyeongnam Province.

First of all, I would like to thank the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the Korean National Commission for UNESCO for their constant support and guidance. Whenever we needed help, they always gave invaluable advice and consultation without delay. They never hesitated to provide us with great assistance including supplies of supporting staff and tips to solve problems. Also I am deeply grateful to Korean Society of Education for International Understanding for their guidance and support.

My gratitude also goes to the members of Gyeongnam Teachers' Society for EIU and ESD. We couldn't have accomplished all the works without the members' strong commitment and enthusiastic participation. Each member has contributed to the success and achievements of Gyeongnam Teachers' Society for EIU and ESD and it was my greatest pleasure to work together with these wonderful members.

Last but not least, my special thanks go to Gyeongsangnam-do Educational Training Institute which authorized our teacher training project as the official programme so that it can induce more participation and encouragement of teachers, students, and community people.

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Local-based Initiative in Global Citizenship Education: Gyeongnam Teachers' Society for EIU and ESD

1. Introduction

1.1 National Context

In the world-wide trend of globalization, Korea underwent a lot of changes in its overall ways of life and culture. Nowadays its population has more than 2.8 percent of foreigners, who live in Korea for work or out of international marriage. Though the percentage seems apparently not so big, it has great significance. Traditionally Korea was a so-called homogeneous nation and Koreans lived by farming. However, just in the past few decades of globalization and industrialization, Korea has got a sharp increase of foreigners and so it has a great number of multicultural families and foreign workers. Such change is evident in every corner of Korea including both the urban and rural areas. So the country has tried to cope with these new circumstances but the effort is not sufficient to encompass them.

Thus, it needs a lot of discipline for Koreans to become globalized. This means that to become true global citizens, Koreans need to have more chances of getting familiar with differences of foreign people who live in and out of their country, and furthermore, more chances of realizing that everyone can live together in harmony and peace though they are basically different in their ways of life, culture, ethnic backgrounds, languages, general mindsets, etc. Especially in this age of globalization in line with industrialization, they need to become conscious of the changing environments and the necessity of their conservation.

In this context, it is desirable that Korea needs more chances of

experiencing EIU (Education for International Understanding) and ESD (Education for Sustainable Development). In Korea, most programmes for EIU and ESD are currently led by APCEIU (Asia-Pacific Centre of Education for International Understanding) and KNCU (Korean National Commission for UNESCO). The programmes are aimed at promoting the virtues of living together in peace with respect and tolerance, and preserving the environments. However, the field of Korean public education hardly succeeds in incorporating these EIU and ESD programmes into the existing educational system. Its current curricula are still mainly concerned about academic achievements necessary for getting higher education or passing the college entrance test. Even the curricula of primary schools, not to mention those of the secondary schools, have great concern for getting students to earn good grades.

In the past five to ten years, however, a small number of educational programmes for multicultural education have launched. In addition, some environmentally-conscious programmes have been introduced, dealing not only with national and foreign environmental issues, but with the local ones as well. These efforts are viewed as the first steps for EIU and ESD in Korea. However, the content which currently constitutes these changes in the curricula of Korean public education is mainly coming from Seoul, the country's capital city, and its surrounding areas. In sum, Korean public education is now trying to integrate the concept of EIU and ESD into its curricula, but more attention should be paid to the local-based programmes that can more effectively deal with locally relevant contents in EIU and ESD.

1.2 Local Context of Gyeongnam Province

The Gyeongsangnam-do Province, from here on referred to as Gyeongnam Province, is located southernmost of the Korean Peninsula, where there has been a noticeable change from agriculture- to manufacturing-based industry. Especially its large coastal areas serve as a platform to bond relationships with foreign nations such as Japan, the U.S. and many

Southeast Asian nations.

Compared to the other regions of Korea, this province, however, has some geographical disadvantages. Although it lies close to Busan, the second largest city in Korea, it is still far flung from the capital area of Korea. Therefore the



Gyeongnam Province has limited opportunities in education and cultural experiences due to the considerable hug gap regarding the education level between Gyeongnam Province and the capital area. In fact, Gyeongnam Province is frequently denied educational benefits in line with this age of information and globalization, including programmes of EIU and ESD.

However, the drastic increase in the number of students in Gyeongnam Province, especially those of multi-cultural backgrounds, activates more urgent need for EIU. In 2011, the province hosted 2,159 students including pre-school children. In 2012, the number of students has almost doubled and about 1 percent of total students are from multi-cultural families. This sudden increase in such a short period urges teachers to adapt to the changes in order to meet the new needs emanating from these students. Therefore, it is crucial for them to further cultivate their abilities and awareness so they can teach students, especially those coming from various backgrounds better than before. However, present teacher training programmes rarely help teachers to be equipped with the required skills or knowledge that will enable them to cope with the changes they face, as most existing trainings are lacking EIU concepts which are essential to raise global awareness of teachers.

Though admitting that Gyeongnam Province is both geographically and economically not very active in Korea's main milieu of globalization, students in the area have less opportunities to travel abroad or communicate with people from abroad. Therefore, with more people from multi-cultural

families living in Gyeongnam Province, this lack entails some problems such as misunderstanding or disrespect to different cultures.

The given multi-cultural educational programmes do not reflect enough on multifaceted elements of various cultures but rather operate in a unilateral and limited way, mainly focusing on aspects of farming and fishing communities in Gyeongnam Province. Therefore, teachers as well as students need to widen their multi-cultural education beyond the domain of their province into that of the global village.

It is surprising that Gyeongnam Province is not yet recognized as a globalized region, although it has around 13,000 married immigrants and about 40,000 immigrant workers as well as many short-time foreign visitors. Especially, in the cities of Gimhae, Yangsan, and Changwon, the majority of the population consists of immigrant workers. Also nowadays, in every farming and fishing community, immigrants who are married to Koreans can be found all over the Gyeongnam Province.



As a matter of fact, almost all the married immigrants are women because areas like Gyeongnam Province, as well as any other rural area of Korea, lack native women. Most Korean women, when coming into marriage age, strive for an urban environment, leaving behind all those young Korean men who prefer living in the rural area. This entails the males' marriages with women from abroad, who are easily comfortable with a rural environment. Meanwhile, the manufacturing areas, though not so many, of Gyeongnam Province abound with foreign workers, since Koreans, who believe their education level is much higher than that of the work they get offered, decline those work and are replaced by those from foreign countries.

In this way, Gyeongnam Province undergoes an immense influx of foreigners, when most of them do not only live here but also settle down and start their own families. Thus, it is imperative to get people more aware of their new living environments where people of many racial and cultural backgrounds live together. However, the existing educational policies and programmes led by the local government, particularly by the Gyeongnam Province Office of Education, are not sufficient enough to cover all these needs.

To sum up, people of Gyeongnam Province need large-scaled and at the same time detailed, high-quality supply of educational programmes through which they can learn to adapt to their multi-cultural environments and to live peacefully along with each other. Therefore, programmes of EIU and ESD as well as teacher training programmes need to be operated or developed to enhance peoples' international understanding and sense for sustainable development in the Gyeongnam Province.

1.3 Background of Gyeongnam Teachers' Society for EIU and ESD

1.3.1 Step 1_Year 2010: Exposure to EIU and ESD

1.3.1.1 Participation in ESD programme by KNCU

Mr. CHOI Byeong Seob Choi participated in the 'Korea-Japan Teachers' Dialogue on ESD (Education for Sustainable Development),' which was organized by the Korea National Commission for UNESCO (KNCU) and held from 12 to 25 January 2011 in Tokyo and further cities in Japan. Mr. CHOI first learned about the concepts and values of ESD and observed how ESD is implemented in Japanese schools. Moreover, as the participating Korean and Japanese teachers shared their own experiences, he could see and learn how teachers have worked to teach ESD in classrooms and what they can further do to promote ESD values at the school and community level. This experience became a turning point for him as an educator, who at this time had been teaching students for 10 years now. In particular, the concepts and values ESD advocates gave answers to his long-standing question about the current social and global issues, such as

environment, poverty and globalization. In addition, the teachers' efforts in teaching ESD to their students and community people at individual schools and local level motivated him to do something similar for his own students and community in order to create a better future.

1.3.1.2 Participation in EIU Training Workshop by APCEIU

After participating in the ESD programme in Japan, Mr. CHOI Byeong Seob tried to find opportunities to learn more about ESD. While seeking for the chances to participate in relevant programmes, he was introduced to APCEIU (Asia-Pacific Centre of Education for International Understanding) by KNCU. He participated in APCEIU's teacher training programme, entitled as Korean Teachers' Training Workshop on EIU, which was held from 4 to 6 August 2011 in Korea. Realizing the importance of having colleagues with whom he could share ideas and work together, he persuaded two of his colleague teachers to attend the workshop together. At the respective workshop, Mr. CHOI learned about EIU, an issue that was very new to him, and he was fascinated by the values it holds.

By learning from lectures and workshops for three days, Mr. Choi could experience that his thoughts and paradigms towards education have changed. Along with the values ESD promotes, such as

harmony between human being and nature, the newly introduced concepts of EIU, including advocating human rights, peace building, participatory democracy, and embracing cultural diversity, have awakened him to the new dimension of education for future generations.

As mentioned before, Gyeongnam area is highly populated with foreigners, including marriage-based migrants and migrant workers. These



circumstances have affected the schools and teachers in this area. Mr. CHOI, who had been thinking how to teach his students the values of living together with foreigners and how to cope with the newly emerging diversity in recent years, discovered that EIU could be a very effective tool to deliver these values to his students.

1.3.2 Step 2_Year 2010-2011: Organizing Local-based Teachers' Study Group on EIU and ESD

After participating in the two EIU and ESD programmes, Mr. Choi and his colleagues came up with the idea that they wanted to share what they learned through the programmes with other teachers who did not have the chance to attend. Furthermore, considering the given situation in Gimhae and Gyeongnam Province, chances to learn about EIU and ESD are not very common (most programmes are centered in Seoul and Gyeonggi Province).

Therefore, the 4th Grade teachers of Jinrye Elementary School, where Mr. Choi has been a teacher until 2011, gathered and organized a small study group. Some teachers in the area heard about it and wanted to join the group, so the group was composed of most teachers from Jinrye Elementary School as well as from some other schools.



First, the study group wanted to study more about EIU and ESD, focusing on putting the ideals into practice. Since all of them were school teachers, their priority was how to teach the values to their students and transform their thoughts and attitudes toward their life. All teachers agreed that the current education cannot solve the problems their students face nowadays and in the future, and therefore believed that the values of EIU and ESD

can guide their life. For this, they decided to study the concepts and theories of EIU and ESD more deeply and widely.

2. Programme Description

2.1 Overall Goals and Objectives

Studying ideas of EIU and ESD, the teachers' study group developed many programmes through which teachers and students as well as the community members of Gyeongnam Province are able to better understand EIU and ESD and moreover put the ideas of EIU and ESD into practice. Basically members of the study group are limited to teachers, but the ultimate purpose of the study group is not limited by only letting teachers prepare and practice more ideas of EIU and ESD. Rather, it is to encourage students, as well as other community residents, to gain consciousness of EIU and ESD. To do so more effectively and efficiently, the study group decided that they would have to fix one innovative and systematic programme encompassing EIU and ESD.

Goals

- to inculcate global citizenship
- to educate and train teachers, students, and community residents to be equipped with a mindset full of ESD consciousness based on EIU surroundings

Objectives

- develop one innovative educational system (which will be later called Yahoo! Programme) based on ESD and EIU

2.2 Programme Activities

2.2.1 Monday Academy

As the first step, the teachers of Jinrye Elementary School and further schools initiated small but regular Monday study meetings (Monday Academy), starting from September 2010. Though a small number of

teachers joined the meetings at the beginning, the study group organized a 10-week programme with a detailed study plan to sustain the meetings in a more systematic way. To attract more teachers, Monday Academy widened its themes to introducing teaching methodologies, educational technologies such as computer and camera use for effective teaching, and teaching expertise, while introducing EIU and ESD to the newcomers. The number of participating teachers grew from only a few to 30 members.

Since the Monday Academy was organized by local teachers without any financial support from the government or schools, all the lecturers for the sessions served for free. Many of the lecturers were from the local area, including a principal of the neighboring school who was well respected for his educational philosophy, a teacher who was experienced in using computers as an effective teaching tool, a native English speaker who was working in the local community, and study group members who attended EIU and ESD programmes. For the EIU and ESD sessions, KNCU and APCEIU supported the Academy by sponsoring learning materials on EIU and ESD and sending resource persons for some of the Academy sessions.

2.2.2 Teacher Training Workshop

The study group members named their group as ‘Gyeongnam Teachers Society for EIU and ESD’ (from here on referred to as ‘Society’) and launched a teacher training workshop in January, 2011. Based on the success of the Monday Academy, the Society held the five-day workshop on EIU and ESD during the winter vacation for teachers in the Gyeongnam Province. Held at an elementary school in Gimhae, the training workshop provided introductory sessions on EIU and ESD.



The teacher training workshop goes a step further compared to the Monday Academy, in terms of its focus on EIU and ESD. Though the number of attendees was not very big, it was meaningful to hold an intensive teacher training workshop on EIU and ESD for the first time in the area. Moreover, it was organized and coordinated fully by the local teachers and not by any educational institutes or government. Despite the small scale of the workshop, lecturers were composed of experts in the field, including Prof. KANG Soon-Won, a very famous scholar in peace education, whom Mr. CHOI met during the training workshop at APCEIU in 2010. Being much impressed by her lecture at that time, Mr. CHOI asked for her participation in his workshop and to introduce the concepts and practices of peace education to his colleague teachers. The lecture turned out to be a very inspiring session for the participating teachers. Likewise, other professors and ESD experts supported the session by offering lectures and valuable advice.

Moreover, it became a remarkable step to get TY RCE (Tong-Yeong Regional Centre of Expertise on Education for Sustainable Development) involved in the workshop. RCE is appointed by the UN University with the purpose of fostering and diffusing education for sustainable development in the Centers' region. TY RCE, which is located in Gyeongnam Province, is one of the leading agencies in the field of ESD and therefore an ideal partner for the Society. TY RCE was very positive about the Society and was willing to be a partner to the Society, sharing knowledge and accumulated experiences.

In August, the Society held the second in-service teacher training workshop on EIU, entitled as 'Understanding and Implementing EIU for living together in harmony',



which was a credit-based 5-day course with 30 training hours. APCEIU, KNCU, Ulju RCE (a Centre for ESD in Ulsan Metropolitan city) and ‘Good Neighbors’(an international humanitarian and development organization) supported the training workshop by reviewing the curriculum and giving advice and guidance, sending facilitators, and sponsoring learning materials.

2.2.3 Monthly Forum

The Society held monthly forums on EIU and ESD as a follow-up activity of the annual training workshop. In April, the Society invited TY RCE Secretary Ms. BYEON Won-Jung to give a lecture on the ideals of ESD and the necessity of diffusing the values of ESD in the city of Gimhae, where the Society is based.



In June, Ms. EOM Jeong-min, Chief of Education and Training Team at APCEIU, participated as a guest speaker. She emphasized the importance of EIU in the current educational environment by saying that the ideal goals of education are the same as those of EIU, so that teachers need to put the ideals of EIU in their teaching for a better teaching and learning.

In July, Mr. YANG Hee-Gyu, principal of a famous alternative school called Ghandi School, talked about the global leaders of the 21st century and what teachers can do for their students in this era. The forums were held in order to continue providing opportunities for teachers to think about education and the role of EIU and ESD by being introduced to new

guest speakers they otherwise would rarely meet in their daily life.

2.2.4 Cross-Cultural Awareness Programme for Students at School

Based on their two years' experience in sharing knowledge with teachers and on teacher training, the Society began to think about their next step. Members agreed that it should be targeted at students because it was the ultimate goal of the Society to change students. After agreeing about understanding the students' situation, the Society decided to set up the goals for their students. The goals are as follows:

- Expose students to the changing society and boost their awareness as a global citizen
- Teach them how to live together with foreign friends in their schools
- Strengthen the students' intercultural competency by enhancing their communication skills

The objective of increasing students' awareness as a global citizen in the Gyeongnam area is in line with the policies of government to promote multicultural education both nationwide and in the province, due to the demographic changes the area and the whole nation have experienced. The Society wanted to provide their students with more practical knowledge and skills on multicultural understanding through hands-on experiences.



As by now several times mentioned, the Gyeongnam Province has many foreign residents, most of whom are marriage-based migrants or migrant workers from neighboring countries. These circumstances offer many chances for the students to encounter people with different cultural and

ethnic backgrounds. However, mere encounter does not equip students with a proper understanding of people who hold different cultural values and perspectives.

Recognizing this, the members agreed to teach EIU and ESD theories to students so that they can build a firm understanding about acknowledging different cultures and values and further participate in the society as democratic citizens to promote a more equal and peaceful society. Along with this teaching, the Society decided to give their students practical sessions with fun and participatory activities. Focusing on the fact that Gyeongsang Province (including Gyeongnam and Gyeongbuk Provinces) has many migrants, the Society designed Cross-Cultural Understanding Class for Students in August, 2012. Held during summer vacation at Weolsan Elementary School where Mr. CHOI currently works, the Cross-Cultural Understanding Class for Students invited 35 elementary students from the Province and offered a 5-day session.

Each of the five days had its own national theme, such as Vietnam day (Day 1), China day (Day 2), Cambodia day (Day 3), Japan day (Day 4), and Thai day (Day 5). Each day was led by a guest teacher from the respective country, all of whom are local residents, including mothers from the countries, multicultural center officers, volunteer teachers and CCAP (Cross-Cultural Awareness Programme, UNESCO's educational programme for cultural understanding) instructors.

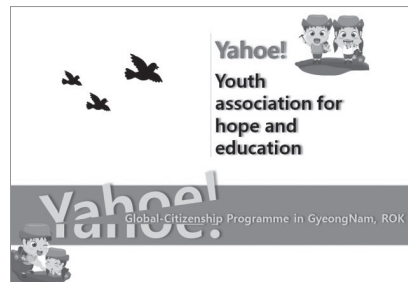
It proved to be meaningful to have each Class led by a local resident from the respective country, as teachers and students could learn about different countries not only through textbooks but actively through the persons from those countries. Some students even said that the class changed their biased thinking about migrants by having these people as their teachers.

2.2.5 Creation of Yahoel Programme

Based on the Society's experience on having various study meetings and forums, the Society created an educational programme for Global

Citizenship Education, titled YAHOE! (Youth Association for Hope and Education!) in 2012. Yahoé sounds like an exclamation that people in Korea usually voice out 'Hurrah!' in English on top of a mountain. So Yahoé! conveys the meaning of hope and excitement as it sounds familiar, hopeful, and optimistic.

The Yahoé! programme encourages (1) students to communicate with other students in foreign countries through internet, and (2) teachers to volunteer in foreign countries, teaching and interacting with the local



students. This programme aims to provide opportunities for the students and teachers in Gyeongnam Province to have active interaction with their counterparts in foreign countries, through which richer understanding and implementation of EIU and ESD can be accomplished.

Through the Yahoé! Programme, the Society will launch global collaborative project works for students, including 'rice cultivation project', through which participating students grow rice in their own classroom and communicate with their foreign peers about the process and harvest. Since rice is widely spread throughout the Asia region as it is the main ingredient of peoples daily food, students have something in common which they can refer to when exchanging their ideas and experiences on their own culture and their environment. Along with the projects for students, the Yahoé! Programme will offer overseas volunteer teaching programmes for teachers. Teachers will go to foreign countries and be offered the opportunities to teach by collaborating with their counterpart teachers in the countries. Not only delivering the subject knowledge, the participating teachers are expected to promote mutual understanding and apply EIU and ESD knowledge in the teaching projects.

3. Challenges and Opportunities

3.1 Challenges

There had been numerous challenges faced by the Society while working for EIU and ESD. First of all, all Society members were full-time school teachers who have only limited time for extra works for the Society. They have to fully work as teachers at school during daytime and weekdays, and spend their time for studying and preparing for workshops and Academy during weekends and after work.

Assembling budget was the biggest challenge to them as no financial support was given from outside. When preparing events, meetings, and workshops, there had been a constant budget shortage since all the budgets came only from membership fee, voluntary funds from members or donations from outside. Without the strong commitment and will of the members, all the work could not have been accomplished.

Getting proper venues for the events was another problem. For example, before using a classroom for another purpose other than regular school schedule, they had to get the official permission from the principal first. On that account, even when preparing only for a small meeting in the evening, members had to do all the paperwork to get the permission from the school, which added another workload to them.

Occasionally, not all teachers agreed and fully understood the Society's work since EIU and ESD didn't sound very familiar to them. Especially the senior and more experienced teachers made it difficult to increase the number of teachers applying for the training workshops. Therefore, convincing colleague teachers was another important task given to each member to secure a minimum number of participants for the workshop.

3.2 Opportunities and Factors for Success

The Society's success depended on many different factors. First, core members of the Society had a very strong commitment towards the Society's work and high level of expectation regarding the future of the Society. All members shared the idea that grass-roots movements and local efforts similar to the Society works are very important to realize the true meaning of global citizenship. At the same time, through EIU and ESD, teachers can become better educators with flexible attitudes towards a changing society and equipped with knowledge and skills necessary for today's classrooms, where new challenges and issues are arising such as diversity, violence, globalization and environmental problems. Due to their shared values and the strong commitment of the members, the Society could overcome the difficulties they faced.

Another element of success was to gain and maintain a good partnership with relevant organizations. From the beginning, the Society made efforts to spread their work and ideas among the organizations and actively asked for their support. Institutions such as APCEIU, KNCU, KOSEIU (Korean Society of Education for International Understanding), RCEs, and other local and international NGOs valued the Society's work based on the local community and actively supported it. They were willing to share their knowledge and skills with the Society so that the Society could pass it on to their local community.



Accomplishment

As part of the partnership, KNCU recognized the Society's work as an official ESD project in June 2011, and supported the project by providing teaching and learning

materials on ESD, dispatching ESD experts to the Society's, and inviting the Society to KNCU's UNESCO ASPnet (Associated School Project

Network) General Conference as a presenter. APCEIU has offered continuous training opportunities for the Society members by accepting 2 to 3 members to participate in the Korean Teachers' Training Workshop on EIU, the annual training workshop on EIU for school teachers, which takes place every summer. Also, some participants of the APCEIU's International Training Workshop from the African and Asia-Pacific region visited the Society's school and shared their activities on EIU in their respective countries with the Society members and participating teachers. These meetings have enriched the Society's programmes and broadened the members' and the participating teachers' perspectives.

Meeting and sharing with educators from Africa and Asia-Pacific region was very inspiring and motivating to the members and especially, to the local teachers, as it was a very rare opportunity for them. KOSEIU, which



is composed of experts, scholars, researchers, and school teachers in the field of EIU, has acknowledged the Society as an official member and shared their knowledge and expertise by inviting the Society to their forums and seminars.

RCEs in Tong-Yeong and Ulju were strong supporters and partners in the local areas in the field of ESD. Experts of the two RCEs have participated in the training workshops and forums held by the Society to facilitate ESD sessions and offered study-visit opportunities to the members and local teachers. As the leading bodies in ESD based on the local community, RCEs guided the Society on the issue how a local organization functions and what they can contribute to the community through education. Along with the support from relevant organizations, as well as the help and understanding from the schools to which the

members belong to, the Society obtained encouraging support from the local governments.

4. Programme Significance

4.1 Recognition from the Local Government: Designation as the official provider of credit-based in-service teacher training course by Gyeongnam Province Educational Training Institute

The Society applied for the authorization from the government as the official provider of credit-based in-service teacher training course to Gyeongnam Province Educational Training Institute, which is the governmental institution for all teacher training programmes in Gyeongnam Province since 2011. Recognized for its continued efforts in providing teacher-training opportunities to the local teachers with the purpose of enhancing knowledge and skills on the EIU and ESD field, the Society was designated as the official provider of teacher-training courses in the area. Upon the designation, the Society became the official organizer of the training programmes, with the Gyeongnam Province Educational Training Institute as the host and sponsor of the programmes. As the host institution, Gyeongnam Province Educational Training Institute provides budgets for the Society's operation regarding the training programmes, and offers venue for those programmes.

With the support from the Gyeongnam Province Educational Training Institute, the Society can now fully focus on the development of content for training programmes as well as the coordination of it. Besides, the Society began to work on public relations for a wider recognition and development of the learning materials for the participating teachers. In 2011, the Society held their training courses twice, the first one in October and the second one in November (3 days each, 17 hours per course, every Saturday). By attending one course, each participant could gain 1 credit.

4.2 Impact to the Teachers / Students / Local Community

On principle, all programmes developed by the Society are designed for teachers, since the entire content is only developed by teachers and without any influence of the government. Therefore, its teaching modules as well as most of the projects involve more consideration on EIU and ESD compared to those of the existing educational system of Korea. Researchers and members of the Society strongly believe that in order to become a 'true member' of the global village, it is crucial to go beyond the general educational policies in Korea currently run by the government. In this respect, the programme activities of the Society had made a great impact on the teachers themselves who can become more confident to pursue the concepts and theories of EIU and ESD.

Since 2011, students' extra-curricular activities have been required in school, which makes them more interested in issues of EIU and ESD as stimuli for pursuing various activities. These days, students in Gyeongnam Province have had more experience of meeting and visiting foreign people and countries, and of sharing common global experiences such as climate change and endangered nature, which have also led them to get more interested in their teachers' teaching the issues and concepts of EIU and ESD. Especially the Society's teaching of EIU and ESD to the students has brought a significant change to them.

4.3 Future Plans

Constantly pursuing EIU and ESD through activities and programmes, the Society set the following aims:

- generalize and standardize the developed ESD teaching modules after doing various field studies
- post and share EIU and ESD-related teaching resources on the societies' website for teachers who have not yet participated in the Society in order to increase their interest in EIU and ESD; utilize the website in order to make it a pivotal center for disseminating EIU and

ESD

- develop more detailed programmes of EIU and ESD for the community people of Gyeongnam Province so that families of both Korean traditional and multicultural backgrounds can live together more peacefully and harmoniously.

5. Conclusion

Pursuing EIU and ESD through many activities, the Society has had positive changes. It has found strong bond in the society and the members have had chances to develop their personality. In addition, the imperative necessity of programmes of EIU and ESD has finally come to awareness. Furthermore, the activities bear a substantial fruit such as the Yahoel! programme.

Especially, through the Yahoel! global citizenship programme for students, the students could raise their understanding of EIU and ESD and strengthen their willingness and determination to put EIU and ESD into practice. Through projects like Skype class-exchange programs between Japan and Korea, the Yahoel! teachers' group proposed international exchange models which could be continuously used in actual classes based on such technology-embedded-tools. The international exchange model could be applied to any classroom equipped with the Internet, a notebook and a digital camera.

The Gyeongnam Teachers' Society for EIU and ESD has paved the way for designing and developing EIU- and ESD-embedded schools. With the help of supporting institutions and partners, the Society will continue to give its utmost effort to make Yahoel! as the best model programme in the Global Citizenship Education based on EIU and ESD for teachers and students in both global and local settings.

Appendix

- Syllabus of Teacher Training Programmes

Syllabus of EIU/ESD Training

Division	Contents
Kind of training	In-service Training Course (Credit-based course, 1 Credit)
Title of training	Improved Capacity for EIU/ESD
Target	40 teachers interested in EIU/ESD
Period	Nov. 12, 19, 26, 2011 and Oct. 6, 12, 19, 2012 <3 days for each, 17 Hours, 1 Credit, Only Saturday>
Venue	Gyeongsangnam-Do Educational Training Institute
Hosted by	Gyeongsangnam-Do Educational Training Institute
Organized by	Gyeongnam Teachers' Society for EIU and ESD
Application	40 Teachers at Elementary, Middle, and High Schools in Gyeongnam Area (cafe.naver.com/greenesd)

Syllabus of Cross-Cultural Understanding Class for Students

Period	Topic	Lesson step & Contents
1	Understanding & Learning nursery rhyme	<ul style="list-style-type: none"> ◎ Knowledge about China <ul style="list-style-type: none"> • Traditional clothes, Chinese materials, Introduction of the country 'China'(10') ◎ Chinese nursery rhyme <ul style="list-style-type: none"> • Understanding the meaning of nursery rhyme(10') • Sing a song with motions(5') • Learning some words in the nursery rhyme(10') • Finding out the differences compared to Korean nursery rhymes(5')
2	Cooking snacks	<ul style="list-style-type: none"> ◎ Cooking 'Tanghullu' <ul style="list-style-type: none"> • The favorite food for snack in China.(10') • Cooking 'Tanghullu' & taste it(20') • Giving their thoughts about the food(10')
3-4	Paper craft & Beijing opera	<ul style="list-style-type: none"> ◎ Chinese traditional paper craft <ul style="list-style-type: none"> • Introduction to the ways of making craft(5') • The finger movement & cut out the papers(10') • Giving their thoughts about the activities(10') ◎ Beijing opera <ul style="list-style-type: none"> • Introduction to 'Beijing opera'(5') • Learning one scene of 'Beijing opera'(10') • Make up & making the mask for 'Beijing opera'(20') • Rehearsal of the 'Beijing opera'(10') • Writing & giving their thoughts(10')