

Possibilities for Promoting Global Education in Japan

A Thesis

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ABBREVIATIONS

AET	Assistant English Teacher
ASP	Associated School Project
EFIU	Education for International Understanding
ERIC	International Education Resources & Innovation Center
GE	Global Education
GIO-GE	Global Issue-Oriented Global Education
GLEC	Global Education Center, West Tokyo
GMO-GE	Global Mind-Oriented Global Education
JAGE	Japan Association for Global Education
JIGE	Japan Institute for Global Education
IBE	International Bureau of Education
IE	International Education
ME	Ministry of Education
MEXT	Ministry of Education, Culture, Sports, Science and Technology
NGO	Nongovernmental Organization
PIS	Period of Integrated Study
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
WS	World Studies

ABSTRACT

The main aim of this thesis is to investigate the possibilities for promoting GE in Japan. The first section attempts to gain a clear picture of GE in its international and Japanese contexts, its history and development, and its current practices. The obstacles to practicing GE in Japan are also examined. The second section considers the history and development of EFIU in its international context, as well as its history and practice in elementary, junior high, and high schools in Japan. This is because scholars and academics in Japan presents GE as one kind of EFIU. In the third section, we listen to voices of teachers themselves to find out their attitudes to GE. This section is based on the result of an attitude survey I conducted with 403 teachers in elementary, junior high, and high schools in Japan, as well as interviews with six teachers. The specific questions addressed in this section include the teachers' level of interest in GE issues, the classroom practice of GE and the reasons for this, the obstacles they face in practicing GE, and what kind of support they need. I conclude this thesis with recommendations for supporting teachers who have practiced GE and who want to practice GE and for GE promoters (e.g. Educational NGOs and other organizations) who I think can respond to some of the needs of teachers in teaching GE.

I. Introduction

This thesis looks at **the possibilities for promoting Global Education (GE) in elementary, junior high, and high schools in Japan.** GE can be seen as having two distinct, but connected aims. The first is to foster responsible “global citizens” or “citizens of the world” who can look at the world as one mutually dependent system despite diversity within. The second is to create people who are willing to take action for solving global problems that threaten the existence of people in the world.¹

There are several different accounts of the development of GE.² However, it seems that the term *Global Education* was first used by J.L. Henderson in the United Kingdom in the 1960s and around the same period by James M. Baker in the United States.³ GE was developed on a large scale in the United States, Canada, Australia, and the United Kingdom from the 1970s to the 1980s.⁴ In the United Kingdom, GE is often known as World Studies.⁵ The main figures in the development of GE are James M. Backer (US), Lee F. Anderson (US), David Selby (Canada), M. Brown (UK) and J. Fein (Australia).⁶ Backer’s and Anderson’s approach focuses on the first aim of GE through the development of students’ global minds. The approach of Selby, Brown, and Fein is concerned with the second aim,

¹Tadahisa Uozumi, Education for International Understanding that Develops the Era of Co-existence (Kyousei no Jidai o Hiraku Kokusairikaikyoiiku), (Nagoya: Reimeishobou, 2000), 21.

²For example, Haruyoshi Utagawa, Introduction to Becoming Global Citizens: Possibilities for Global Education (Chikyushimin he no Nyumonkouza: Global Kyouiku no Kanousei), (Tokyo: Sanshusha, 2001,) 153.

³Ibid. , 41.

⁴Ibid. , 24.

⁵Kazuko Ohtsu, Education for International Understanding: Classrooms and Concepts which Foster Global Citizens, (Tokyo: Kokudoshsha, 1992,) 197-98.

⁶Utagawa,153

making global citizens who can take responsible action to solve global issues.

Since the late 1970s, GE has been taken up by some Japanese educators. I would suggest that GE in Japan can also be divided into two main schools of thought. The first school has adopted the approach of Anderson and Backer. Rentarou Ohno and Shinya Higuchi first introduced this approach to Japan in 1979.⁷ The second school is particularly influenced by Selby's approach to GE. Kazuya Ozeki, Kazuya Asanuma, Koushi Sakurai and others introduced this approach in mid-1990s.⁸ In Japan, scholars and academics usually translate GE as *Gurobaru Kyouiku* or *Chikyu-shimin o hagukumu Kyouiku* (literally, *Education for Fostering Global Citizens*). It is important to note, however, that when they promote GE within the compulsory education system in Japan, they more often refer to GE as Education for International Understanding (EFIU). This is because the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has promoted EFIU – as a subject that has to do with understanding of foreigners and their culture or international issues - in elementary, junior high, and high schools since the 1980s. As a result, the term EFIU, and this approach to it, is more recognizable to teachers, principals, and local Boards of Education than GE.⁹ For this reason, any discussion of GE in Japan has to consider the development of EFIU in the Japanese context.

⁷Tadahisa Uozumi, "Global Education in Japan," in International Understanding: Basic knowledge of 300 Important Terms (Kokusairikai Jyuyouyogo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 102.

⁸Koushi Sakurai, head of a nonprofit organization called the Global Education Center, West Tokyo (GLEC), interviewed by the author, 12 November 2001, Tokyo, Japan

⁹Yukitsugu Kato, Professor of Education at Sophia University, interviewed by the author, 11 May 2002, Sophia University, Tokyo, Japan

There are almost as many approaches to EFIU in Japan as teachers who practice it. However, in this thesis, I will suggest that three main Japanese approaches to EFIU can be identified.¹⁰ In chronological order, the first approach is a variety of EFIU that follows the types of education promoted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). I refer to this first approach as Japanese UNESCO-EFIU. The current focus of Japanese UNESCO-EFIU is on human rights issues, understanding other culture and countries (i.e., interaction with foreigners in Japan and self-studies of other cultures and countries), respect for others, studies of global problems, and the development of communicative ability (i.e., practice of discussion and debate).¹¹

The second approach is that of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). I am going to call this approach MEXT-EFIU. The contents of MEXT-EFIU are as follows: understanding Japanese culture to make students recognize that they are Japanese and to build confidence in who they are; learning about other cultures and countries; interaction with foreigners; language education (i.e., English conversation); and special education for Japanese returnees, Japanese children abroad, and foreign children in Japan.

The third approach is the kind of EFIU that adopts the aims of Global Education.

¹⁰ Other three approach typologies of EFIU in Japan have also been proposed. Gunei Sato proposed a typology of nationalistic EFIU, universal EFIU, and post-nationalist EFIU. Tadahisa Uozumi introduced a typology of the following three approaches, UNESCO-EFIU, EFIU based on the proposals of the Tentative Educational Council of 1984-87, and GE/International Education-EFIU.

¹¹ Akira Nakanishi, "Chapter 6: Practices of Education for International Understanding in Japanese Education and its Achievement," in Comprehensive Research on the Development of Theoretical and Practical Guidance of Education for International Understanding (Kokusairikaikyoyuiku no Rironteki Jissenteki Shishin no Kouchiku ni Kansuru Sougoukenkyu), ed. Akira Nakanishi and others. (Osaka: Japan Association for International Education, 1998), 192.

Therefore, I call it simply Global Education (GE). The common key contents of this GE approach to EFIU in Japan are the following: global issues in the areas of environment, development, and human rights; building awareness as global citizens via learning about global issues; understanding of other cultures and countries; and learning about the students' own culture and country.¹²

In the practice of EFIU in Japan, courses or school activities that feature interaction with foreigners and understanding other cultures and countries are most common.¹³ Thus, it can be said that MEXT-EFIU is the most widely practiced approach to EFIU in Japan. Although no survey has been done, it is widely assumed by Japanese GE scholars that the GE approach to EFIU is only practiced by a minority of teachers in Japan.¹⁴

I believe that GE should be more widely practiced because it is the form of EFIU that can best respond to needs of this globalized society. Only GE deals with global issues in a way that creates responsible citizens who can actually solve those issues, which globalized society now needs more and more.

Thus, the main aim of this thesis is to investigate the possibilities for promoting GE in Japan. The first section attempts to gain a clear picture of GE in its international and Japanese contexts, its history and development, and its current practices. The obstacles to

¹²Mayako Ushida, "Current Issues and Approaches in Global Education and Plural Identity/Post-nationalism Era Education as EFIU," In term paper on Current Situations in Peace Education, Education for International Understanding, and Its Alternative in Japan, DHP331: Independent Study with supervision by Professor Eileen Babbitt, Fall 2001 at the Fletcher School of Law and Diplomacy, Tufts University.

¹³Yukitsugu Kato, Professor of Education at Sophia University, interviewed by the author, 24 January 2002, Sophia University, Tokyo, Japan; Shigeru Asanuma, Professor of Education for International Understanding at Tokyo Gakugei University, interviewed by the author, 23 February 2002, Sophia University, Tokyo, Japan.

¹⁴Uozumi, Education for International Understanding, 11.

practicing GE in Japan are also examined. The second section considers the history and development of EFIU in its international context, as well as its history and practice in elementary, junior high, and high schools in Japan. This is because, as stated earlier, scholars and academics in Japan presents GE as one kind of EFIU. In the third section, we listen to voices of teachers themselves to find out their attitudes to GE. This section is based on the result of an attitude survey I conducted with 403 teachers in elementary, junior high, and high schools in Japan, as well as interviews with six teachers. The specific questions addressed in this section include the teachers' level of interest in GE issues, the classroom practice of GE and the reasons for this, the obstacles they face in practicing GE, and what kind of support they need. I conclude this thesis with recommendations for supporting teachers who have practiced GE and who want to practice GE and for GE promoters (e.g. Educational NGOs and other organizations) who I think can respond to some of the needs of teachers in teaching GE.

II. Global Education in the International Context

In this chapter, I am going to consider GE in general; in the next chapter, I will focus on GE in the Japanese context.

A. History and Development

According to G. Pike and David Selby, current GE is considered to have integrated two educational philosophies, *worldmindedness* and *child-centeredness*.¹⁵ The origin of these ideas can be dated back to the late 19th century and the early 20th century.¹⁶ The idea of *worldmindedness* originated in ancient times with Comenius' concept of making a peaceful world state. In substance, however, the idea came to actualization in the twentieth century when human beings who had experienced the terrible tragedy of two world wars started to long for a peaceful world with no war. This idea influenced the establishment of the UNESCO and its EFIU principle. For instance, *the Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* (UNESCO Recommendation of 1974) introduced a new perspective which emphasized the benefits of the earth over national interests when dealing with global issues and called for education which promotes global perspectives.¹⁷

¹⁵G. Pike and D. Selby, *In the Global Classroom I*, (Tronto: Pippin Publishing, 1998,) 11-12.

¹⁶Ibid.

¹⁷Utagawa, 41.

The idea of *child-centeredness* has been central to the ideology of the New Education Movement. The idea was also held by three of the 20th century's influential educational thinkers, J. Dewey, M. Montessori, and A. S. Neil. The distinctive character of this kind of education - which rejects textbook and exam-centred, information transmission-based education - is the importance it places on the interests and concerns of children themselves. Furthermore, this *child-centered* education places great importance on the inner mind of children. For example, it puts emphasis on their sixth sense and creative ability, and on experience-based and cooperative learning, not just on knowledge acquisition.¹⁸

GE was born when these two ideas were brought together in the late 1960s and early 1970s. As mentioned in the first chapter, some say that GE originated in the United States in the 1960s and developed in American social studies, and others argue that GE was first introduced in the late 1970s.¹⁹ J.L. Henderson in the United Kingdom is believed to have used the term *Global Education* for the first time, while James Baker in the United States also adopted the name *Global Education* in the same period.²⁰ GE was developed on a large scale in the United States, Canada, Australia, and the United Kingdom from the 1970s to the 1980s.²¹ In the United Kingdom, GE is called *World Studies*.²²

A number of circumstances in this period demanded a new type of education that

¹⁸Ibid.

¹⁹Utagawa, 153-54.

²⁰Ibid., 41.

²¹Ibid., 24.

later became known as GE. These were: the increase in global interdependency; further acknowledgement of the globalization of societies, the realization of North-South problems; the worsening of environmental problems; the limitations of traditional UNESCO-EFIU that prioritizes national interest in dealing with world-wide changes; self-questioning of knowledge-based education; and an increase in relations between school and society.²³

Tadahisa Uozumi points out that *the Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* (UNESCO Recommendation of 1974) in the 18th UNESCO General Assembly of 1974 was influential in the development of GE.²⁴ I will explain the UNESCO Recommendation of 1974 in Chapter IV-A-3.

B. Objectives and Contents

As mentioned earlier, there are two schools of thought in GE. The first one, which Lee Anderson and James Backer in the United States advocate, emphasizes the importance of education that can lead students to see the world as one mutually dependent system despite diversity within, not as a collectivity of independent sovereign states, as a prerequisite for fostering a global mind – recognition of being part of the earth society or thinking of oneself

²²Ohtsu, 197-98.

²³Utagawa, 24.

²⁴Tadahisa Uozumi, "History of Global Education," in Subject Book of Education for International Understanding, ed. Kazuo Ishizaka (Tokyo: Souyusha, 1993,) 178-81.

as a global citizen, more than being part of nation-state or a certain nationality.²⁵ I thus refer to Anderson and Backer's approach to GE as *global mind-oriented GE* (GMO-GE). In order to foster a global mind, GMO-GE puts importance on understanding earth society with special focus on the following areas and issues: 1) establishment and development of earth society, 2) the diversity and commonality of human beings, 3) environment and resource problems, 4) north-south and development problems, 5) international human rights problems, and 6) international cooperation.

Koushi Sakurai, head of the Global Education Center, West Tokyo (GLEC), comments that Anderson and Backer are both Americans and the GMO-GE is based on their experience of living in a multiethnic nation where people are more accustomed to people from other ethnic backgrounds and there are many more people who feel themselves to be citizens of the world than is the case in Japan.²⁶ He adds that in order to promote GE in Japan, interaction with foreigners is an essential first stage of GE, especially for Japanese who have never talked to foreigners.²⁷ It is interesting to note that there is a wide range of approaches to GE in the United States. Some groups, like Anderson and Backer, put emphasis on the formation of American citizens who have "global mind". Others intend to create awareness of being "global citizens" in addition to awareness of oneself as a national

²⁵Rentarou Ohno, *Call for Open-Minded Social Science Education: Challenges for Global Education* (*Hirakareta Shakaika Kyouiku o Motomete: Gurobaru Kyouiku he no Chousen*), (Tokyo: Chukyo Publication, 1984), 14-16.

²⁶Sakurai, 12 November 2001.

²⁷Ibid.

and/or local citizen.²⁸

The second school of thought is that of David Selby (Canada), M. Brown (United Kingdom), and J. Fein (Australia). This approach does not stress fostering a global mind like Anderson and James, but puts more emphasis on helping people to develop the capacity to tackle global-level problems, such as problems related to the environment, human rights, development, and peace. I call this approach *global issue-oriented GE* (GIO-GE). The other objective of Selby and the others' approach to GE (GIO-GE) is the creation of a just earth society that can cope with change in the world. The theory behind this approach recognizes the increasing borderless-ness of the world due to the development of global transportation and communication systems and the emergence of serious global problems that require global cooperation based on the priority of 'earth interest' over national interest.²⁹

David Selby, the current leading scholar of GIO-GE, explains that, "Global Education is a holistic paradigm of education."³⁰ That is, GIO-GE includes and integrates the following educational fields: environment education; human rights education; development education; peace education; gender education; multicultural education; future

²⁸Tadahisa Uozumi, "Global Education in the United States," in International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyogo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 103.

²⁹Kazuya Ozeki, "the Whole Picture of Global Education," in Introduction to Becoming Global Citizens: Possibilities for Global Education (Chikyushimin he no Nyumonkouza: Global Kyouiku no Kanousei), ed. Haruyoshi Utagawa (Tokyo: Sanshusha, 2001,) 30.

³⁰Ibid. , 34.

education; and the education of ecology.³¹

C. Learning Methods

In the GMO-GE that Anderson advocates, comparative studies of the culture and lifestyle of us and others and case studies are widely used.³² The theme of these comparative and case studies is usually directly related to the students' daily life. In comparative studies, students might compare their school experience with that of others. The case studies aim to help students to not only understand, for example, the facts about where raw materials for food, shelter and clothing are imported from, but also to demand a thorough investigation of a certain raw material, such as woody materials for disposable chopsticks in order for students to understand their interdependency with many parts of the world. The purpose here is not only to make students aware of relationships between oneself or one's own country and others, but also to let students realize the relevance of these to their own lives.³³

The main learning methods of GIO-GE comprise participation or experience-oriented learning with students taking an active role in developing courses and the teacher taking the role of facilitator and interpreter,³⁴ an approach which is usually known as learner autonomy or learner-centered education.

³¹Shigeki Nakayama, Debrief Report on Global Education Summer Seminar in Canada, featuring David Selby at University of Victoria, Canada, on August 10 to 24, 1999, 2-4.

³²Ohno, 21.

³³Ibid., 22.

³⁴Tsukasa Ozaki, "Let's depart for Inner Dimension (Uchinaru tabi he dekakeyou)," in Introduction to Becoming Global Citizens: Possibilities for Global Education (Chikyushimin he no Nyumonkouza: Global Kyouiku no Kanousei), ed. Haruyoshi Utagawa (Tokyo: Sanshusha, 2001,) 81-103.

D. The Family of Global Education: World Studies and International Education

World Studies (WS) and International Education (IE) have similar objectives to GE. Thus I refer to WS and IE as family of GE. WS was developed in the United Kingdom under the influence of American GE or GMO-GE.³⁵ IE, on the other hand, was established by *The Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* in the 18th UNESCO General Assembly of 1974, known as the UNESCO Recommendation of 1974.³⁶ In this section, I am going to briefly discuss the history and development of WS and IE and the features that are unique to WS and IE and different from those of GE.

Like GE, both WS and IE recognize the importance of global interdependence and of cooperation to solve problems that threaten human beings. Both these forms of education emphasize the importance of fostering global perspectives in order to solve those problems in global level.

1. World Studies

In the 1960s and the 1970s, in response to increase in the mutual interdependence of global society, a new worldview called “Global Village” emerged. This worldview regards the earth not as collectivity of individual countries, but as one system in which societies are mutually influenced by one another. Along with this worldview, there was the emergence

³⁵Ohtsu, 198.

³⁶Ibid., 155.

of awareness that the serious problems which threaten human beings cannot be solved unless they are dealt with on a global scale. During this period, the necessity of Development Education, Environment Education, and Education for Understanding Other Cultures was widely recognized.

At the same time, there were parallel developments in Peace Education, which had already been practiced for many years and had previously only focused on status quo negative peace, that is, as the absence of war. Peace Education now entered a phase that emphasized the importance of problems resulting from 'structural violence' in the Third World (i.e., poverty and new imperialism). World Studies took hold as an all-embracing 'global' education, which included Development Education, Environment Education, Education for Understanding Other Cultures, and Peace Education.

2. International Education

International Education is the commonly used name for education based on the UNESCO Recommendation of 1974.³⁷ The guiding principles of International Education emphasized global perspectives and global interdependence and called for dealing with global problems in the areas of peace, human rights, development, and the environment in classroom activities.³⁸ The issues taken up in International Education were: global issues; the role of the United Nations in dealing with global problems; human rights issues; understanding of

³⁷Ibid.

³⁸Ibid., 157.

other countries and cultures; and the inter-relationships between human beings and the environment.³⁹

As mentioned earlier, WS and IE overlap in terms of their objectives and issues. Furthermore, GE is used as a synonym for World Studies. This is because World Studies was established under the influence of American Global Studies and Global Education.⁴⁰

III. Global Education in the Japanese Context

A. History and Development

As I suggested in Chapter I, there are two major schools of thoughts of GE in Japan. The first school follows GMO-GE. As I mentioned in Chapter II-B, this approach emphasizes the importance of education that can lead students to see the world as one mutually dependent system despite diversity within, as a prerequisite for raising a global mind. The research on GMO-GE started in Japan when Rentarou Ohno and Shinya Higuchi first introduced the education in 1979.⁴¹ Ohno introduced this approach in the context of Social Science in elementary schools.⁴²

In 1984, Ohno conducted field research on GMO-GE practices at Kamogawa elementary school in Chiba prefecture in Japan. The results of this research contributed to raising awareness of GMO-GE in Japan. The Japan Association for Social Studies also researched the theory and practice of GMO-GE. As a result, inquiry into and the practice of

³⁹Ibid.

⁴⁰Ibid., 198.

⁴¹Uozumi, "Global Education in Japan," 102.

⁴²Ohno, 12-13.

GMO-GE in schools became increasingly active. In 1993, the Japan Institute for Global Education (JIGE) was established for researching, practicing, and promoting GMO-GE in Japan. JIGE was transformed into the Japan Association for Global Education (JAGE) in 1997.⁴³

According to JAGE Chairman, Professor Yukitsugu Kato of Sophia University, Professor Tadahisa Uozumi, a committee member of JAGE, takes the leading role in JAGE activities.⁴⁴

Professor Uozumi points out that the direction of GMO-GE in Japan was also influenced by the Japanese Ministry of Education Teaching Guideline of 1989, which reflected the need for the internationalization of Japanese education as consequence of the internationalization of the Japanese economy, the tide of globalization and the deterioration of global environmental problems.⁴⁵

The second school of thought follows GIO-GE. This approach, as mentioned earlier, calls for solving global issues through the cooperation of people on earth. Kazuya Ozeki, Kazuya Asanuma, Koushi Sakurai and others introduced GIO-GE to Japan in the mid-1990s.⁴⁶

According to Koushi Sakurai, he first encountered GIO-GE through Development

⁴³Uozumi, "Global Education in Japan," 102.

⁴⁴Kato, 24 January 2002.

⁴⁵Ibid.

⁴⁶Sakurai, 12 November 2001.

Education⁴⁷ in which he had first become involved. Kazuya Kosaki and Koushi Sakurai founded a nonprofit organization called the Global Education Center, West Tokyo (GLEC) in June 1998 in order to advocate the theory and practice of GIO-GE in schools.⁴⁸ GLEC was created with the objective of fostering the ‘global citizen’ who can think by herself or himself, discuss, and take action to deal with global issues in a society in which global problems concerning human rights, development, the environment, peace and multicultural co-existence are being aggravated and excessive emphasis on competition and economics is triggering even more problems.

B. Objectives and Contents

Although the aims of GMO-GE in Japan follow those of Anderson and James’ approach to GE, GMO-GE in Japan also has a unique objective: to promote the co-existence of Japanese identity and global identity. This is based on the recognition that nationalism is still strongly rooted in every country and that the idea of global society and global citizens will not therefore be accepted in the near future. Thus, it is seen as important to introduce an intercultural approach (i.e., interaction with foreigners) before fostering global perspectives.⁴⁹ The common contents of GMO-GE in Japan are: (1) the establishment of

⁴⁷Development Education originated in NGO activities that engage in North-South problems (economic gap between North, developed countries and South, developing countries). In the 1970s, Development Education of the NGO started to be taken up by UNICEF, UNESCO, and other UN organizations, and the term Development Education become well established.

⁴⁸Kazuya Koseki and Koushi Sakurai, GLEC Handbook 1999: Let’s work together to create period of integrated study – rediscovering the local community and self, (Tokyo: Global Education Center, West Tokyo).

⁴⁹Yukitsugu Kato and Shigeru Asanuma, Period of Integrated Study Reaching Education for International Understanding, (Tokyo: Neimei Shobo, 2001).

earth society; (2) the history of human beings and human society; (3) the diversity and commonality of human beings (i.e., culture, customs, and tradition); (4) environment/resource issues; (5) development (i.e., North-South issues; (6) human rights; and (7) international cooperation/activities (i.e., the role of the UN, multilateral cooperation, and NGOs).⁵⁰

The objectives of GIO-GE in Japan are the same as those of David Selby. The only difference between GIO-GE in Japan and Selby's approach is in the content. Although GIO-GE scholars and academics in Japan agree on the importance of multicultural education, they argue that intercultural approaches (i.e., interaction with foreigners) are more suitable as an introduction to the world for many Japanese students who have never met foreigners.⁵¹

Comparing GMO-GE and GIO-GE in Japan, although we can recognize some difference in their objectives and content, they have a number of common key concepts. Those are: (1) global connections in terms of space, time, issues, and individual mentality; (2) respect for difference; (3) a focus on the future of a desirable earth society; (4) attaching importance to the process of learning, not the result; and (5) aiming at students' participation in society.⁵² An intercultural approach as a first way to introduce students to the world can be added to the key concepts that both GMO-GE and GIO-GE emphasize.

⁵⁰Ushida, "Current Issues and Approaches in Global Education . . . ," 2.

⁵¹Sakurai, 12 November 2001.

⁵²Ozeki, "The Whole Picture of Global Education," 31-33.

C. GE as Unified Form of GMO-GE and GIO-GE

Just as the two approaches to GE in Japan have shared and overlapping aims, the division between the GE approach to EFIU and other approaches to EFIU is not clear. Moreover, there is confusion over terminology with some scholars and teachers using the term GE and some the term EFIU to refer to the same approaches. It is useful, therefore, to state here what I mean by the GE that I seek to promote.

I suggest that GE is education that intends to foster responsible “global citizens” or “citizens of the world” who can look at the world as one mutually dependent system despite diversity within and who are willing to take action for solving problems that threaten the existence of people in the world. This definition of GE, that I am proposing, is a mixture of definitions of GMO-GE and GIO-GE, and could be called a 'unified form of GE' to tie in with the section heading.

In terms of the issues to be taught, my view is similar to that of GIO-GE or Selby’s approach. GIO-GE focuses on issues such as environment/resources, human rights, development, peace, gender, multiculturalism, the future, and ecology. One disagreement I have with the approach is the GIO-GE inclusion of multiculturalism or multicultural education. I would replace that with a focus on plural identity and co-existence. In my opinion, the following issues also need to be included in GE: the role of the United Nations and NGOs; world economy and trade (especially issues of fair trade); and the history and development of human beings. To re-iterate then, the issues that I think GE should include

are: environment/resources, human rights, development, peace, gender, plural identity and co-existence, future, ecology, the role of the United Nations and NGOs, world economy and trade, and the history and development of human beings. Readers may be wondering how in the world a teacher deals with all of those broad issues by herself or himself. It is not my intention that one teacher should deal with all the issues that I presented above. A broad GE curriculum of the kind I envision would have to be introduced and taught with the cooperation of other teachers, who teach different subjects. For instance, at high school level, teachers of Civics, Geography and History, Science, Foreign Languages, Japanese Language, and Mathematics can work together to integrate the concept and contents of GE into their own courses.

The unique aspect of my approach to GE, which makes it different from Japanese GMO-GE as well as GIO-GE - in both Selby's and its Japanese version - is the inclusion of the concept of plural identity. As mentioned earlier, both Japanese GMO-GE and GIO-GE scholars promote the intercultural approach rather than the multicultural approach because they assume that Japanese students have never met foreigners. Selby's GIO-GE, on the other hand, promotes a multicultural approach or education for multiculturalism. Multicultural education emerged in the 1960s, as a result of challenges to policies of assimilation for minority groups in countries with minority ethnic or cultural groups. Multicultural education aims at making children of minority groups proud of their roots and culture and at helping them to preserve their culture. It focuses on equity and mutual

respect.⁵³ Both intercultural and multicultural approaches recognize only one kind of identity - national/ethnic - in the context of a nation-state framework, which in my view is very exclusive and limited.

I disagree with both these approaches because they focus too much on difference, not on commonality. My impression of both intercultural and multicultural education, especially in practice, is that their 'motto' is: 'We are different from others. We should accept the difference and respect it.' The term 'we' usually refers here to a single nationality or minority group (i.e., Japanese or Korean Japanese) within the framework of a nation-state. In my opinion, excessive focus on difference only results in either the creation of new stereotypes or the reemphasizing of existing stereotypes. I believe that (fixed) stereotypes of others are very dangerous, especially in time of war, because stereotypes, particularly negative ones (such as regarding all Jews as scheming money-grabbers or all Palestinians as terrorists), does contribute to accelerating conflicts and making them more violent. This is especially the case when a right wing leader triggers hatred in his or her people against others by using such a stereotype.

The obvious example is the nationalist speech of Slobodan Milosevic in Kosovo Polje in April 1987: "No one should dare to beat you." Milosevic shouted the remark to Serbs who complained about Albanian oppression in the district. His speech evoked wild cheers from the crowd and induced an outpouring of Serb national pride.⁵⁴ His speech is

⁵³Nakayama, Debrief Report, 24.

⁵⁴Carole Rogel, The Breakup of Yugoslavia and the War in Bosnia. (Westport, Connecticut: Greenwood Press, 1998), 19.

now widely recognized especially among conflict prevention and conflict resolution scholars as a first trigger to disclose Serbian nationalism and idea of the Greater Serbia, which resulted in tragedy of Kosovo.

I believe that plural identity approach can prevent such results because it does not focus on difference, but on commonality. In my view, commonality has magnet to unite people. Plural identity approach believes that multiple identities always reside in a person. The approach recognizes identity as changeable thing in a context where she or he positions and as fluid and multi-layer thing.⁵⁵ Stuart Hall points out that individual has several contradicting identities and she or he will choose one identity over the others and position her/himself according to the way that others project her or him. He also argues that identity is changing in the context of personal relations and environment where she or he is. This approach indicates the possibility of existence of diverse culture and formation of plural (multiple/mixed) identity in a nation-state.⁵⁶ For instance, I believe that I have plural identity, which comprises Mayako Ushida (self identity), Kamiiji⁵⁷-nese (communal identity), Japanese (legal identity), and global citizen (global identity or identity that I feel more comfortable with than Japanese)(See Figure 1 of Appendix I).

Value of plural identity is co-existence: co-existence with oneself, with others, and

⁵⁵Gunei Sato, Education for International Understanding: Building School for society of Multicultural co-existence (*Kokusairikai Kyouiku: Tabunka Kyousei Shakai no Gakkou Zukuri*), (Tokyo: Akashi Shoten, 2001), 31.

⁵⁶Stuart Hall, "Cultural Identity and Diaspora (*Bunkateki Aidentiti to Daiasupora*)," in Ideas in Modern Times (*Gendai Shisou*), vol. 26 (4), (Tokyo: Seidosha, 1998,) 90-103.

⁵⁷Kamiiji is the village where I grew up. Feeling of belonging to Kamiiji is pop up at the time of annual festival of my district that consists of six villages, including Kamiiji. Each village has its own floats and members of the villages parade the floats around the district for two days. The annual festival is called Hikiyama Festival and started about 100 years ago with objectives to thanks to nature for good harvests.

with surroundings. Co-existence with oneself requires self-esteem or self-affirmation. Acknowledgement of diversity within self and accepting who she or he is without any question is important for the co-existence. In fact, Japanese GMO-GE scholars or practitioners also emphasize importance of promoting co-existence between Japanese identity and global identity.

Co-existence with others becomes possible when she or he starts interacting with people who have “different” (perceived as different) background or culture. The people with whom she or he interacts are not only who belong to different nationality or to certain ethnic groups, but also who have different background in upbringing, lifestyle, gender, generation, and culture. Through such interaction, both side will be able to acknowledge difference and will deepen mutual understanding. As a result of achievement of co-existence with others, both sides will be able to create a new living atmosphere where they feel comfortable to be, which reflects co-existence with surroundings.⁵⁸ I also strongly believe that processes of co-existence with others will help both sides find commonality

From my personal account, I finally realized that intercultural and multicultural approaches had implanted totally wrong perspectives or ‘stereotype’ toward people of different nationality in my mind after my interaction with so many people all over the world in the past 12 years. The more I find there are so many commonalities between myself and others who ‘happen to’ belong to different nationality because we still live in ‘obsolete’

⁵⁸Sato, 33-34.

nation-state framework, the stronger I feel I am a member of the earth, not of Japan or any other nation. Thus plural identity approach or emphasis on co-existence is very important as base to foster global mind.

D. Global Education as *Education for International Understanding* in Japan

At the beginning of this thesis, I briefly mentioned that GE is usually referred as EFIU among GE scholars in Japan. GE scholars who go along with the government's teaching guideline use EFIU as a codename of GE. There are two main reasons. First, Professor Yukitsugu Kato, GE scholar who thinks it is realistic to act harmoniously with the teaching guideline, says that "if people want to introduce education that contain promotion of international perspectives or global perspectives at elementary, junior high, and high school level, they had better use the term EFIU or International Education because schools, ordinary teachers, and the MEXT can recognize the term as education, which has to do with something international or foreign."⁵⁹

In fact, the MEXT has encouraged EFIU in its objective "to develop competent and intelligent Japanese who can cope with 'the new internationalization' as Japanese."⁶⁰ Because the objective is stated in the teaching guideline of the MEXT, most of educational council, principals, and ordinary teachers follow EFIU that the MEXT advocates. The MEXT also acknowledges the term International Education because it is based on the

⁵⁹Kato, 24 January 2002.

⁶⁰Uozumi, Education for International Understanding, 29.

UNESCO Recommendation of 1974, which I am going to explain in detail in the next chapter.

Secondly, the term EFIU sounds familiar to Japanese ears than GE according to Professor Kato.

Having considering the above reasons for referring GE as EFIU, in the next chapter I am going to explain what EFIU is both in international level and in Japan, and to present the relationship between EFIU and GE. Understanding people's perception on EFIU and the relationships will help explore possibilities of GE in Japan.

IV. Education for International Understanding in the International Context

EFIU was first proposed and developed by UNESCO. The first period of EFIU in Japan was greatly influenced by UNESCO's EFIU (I refer to UNESCO-EFIU). Therefore, I am going to briefly trace the history and development of UNESCO-EFIU and then examine EFIU in Japan.

A. History and Development

UNESCO originally proposed the idea of EFIU in 1946, one year after the end of the World War II. However, a fledgling form of EFIU existed before the UNESCO version was established.

1. The Role of the League of Nations and International Bureau of Education

The League of Nations (inaugurated in 1920) and its International Committee on Intellectual Cooperation (inaugurated in 1922) recognized the important role of education in the fulfillment of peace. Both organizations carried out exchanges of people and ideas among the member states, actively publicized the role of the League of Nations, offered information on the League of Nations to schools, and encouraged exchange and revision of textbooks.

These activities influenced the establishment of UNESCO-EFIU.⁶¹

⁶¹Akihiro Chiba, "Change in the Definition of Education for International Understanding in UNESCO," in Comprehensive Research on Development of the Theoretical and Practical Guidance of Education for International Understanding (Kokusairikaikyōiku no Rironteki Jissenteki Shishin no Kouchiku ni Kansuru Sougoukenkyū), ed. Akira Nakanishi (Osaka: Japan Association for International Education, 1998), 11.

The International Bureau of Education (IBE) also played important role in developing UNESCO-EFIU. In 1925, IBE was established in Geneva, Switzerland to collect information on education for its members and to promote international cooperation regarding education.⁶² IBE started as a private organization, concerned that governmental interference would disrupt the expansion and practice of liberal educational ideas. However, it became an intergovernmental organization in 1929 due to financial difficulties.⁶³

The 11th International Recommendation, *The Teaching of Modern Languages* of IBE's International Conference on Public Education (1937) had first dealt with similar perspectives to UNESCO-EFIU: an education for modern languages in different types of school should include not only studies of language and literature, but also studies of each country's customs, history, and culture that had influenced the formation of its language and literature.⁶⁴ The International Conference on Public Education comprised delegates from the Ministries of Education of member states of UNESCO. IBE was integrated into the UNESCO structure in 1969 and the recommendation system of the International Conference on Public Education (now known as the International Conference on Education) has continued under UNESCO.

2. The Role of UNESCO in Promoting EFIU

The most significant incident in the formation of UNESCO's EFIU was World War II. This

⁶²Toshirou Kanaya, "UNESCO International Conference on Education (UNESCO Kokusaikyouikukaigi)," in International Understanding: Basic knowledge of 300 Important Terms (Kokusairikai Jyuyouyogo 300 no Kisochohshiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 24.

⁶³Chiba, 12.

⁶⁴Ibid.

war produced the worst destruction and calamities ever experienced by humanity on a global mass scale. As a result, there was strong desire for peace and an appetite not only for material reconstruction but also for a fundamental change in human consciousness. The most urgent aspect of such change was the elimination of the mind-set of stereotype and prejudice as well as the establishment of authentic international and cultural mutual understanding. The Preamble of the UNESCO Constitution says, “since wars begin in the minds of men, it is in the minds of men that the defense of peace must be constructed.”⁶⁵ This philosophy indicates that ‘understanding’ is the most important measure for achieving international peace. Thus, UNESCO has worked on promoting EFIU that follows this philosophy since its establishment in 1946.

Professor Gunei Sato at Tokyo Gakugei University categorized UNESCO-EFIU into four periods.⁶⁶ In the first period (1946-1954), there is a search for an education that can help prevent future worldwide war based on the recognition of the uniqueness of each country. In the second period (1955-1974), the emphasis moved to promoting education of international understanding in line with the mutual understanding of the cultural value of East and West. The birth of emerging nations that obtained independence from colonial rule in the Third World influenced this period. Furthermore, due to the growing economic disparity between North and South (the so called the North-South problem), the developing countries started to ask for international cooperation to help develop their countries.

⁶⁵Preamble of UNESCO Constitution that was adopted by the London Conference in November 1945 and entered into effect on 4 November 1946. <http://www.unesco.org/general/eng/about/constitution/index.shtml>

3. International Education: the Newest Form of UNESCO's EFIU

The third period (1974-1980s) witnessed the fruition of UNESCO-EFIU as result of the adoption of the Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms in the 18th UNESCO General Assembly of 1974 (UNESCO Recommendation of 1974). The UNESCO Recommendation of 1974 guided the principles of UNESCO. During this period, North-South problems and environmental problems on a global scale became more apparent and the need for the unification of people on earth to deal with those problems was strongly emphasized. Thus Development Education, Environmental Education, Disarmament Education and other related forms of education were included in the contents of UNESCO-EFIU.

The term *Education for International Understanding* became established in this period. Although there was a move to call the UNESCO Recommendation of 1974 International Education, the term *Education for International Understanding* is recognized as the most inclusive term and has been widely used internationally.⁶⁷ In Japan, there are two opinions regarding when the term EFIU came into popular use. Some Japanese scholars say that it started to be used between 1954 and 1960 when UNESCO proposed Education for International Understanding and Cooperation,⁶⁸ while others suggest that it came into use

⁶⁶Sato, *Education for International Understanding*, 20-21.

⁶⁷Toshirou Kanaya, "UNESCO and Education for International Understanding (UNESCO to Kokusairikaikyoku)," in *International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyugo 300 no Kiso-chishiki)*, ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 23.

⁶⁸Chiba, 18-24.

after the UNESCO Recommendation of 1974 was issued.

In the fourth period (1990s – present), UNESCO-EFIU has expanded its range of issues. In 1995, the UNESCO General Assembly announced the plan to introduce peace, human rights, and democracy into UNESCO-EFIU, responding to changes in international affairs (e.g. the end of the Cold War, ethnic cleansing, the increase in internal conflicts, and the emergence of neo-Nazism and fundamentalism).⁶⁹

⁶⁹Uozumi, Education for International Understanding, 22.

V. Education for International Understanding in the Japanese Context

A. History and Development

1. EFIU under UNESCO Influence (1948 --1974)

The history of Japanese EFIU goes back to the 1950s after Japan became a member state of UNESCO in 1948. The early period of Japanese EFIU was highly influenced by UNESCO-EFIU. The Japanese National Commission of UNESCO was actively involved in promoting UNESCO-EFIU from 1954 until around 1971. The Commission published five series of *Guidance of Education for International Understanding in Schools*. This guidance was about how to practice UNESCO-EFIU at school. It included presentation of examples of UNESCO-EFIU practice, as well as the philosophy and history of UNESCO-EFIU. It also included recommendations on which courses in the curriculum were appropriate or suitable for practicing UNESCO-EFIU.⁷⁰

In 1953, UNESCO launched the Associated School Project (ASP) internationally as a pilot project for the advancement and development of UNESCO-EFIU. Japan also actively participated in ASP: 3 elementary schools, 13 junior high schools, and 8 high schools carried out the ASP in 1968 with the assistance of the Japanese Ministry of Education (the previous name of the MEXT) and the Japan National Commission for UNESCO.⁷¹ The activities of these Japanese experimental schools were highly appreciated both nationally and

⁷⁰Toshirou Kanaya, "Guidance of Education for International Understanding (Kokusaikyoku no Tebiki)," in International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyugo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 30.

⁷¹Sato, 21.

internationally.⁷² The original themes of ASP were the Universal Declaration of Human Rights, women rights, and understanding of other countries.

2. New Approaches in Japanese EFIU (1970s – Present)

In the mid-1970s, however, the promotional activities of the Japan National Commission of UNESCO and its support for ASP declined. This decline had to do with the demands of that era. In 1974, the Japan National Commission of UNESCO was merged into the Ministry of Education as part of the structural reform of the Ministry of Education. As part of the process, a UNESCO international department was established in the Ministry of Education. The department, however, was occupied by so many other important projects, especially projects that dealt with the internationalization of Japanese education (e.g. education for Japanese returnees, co-coordinating the dispatch of teachers in foreign countries and returnees from that dispatch, the Japan Exchange and Teaching Program, and the United States-Japan Conference on Cultural and Educational Interchange). Thus the department did less to promote UNESCO-EFIU activities than the Japan National Commission of UNESCO had done.⁷³

Despite the decline in the Japanese government's involvement in promoting

⁷²Shigeo Nagai, "UNESCO Associated School Project (UNESCO Kyoudougakkou)," in International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyogo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 26.

⁷³Akiko Ryoui, "Chapter 3-2: Transition of the Japan National Commission for UNESCO's Engagement in Associated School Project (Nihon UNESCO Kokunaiinkai no Kyoudougakkoujigyou ni taisuru torikumi no henshen)," in Comprehensive Research on the Development of Theoretical and Practical Guidance of Education for International Understanding (Kokusairikaikyoku no Rironteki Jissenteki Shishin no Kouchiku ni Kansuru Sougoukenkyu), ed. Akira Nakanishi (Osaka: Japan Association for International Education, 1998), 84

UNESCO-EFIU, the UNESCO Recommendation of 1974 attracted Japanese scholars and educational institutions because it added new perspectives to conventional UNESCO-EFIU. However, very few ordinary teachers knew of the UNESCO Recommendation of 1974.⁷⁴ Those who were interested in the Recommendation asked the UNESCO international department to publish a guideline for it which the department finally produced in 1982.

The guideline's objectives are to (1) bring up peaceful human beings; (2) foster awareness of human rights; (3) cultivate acknowledgement of your own country and of being Japanese; (4) strengthen understanding of other countries, ethnic groups, and cultures; (5) establish consciousness of world solidarity based on the acknowledgement of international interdependence and global issues; and (6) cultivate practical attitudes towards international harmony and cooperation. Toshiro Kanaya argues that there is a gap in objectives between the UNESCO Recommendation of 1974 and the 1982 guideline: the former was concerned with teaching methodology and advocated global perspectives and the value of global citizenship, while the latter did not include any of these aspects.⁷⁵ Kazuko Ohtsu, professor at Hokkaido Kyouiku University, also comments that the guideline mainly focused on understanding of other countries and cultures.⁷⁶ Although the UNESCO Recommendation of 1974 inspired some Japanese educators to practice UNESCO-EFIU in class, those who adopted the later guideline must have been unable to pursue the genuine philosophy of the

⁷⁴Akihiro Chiba, Professor of Education in International Christian University (ICU), interviewed by the author, 4 February 2002, ICU, Tokyo, Japan.

⁷⁵Toshiro Kanaya, "Guidance of Education . . .," 30.

⁷⁶Ohtsu, 157.

UNESCO Recommendation of 1974.

Professor Sato argues that new approaches to EFIU that met the demands of the new era emerged in Japan between the mid-1970s and the 1980s. I suggest that there are three new approaches to EFIU.

a. The Japanese UNESCO Approach

In chronological order, the first approach to EFIU in Japan belongs to the school of UNESCO-EFIU. I refer to this first approach as Japanese UNESCO-EFIU. The reason why I distinguish this approach from UNESCO-EFIU is that the UNESCO Recommendation of 1974, which expanded the issues covered in EFIU, was not adopted in its entirety by Japanese UNESCO-EFIU. The Recommendation emphasized global perspective and global interdependency and included problems in the fields of peace, human rights, development, and environment, but Japanese UNESCO-EFIU remained focused on understanding of other cultures and countries.⁷⁷

However, the increase in the numbers of Japanese returnees and Japanese children abroad in the late 1970s raised awareness of the importance of intercultural education among scholars and educators in the field. Moreover, the increase in number of Chinese returnees to Japan since the late 1980s and the growth in the number of foreign children in Japan in 1990s made people realize that internationalization had become a reality in Japan. Those

⁷⁷Ohtsu, 157.

phenomena put pressure on schools to deal with learning about international society, understanding of other cultures, respect for others and human rights problems.⁷⁸

Japanese UNESCO-EFIU currently focuses on human rights issues, understanding of other cultures and countries (i.e., interaction with foreigners who live in Japan and self-studies of other cultures and countries), respect for others, studies of global issues, and the development of communication skills (i.e., practice of discussion and debate).⁷⁹ Although the UNESCO international department of the MEXT is not as active in promoting UNESCO-EFIU as in the pre-1970s period, ASP still continues. As of 2000, 21 Japanese schools were registered for ASP.⁸⁰ Many of the schools have participated in ASP since the initial period of its launch.⁸¹ The current themes of ASP comprise four: (1) global issues and the role of the UN in dealing with those issues; (2) human rights; (3) intercultural learning; and (4) the environment.⁸²

As one can infer from the number of schools that have registered for ASP in Japan, ASP or Japanese UNESCO-EFIU is not widely practiced in Japan. Professor Ohtsu argues that there are two reasons why the achievements of ASP have not had much influence on EFIU in the Japanese school system. The first reason is that the objectives of EFIU in Japan, in terms of knowledge, skills, and attitude in general, are not clear. The second is that EFIU

⁷⁸ Akira Nakanishi, in a lecture on the History and Development of EFIU in Japan, attended by the author, at International Christian University high school in February 2002.

⁷⁹ Nakanishi, "Chapter 6 . . .", 192.

⁸⁰ Nagai, "UNESCO Associated School Project," 26.

⁸¹ Ryoui, 87-88.

⁸² Ibid.

is not required as a core course in school curricula yet and so more time is needed to consider how to incorporate UNESCO-EFIU into schools in Japan.⁸³ In my opinion, the latter reason can also apply to obstacles to promoting GE in Japan.

b. The Ministry of Education, Culture, Sports, Science and Technology Approach

The second approach to EFIU in Japan is that of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). The MEXT used to be called the Ministry of Education (ME) until 2000. I am going to call this approach MEXT-EFIU.

The emergence of MEXT-EFIU can be dated back to late 1980s. In 1984, then Prime Minister Yasuhiro Nakasone asked the ME to explore a new *Education for International Understanding* that would foster Japanese who can cope with further internationalization, the advancement of information and technology, and rapid change in society at both national and international levels. That is, the basic objective of MEXT-EFIU is to ‘create Japanese who can be truly trusted by the international community,’ based on the acknowledgement of the importance of opening Japanese society to the world and on the urgent need to practice education that deals with the new internationalization. Without this, it was thought, Japan would not be able to prosper.⁸⁴

As a result of these concerns, the Temporary Education Council was formed in 1984

⁸³Ohtsu, 157-8.

⁸⁴Sato, Education for International Understanding, 19-26.

to explore MEXT-EFIU and adjourned in 1987 with issue of its fourth report.⁸⁵ The report proposed that MEXT-EFIU should include the following: cultivation of cultural awareness as Japanese (i.e., studying the history and traditions of Japanese culture in order to also understand the uniqueness and commonality of other cultures); understanding other cultures and countries; interaction with foreigners; language education for communicating with foreigners (mainly English conversation skills); education for Japanese returnees and Japanese children abroad; preparation of educational institutions to accept foreign students; improvement of Japanese language education; and the inclusion of courses that promote international perspectives in higher education.⁸⁶

Interaction with foreigners and understanding of other cultures and countries are the most popularly practiced EFIU activities in Japan according to EFIU scholars. MEXT-EFIU has enhanced intercultural understanding through an international sister school system and the UNICEF club. Furthermore, MEXT-EFIU has increased the institutional capacity to accept foreign students and Japanese returnees in Japanese schools as well as systematized Japanese language education.⁸⁷ However, Professor Akihiro Chiba, who worked in UNESCO for about 30 years and is now professor at International Christian University in Tokyo, is very skeptical about MEXT-EFIU. He criticizes MEXT-EFIU by

⁸⁵Yasushi Mizoue, "The Report of the Temporary Education Council," in International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyogo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue. (Tokyo: Meijitoshu, 2000.), 31.

⁸⁶Ibid.

⁸⁷Keiko Hirao, "Peace Education," in Peace Studies: Science and Peace, Vol. 15, (Tokyo: Waseda Publication, November 1990), 133-135.

saying that the Japanese government has encouraged MEXT-EFIU, particularly English skills, for the purpose of ‘advertising Japan,’ that is, to foster Japanese who can work for Toyota and Matsushita in order to increase Japanese profits in foreign markets and to maintain the Japanese position in the world.⁸⁸

Until 1998, there were no course hours allocated for the teaching of MEXT-EFIU in the way that Math and other subjects have. Usually the activities that follow the objectives of MEXT-EFIU have been practiced in special activities⁸⁹, English, and social studies.⁹⁰ In December 1998, Japan experienced the national curriculum standards reform of kindergarten, elementary school, lower and upper secondary schools and schools for the visually disabled, the hearing impaired and the otherwise disabled. The reform created a ‘Period of Integrated Study’ (PIS). Fumitaka Shibusawa comments that, through the introduction of the PIS, EFIU obtained a recognized space in the curriculum for the first time.⁹¹ The reform was implemented in April 2002.

The purposes of the national curriculum standards reform are as follows: (1) To help children cultivate rich humanity, sociality and identity as a Japanese living in the international community; (2) To help children develop the ability to learn and think independently; (3) To help children acquire basic abilities and skills and grow their own

⁸⁸Chiba, 4 February 2002.

⁸⁹Special activities include classroom activities, student council and club activities, and school events.

⁹⁰Fumitaka Shibusawa, “Education for International Understanding and Period of Integrated Study,” In International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyugo 300 no Kiso-chishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000,) 35.

⁹¹Ibid.

individuality with schools having plenty of scope for developing activities to achieve this; and (4) To encourage individual schools to show ingenuity in developing unique educational activities to make the school distinctive.⁹²

The PIS has two main objectives: (1) the promotion of self-motivating learning ability (autonomous studying capacity) and problem-solving capacity; and (2) the integration of the study of International Understanding, Information, Environment, Health, Welfare and/or other contemporary issues into regular courses.⁹³ Teachers are expected to practice MEXT-EFIU without limiting it to particular subject areas to make connections across a number of different subjects. This approach is thought to have a synergetic effect on enhancing international understanding throughout the curriculum. MEXT-EFIU can particularly be incorporated into foreign language learning, home science, social science, history, and geography.⁹⁴ Professor Kato comments that, as it was before its introduction, the content of MEXT-EFIU under the new PIS, comprises (1) understanding your own culture and country, (2) understanding other cultures and countries, and (3) language skills (particularly English).⁹⁵

The PIS came into effect in April 2002 in elementary and junior high schools, and in April 2003 in high schools nationwide after having gone through a two-year trial period. In

⁹²Ministry of Education, Culture, Sports, Science and Technology, "Synopsis of the Report "National Curriculum Standards Reform for Kindergarten, Elementary School, Lower and Upper Secondary School and Schools for the Visually Disabled, the Hearing Impaired and the Otherwise Disabled." [<http://www.mext.go.jp/english/news/1998/07/980712.htm>]. 3 April 2003.

⁹³Shibusawa, 35.

⁹⁴Ibid.

⁹⁵Kato, 24 January 2002.

reality, not all schools are required to choose EFIU. Normally a school sets three yearlong goals, which have to reflect the PIS objectives. For instance, Migochi elementary school (my elementary school) set the following three goals: health education; learning about the local community or locality; and information education (i.e., use of computers). At this school, an individual teacher, not the school as a whole, has taught a course that promotes international understanding. As the PIS system has just started, it will not become clear for some time whether the number of schools or individual teachers who practice EFIU is going to increase due to the introduction of the PIS.

c. Global Education

The third approach to EFIU is GE. I have examined the history and development of GE in Japan, in Chapter III.

B. Comparison of the New Approaches

I am going to compare the above three approaches to EFIU using the EFIU typology developed by Professor Sato. His typology analyzes approaches to EFIU in terms of their basic framework, human image, identity and value.⁹⁶ Using this, I want to suggest that Japanese UNESCO-EFIU and MEXT-EFIU are a basic framework of relations between

⁹⁶Sato, 32. He uses the typology to compare MEXT-EFIU, GE, and Plural Identity Education (PIE). His comparison is as follows: basic framework (MEXT-EFIU [interstate relations], GE [global society], PIE [pluralism]), human image (MEXT-EFIU [internationalized Japanese], GE [global citizen], PIE [hybrid diasporas/mixed identity]), identity (MEXT-EFIU [national identity], GE [cosmopolitan], PIE [plural identity]), and value (MEXT-EFIU [integration/consolidation], GE [solidarity], PIE [co-existence]).

nation-states, while GE is based on global society. The human image of Japanese UNESCO-EFIU and MEXT-EFIU is the internationalized Japanese citizen, while the global citizen is the human image of GE. In terms of identity, GE emphasizes cosmopolitan and/or plural identity (which I would advocate). GE puts value on international solidarity. On the other hand, Japanese UNESCO-EFIU and MEXT-EFIU stress national identity and value integration/consolidation among nation-states. To borrow Professor Sato's terminology, Japanese UNESCO-EFIU and MEXT-EFIU is "education for international understanding that enhances nationalism."⁹⁷

What are the differences between Japanese UNESCO-EFIU and MEXT-EFIU? In my opinion, Japanese UNESCO-EFIU covers more issues and themes than MEXT-EFIU does at the level of practice. The issues and themes that Japanese UNESCO-EFIU covers, but which MEXT-EFIU does not, are transboundary issues and the UN's role in dealing with issues such as environment, refugees, and development. MEXT, however, promotes study of environment separately from EFIU under a 'Period of Integrated Study'.

What are the differences between Japanese UNESCO-EFIU and GE? Although GE also deals with transboundary issues, I will suggest that there are big differences between the two in terms of their objectives in teaching these issues. Japanese UNESCO-EFIU intends only to raise awareness of transboundary issues and what is happening in the world, but does not intend to make students feel responsible for taking some social action to

⁹⁷Ibid., 19.

ameliorate these issues. Moreover, it seems that teachers who follow Japanese UNESCO-EFIU – indeed teachers in general in Japan – are afraid of dealing with transboundary issues or any issues that are considered to be political. They think, or they are forced to think, that teachers in elementary, junior high, and high schools should be neutral, and thus they should not deal with political issues in the classroom because discussion of these issues become argumentative. Furthermore, they seem very afraid of criticism from students' parents of teachers' ideology or political perspectives.⁹⁸

Therefore, Japanese UNESCO-EFIU only deals with the surface of transboundary issues and does not go into detail. Takashi Tada, professor at Mejiro University and board member of the Japan Association of Global Education, echoes this point. He argues in his book on *Education for International Understanding* that Japanese UNESCO-EFIU does not seriously address problems such as the North-South problem, international disputes and environment issues.⁹⁹

On the other hand, GE tries to emphasize the relevance of transboundary issues to students' own daily lives. GE intends to help students to explore the issues by themselves and to lead them to take some social action to change the situation. That is, GE does not only raise awareness; it also aims to make students feel responsible for dealing with transboundary issues and to lead them to eventually take action.

⁹⁸When I attended the seminar of Akira Nakanishi, who has engaged in promoting Japanese UNESCO-EFIU, at International Christian University high school in February 2002, there were several high school teachers who follow Japanese UNESCO-EFIU. They and EFIU scholars expressed the concerns in teaching political issues in school.

⁹⁹Takashi Tada, Education for International Understanding in School: Fostering Global Mind (Tokyo: Touyoukan Publisher, 1999), 56-7.

Turning to a comparison of teaching methods, both Japanese UNESCO-EFIU and MEXT-EFIU, are teacher-centred and based on knowledge transmission. That is to say that teachers only pass on knowledge to students and do not allow students to explore issues for themselves and reach their own conclusions.¹⁰⁰ The teaching methodology of GE, on the other hand, is student-centered or emphasizes learner autonomy.

C. Promoting Global Education in Japan

There are two main reasons why I am interested in thinking about possibilities of promoting GE in elementary, junior high, and high schools in Japan. Firstly, GE is the most appropriate and inclusive form of education that satisfies the needs of this rapidly changing society. Secondly, it introduces and enhances the skills and capacity of students to deal with global issues that require the cooperation of everyone in the world to resolve them. As one can see, the education that the MEXT promotes put emphasis more on the interests of the Japanese people. In my view, this kind of approach is obsolete in the era of globalization in terms of time, space, problems, and socioeconomic and political matters.

The rationale for targeting students in elementary, junior high, and high schools is that students at those levels have much more flexibility in accepting new ideas than those who are over 18 years old as high school ends at 18. Furthermore, I believe that the introduction of the PIS into elementary, junior high, and high schools provides a great

¹⁰⁰Ohtsu, 158.

opportunity to bring new approaches, like those of GE, into school system.

VI. The Current Situation of EFIU in Japan

The previous chapter identified and discussed three approaches to EFIU in Japan. This chapter looks at which types of EFIU are popularly practiced in elementary, junior high, and high schools in Japan and why this is the case.

A. Which Types of EFIU are Popularly Practiced in Japan?

1. Existing Literature and Interviews with Experts of EFIU

Analysis of the existing literature and the comments of EFIU and GE scholars in Japan, suggests that the EFIU areas/issues that are popularly practiced are as follows: interaction with foreigners through school events or club activities; learning about other cultures and countries; English language education with help of native English teachers who come to Japan on the Assistant English Teacher (AET)¹⁰¹ program; and special education for Japanese returnees and foreign children in Japan. Professor Chiba adds that multicultural education is also an essential part of EFIU in practice.¹⁰²

According to Professor Kato, a prototype of MEXT-EFIU is interaction with

¹⁰¹The tasks of the Assistant English Teachers (AETs) are to assist Japanese teachers of English language, assist making supplementary textbooks, provide information regarding language to teachers, cooperate in speech contests, interact with the local community, and so on. AET is part of the Assistant Language Teacher (ALT) program. The ALT program also offers Assistant French Teachers (AFTs). The ALT program started in 1987. In the first year, 813 people from four English-speaking countries came to Japan, and in 1997, 4,831 people from 25 countries that have 10 different languages joined the ALT program. See Masaaki Takegawa, "ALT," in International Understanding: Basic Knowledge of 300 Important Terms (Kokusairikai Jyuyouyugo 300 no Kisochishiki), ed. Kazuko Ohtsu and Yasushi Mizoue (Tokyo: Meijitoshu, 2000), 52.

foreigners: before students meet a foreign guest (usually foreign students who enroll in Japanese universities near the school), they spend 10 hours studying about the country of the guest.¹⁰³

2. Interviews with Teachers, School Principals, and Local Boards of Education

My impression after interviewing with some teachers, principal of my elementary school, and the head of my hometown's Board of Education is that many of them regard EFIU as interaction with foreigners and English conversation, and they all said that they have practiced either or both of the activities.

This indicates they are following MEXT-EFIU. The MEXT teaching guideline, which is issued to every school and teacher, sets out the minimum requirements for teaching. As mentioned earlier, the MEXT has promoted a version of EFIU that emphasizes intercultural education (i.e., cultural/student exchange and interaction with native English teachers), encourages students to establish themselves as a person and as Japanese (i.e., understanding their own culture and country), promotes language ability (especially English speaking ability) for communicating with foreigners, and special education (i.e., education for Japanese returnees, Japanese children abroad, and foreign children who live in Japan.)¹⁰⁴

¹⁰²Chiba, 51.

¹⁰³Kato, 24 January 2002.

¹⁰⁴Mizoue, *International Understanding*, 32.

3. Obstacles for Practicing EFIU

The previous section presented evidence that international exchange (i.e., interaction with foreigners), understanding other cultures and countries, and English education are the most popularly practiced EFIU issues. But not every school actively engages in those issues. Why? The reasons vary. I am going to present some of the reasons that I found through interviews with teachers and the current School Principal of my elementary school.

Firstly I take an example from my elementary school in the northern part of Kyoto. According to the Principal, the school cannot get round to EFIU (for him, EFIU is about interaction with foreigners and English conversation) because his school decided to emphasize Health Education, Information Education, and Learning about the Locality as part of the PIS. He is fully aware of the importance of English conversation classes that are taught by a native English speaker, but the town that his school belongs has only one AET who teaches English in the town's junior high school.

In order for his school to start English Education, the town needs to increase the number of AETs to at least two and his school needs to change curricula to fit the schedule of the AET program which runs from September to the following July. The Principal says that his school will not change the curricula or start English education until the three types of education taught for the PIS have been fully established.¹⁰⁵ This curriculum change in order to fit the schedule of the AET program seems more bothersome to his school than asking the

¹⁰⁵Makoto Kadoh, principle of Migochi elementary school, interviewed by the author, 12 February 2002, Migochi Elementary School, Kyoto, Japan.

town's Board of Education to increase a number of AETs. The head of the town's Board of Education commented that English education is expected and that they are willing to ask for financial support for one more AET if Principals in the town are keen to practice English education.¹⁰⁶

Secondly, several teachers whom I talked to commented that lack of resources is another reason for being unable to practice EFIU. That is, there is no international school nearby or no exchange students from foreign countries in the local community.

¹⁰⁶Tetsuo Kishimoto, head of Nodagawa town Board of Education, interviewed by the author, 8 February 2002, Nodagawa town Board Education, Kyoto, Japan.

VII. The Current Situations of Global Education in Japan

A. How Widely Has GE Been Practiced?

Reviewing of the existing literature and interviews with GE scholars suggests that there is no accurate data about how widely GE has been practiced. Some GE scholars say very few teachers practice it while others claim that GE is becoming practiced more widely.¹⁰⁷ According to Professor Ohtsu, global issues have been dealt in Contemporary Society courses in high school, although the way that the issues are taken up here is inadequate. She adds that the understanding of other cultures and countries prevails in the courses that deal with global issues.¹⁰⁸ It is not possible to judge the actual extent to which GE is taught and how teachers perceive GE based on this kind of inconclusive and impressionistic evidence.

B. Case Study: GE Practice in an Elementary School

In February 2002, I interviewed a public elementary school teacher, Mr. Takuya Takeshita, about his course, “We as Global Citizens.”¹⁰⁹ He taught at Migochi elementary school, located in the northern part of Kyoto prefecture, which is the elementary school that I attended. I interviewed him for about 15 minutes over his lunch break. I asked him about the content of his course, his reasons and motivation for choosing the topic, the students’

¹⁰⁷Uozumi, *Education for International Understanding*, 11.

¹⁰⁸Ohtsu, 157.

¹⁰⁹Takuma Takeshita, the 6th grade teacher at Migochi elementary school, interviewed by the author, 12 February 2002, Migochi elementary school, Kyoto, Japan.

reaction to the course, the obstacles and challenges that he had faced in teaching the course, and the support that he wanted to have to be able to teach GE more effectively.

His course is a 6th grade course under the International Understanding section of the PIS. For the academic year of 2001¹¹⁰, Migochi elementary school's PIS consisted of Health Education, Information Education, and Assignments according to grade level¹¹¹. As stated earlier, a course offered under the framework of the PIS needs to be relevant to other subjects/courses. The course that Mr. Takeshita taught was relevant to Moral Education (a class on 'Helping Others'), Social Science (a class on 'The Japanese position in the world'), and Japanese Language (a class on 'Research using books').

The objectives of his course were as follows: (1) to increase students' interest in children in various parts of the world, to investigate issues related to those children depending on students' own interest, and to lead students to take action to solve the issues affecting the children; (2) to become capable of finding and using the necessary information regarding the issues, of devising ways of expression, and of presenting issues understandably for the purpose of solving the issues; and (3) to make students willing to think about what they can do to solve the issues and to take action as global citizens.¹¹² The benefits that students are expected to obtain from the course are an enhanced interest in the issues that

¹¹⁰The 2001 academic year is from April 2001 to March 2002. Japanese school system in general runs from April to the following March.

¹¹¹The PIS assignments according to grade level at Migochi elementary school during the academic year of 2001 comprised studies of locality: "Let's make an exciting map of Migochi" (3rd grade), environmental issues: "Garbage and Livelihood" (4th grade), welfare: "Interaction! Experience!: Living with People" (5th grade) and international understanding: "We as Global Citizens" (6th grade).

¹¹²Takuma Takeshita, handout for his class, "We as Global Citizens."

affect children in the world, and the ability to think what they can do for them, and to take action to solve the issues.

The course, “We as Global Citizens”, focused on learning to develop a volunteer spirit, research on the situations of children in developing countries and UNICEF activities to improve those situations, and students’ action to help children in developing countries. Takeshita constructed the course on the basis of his personal belief in the subject by having referred to case studies that had reflected what he wanted to do in the course and through discussions with his colleagues. Before the course, he had taught a course focusing on the Japan Committee for UNICEF fund-raising activities. He did not frame the course, “We as Global Citizens”, in terms of any particular educational approach. I think, however, that his course can be regarded GE because the objectives of the course match those of GE.

Takeshita described the reaction of students to the course as positive: students showed strong interest in research on the issues, especially those issues that had direct relevance to their daily life. Regarding the obstacles to teaching the course, he had difficulty in keeping the course on schedule because he did not want to limit the time students had to research the issues they had become so involved with, and because some school events¹¹³ deprived the course of time. Another difficulty he faced was that the teaching of GE issues requires tremendous preparation. Thus he said he would appreciate support from experts on GE issues in local communities in terms of which information he

¹¹³Mr. Takeshita explained that recently the school has experienced tremendous changes due to the introduction of the PIS. Thus unexpected school events sometimes came up.

should use in the course. His School Principal told him that he should research the information by himself, and not depend on the local experts. This leads me to think that lack of support from the School Principal is also an obstacle to practicing GE smoothly. Furthermore, he added that support for schools in dealing with GE issues from the local Board of Education would be also very helpful.

The main challenge that Takeshita faced in teaching the course was how to narrow the gap between those students who are satisfied with just knowing issues and those who are motivated to go further than this and research issues by themselves. He wants to find a method of teaching that makes students take the initiative in exploring GE issues. He comments that it is important to understand the real capacity of students to understand the issues and to adjust the level of teaching to suit that capacity.

Interviewing a GE practitioner helped me get sense of what is happening at the classroom level and to know what obstacles and challenges the practitioner was facing. I was able to obtain a first-hand impression of the teacher's actual concerns and needs by talking to him face to face, which I could never get from reading somebody else's research. This is, however, only one case study of the practice of GE. In order to present informed and pragmatic suggestions for promoting the teaching of GE in Japan, I believe that more interviews of this kind need to be done.

C. Obstacles and Possibilities for Promoting GE

The last part of the previous section describes some obstacles for teaching GE at the level of practice. What do EFIU and GE scholars say about obstacles to promoting GE in Japan? Analysis of the existing literature on GE and interviews with EFIU and GE scholars suggests that there are four major obstacles to promoting GE in elementary, junior high, and high schools in Japan. First, GE has very little name recognition. Many teachers probably do not know what GE is: they only know of MEXT-EFIU because of the MEXT teaching guideline that every teacher has to refer to. In fact, Professor Asanuma said, “the term *Global Education* was once popular. But, the concept of *Global Education* could not be differentiated from that of *Education for International Understanding* or *Development Education*, so the term *Education for International Understanding* has been in widespread use because *Education for International Understanding* was already familiar to people engaged in Japanese education.”¹¹⁴ Professor Asanuma’s comment indicates that it makes sense to use the popularly accepted term, *Education for International Understanding* rather than *Global Education* even if one promotes the concept of *Global Education*.

Second, Professor Kato and Professor Chiba agreed that there is a pressure from the Japanese government or School Principals when teachers practice EFIU in ways that do reflect the MEXT-EFIU approach. However, they did not discuss the reasons for this pressure.

¹¹⁴Asanuma, Shigeru. [asanuma@u-gakugei.ac.jp]. “Re: Questions on Education for International Understanding.” Private email message to the author, [mayaushida@hotmail.com]. 14 May 2002.

Third, as mentioned in Chapter IV-C, teachers in Japan are told not to teach political and religious issues because those issues easily arouse controversy and it is felt to be difficult for teachers to remain neutral or not to impose their views on the issues once they start teaching them. In Japan it seems that teachers are expected to be neutral on such issues and students' parents dislike teachers who impose their views on their children. GE, on the other hand, encourages students to actively deal with political, socio-economic, ethnic, religious, and other issues by discussion, self-studies, and other means, although GE prevents teachers from imposing their perspectives because GE's student-centered methods of teaching. Thus it seems difficult to deal with GE openly in Japanese school system. However, there are exceptions: there are many teachers who teach GE or other critical subjects without caring about the criticism of teachers who teach those controversial subjects. Furthermore, schools where Principals advocate the importance of teaching global problems and other political matters are practicing GE or related subjects very actively.

Fourth, many GE scholars whom I interviewed are concerned about quality of teachers who practice GE, that is about the quality of GE teaching itself. Professor Chiba, Professor Sakurai and Professor Asanuma said that the true messages of GE would not be conveyed to students unless teachers truly believe these messages. Thus, both Professor Chiba and Professor Sakurai are trying to influence teachers by holding GE study tours for teachers in foreign countries as well as workshops for teachers who are interested in teaching GE in order for them to fully understand the objectives and philosophy of GE. They feel

certain that students are more likely to learn their teachers' attitudes and values rather than the content of their teaching. The activities of Professor Chiba and Sakurai can be regarded as one approach to promoting better GE. Furthermore, Professor Asanuma strongly insists that what teachers need is examples of good practice of GE.¹¹⁵

One of the ways to deal with the second and third obstacles, advocated by Professor Kato (as I noted in Chapter III-D) is to use the term EFIU or International Education that the MEXT accepts. Despite the new teaching guideline's limited focus on MEXT-EFIU and the opposition to some aspects of GE of some School Principals and Board of Educations, teachers who believe in the importance of GE are able to practice this kind of education if they make good use of the discretion that Japanese teachers generally have in their teaching. The use of their own discretion means that the teachers can plan their own courses in their own ways. They can reserve an amount of time, for instance 10 hours, for teaching the areas/issues that they think important.

The other possibility for promoting GE is to make clever use of a 'Period of Integrated Study' (PIS) framework. Professor Kato and many others take this view and have published books on how to develop GE¹¹⁶ under the PIS. In one such book, Professor Kato and Professor Asanuma consider the example of a school that wants to deal with protection of the environment under the PIS since the PIS is encouraged to be performed in the entire school. The PIS course can be planned by making great use of local resources (i.e.

¹¹⁵Asanuma, 14 May 2002.

¹¹⁶Although the approach that Professor Kato and others promote is actually GE, they use the term EFIU instead of GE in

a river near the school) and trying to make links between the PIS course and other subjects (e.g. Science and Social Science) at each grade level. These books will be of great help to the teachers who want to practice GE.

VIII. Research Questions

In order to explore possibilities for promoting GE in Japan, I have reviewed the history and development and discussed the current situation of GE as well as of EFIU.¹¹⁷ This review shows that there is some confusion about the current situation of EFIU and GE in the literature and amongst scholars in the field. The confusion takes three main forms. First, there is no accurate data that shows how widely GE has been practiced in Japan. Some GE scholars say very few teachers practice it and others say GE is in the process of being practiced more widely. The information regarding how teachers perceive GE is even less reliable because, as far as I am aware, there are no studies about teachers' perceptions of GE.

Secondly, in discussions about EFIU and GE many people make assumptions, which are not based on research. For example, many scholars in the field assume that the most widely practiced form of EFIU in Japan is interaction with foreigners and English Education and that most teachers understand that EFIU means international exchange and some teachers interpret EFIU as English Education. However, the comment by Mr. Takeshita, the Migochi elementary school teacher, that "EFIU . . . nowadays includes Development, Human Rights, Peace, and Environment, does it not?" made me think that GE scholars might not be fully aware of the range of views amongst teachers.

Thirdly, it is not clear how representative the views of individual GE teachers themselves are. When a certain teacher expresses an opinion on the practice of GE, it is not

¹¹⁷Asanuma, 23 February 2002.

clear how widely this is shared by other teachers. For example, Mr. Takeshita commented that he wanted to receive support from experts on GE issues or global issues in the local community about which information he should look for. It is not clear whether this is the case for many other teachers.

In order to understand the possibilities for promoting GE, therefore, it is essential to have clearer picture of these issues. More specifically, it is important to investigate the following areas and research questions:

(1) Teachers' Understanding of EFIU

What do teachers think EFIU is, and specifically which areas/issues do they think EFIU should include? Do teachers think that EFIU includes GE issues?

(2) Teachers' Awareness of GE

Are teachers aware of GE and what do they think GE is? Which areas/issues do they think GE should include?

(3) Teachers' Perception of Their Educational Approaches

Do teachers care about what to call EFIU?

(4) Practices of EFIU

Which areas/issues do teachers actually deal with in class and school activities? Do these include GE areas/issues? As some EFIU and GE scholars suggest, do teachers most often practice the areas/issues that the MEXT promotes?

(5) Reasons for Teaching EFIU

Why have teachers decided to teach certain EFIU issues? Is it because of school requirement, personal interest, or the PIS?

(6) Teachers' Interest in EFIU

Which areas/issues would teachers like to teach in EFIU classes? Do these include GE areas/issues?

(7) Obstacles of Teaching EFIU

What obstacle do teachers face in teaching EFIU? Why do they not teach areas/issues that they would like to teach? What are the reasons that teachers do not teach GE areas/issues they are interested in?

(8) Challenges and Areas for Improvement in the Teaching of EFIU

What sort of challenges and areas for improvement do teachers face in the teaching of EFIU?

(9) Support That Teachers Want in Teaching EFIU:

What kind of support do teachers need for teaching EFIU? I believe that further understanding about the support that teacher wants would give GE promoters, like myself, a better understanding of how to make pragmatic and creative interventions into the school system.

IX. Attitude Survey

A. Purpose and Overview

This chapter focuses on an attitude survey of EFIU teachers conducted in order to investigate the research questions set out in Chapter VIII. The survey aimed to produce a broader, more representative general picture of teachers' views of EFIU and GE than is currently available. It provides a broad quantitative picture of the general situation of EFIU teaching in Japanese schools and the place of GE approaches within the general EFIU approach. The next chapter discusses interviews with six teachers, and provides more detailed case studies and qualitative data focusing specifically on the GE approaches themselves.

The attitude survey found that a total 69.5% of the teachers surveyed have a perception of EFIU that is closer to GE than to either MEXT-EFIU or Japanese UNESCO-EFIU, although only one third of the respondents are actually aware of GE itself. Those who are aware of GE, think that GE is part of EFIU or another name for a new type of EFIU. Regarding the practice of EFIU areas/issues, the attitude survey shows that four of the top five areas/issues chosen are promoted by the MEXT, indicating that the assumption of EFIU and GE scholars about the large influence that the MEXT-EFIU approach has on teachers' practice of EFIU is right. The attitude survey also suggests that, overall, GE areas/issues are not yet widely practiced especially in elementary schools. However, about the half of the junior high and high school teachers surveyed actually deal with a significant number of GE specific areas/issues in class or school activities. Many of them are also

interested in teaching GE specific areas/issues in the future, while many elementary school teachers are less so. The attitude survey indicated that many teachers surveyed share the aims of GE but do not have expertise to teach the GE areas/issues.

According to the attitude survey, a large number of the teachers surveyed taught EFIU areas/issues because they were truly very much concerned about the benefits for their students, in addition to other reasons such as personal interest, school commitment to EFIU and it being part of the 'Period of Integrated Study' (PIS). Being part of PIS means that they teach it because it is required in PIS and/or they are able to teach it in PIS. A significant majority of the respondents thought that the introduction of the PIS in their schools has made their teaching of EFIU easier. The two main obstacles to teaching EFIU selected by a significant majority of the teachers are lack of time to teach the areas/issues within fixed course hours and lack of time for preparation. In addition, about 50% of all the teachers responded that lack of confidence for teaching the areas/issues due to having no expertise in them hindered their teaching of these areas/issues. The survey found that teachers need the following types of support in teaching EFIU: workshops that give tips on good EFIU practice (52%); examples of good EFIU teaching practice (46%); and support from students' parents and the local community (33%). Some respondents also called for support from the school and contact with EFIU practitioners.

B. Methodology

From July to August 2002, I conducted the “Survey on Attitudes to Education for International Understanding,” targeting 403 teachers in elementary, junior high, and high schools in Japan.

I produced the survey questionnaire in consultation with teachers and experts of EFIU and GE.¹¹⁸ The survey contained ten items in three sections. (An English translation of the questionnaire is included in Appendix II-B.) The first section investigates the background of respondents. Item 1 asked for the information about the personal and professional background of respondents, such as school level, the subjects they teach, and their sex, and age.

The second section comprises Item 2. Item 2 asked respondents about their understanding of EFIU, their practice of EFIU, their interest in EFIU, and the obstacles they face in teaching EFIU. The respondents were asked to choose the appropriate responses from a list of EFIU areas/issues. Those areas/issues are International Exchange, English Education, Understanding of Own Culture and Country, Understanding of Other Cultures and Countries, Multicultural Understanding, Communication Skills, Education for Japanese Returnees, Human Rights, Gender, Development, Environment/Resources, Peace, the Role of the United Nations and NGOs, World Economy/Trade, History and Development of Mankind,

¹¹⁸Those with whom I consulted are as follows: Professor Yukitsugu Kato of Sophia University; Professor Shigeru Asanuma of Tokyo Gakugei University; Professor Michael Nix of Chuo University; Mr. Shigekazu Sakuma, school principal of Daitou public elementary school in Tokyo; Ms. Keiko Nakayama, elementary teacher at Yonnuma public elementary school in Tokyo; and Mr. Nakayama, English teacher at Kurumenishi public high school.

Ecology, and Interdependency/Co-existence. The areas/issues in Item 2 are selected based on the content of the three approaches to EFIU in Japan. For example, International Exchange, English Education, Understanding of Own Culture and Country, and Understanding of Other Cultures and Countries were included as typical of the MEXT approach to EFIU. It is important to note that the MEXT promotes Environment Education as a separate entity, meaning that it does not recognize Environment as part of EFIU areas/issues. International Exchange, English Education, Understanding of Own Culture and Country, Understanding of Other Cultures and Countries, Multicultural Understanding, Communication Skills, Education for Japanese Returnees, Human Rights, and Roles of the United Nations and NGOs are a usual part of the Japanese-UNESCO approach. Human Rights, Gender, Development, Environment/Resources, Peace, the Role of the United Nations and NGOs, World Economy/Trade, History and Development of Mankind, Ecology, and Interdependency/Co-existence are areas/issues that are important for the GE approach.

The third section consists of Items 3, 4, 5, 6, 7, 8, 9, and 10, asking questions about EFIU and GE generally, such as teachers' attitudes towards EFIU, reasons for teaching EFIU, support that teachers want in teaching EFIU, their opinions about the influence on their teaching of EFIU of the introduction of the 'Period of Integrated Study' into their schools, teachers' awareness of GE, and their comments on the questionnaire itself, as well as on EFIU and GE in general.

The questionnaire and a letter requesting participation in the survey (See the

Appendix II-A & II-B) were sent by email, by mail with return envelopes, or distributed by me to teachers who attended a regular workshop of Japan Association of Individualized Education (*Zenkoku Koseika-Kyouiku Kenkyu Renmei*) [see my note in the Appendix III on this] on the 29th of June, 2002. Questionnaires were sent or given to 403 teachers in total. The subjects of the survey were targeted by a combination of random and bias samplings. The subjects of the random sampling comprise 200 out of the 403 teachers (68 elementary school teachers, 66 junior high school teachers, and 66 high school teachers). They were randomly selected using Directories of Teachers in Niigata, Tokushima, and Akita Prefectures in Japan. It was assumed that these teachers would provide a representative sample of teachers practicing EFIU from a variety of different approaches and with a variety of views about GE. The subjects of the bias sampling consist of 203 out of the 403 teachers. They were my acquaintances, friends of my acquaintances, teachers I met in educational workshops and the regular workshop of Japan Association of Individualized Education, and teachers I was introduced to by university professors who are experts of EFIU. These are teachers who are more interested in EFIU and/or very active in learning new approaches in order to improve their teaching for their students and so are less representative – hence, bias sampling.

Overall, the ratio of respondents was 44%: 179 out of 403 teachers responded to the survey. Considering the total population of teachers in elementary, junior high, and high schools in Japan, which is approximately 890,000 teachers (as of 2001), the results of the

attitude survey are not representative. However, I still believe that the attitude survey gives an interesting picture of the teachers' views toward EFIU. Of the random sample of 200 teachers, 16 of them were returned due to address unknown. Of the 184 teachers in the random sample who received the questionnaire, 23 responded (13 % respondent ratio). 156 out of the 203 teachers chosen in the bias sampling responded to the questionnaires (77 % respondent ratio). The gender variation comprises 78 women (44 %), 99 men (55%), and 2 unknown (1%). The breakdown of respondents according to school level is elementary school teachers (59%), junior high school teachers (10%), high school teachers (22%), teachers who teach in a school that combines both junior high and high school programs (3.5%), members of local Boards of Education (2%) and Unknown (3.5%). The personal and professional background of the respondents is depicted in Figures and Tables in Appendix III in more detail.

The data from the attitude survey was processed on Microsoft Excel Worksheet.¹¹⁹ The method of analysis used here is bivariate analysis. Bivariate analysis compares one set of independent valuable (e.g. Total, Elementary, Junior High, and High School Teachers) with one set of dependent variable (e.g. selections of answers in each Item). I attempt to analyze and explain values of the dependent variable on the basis of values on the independent variable. The purpose of bivariate analysis is comparative.¹²⁰

¹¹⁹The data was processed with help of Yoshiaki Yaguchi and Satsuki Iwasa, research assistants of Associate Professor Michael Nix, in the Faculty of Law in Chuo University, Tokyo, Japan.

C. Results and Discussion

1. Teachers' Understanding of EFIU

Teachers' Attitudes Towards EFIU:

What do teachers think EFIU is, and which specific areas/issues do they think EFIU should include? Item 2 (A) asked respondents to choose from the list of EFIU areas/issues the areas/issues they thought EFIU should include. As Table 2.1 of Appendix III shows, in total 94 % of the teachers surveyed think EFIU should include “Understanding of Other Cultures and Countries,” followed by “International Exchange” (89 %) and “Multicultural Understanding” (84%). There is an interesting difference in the responses among the elementary, junior high, and high school teachers surveyed. The teachers in both elementary and high schools chose “Understanding of Other Cultures and Countries” most often (89% and 93% respectively), while the largest choice among the junior high teachers was “International Exchange” (100%).

In fact, the top four areas/issues chosen are exclusively promoted in the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) approach to EFIU. This indicates that many teachers have the understanding of EFIU that the MEXT promotes.

Teachers' Attitudes toward GE:

Do teachers think that EFIU includes GE areas/issues? And what are teachers' attitudes

¹²⁰Earl Babbie, Survey Research Methods, 2d. ed., (Belmont, California: A Division of Wadsworth, Inc, 1990,) 257-59.

toward GE? It is possible to infer teachers' attitudes toward GE from Item 2 (A) and Item 3. Item 2 (A) asked respondents to choose from the list of EFIU areas/issues the areas/issues that they thought EFIU should include. Item 3 asked respondents which kind of person they thought EFIU intends to foster. The first indication of teachers' attitudes toward GE can be seen in the ways in which the teachers select areas/issues for Item 2 (A). Among the areas/issues of Item 2 (A), Human Rights, Gender, Development, Environment/Resources, Peace, the Role of the United Nations and NGOs, World Economy/Trade, History and Development of Mankind, Ecology, and Interdependency/Co-existence are unique to GE. I refer to these ten areas as the GE specific areas. In analyzing the responses to this item, I characterized the teachers who chose more than half of the GE specific areas as viewing EFIU outside the box¹²¹. This means that they think EFIU includes a substantial number of GE issues. In total 81 teachers out of 179 (46%) chose more than half of the GE specific subjects. Thus, it can be inferred that 46 % of the teachers think EFIU includes a substantial number of GE issues. However, this does not mean that all of these teachers are aware of GE. As Figure 8.1 of Appendix III shows, only 33% of the teachers are aware of GE.

The second way of inferring attitudes to GE is analyzing patterns of response to Item 3. Item 3 asked which kind of person they thought EFIU intends to foster. In total, 55% of the teachers thought that EFIU intends to foster citizens of the world who can act on behalf

¹²¹The box here means the MEXT-EFIU and Japanese UNESCO-EFIU.

of the earth, in other words, citizens of the world. 45% thought that EFIU intends to foster Japanese who can deal with rapid change in an internationalized society, in other words, internationalized Japanese (See Figure 3.1 of Appendix III). It is interesting to note here, though, that two high school teachers surveyed responded that, in a broader sense, citizens of the world and internationalized Japanese are the same thing. As stated in Chapter V-B, the human image of Japanese UNESCO-EFIU and MEXT-EFIU is the internationalized Japanese, while that of GE is the citizen of the world or global citizen. Therefore, it can be inferred from item 3 that the 55% of the teachers in total think EFIU is GE.

Broken down by school level, however, there are some interesting differences in the views of elementary, junior high, high school teachers. The majority of the elementary teachers (53.1%) and the high school teachers (63.4%) chose citizen of the world as the type of person that EFIU intends to foster, while the large majority of the junior high teachers (64.7%) selected internationalized Japanese (See Figure 3.2 of Appendix III).

Based on the combination of the two methods of inferring teachers' attitudes to GE, it can be seen that that a total 69.5% of the teachers see EFIU as being the same as GE. This is a significant finding because a large majority of the teachers surveyed support GE views and understand EFIU as being the same as GE, although many of them are not yet aware of the term GE nor know what GE is.

2. Teachers' Awareness of GE

Are teachers aware of GE and what do they think GE is? Item 8 asked respondents if they are aware of GE. As shown in Figure 8.1 of Appendix III, 33% of the teachers responded that they are aware of GE, while 67% are not aware of GE. Comparison of the elementary, junior high, and high school teachers (See Figure 8.2 of Appendix III), shows that junior high school teachers are the most aware (44%), followed by elementary teachers (26%) and high school teachers (24%).

Item 8 also asked teachers who knew of GE how they had become aware of it. The most common way of learning of GE was at workshops/annual meetings of academic circles (28% of the respondents who were familiar with GE) (See Table 8.1 of Appendix III). The other ways of their becoming aware of GE, in declining order from the second highest response, are educational magazines/journals (15%), newspapers/books (13%), university lectures (9%), NGOs/Colleagues (7%) and TV/their schools/only heard of the term (4%).

As Table 9.1 of Appendix III shows, almost the same percentage of teachers who are aware of GE think either that GE is another name for a new type of EFIU (40%) or that GE is part of EFIU (42%). Only a minority of these teachers think that GE and EFIU are different types of education (9%). Among those who chose Others (9%), four respondents explained their views of the relationship between EFIU and GE as follows: "GE is a further advanced form of EFIU"; "EFIU is only a small part of GE"; "EFIU and GE are same"; and "EFIU is part of GE". Overall, large numbers of the elementary, junior high, and high school

teachers, who are aware of GE, think that GE is part of EFIU.

3. Practice of EFIU

Which areas/issues of EFIU do teachers actually deal with in class or school activities? Do these include GE issues? Do teachers especially practice the areas/issues that the MEXT promotes most, as EFIU and GE scholars often suggest? Item 2 (B) asked the teachers surveyed to select all of the 17 areas/issues that they actually deal with in class or school activities (See the areas/issues of Item 2 of Appendix III). Looking at the overall response from all the teachers surveyed, the top nine areas/issues actually dealt with in class or school activities are (1) Understanding of Other Cultures and Countries (71%), (2) Understanding of Own Culture and Country (64%), (3) International Exchange (62%), (4) Environment/Resources (47%), (5) English Education (45%), (6) Human Rights (44%), (7) Peace (42%), (7) Multicultural Understanding (42%), and (9) Communication Skills (41%). All of the top five areas/issues chosen, except the fourth one, are promoted by the MEXT. Therefore, EFIU and GE scholars are perhaps right about the degree of influence that the MEXT-EFIU has on teachers' practice of EFIU. Turning to the GE specific issues, only three of the ten GE specific areas are included in the top nine areas/issues chosen. This shows that overall GE areas/issues are not yet widely practiced.

The situation is, however, very different between elementary school teachers and junior/high school teachers. On one hand, around 32% of the elementary school teachers

actually deal with only three of the ten GE specific areas/issues. Those three GE specific areas/issues are (6) Environment/Resources (37%), (8) Peace (30%), and (9) Human Rights (29%). On the other hand, five of the ten GE specific areas/issues are included in the top nine areas/issues that both junior high and high school teachers actually deal with. The GE areas/issues practiced by junior high school teachers are (5) Human Rights (61%), (5) Peace (61%), (7) Environment/Resources (56%), (7) the Role of the United Nations and NGOs (56%), and (9) World Economy/Trade (50%). The areas/issues practiced by high school teachers are (1) Environment/Resources (54%), (3) Human Rights (51%), (5) Peace (49%), (7) Ecology (34%), and (9) the Role of the United Nations and NGOs (24%). This shows that about the half of the junior high and high school teachers surveyed actually deal with a significant number of GE specific areas/issues in class or school activities.

It is important to note that “Peace” was selected as the fifth most practiced area/issue by 61% of the junior high school teachers and 49% of the high school teachers. In Japan, “peace” related issues (in other words, Peace Education) tend to focus on the tragedies of Hiroshima, Nagasaki, and Okinawa during the Second World War, Japanese aggression toward Asian countries during the two world wars, abolition of nuclear weapons, and the problems caused by the presence of U.S. bases in Japan. The MEXT does not encourage teachers to teach “peace” related issues or Peace Education, and sometimes some local Boards of Education suppress this type of education because it is in the Japanese government’s vital interest to maintain positive relationships with the United States both

economically and militarily (e.g. Japan-U.S. security arrangements). It is also because some politicians in the ruling parties, especially members of the Liberal Democratic Party, and some members of local Boards of Education still justify Japanese aggression in Asia (preferring to refer to it as the *Co-Prosperity Sphere of the Great East Asia*) by claiming it was necessary to expand Japanese territory into other countries to obtain sufficient resources to feed the Japanese people and its intention was to liberate Asian countries from the West. Despite these negative pressures on Peace Education, it is still the case in Japan that some teachers continue to be motivated to teach Peace Education and they are able to do so if they make clever use of their discretion and in many cases have the approval of their school Principals. I personally received Peace Education (i.e., a school event to pray for war victims and to do skits to illustrate how people died from nuclear weapons in Hiroshima, as well as, watching animated films on Hiroshima and the bombing of major cities in Japan by the United States) in my elementary school years. Peace Education made me detest ‘war’.

4. Reasons for Teaching EFIU

Why have teachers decided to teach certain EFIU issues? Is it because of school requirements, personal interest, or the ‘Period of Integrated Study’ (PIS)? Item 5 asked teachers the reasons for teaching EFIU in class or school activities. As Table 5.1 of Appendix III shows, in total, the top three reasons why the teachers have taught EFIU areas/issues are (1) because it is essential learning for students today (45%), (2) because it is

part of the ‘Period of Integrated Study’ course (41%), and (3) because of school commitments to EFIU (20%). Even though it is a minor view, it is important to note that 5.6% of the teachers in total taught EFIU issues because somebody had to do EFIU in their schools, others taught the issues because they were influenced by EFIU practitioners (5%) and some because students requested them to do so (2%).

The top two reasons are shared by both the elementary school teachers (40% and 50% respectively) and junior high school teachers (56% and 44% respectively) who have taught EFIU areas/issues. The reason selected by the largest number of the high school teachers who have taught EFIU areas/issues (39%) is the same as the reason most often selected by the teachers in total (“essential learning for students today”). However, the second largest number of high school teachers (22%) responded that they taught EFIU areas/issues out of personal interest, which is the fourth most selected reason by elementary and junior high teachers. While the third most selected reason by the elementary and junior high school teachers (27% and 28% respectively) was school commitments to EFIU, that of the high school teachers was that somebody had to do EFIU in their schools (9.8%). Furthermore, 10% of the high school teachers commented on their personal reasons for teaching EFIU areas/issues. Those are as follows: “it was necessary to perform EFIU for students who participate in the school’s overseas education program (e.g. understanding of other cultures and countries and English conversation practice)”; “it became necessary to include EFIU areas/issues over the course of teaching in class”; “there was opportunity to

teach EFIU areas/issues in developing a textbook”; “part of school research activities”; “local Board of Education requested”; “the interests of the students and teacher were met”; “our school has Japanese returnees”; and “we dealt with understanding of own culture and country, understanding of other cultures and countries, multicultural understanding, human rights, and peace as part of pre-departure studies for a school trip to South Korea”.

Although the assumptions about the reasons for teaching EFIU that were presented earlier in this section (i.e., school requirements and the ‘Period of Integrated Study’) are partly confirmed by this survey, it is interesting that a large number of the teachers surveyed taught EFIU areas/issues because they were truly very much concerned about the benefits for their students.

5. Teachers’ Interest in EFIU

Which EFIU areas/issues would teachers like to teach in the future? Do these include GE areas/issues? The level of teachers’ interest in particular EFIU areas/issues was inferred from analysis of responses to Item 2 (C). The Item 2 (C) asked respondents which areas/issues they want to teach in class or school activities in the future. As is shown in Table 2.3 of Appendix III, the top nine areas/issues that the teachers overall want to teach in the future are (1) Understanding of Other Cultures and Countries (41%), (2) Understanding of Own Culture and Country (37%), (3) Multicultural Understanding (41%), (4) Peace (36%), (5) International Exchange (32%), (6) Environment/Resources (31%), (7) Human Rights

(30%), (8) Communication Skills (28%), and (9) the Role of the United Nations and NGOs (28%). Four out of the top nine, Peace, Environment/Resources, Human Rights and the Role of the United Nations and NGOs, are GE specific issues.

There is a difference in response pattern according to school level. With regards to the area/issue that is ranked highest, 44% of the elementary school teachers selected (1) Understanding of Other Cultures and Countries, while 39 % of the junior high and high school teachers chose (1) Multicultural Understanding. In addition, the same percentage of junior high teachers selected (1) Environment/Resources. The second and third ranking areas/issues that the elementary teachers selected are (2) Understanding of Own Culture and Country (41%) and (3) International Exchange (37%). It is interesting to note that the top three choices here are the same as the top three areas/issues that the elementary teachers chose in Item 2 (A), which asked which areas/issues teachers think are part of EFIU. This is not that case for the junior high and high school teachers. The reason why more elementary school teachers chose (2) Understanding of Own Culture and Country than junior high and high school teachers is likely to be that elementary school education in Japan allocates most course hours for thinking about students' relationship with classmates, families, the local community, and Japanese society. Learning about other countries is only introduced at 6th grade level in elementary schools.

33% of the junior high school teachers chose Understanding of Other Cultures and Countries, Peace, and History and Development of Mankind as the second highest selection.

28% of the junior high school teachers expressed their interest in teaching Communication Skills, Human Rights, the Role of the United Nations and NGOs, and World Economy/Trade as their third most selected subjects. Regarding the high school teachers' selection, the second most selected subject is Understanding of Other Cultures and Countries (32%). Understanding of Own Culture and Country, Environment/Resources, the Role of the United Nations and NGOs, and World Economy/Trade account for the third most selected subjects by 29% of the high school teachers. It can be said that many junior high and high school teachers who responded to Item 2 (C) are more interested in GE areas/issues than many elementary school teachers are.

6. Obstacles of Teaching EFIU

What obstacle do teachers face in teaching EFIU? Why do they not teach areas/issues that they would like to teach? What are the reasons teachers do not teach GE areas/issues? Item 2 (D) asked respondents to choose all the appropriate answers that they think reflect the reasons for not having taught the areas/issues that they chose in Item 2 (C). These reasons can be interpreted as reflecting the obstacles they face in teaching EFIU. In total, 82% of the teachers responded that they did not have time to teach the areas/issues within fixed course hours, and a similar percentage, 80%, responded that they did not have time for preparation (See Table 2.4 of Appendix III). The third most chosen reason was lack of confidence for teaching the areas/issues due to having no expertise in them (48%). Even

though only a range between 36% and 5% of the teachers surveyed share the following reasons, it is important to present them here: the difficulty of fitting the areas/issues into already-existing courses (36%); the difficulty of establishing support systems within schools (16%); students might not be interested in the areas/issues (13%); the areas/issues are not promoted by the MEXT (12%); the areas/issues involve political/religious issues (12%); and the difficulty of obtaining support from colleagues (5%).

Comparing school levels, the top reason why the elementary school teachers surveyed have not taught the areas/issues is that they did not have time for preparation (84%), while both 67% of the junior high school teachers and all the high school teachers responded that they did not have time to teach the areas/issues within fixed course hours. The second most chosen reasons also vary according to school level. 59% of the elementary school teachers have not taught the areas/issues because they did not have time to teach them within fixed course hours. 90% of the high school teachers responded that they had no confidence for teaching the areas/issues due to having no expertise in them. 61% of the junior high school teachers responded that they had other reasons. It is interesting to note that 36% of the elementary school teachers and 46% of the high school teachers responded that it was difficult for them to fit the areas/issues to already-existing courses.

Overall, it can be said that the main obstacles that teachers facing in teaching the areas/issues are of lack of time for preparation, lack of time to teach them within fixed course hours, and no confidence for teaching due to having no expertise in the areas/issues.

7. Support that Teachers Want in Teaching EFIU

Item 6 asked respondents what kind of support they need in teaching EFIU. The top three types of support that the teachers overall need are (1) workshops that give tips on good EFIU practice (52%), (2) examples of good EFIU practice (46%), and (3) support from students' parents and the local community (33%) (See Table 6 of Appendix III). There is no significant difference in school level regarding choices of the top three types of support needed. The only difference would be the third most selected types of support that junior high school teachers want. Those are support from students' parents and the local community (22%), support from their schools (22%) and contact with EFIU practitioners (22%). Other types of support that the teachers overall want are support from their schools (28%), and contact with EFIU practitioners (20%). 7% of respondents wanted other kinds of support, including, "administrative support in terms of manpower and margin for time"; "informative and reader-friendly materials about international affairs and country reports"; "foreigners' assistance in sharing their experience in their own countries"; "time to research EFIU materials and EFIU case studies"; and "educational structural reform in order to have special course hours for teaching EFIU issues".

8. Affect of the Introduction of the 'Period of Integrated Study'

Item 7 asked respondents what affect they think the introduction of the 'Period of Integrated Study' (PIS) into their schools has had on their teaching of EFIU. As Figure 7.1 of

Appendix III shows, 72% of the teachers in total responded that the introduction of the PIS in their schools had had a positive effect on the teaching EFIU. 41% said it had made teaching EFIU easier and 31% said it was now much easier. This indicates that the introduction of the PIS in their schools could resolve some of the obstacles, especially the lack of time to teach EFIU areas/issues within fixed course hours.

9. Comments of Teachers

Item 10 asked respondents for any comments on the questionnaire itself, as well as on EFIU or GE. 30% of the respondents made some comments. These can be categorized into five types of comments. Those are (1) comments on the questionnaire itself, (2) comments on EFIU, (3) comments on GE, (4) comments on both EFIU and GE, and (5) comments on teachers' own concerns. All the comments are presented in Item 10 of Appendix III. Here I am going to present only three kinds of comments that I think are very significant and/or interesting. The first and most significant are comments that the EFIU and GE areas/issues that I listed in Item 2 should not be presented/introduced to students first, but presented later when it is appropriate to do so. Several teachers raise this concern. One elementary school stated, "EFIU and GE areas/issues do not come first. Rather teachers should lead students to deal with the areas/issues based on students' interest and desire." Another elementary school teacher commented as follows:

I think it is inappropriate to assume that 'EFIU and GE [areas/issues] exist

and so we should teach EFIU and GE [areas/issues]'. I think at the elementary school level, education needs to be concerned with students' developmental stage first, then teachers should expand students' horizon from their surroundings, to family and local community, society, Japan, and the world. For example, for 1st and 2nd grade children, teachers can lead them to compare their own 'play/games' with those of children in other countries. For 3rd and 4th grade students, teachers can make them think how many foreign products they eat regularly. I want to broaden my students' perspectives by focusing on the relevance of their daily life to the world. I think EFIU [and GE] areas/issues that you listed in Item 2 should not be directly introduced to students, but should be presented to students indirectly, or out of necessity, or as result of the development of courses.

In fact, Mr. Shigekazu Sakuma, Daitou elementary school principal, gave me a great example of this. He said, "When a foreign student from India came to speak to students at my school about India, she talked about India, culture, custom and so on. Then she mentioned about the caste system. Some students asked what the caste system was. That was the starting point when students became interested in learning about 'human right issues', which the caste system poses. So, it makes more sense for students to learn the 'human rights issues' in this way. 'Human rights issues' should never be presented first out of context. The learning should be driven by the students' own interest, not be imposed by

teachers.”¹²²

The second kind of comments that I found very interesting focused on the need to foster nationalism or for the students to learn about their own culture and country first before learning about other cultures and countries. One junior high school teacher commented, “In any case, I do not think people who cannot be proud of their own culture and history can respect other cultures and other countries’ history. I think having a ‘healthy/robust’ nationalism is necessary.” One elementary school teacher stated, “I want to start [EFIU/GE] with [teaching] respect for own culture.” Another junior high school teacher made a similar point by saying, “It is impossible to make [people in] other countries understand our country if our students do not understand our country.” It is interesting to note that all these three teachers are male.

The third significant kind of comment that I found in the attitude survey addressed teachers’ concerns and worries about the widespread tendency of many teachers to misinterpret EFIU as English Education (i.e., English conversation). Three elementary teachers echoed this concern. One elementary teacher said, “I am worried that many teachers interpret EFIU more and more as English Education and they perform English Education as EFIU. I want them to relearn the purpose and goal of EFIU.” The other elementary teacher wanted me to appeal to teachers not to limit EFIU areas/issues to English Education (i.e., mastering English conversation). She said, “This is because I think that

¹²²Shigekazu Sakuma, School Principal at Daitou public elementary school, interviewed by the author, 11 May 2002, Sophia University, Tokyo, Japan.

EFIU areas/issues, other than English Education, can be taught in many different courses, not just under a ‘Period of Integrated Study’ (PIS) if teachers become aware of such possibility.”

Another elementary teacher mentioned that many schools now adopt English Education (in other words, English conversation practice) as EFIU to fulfill the requirements of the PIS because they cannot think of anything else, because resources for English Education (i.e., native speakers, foreign students, and an international school nearby) are available, and/or because there are many precedents or case studies of English Education to learn from.¹²³

Similar to interviews, these comments are very useful to learn in detail about teachers’ perception of and approaches to EFIU and GE, and also to know trend in EFIU and GE, which is seen by teachers, not by researchers.

¹²³The MEXT suggests that International Understanding or EFIU can focus on understanding of own culture and country, understanding of other cultures and countries, and language skills (mainly, English conversational skills). As a result of this suggestion about the suitability of English conversational skills, many schools now recognize English Education as EFIU. Furthermore, schools cannot ignore the demands of many parents for English Education at school.

X. Interviews

A. Purpose and Overview

This chapter focuses on interviews with six teachers who practice GE in their classes. The interviews provide qualitative data and more detailed case studies of GE approaches to teaching EFIU. More specifically, the purpose of interviews was to learn in detail about the classroom practices of GE and the reasons for these, the reaction of students to the GE classes, teachers' perception of their educational approaches, teachers' interest in GE issues, the obstacles and challenges that they face, and the support that teachers need in improving their practices of GE.

The interviews found that the teachers interviewed practiced a wide range of GE areas/issues in their own classes, under a PIS framework, and/or in school special activities such as field trips. Except for one teacher who dealt with GE areas/issues because his school had committed to those areas/issues, all the teachers taught the areas/issues because of personal interest and because they think GE is 'essential learning for students today'. The five teachers expressed their continued interest in teaching a variety of GE areas/issues. The interviews showed that students seemed to react to GE areas/issues positively when the following teaching approaches were employed: (1) learner-centered methods of teaching; (2) students can relate to, are interested in, and/or can empathize with GE areas/issues; (3) there was atmosphere in which students can express opinions smoothly; (4) the teacher focused on positive aspects of GE areas/issues more, not just shocking ones. As a result of the GE

classes, many students started to think differently and/or became more open minded.

With regard to teachers' perceptions of GE, the interviews found that four out of the six interviewees were aware of GE. Most of those who knew GE well think that GE is another name for a new type of EFIU, while one teacher, who thought he knew GE, responded that GE and EFIU are different types of education. One teacher knew that his educational approach was GE, but the other five teachers did not think that their educational approaches could be recognized as GE. The interviews also supported Professor Kato's point in Chapter VII-C, that naming of one's educational approach in a way that the MEXT comprehends is a key to being able to practice GE areas/issues or any other issues smoothly. Two interviewees did give their GE courses titles that the MEXT and their colleagues understand or are familiar with.

The interviews revealed the obstacles teachers face in teaching GE. One teacher interviewed, who had difficulty in establishing a support system within the school for her teaching of GE, did not teach certain GE areas/issues for the following reasons: the local Board of Education might not support her; she did not have time to prepare; the MEXT does not promote the areas/issues; and she could not find time to teach them within fixed course hours. The other teachers interviewed seem to face no obstacles themselves, but commented that various factors within the Japanese education system (i.e., pressure from school entrance examinations and the MEXT's lack of understanding of the needs of the current era) do often hinder teachers in dealing with GE areas/issues. The interviews found

that the challenges that teachers face consist of two main areas: (1) issues of time due, for instance, to pressure from school entrance examinations, and (2) questions of how to organize GE courses because large amounts of time are required for preparation; it is difficult to keep the course on schedule; and the learner-centered method of teaching requires experience, skills, wisdom, and high level of concentration for listening carefully to, and summarizing, the different opinions of students. According to the interviews, many teachers were concerned about improving their expertise in the GE areas/issues that they want to deal with and wanted to improve the quality of their GE teaching. The kinds of support that many of the teachers interviewed want in teaching GE are as follows: (1) examples of good GE teaching practice; (2) workshops that give tips on good GE practices; (3) contact with GE practitioners and with NGO experts who can suggest which NGOs are able to teach issues to students in an understandable manner; and (4) administrative support for teaching GE (i.e., manpower and margin for time). Throughout the interviews, the teachers provided very useful suggestions both for teaching GE and for those individuals and organizations that have interest in promoting GE.

B. Methodology

I interviewed with six teachers (two elementary, two junior high, and two high school teachers) in June and July 2002. The six teachers interviewed are Ms. Keiko Nakamura of Yonnuma public elementary school, Mr. Masahide Yoshimoto of Wako private elementary school, Mr. Yoshikazu Kawahara of Shibaura University of Technology-affiliated junior high

school, Mr. Akira Motoyama of Honden public junior high school, Mr. Tadayu Sekihara of Toda public high school, and Mr. Hideyoshi Nakayama of Kurume-nishi public high school. These teachers were chosen because they are teaching GE areas/issues. Except for Mr. Kawahara¹²⁴, they are teachers who want to teach GE and have managed to find a way of doing so. They are motivated and seem to be successful in teaching GE areas and issues. I wanted to interview them to learn about how teachers can be more successful in the teaching of GE.

I conducted face-to-face qualitative interviews¹²⁵ with five of them and a telephone interview with one teacher. The teachers' personal and professional background, their teaching subjects, and the level/characteristics of their schools are listed in Table 4.1 of Appendix IV. The name of the teacher with whom I interviewed over the phone is Mr. Kawahara. It is important to note that, with the exception of Mr. Nakayama, they do not call their educational approaches GE.

C. Results and Discussion

1. Practice of GE

First of all, I thought it would be useful to look at issues that six the teachers are teaching in order to get a broad picture of the wide variety of GE areas/issues and to find out in which

¹²⁴Yoshikazu Kawahara, English teacher at Shibaura University of Technology-affiliated private junior high school, telephone interviewed by the author, 10 June 2002.

¹²⁵Qualitative interviewing is "based in conversation, with the emphasis on researchers asking questions and listening, and respondents answering." See Carol A. B. Warren, "Qualitative Interviewing," in Handbook of Interview Research: Context & Method, ed. Jaber F. Gubrium and James A. Holstein. (California, USA: Sage Publications, Inc., 2002), 83.

classes they actually taught the areas/issues. I asked the six interviewees which GE areas/issues they taught and where they taught them. The areas/issues that they practiced were Development (3 teachers), Literacy (2), Human Rights (2), Peace and Security Issues (3), Environment (1), World Economy/Trade (2), Children Issues (2), Refugee Issues (1), Gender (1), Identity (1) and Poverty (1). Please see the detailed description in Table 4.2 of Appendix IV. I am now going to look at the themes that the teachers dealt with within the above areas/issues and the courses in which they taught them.

Most of the teachers who deal with 'Development' focused on Development NGO activities. Ms. Nakamura, for example, shared her personal experience in a Development NGO study tour in Vietnam in her homeroom by showing students the photographs she took on the tour. The teachers who deal with 'Human Rights' issues taught human rights, especially the aspects that were relevant to students' daily activities. 'Peace and Security Issues' was dominated 'September 11', and Afghanistan/Islam in relation to 'September 11', Hiroshima, Okinawa, the Japanese national emergency legislation and the pacifist constitution, the Israel-Palestinian conflict, and landmines. Mr. Yoshimatsu dealt with Hiroshima and Okinawa in a 'Period of Integrated Study' (PIS). Mr. Motoyama explained the reason why he chose landmine issues, which he taught in his Civics course. He said, "people would not see me as 'leftist,' 'communist,' or 'anti-government' because the issue of landmines is generally recognized as uncontroversial and so it is fine to advocate de-mining issues loudly even in school, especially after celebrities, such as Princess Diana, played an

active role in de-mining campaigns.”¹²⁶ In a contrast to this, Mr. Motoyama managed to include ‘Peace’ issues¹²⁷ in his school’s PIS program because he was asked to create the program.

‘World Economy/Trade’ had variety in contents that teachers taught. Mr. Kawahara’s school invited NICE, a Japanese Development NGO to part of the school wide special activities and students played a trade game with NICE. The purpose of the game is to raise awareness of world trade and interdependence. ‘Children Issues’ comprised the school wide fund raising activities by Ms. Nakamura’s elementary school for the Japan Committee for UNICEF. There was also discussion about a UNICEF annual publication on ‘The State of World’s Children 2000’ by Mr. Sekihara in his Japanese History class. ‘Identity,’ which was taught by Mr. Nakayama in an elective ~~[not sure what self-chosen means here!]~~ course on Global Education, which he constructed by himself, under the PIS courses. This provided an opportunity for students to rethink their identity, and raised awareness of the fact that people have stereotypes and prejudice with the intention of getting rid of such stereotypes and prejudice about others.

It can be said that the areas/issues that the teachers taught did not depend on school level, although the content varied slightly because teachers adjusted the amount of information they provided for students based on their capacity to comprehend the areas/issues. Mr. Takeshita, the Migochi elementary teacher, also illustrated this point in

¹²⁶Akira Motoyama, Civics teacher at Honden public junior high school, interviewed by the author, 13 July 2002, tape recording, Café Boston, Tokyo, Japan.

Chapter VII-B. Regarding teaching methods, Mr. Yoshimatsu and Mr. Nakayama use learner-centered or learner autonomy methods. The other four teachers seem to use teacher-centered methods, although Mr. Motoyama sometimes also uses learner-centered methods, for example, in his PIS program.

The majority of the teachers taught the areas/issues using their own discretion within their own course hours. The use of their own discretion means that the teachers who usually do not have pressure from school entrance examinations to teach a syllabus determined by the examination can plan their own courses in their own ways. They can reserve an amount of time, for instance 10 hours, for teaching the areas/issues that they think important. Ms. Nakamura, Mr. Yoshimatsu, Mr. Motoyama, and Mr. Sekihara provide good examples of teachers using their own discretion to teach the areas/issues within their own course hours. Mr. Motoyama used 10 hours of his Civics course for his third year junior high school students, which he had kept for teaching GE areas/issues, for dealing with ‘September 11’. He started teaching the issue on September 12 or 13 of 2001. As another example, Mr. Sekihara used the first ten minutes of his Japanese History classes for dealing with issues like ‘September 11’, the Israel-Palestinian conflict, refugee issues, and the Japanese national emergency legislation. He usually presented issues to students by giving them a variety of information. He commented about ‘September 11’ by saying, “I asked students to write their opinion about ‘September 11’. Although I only wanted to spare 10

¹²⁷As elaborated in Chapter IX-C-4, dealing with peace issues especially in public education is controversial.

minutes, it took 20 to 30 minutes for them to finish writing because of their low level of writing skills.”¹²⁸ His comment indicated that the time management was difficult.

In summary, the interviews found that the teachers practiced a variety of GE areas/issues in their own classes, under a PIS framework, and/or in special activities. It seems that the use of their own discretion to structure the courses is a key to being able to teach GE areas/issues even when time is limited.

2. Reaction of Students to GE Classes/Issues

I asked each interviewee for the reactions of his or her students to GE areas/issues. There are four important points on the students’ reactions that came out of the interviews. The first point is that the way that issues were presented or taught seems to influence on students’ reaction to the areas/issues either positively or negatively. (For more detailed descriptions about the first point at Ms. Nakamura’s students’ reactions (2) and (4) and Mr. Yoshimatsu’s students’ reactions (1)~(4) in Table 4.2 of Appendix IV). Mr. Yoshimatsu’s Okinawa courses provide an useful example of how changes in teaching method can create positive reaction from students. His school’s courses on Okinawa, targeting 6th grade students, comprised two periods. The first period was from 1986 to 1990 and the second is from 1991 to present. The objectives of this course were to learn about Okinawa from aspects of nature, history, culture, the ground battles between the United States and Japan in 1945, and

¹²⁸Tadayu Sekihara, Japanese History teacher at Toda public high school, interviewed by the author, 20 June 2002, tape recording, Toda public high school, Saitama, Japan.

current problems of U.S. bases. The overall goal was: “If you learn about Okinawa, you can understand present day’s Japan. Let’s think about your own way of life.”

During the first period, the course was organized by teachers and had a heavy focus on the ground battles between the United States and Japan in Okinawa. Teachers failed to include the nature, history, culture, and current issues of Okinawan society. Thus, 6th grade students, before actually visiting Okinawa, studied mainly about the ground battles. In Okinawa, they listened to the very depressing stories of the survivors of the battles and also visited several bomb shelters where many people had died. The organization of the course reflected the passive position of the students in it, and as a result the course only depressed them with all the things that they heard and they ended up only obtaining knowledge about the issues. The course did not motivate them to think differently about their lives. As part of the course, the 6th grade students shared their experiences on the Okinawa studies course with 5th grade students who would go to Okinawa the following year. The 5th grade students got an image of the Okinawa course as frightening, sad, negative and dark because the 6th grade students passed on only what they had heard from the survivors about the awful and sad tragedy.

By learning from the students’ negative reactions to and impression of the course from 1986 to 1990, the school changed the organization of the course in 1991. In the second period of the course, the students have organized the course. Following the fundamental objectives of this course, students have learnt about the culture, food, natural

beauty, lifestyles and the history of Okinawa, not just about the ground battles. During the Okinawa field trip, they have engaged in the same activities that happened from 1986 to 1990 (e.g. listening to war victims of the ground battles and visiting caves and shelters where people hid from bombing), but they have also experienced all the other aspects of Okinawan society, culture (e.g. dancing and music) and history that have become part of the course. As a result, the reactions of the students to the Okinawa study have been very positive. Students even started thinking seriously about their own ways of life. In addition, the learner-centered methodology of this course helped the students to become active learners. During the session in which the 6th grade students pass on their experience to the 5th grade students, they have put much more emphasis on their pleasant experiences and positive impressions of Okinawa. Mr. Yoshimatsu explained that students who become active learners about Okinawa also become concerned with both the pleasant aspects of Okinawa (e.g. nature, culture, food, dance, and music) and its sad or difficult aspects (e.g. the ground battles in 1945 and U.S. base issues). In their own research on Okinawa, most of them focused on the pleasant side of Okinawan history and society, and so came to like Okinawa and started to see Okinawan issues as their own issues. This empathy toward Okinawa seems to have motivated students to then go onto learn for themselves about the horror of war-time experience in Okinawa. In fact, many of the 6th grade students responded that they wanted to visit Okinawa again and to learn more about Okinawa.

The second point about students' reactions is that students listened to GE

areas/issues enthusiastically or got involved in dealing with the areas/issues when these had relevance to students' daily lives. An example of this comes from Mr. Sekihara's course that introduced child issues presented in UNICEF's annual report on 'The State of World's Children 2000'. Students listened very seriously to the story of one child in a developing country who had lost both parents and the students showed great empathy with the child. Mr. Sekihara explained that the students could empathize with the child by projecting the child's misery onto themselves and thinking about what would happen to them if their parents died. (For more detailed examples of this point see reactions (2)~(8) of Mr. Motoyama's students and reaction (4) of Mr. Sekihara's students in Table 4.2 of Appendix IV.)

The third reaction reported by the interviewees is that students started thinking differently and/or became more open minded after the GE courses. For instance, in Mr. Motoyama's course on 'September 11', 14 out of his 15 male students who originally had supported the U.S. military retaliation in Afghanistan changed their positions and became either neutral or opposed to military means of retaliation after the course. This was because they realized that the issues involved in 'September 11' were complex and that retaliation did not help eliminate terrorism against the United States. Another example comes from the students of Mr. Nakayama (only four students took his course on Global Education). One student was proud that his prejudice decreased and he became more interested in world affairs. Another student was surprised by the fact that he also had stereotypes about others. Many of Mr. Nakayama's students were pleased about being exposed to different

perspectives and to different lifestyles and ways of living and learnt to respect them. (See more detailed descriptions of these points in Mr. Motoyama's students' reaction (1) 'Reaction after the course', and Mr. Nakayama's students' reaction (1) in Table 4.2 of Appendix IV.)

The fourth point is that students became able to express their opinion smoothly. The two students who took Mr. Nakayama's GE class commented that they became able to express their opinions without hesitating because the atmosphere of the course welcomed different opinions (See Mr. Nakayama's students' reaction (1) of Appendix IV).

In summary, and inferring the students' reactions above, it can be said that successful GE practices have adopted learner-centered methods (learner autonomy), focused on GE areas/issues, which students can relate to, have interest in, and/or can empathize with, created an atmosphere where students can express their opinions smoothly, and focused more on the positive aspects of GE areas/issues than the shocking or depressing ones.

3. Reasons for Teaching GE

I asked the interviewees about their reasons for teaching GE areas/issues. Except Mr. Kawahara who dealt with GE areas/issues because his school had committed to those areas/issues before he started working in the school, all the other five teachers taught the areas/issues because of personal interest. Among the five, however, Ms. Nakamura, who usually taught the areas/issues out of personal interest, dealt with the Rights of the Child, an area in which she did not have expertise, because the local School of Board requested it.

Some of them taught the areas/issues because their schools allowed them to teach the areas/issues that they were interested in within school-provided frameworks,¹²⁹ such as the ‘Period of Integrated Study’ course (See Table 4.3 of Appendix IV). It is useful to discuss each of the teachers’ reasons more fully.

Ms. Nakamura taught GE areas/issues because she had always wanted to contribute to making the world a more peaceful place. For this reason, she became a teacher to make students respect others and difference and to expose students to different values and various perspectives. Mr. Yoshimatsu has dealt with the areas/issues because he thought that GE is ‘essential learning for students today’. Mr. Motoyama, Mr. Sekihara, and Mr. Nakayama also held this view. Mr. Motoyama explained the reasons why he dealt with ‘September 11’. He said “after I saw my students’ anxieties about their future and a possible war also in Japan, I thought it was important to deal with the issue and discuss it with my students.”¹³⁰ It can be inferred that this special ‘September 11’ course was partly requested by his students. He also reasoned that he had a tendency to deal with GE areas/issues, like Peace and Security Issues, because “since I was child, I have thought that a war is bad and there is no justification for that. I should accept that my parents, who are leftist, influenced my way of thinking for sure.”¹³¹ Mr. Sekihara, who also dealt with ‘September 11’ by conducting a survey on the terrorist attacks with 5,000 high school students, made similar comments to Mr.

¹²⁹The school-provided framework includes requests from Local Board of Education.

¹³⁰Akira Motoyama, 13 July 2002.

¹³¹Ibid.

Motoyama. Mr. Sekihara said, “my colleagues and I felt responsible for responding to students’ anxieties about what is going to happen next.”¹³² Mr. Nakayama taught his GE class because he wanted students to outgrow their stereotypes and prejudice. He said, “my teaching is based on my experience in Amnesty International Japan as a long-term volunteer. Thus my GE tends to focus on human rights issues.”¹³³ He added that GE practitioners influenced him as well in terms of the structure of his course. In fact, he participated in the Global Education Summer Seminar at University of Victoria in Canada from August 10 to 24 in 1999. Professor Koushi Sakurai whom I mentioned earlier, organized the seminar, which featured David Selby, one of the main figures in the development of the global issue-oriented approach to GE (GIO-GE). Mr. Sekihara said, “Global Education encompasses a wide range of areas/issues. The seminar taught me how the areas/issues were related to one another and how to present the areas/issues in a classroom setting.”¹³⁴

All the five interviewees want to continue to teach GE areas/issues. The GE areas/issues which they want to teach in the future are discussed in the next section on Teachers’ Interest in GE Issues.

4. Teachers’ Interest in GE Issues

I asked the interviewees which GE areas/issues they want to teach in the future. Except for

¹³²Tadayu Sekihara, 20 June 2002.

¹³³Shigeki Nakayama, English teacher at Kurume-nishi public high school, interviewed by the author, 8 June 2002, tape recording, Jonathans family restaurant, Tokyo, Japan.

¹³⁴Ibid.

Mr. Kawahara who is not yet personally motivated to teach the issues, all the other interviewees listed many GE areas/issues they were interested in teaching (See Table 4.3 of Appendix IV). All five teachers chose 'Peace and Security Issues'. For example, Mr. Motoyama wants to deal with depleted uranium and the Palestinian issue. Mr. Sekihara wants to pursue further exploration of 'September 11' issues, which includes the role of the UN, international law, the issue of the deployment of the Japanese Self Defense Force, Article 9 of the Japanese Constitution, and the role of the United States.

Four teachers (Ms. Nakamura, Mr. Yoshimatsu, Mr. Motoyama, and Mr. Nakayama) showed interest in teaching 'Development' and 'the Role of the United Nations and NGOs'. Ms. Nakamura, for instance, is interested in North-South issues. Mr. Motoyama has an interest in teaching 'slow food and fast food'. Most of them are anxious to teach 'Environment' and/or 'Resources' as well as 'Interdependence/Co-existence'. Ms. Nakamura and Mr. Yoshimatsu want to deal with 'Ecology'. Mr. Yoshimatsu and Mr. Motoyama want to teach 'World Economy/Trade.' Mr. Motoyama, for instance, wants to focus on globalization and international trade. Mr. Yoshimatsu and Mr. Nakayama are both interested in gender issues. Mr. Yoshimatsu added 'History and Development of Mankind' to his list of future teaching issues. Finally, Mr. Motoyama wants to explore 'Media Literacy' and the role of the United States in the world in future courses. From the interviews, I found that the five teachers who are motivated to teach GE issues are all knowledgeable and very curious about current affairs at both national and international levels.

Their attitudes showed that they are very keen to learn more about current affairs in order to share and explore this with their students.

5. Teachers' Perception of GE

I asked the interviewees what images they had of GE. Mr. Kawahara and Mr. Sekihara responded that they did not know what GE was. The other four teachers were aware of GE. Ms. Nakamura became familiar with GE from materials produced by NGOs, such as the Japan Committee for UNICEF and the International Education Resources & Innovation Center (ERIC)¹³⁵. Mr. Yoshimatsu came across GE at the Japan Association of Education and Science (*Kyouiku Kagaku Kenkyukai*). Mr. Nakayama came to know about GE through reading materials of the Development Education Association & Resource Center. Mr. Motoyama responded that he thought he knew GE. Ms. Nakamura, Mr. Yoshimatsu, and Mr. Nakayama who definitely know of GE all think that it is another name for a new type of EFIU. Mr. Motoyama, on the other hand, thinks that GE and EFIU are different types of education.

As mentioned in the 'Methodology' section of this chapter, with the exception of Mr. Nakayama who actually practices GE, none of the teachers had ever thought that their educational approaches could be recognized as GE. Most of them are teaching GE areas/issues in their own courses, such as Homeroom, Moral Education, Social Science,

¹³⁵The main work of ERIC centers on running workshops and seminars on international education.

Civics, and Japanese History and/or in a ‘Period of Integrated Study’ or school wide special activities. It is very important to show here how Mr. Nakayama, an actual GE practitioner, frames his GE course in the school context. Mr. Nakayama renamed his GE course, *Education for International Understanding*. He said, “If I do not use *Education for International Understanding*, students, colleagues, and the local Board of Education cannot understand what GE is.”¹³⁶ He added, “I indicated in the School Bulletin that my course on *Education for International Understanding* was different from what the MEXT promotes, and the course reflected more education that was based on the benefits of mankind, not just of the Japanese people.”¹³⁷

Mr. Motoyama is also concerned about what to call his educational approach. His GE focus is on Peace and Security Issues, which in Japan are usually recognized as Peace Education. As described in Chapter IX-C-4, the MEXT and some local Boards of Education do not like to promote Peace Education. Mr. Motoyama said, “I am currently using ‘Studies on Peace’ to describe one of the themes in the ‘Period of Integrated Study’ program that I created. I could use the term ‘Peace’ now because my school allowed me to do so. But if there is any pressure against using the term, I do not mind calling it either ‘International Understanding’ or any other name as long as I can continue to teach issues involved in Peace and Security Issues.”¹³⁸ As Professor Kato commented in Chapter VII-C,

¹³⁶Nakayama, 8 June 2002.

¹³⁷Ibid.

¹³⁸Motoyama, 13 July 2002.

the naming of one's educational approach in a way that the MEXT comprehends is a key to practice GE areas/issues or any other issues.

6. Obstacles to the Teaching of GE

From the interviews, it seems that there are four main areas of obstacles that teachers face in the teaching of GE. It is important to note that Mr. Kawahara is excluded from the next four sections because the telephone interview with him did not cover these issues. Thus, the following findings are based on the other five teachers (See more detailed descriptions at Table 4.4 of Appendix IV).

The first obstacle was experienced by Ms. Nakamura. Among the five teachers, only she responded that she faced many obstacles in teaching GE areas/issues. The obstacle that she faced in the past was her difficulty in obtaining support from colleagues and in establishing a support system within her school. For instance, she was criticized for her way of teaching human rights¹³⁹ and understanding of other countries¹⁴⁰ by colleagues, the Vice School Principal, and/or the head of the local Board of Education because her approaches were considered inappropriate from their points of views. She actually accepted

¹³⁹Ms. Nakamura taught her students about the rights they have by referring to rights that are enumerated under the Convention on the Rights of the Child and directly encouraged them to insist on their rights. Her colleagues and the head of Local Board of Education said that the rights of the child should be protected by adults rather than insisted on by the children themselves. Her approach to this issue was seen as inappropriate.

¹⁴⁰In order to create more understanding about one of her students who is from the Philippines and to encourage her students welcome him, Ms. Nakamura wanted to teach them about the Philippines. She used a 'Philippine Box', which is a kit that was produced by one Japanese Development NGO to introduce Philippine history, culture, tradition, and lifestyle. When she went to get permission from her school Vice Principal to teach this issue, he said that he was worried that bullying or prejudice against her 14-year-old Philippine student might occur if her students took the purpose of her teaching about the Philippines wrongly. One colleague also commented that singling out the Philippines is too direct, and therefore he suggested she teach about other countries. As a result of their advice, she decided not to teach about the Philippines in the

their criticism (See footnote 2 in Table 4.2 of Appendix IV to know the details of the criticism). Thus, she wants to create a more convincing and practical GE teaching guideline, which is acceptable to colleagues and the School Principal.

Ms. Nakamura also commented that she could not teach some of the GE areas/issues that she wanted to teach for a number of other reasons. She has not taught ‘Peace’ and ‘interdependence/co-existence’ because they are not promoted by the MEXT and because she did not have time to teach them within fixed course hours. Furthermore, the local Board of Education might not have supported her in teaching ‘Interdependence/co-existence’. Professor Kato and Professor Chiba also raised these two points in Chapter VII-C as the factors that prevent teachers from teaching GE areas/issues. Ms Nakamura has also not had time to prepare for teaching ‘Ecology’. Finally, issues of traveling expenses and gratuities become problematic if she wants to invite NGOs to lecture to her students.

Some of the teachers interviewed commented about three other obstacles in the Japanese education system to the teaching of GE, but said that they had not encountered them personally. The first area has to do with the MEXT educational approach. Mr. Motoyama said, “the contents of studies that the MEXT promotes do not get to the core of the problems. There is no class that makes students ‘think’ and ‘value’.”¹⁴¹ Ms. Nakamura commented that public education encourages teachers to remain neutral and not to take sides. As mentioned in Chapter VII-C, teachers in Japan are told not to teach controversial issues (i.e.,

end.

¹⁴¹Motoyama, 13 July 2002.

sociopolitical and religious issues) because those issues easily produce debate and it is believed that it is difficult for teachers to be neutral once they start teaching them. In addition, Mr. Nakayama thinks that public schools normally prefer general issues to complicated issues. It can be inferred from the teachers' comments that GE areas/issues are sometimes difficult to adopt because GE promotes certain values (i.e., global perspective and global citizenship) and deals with complicated and controversial issues.

The second area has to do with pressure from school entrance examinations. Mr. Sekihara pointed out, "it is not because the School Principal opposes teaching GE areas/issues, but because the school entrance exam determines teachers' ability to deal with GE areas/issues within fixed course hours."¹⁴² Mr. Motoyama added, "participation in competitive school entrance examinations is unfortunately recognized as so 'normal' that students are willing to learn only issues that will be asked in school entrance examinations."¹⁴³

The third area reflects the inability and unwillingness of MEXT and many members of Boards of Education to comprehend new educational approaches (i.e., Global Education and learner autonomy) and current educational needs. Mr. Nakayama believes that this has prevented new educational approaches from spreading. According to him, many MEXT officials and many members of Boards of Education do not want to be lectured by teachers about the new educational approaches because they feel ashamed about their lack of

¹⁴²Sekihara, 20 June 2002.

¹⁴³Motoyama, 13 July 2002.

knowledge of them. Thus, they either completely reject the new approaches or ignore them after practitioners of these approaches introduce them. But a very few MEXT officials and members of Boards of Education, who are able people and confident about themselves, are very open to the new approaches.

7. Challenges in the Teaching of GE

I asked teachers what kind of challenges they face in the teaching of GE. The challenges that teachers faced seem to vary according to the environment in which each individual teacher teaches. Mr. Motoyama is concerned about pressure from school entrance examinations. He needed to consider how much weight he can put on teaching GE areas/issues and on issues that were important for school entrance exam because if he put too much focus on the former, students' parents would complain. Mr. Nakayama looked back on the three challenges that he faced. The first one was, he said, that the teaching of GE required a large amount of time for preparation. His second challenge was that the course was not always on schedule because sometimes it took more time for students to think or to discuss than he expected. In fact, Mr. Takeshita of Migochi elementary school whom I interviewed previously shared the first two challenges (See his comment in Chapter VII-B). The third challenge that Mr. Nakayama faced is that the learner-centered method of teaching requires experience, skills, wisdom, and a high level of concentration on listening carefully to and summarizing the different opinions of the students. He was trying not to impose his

views on an issue on students, but at the same time he tried to prevent the students' debates from going a wrong direction (e.g. students might argue that Hitler was right to kill Jews).

8. Areas for Improvement in the Teaching of GE

I asked teachers if there are areas for improvement in their teaching of GE. Teachers raised the two areas for improvement. The first, which was raised by Ms. Nakamura, Mr. Sekihara, and Mr. Nakayama, was the development of their expertise. Ms. Nakamura said, "I want to enhance my expertise on development issues, so that the school will recognize my capacity to teach the issues and will support me. I think that I can teach the issues easily by doing that. For that reason, I am applying for an educational position at the Japan Overseas Cooperation Volunteers."¹⁴⁴

Mr. Sekihara responded that he has less confidence in teaching current international affairs because he is not expert on these issues. For example, when he deals with the Israeli-Palestinian conflict, he cannot explain Islam and Judaism as believers in the religions do. Mr. Sekihara feels he needs to offset his lack of expertise in certain GE areas/issues either by asking experts to help him or by studying the areas/issues for himself. He implied that he does not have time to coordinate experts' visit to his class. Mr. Nakayama also expressed a similar view, saying, "GE deals with a very broad range of issues and I am not expert on some of the issues. Thus, I think that it is better to teach GE with other teachers

¹⁴⁴Keiko Nakamura, Yonnuma public elementary school teacher, interviewed by the author, 9 June 2002, tape recording, Jonathans family restaurant, Tokyo Japan.

to make up for lack of expertise.”¹⁴⁵

The second area was the improvement in the quality of GE teaching in order that teaching objectives will come across and be fully understood by their students. Mr. Yoshimatsu and Mr. Nakayama commented on this point. Mr. Yoshimatsu wants to teach GE areas/issues convincingly. He said, “I think that learning and thinking together with students is important and if they are unconvinced or do not understand, the role of a teacher should be to provide useful materials and to assist students’ research. In addition, parents of students will complain if a teacher imposes his or her views on students.”¹⁴⁶ Mr. Nakayama responded that there are six areas for improvement in his teaching of GE areas/issues. Those are as follows: (1) to create an atmosphere where students can express their opinions freely and easily; (2) to figure out how to hold the attention of students, especially those who are indifferent or difficult to control in class; (3) to explore how to make students treat people in developing countries equally, and to make sure that students are not getting the idea that they need to help people in developing countries because they think those people are miserable and backward; (4) to lead students not just to acquire new knowledge or understanding of GE areas/issues, but also to actually take action to deal with GE areas/issues; (5) to better manage student-centered methods or learner autonomy; and (6) to make his GE course practicable for other teachers, even those who are not knowledgeable about GE. Mr. Nakayama’s second and fifth points were expressed by Mr. Takeshita in

¹⁴⁵Nakayama, 8 June 2002.

¹⁴⁶Masahide Yoshimatsu, Social Science teacher at Wako private elementary school, interviewed by the author, 27 June

Chapter VII-B.

9. Support that Teachers Want in Teaching GE

I asked what kind of support the interviewees want in teaching GE areas/issues. The teachers identified five different kinds of support that would benefit them. Firstly, as Table 4.4 of Appendix IV shows, most of them¹⁴⁷ want examples of good GE teaching practice. Professor Asanuma was indeed right about this point.¹⁴⁸ Secondly, Mr. Yoshimatsu, Mr. Sekihara, and Mr. Nakayama responded that they are interested in participating in workshops that give tips on good GE practices. Thirdly, Ms. Nakamura, who currently faces difficulties in obtaining support from her school and colleagues in teaching certain GE areas/issues, expressed the following obvious wish for support: she wants to have support from the school and colleagues; and she wants to be posted to a school that is active in GE.

Fourthly, Mr. Motoyama wants to have contact with GE practitioners and with NGO experts who can suggest which NGOs are capable of teaching issues to students in an understandable manner and who can introduce those NGOs to him. Fifthly, Mr. Nakayama strongly demands administrative support on his teaching. He claimed, “because it takes a huge amount of time for preparation, I want to have manpower and margin for time.”¹⁴⁹

Having taught GE in a student-selected course under the ‘Period of Integrated Study’ (PIS),

2002, tape recording, Wako private elementary school, Tokyo, Japan.

¹⁴⁷Ms. Nakamura, Mr. Motoyama, Mr. Sekihara, and Mr. Nakayama expressed the view.

¹⁴⁸Asanuma, Shigeru. [asanuma@u-gakugei.ac.jp]. “Re: Questions on Education for International Understanding.” Private email message to Mayako Ushida, [mayaushida@hotmail.com]. 14 May 2002.

¹⁴⁹Nakayama, 8 June 2002.

he added that the Japanese government should increase the number of teachers in order that the PIS works better.

10. Suggestions on Teaching GE

From the interviews, I have identified four very useful suggestions for teaching GE more effectively. The first two came from Mr. Yoshimatsu. Mr. Yoshimatsu strongly believes that we should focus on elementary school students, rather than high school students or adults, when we deal with GE areas/issues. He said that, “on the Okinawa field trip, the students and I visited dark bomb shelters¹⁵⁰ with survivors of the ground battles. The students were walking in front of me, feeling the coldness and darkness of the shelters located in the caves. They heard dripping. When they found a human bone, of a person who died in the shelter during the battles, they were very surprised and shocked. I was not. I thought that was just a bone. Children learn things by making full use of their five senses. That is why they can imagine and see what happened about 60 years ago. High school students or adults tend to judge things based on logic. Thanks to the children, I could revitalize my five senses, and now I can learn things as the children do.”¹⁵¹ Regarding another good way of teaching GE, he added that students learn much better when the teacher focuses on the positive aspects of GE areas/issues and she or he gives autonomy in learning to the students (i.e., self-studies and students’ active participation in courses).

The third suggestion was raised by Mr. Motoyama and Mr. Sekihara. Several teachers surveyed commented that they did not have time to teach GE areas/issues or they

¹⁵⁰Those bomb shelters were built in caves.

¹⁵¹Yoshimatsu, 27 June 2002.

did not know where to start teaching GE areas/issues. Many of the teachers interviewed suggested that those teachers surveyed should make great use of their own discretion. As presented earlier, Mr. Sekihara tries to keep one or two hours for dealing with GE areas/issues at the end of academic year. He also teaches the areas/issues by using the first ten minutes of his regular course on Japanese History. Mr. Sekihara understood that some teachers found this very difficult to do, especially when they had the pressure of school entrance examinations, not because School Principal disagrees about the teaching of GE areas/issues themselves. Those teachers have to teach all the content required for the school entrance examinations and at the end of a course they cannot find any time, even 10 or 15 minutes, to insert a discussion on, for instance, 'September 11'. In the case of Mr. Motoyama, when he makes a yearlong plan for his Civics course, he keeps 10 hours for dealing with GE areas/issues, which he thinks important, in advance. His case is very unique because he does manage to teach GE areas/issues despite pressure from the school entrance exams.

The fourth suggestion is from Ms. Nakamura. She suggested which courses would be appropriate to teach GE areas/issues at the elementary school level. For the first and second grades, GE areas/issues can be dealt with in Life Environment Studies. At these levels, international exchange (i.e., interaction with foreigners and learning about how to say Hello in other languages) would be appropriate. For the third, fourth, fifth, and six grades, use of a 'Period of Integrated Study' would be best. For example, Social Science in the 6th

grade deals with the theme of 'Link to the World' (10 hours). When a teacher deals with the theme (e.g. trade in bananas), she or he can divide the 10 hours into 6 hours for required activities and 4 hours for teaching what she or he wants to teach. A teacher can do so by using her or his own discretion on how to structure the course. She added that the 6th grade is recognized the most appropriate level in which to introduce international issues. Another example is the 4th grade class on Waste Problems. If a teacher has extra time, she or he can also introduce students to other environmental issues.

11. Possibilities for Promoting GE

Three of the interviewees had useful opinions about possibilities for promoting GE. The first opinion was given by Mr. Nakayama. He believes that GE will become more popular among teachers. For instance, more teachers now come to join studying groups on the 'Period of Integrated Study,' which were formed by teachers who are interested in Development Education and learner-centered methods. He said, "unlike the 1980s, exchange of information on websites or by emails is very active thanks to the information technological development. I believe that GE will be spread via this route. If GE is accepted as the most practiced form of EFIU, the MEXT will no longer be able to impose their approach to EFIU on school education."¹⁵²

The second opinion came from Ms. Nakamura. She made suggestions about what NGOs who want to promote GE should keep in mind when they intervene in the school

system. Her suggestions are as follows: (1) NGOs should learn the MEXT teaching guideline carefully in order to understand into which subject issues they can introduce the issues they seek to raise; and (2) NGOs should understand the interests of students and parents and the needs of teachers and the school fully before intervening in the school.

The third opinion was that of Mr. Motoyama. He commented that the possibilities for promoting GE depend on who sits on the local Board of Education because they have influence on what should be taught in school due to their recently enlarged role in choosing school textbooks. His colleagues and he created a high school textbook on Civics. The textbook covers issues such as Amnesty International activities, international politics, the United Nations, environmental issues, changes in infant mortality and Media Literacy. In contrast to this textbook, the focus of a Civics high school textbook, endorsed by the MEXT, is mainly on praising rapid Japanese economic growth. Many local Boards of Education do not choose Civics textbooks which deal directly with sociopolitical problems, as Mr. Motoyama's textbook does. But, luckily his local Board of Education members, whom he thinks are open-minded and comprehensive, chose his textbook. In fact, his textbook was the second most adopted Civics high school textbook in Tokyo. 30 % of high schools (many are private) in Tokyo currently use his textbook. These three opinions indicate that some effective ways to promote GE by GE promoters (e.g. Educational NGOs, GE scholars, and other organizations) are to support teachers who are very interested and/or already

¹⁵²Nakayama, 8 June 2002.

actively involved in teaching GE areas/issues and to respond to the needs of teachers, students, parents, and schools when GE promoters intervene in the school system.

XI. Recommendations

In this section, recommendations for the promotion of GE in elementary, junior high, and high schools in Japan are presented. Based on what I have learnt from the existing materials on EFIU and GE, interviews with EFIU and GE scholars, the attitude survey, and the interviews with GE practitioners, I have come to realize that the promotion of GE requires not just improvement in the quality of GE teaching to make it acceptable to students, parents, and schools. It also involves responding to the needs of teachers who have practiced GE and who want to practice GE. Therefore, I am going to present two sets of recommendations. The first set of recommendations is for teachers who have taught and who want to teach GE areas/issues. The second set of recommendations is for GE promoters (i.e., Educational NGOs and other organizations) who I think can respond to some of the needs of teachers in teaching GE.

A. Recommendations for Teachers who Teach GE Areas/Issues

The first set of recommendations comprises two parts, which are drawn from the successful GE practices of the teachers interviewed. In the first part are recommendations for how teachers can make GE acceptable to and enjoyable for students:

- Learner-centered methods (learner autonomy) can result in a higher quality of learning by students about GE areas/issues than teacher-centered methods.
- It is good to focus on GE areas/issues which students can relate to, have interest in, and/or can empathize with.

- It is important to create an atmosphere in which students can express opinions smoothly. If students feel able to express a range of opinions on an issue, they are more likely to think about the issue more deeply.
- It is good to focus on the positive aspects of GE areas/issues more, not just the shocking ones. For example, as noted above, students become more interested in the issue of Okinawa when they learn about the positive aspects of Okinawa culture and society as well as the suffering of Okinawa people during the Pacific War.

The second part focuses on recommendations for teachers to become successful in teaching GE areas/issues:

- Teachers should be very interested in teaching GE areas/issues or very motivated to become expert in the areas/issues. This is important because the positive attitude of a teacher towards GE areas/issues does affect students' reaction to the areas/issues.
- Teachers should teach issues they have expertise in. If teachers have less confidence on some GE areas/issues, it is good to teach the course with other teachers to make up for lack of expertise in those areas/issues.
- Suggestions on where in the school curriculum to teach GE areas/issues
 - These recommendations are based on advice from Ms. Nakamura for elementary school teachers. For first and second grade levels, GE areas/issues can be dealt with in Life Environment Studies; and for third, fourth, fifth, and sixth grade levels, use of the 'Period of Integrated Study' would be best.
 - Teachers should make great use of their own discretion in planning courses, to allow GE areas/issues to be inserted into the course. For instance, teachers could follow the example of Mr. Motoyama who tries in advance to keep 10 hours for dealing with GE areas/issues when he makes a yearlong plan for his course.

The first requirement for teachers to be successful in teaching GE was expressed by Professor Chiba, Professor Sakurai and Professor Asanuma, who suggested that the true

message of GE areas/issues cannot be conveyed to students unless teachers truly believe the message.

B. Recommendations for GE Promoters

There are two main sets of recommendation for GE promoters. The first kind of recommendations concerns the support that the teachers surveyed and interviewed want for teaching GE. By learning from the voices of the teachers, GE promoters can provide the following areas of support to teachers:

- To provide examples of good GE teaching practice.
- To offer workshops that give tips on good GE practices, which also result in helping enhance teachers' expertise on GE areas/issues.
- To introduce GE practitioners to both teachers who are interested in teaching GE areas/issues, but who do not know how to start and to teachers who have practiced GE and want to develop their expertise by learning from the GE practitioners. For example, GE promoters can introduce GE practitioners who have expertise/knowledge in particular areas to teachers of GE who want to develop their expertise into these areas.
- To introduce NGO experts who can suggest which NGOs are able to teach issues to students in an understandable manner and who can actually introduce the NGOs to teachers.
- GE promoters should shift their focus away from promoting the idea of GE itself to looking at specific GE areas/issues and ways of teaching GE areas/issues that teachers want support with.
- To develop their understanding of how to promote GE areas/issues, GE promoters should conduct more qualitative, rather than quantitative research, on GE practices, by

interviewing and listening to GE practitioners.

The second type of recommendations comes from one of the GE practitioners who I interviewed, Ms. Nakamura¹⁵³. Her advice, especially for Educational NGOs, is indispensable.

- NGOs should be fully familiar with the interests of students and parents as well as the needs of teachers and school before intervening in schools. An NGO should not impose issues or ideas which the NGO wants to promote but which are not appropriate for a particular school, teacher or group of students.
- NGOs should study the MEXT teaching guidelines carefully in order to understand which subjects the issues they want to promote can be integrated into.

¹⁵³Ms. Nakamura is knowledgeable about Educational NGOs' intervention in school.

XII. Conclusion

This thesis has explored the possibilities for promoting GE in Japan by reviewing the history and development of GE and EFIU, discussing their current situation, and analyzing the results of an attitude survey and a series of interviews conducted with teachers. The attitude survey produced a broader, more representative picture of the teachers' general views on EFIU and GE than had previously been available. The attitude survey found that the significant majority of the teachers surveyed perceived EFIU to be closer to GE than to MEXT-EFIU or to Japanese UNESCO-EFIU but fewer teachers actually teach GE approaches. Although GE areas/issues are not yet widely practiced, the attitude survey showed that there is a very important base for promoting GE, given the fact that many teachers basically see EFIU as being GE and they are interested in teaching GE areas/issues in the future. In addition, the attitude survey found that the introduction of the 'Period of Integrated Study' (PIS) and improvements in the way teachers use the PIS are another potential base for the expansion of GE.

The interviews, focusing specifically on GE approaches to EFIU, provided more detailed case studies of six teachers who have taught GE areas/issues. Four out of the six teachers are aware of GE and many of them think that GE is another name for a new type of EFIU. It was interesting to note that none of the interviewees, except Mr. Nakayama, consider that their educational approaches could be recognized as GE. The interviews found that most of the teachers wanted to improve their quality of teaching of GE areas/issues, to improve their expertise in GE areas/issues, and to have more time and

administrative support to help prepare their teaching of GE areas/issues. The overall significance of these individual findings are that the teachers interviewed are concerned about how and where to teach GE areas/issues in order to be accepted by students, parents and school, but not with what to call their educational approaches.

Before conducting the attitude survey and interviews, I thought the most important means of promoting GE was to make the name of GE more widely known among teachers and to spread the idea of GE more widely throughout schools. The attitude survey and interviews indicated that this assumption was incorrect. As noted earlier, teachers who teach GE areas/issues successfully are personally motivated or interested in teaching these areas/issues and are highly concerned about how the areas/issues should be taught in a way that is acceptable to and enjoyable for students. They are not concerned about what their educational approaches should be called. Thus, in order to respond to the needs of teachers who are already motivated teach GE areas/issues or want to teach them, GE promoters themselves need to change their ways of promoting GE.

For promoting GE, it may be more effective not to label specific GE areas/issues, as 'Global Education' but rather to package the GE areas/issues in ways that are more acceptable to students, parents, schools, Boards of Education and the MEXT. Furthermore, GE promoters should move away from promoting the idea of GE or the name 'Global Education' itself. Instead, they should focus more on learning themselves which GE areas/issues GE practitioners are interested in, how they teach them, and what kind of support they need in

the teaching of GE areas/issues. To do so, GE promoters should conduct frequent qualitative research by interviewing and listening to GE practitioners. In addition, GE promoters should fully comprehend the needs of particular students, teachers, parents, local communities, and schools and then offer support, advice, and training to respond to those needs, instead of just promoting the idea of 'Global Education' or the specific areas/issues that they think are most important for GE.

In conclusion then, perhaps the best way to promote GE in practice in Japan is to not promote the idea of 'Global Education'.

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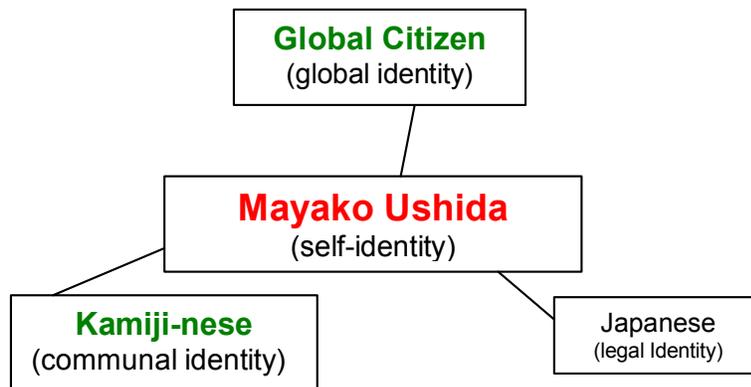
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APPENDIX I

Figure 1 Mayako Ushida's Plural (Multiple) Identity



Note: The size of the boxes and fonts reflects my degree of comfort with each of the above identities.

APPENDIX II-A

Request for Your Cooperation with a Survey on Attitudes to Education for International Understanding

My name is Mayako Ushida. I am a second-year graduate student at the Fletcher School of Law and Diplomacy in Tufts University, which is located in a suburb of Boston, MA. My areas of study are Education for International Understanding (Global Education), Conflict Prevention, Conflict Resolution and Post-conflict settlement.

I started to do research on Education for International Understanding (Global Education) when I realized the importance of education as one of the ways to prevent conflict, during my first semester at the graduate school. Conflict occurs due to highly complex causes. In my opinion, one of the causes (especially of accelerating a conflict) is lack of understanding about others as well as indifference toward internal and external affairs. There are many educational activities worldwide that intend to eliminate such causes.

Turning our attention to Japan, Education for International Understanding (EFIU) can be characterized representative of education of this kind. For the reasons stated above, I believe it is necessary to further promote EFIU in Japan. Since last fall (2001), I have conducted research on *Possibilities for Education for International Understanding in Elementary, Junior High, and High Schools in Japan* as part of my Masters thesis. Through this research, I was exposed to various documents, theories, and practices of EFIU. The research has made me think that in order to explore possibilities for EFIU, that is, possibilities for further dissemination of EFIU in schools, it is essential to know about teachers' attitudes to EFIU, their level of interest in EFIU, and the support they need in teaching EFIU in class or school activities.

The existing documents on EFIU, however, do not give detailed explanations of the points that I have raised above. Thus, I have decided to conduct a survey on attitudes to EFIU. This anonymous survey targets 250 teachers¹⁵⁴ in elementary, junior high, and high schools in Japan. The result of the survey will be returned as early as possible to those who respond.

Please send the survey back to me by the end of August 2002 either by email or in the enclosed envelope. I am very much looking forward to receiving the survey back from you.

Mayako Ushida
Candidate for Master of Arts in Law and Diplomacy 2003
The Fletcher School of Law and Diplomacy, Tufts University

¹⁵⁴ The number was changed later. In the end I sent the attitude survey to 403 teachers. 177 teachers responded.

APPENDIX II-B: Survey on Attitudes to Education for International Understanding

1) Personal and Professional Background

Level of school : (public/private) Subject : Age : Sex : Female/Male

[Note] Please write down level of school you belong to (i.e., elementary, junior high, or high school).

2) Please answer questions (A) to (D) of the table below. Mark all the areas that you think appropriate regarding questions (A) to (C). Regarding question (D), write down all the answers that you think appropriate. Please choose answers from the list below in Note 1.

Questions Areas/Issues	(A) Which areas do you think should be part of Education for International Understanding (EFIU)?	(B) Which areas have you dealt with in class or school activities?	(C) Which areas do you want to teach in class or school activities in the future?	(D) Please write down all the appropriate answers that you think reflect your reasons for not having taught the areas that you chose in Question (C). Please choose the answers to this question from the list below in Note 1.
International Exchange				
English Education				
Understanding of Own Culture and Country				
Understanding of Other Culture and Countries				
Multicultural Understanding				
Communication Skills				
Education for Japanese Returnees				
Human Rights				
Gender				
Development				
Environment/Resources				
Peace				
Roles of the United Nations and NGOs				
World Economy/Trade				
History and Development of Mankind				
Ecology				
Interdependence/co-existence				

Possibilities for Promoting Global Education in Japan

[Note 1] Options for Answering Question (D) :

- a. Not promoted by Ministry of Education, Science, Sport and Culture (MESSC).
- b. Difficult to obtain support from colleagues
- c. Difficult to establish support system within school
- d. No time for preparation
- e. Local Board of Educational might not support
- f. School Principle might not support
- g. No confidence about teaching this due to having no expertise in the areas
- h. No time to teach the area within fixed course hours
- i. Students might not be interested in the areas
- j. Political/religious issues are involved
- k. Difficult to fit the areas into already-existing courses
- l. Others

3) Which kind of person do you think EFIU intends to foster? Please circle either one of the answers.

- a. Japanese who can deal with rapid change in an internationalized society
- b. Global citizens or citizens of the world who can act on behalf of the earth

4) Which do you think is the top priority of EFIU in its approach to educating students about domestic and international issues.

Please circle one answer that you think appropriate.

- a. Gaining knowledge about the issues
- b. Student self-study about the issues
- c. Guiding students to actually take action to deal with the issues
- d. Others ()

5) Why have you taught EFIU in class or school activities? Please circle all the appropriate answers.

- a. Essential learning for students today
- b. School commitment to EFIU
- c. Part of a 'Period of Integrated Study' course
- d. Personal interest
- e. Requested by students
- f. Influenced by EFIU practitioners
- g. Somebody had to do EFIU in your school
- h. Others ()

6) What kind of support do you need in teaching EFIU? Please circle two answers that you think appropriate.

- a. Examples of good EFIU practice
- b. Workshops that give tips on good EFIU practices
- c. Support from your school
- d. Support from students' parents and the local community
- e. Contact with EFIU practitioners
- f. Others ()

APPENDIX III: Results of Survey on Attitudes to Education for International Understanding

<<Description of Survey>>

- Title:** Survey on Attitudes to Education for International Understanding
- Subject:** 403 teachers in elementary, junior high, and high schools in Japan
- Ratio of Respondents:** 44% (179 out of 403 teachers responded to the survey) [78 women, 99 men, 2 unknown]
- Survey Period:** June to August 2002
- Survey Method:** The questionnaires were sent by mail with return envelopes or by email; some were distributed in a workshop of the Japan Association of Individualized Education at the end of June 2003.
- Survey Sample:** The survey targeted 403 teachers in a combination of Random and Bias samplings
- Random Sampling: 200 teachers (68 elementary teachers, 66 junior high school teachers, and 66 high school teachers) were randomly selected from directories of teachers for Niigata, Tokushima, and Akita prefectures in Japan. 16 questionnaires were returned due to address unknown and so 184 teachers were the subjects of the random sampling. 23 out of the 184 teachers (13 % respondent ratio) responded to the questionnaires.
 - Bias Sampling¹⁵⁵: 203 teachers were my acquaintances, friends of my acquaintances, those who I met in educational workshops and at an academic conference, and those to who I was introduced by university professors who are experts in Education for International Understanding. 156 out of the 203 teachers (77 % respondent ratio) responded to the questionnaires.

¹⁵⁵ The reasons why I call this a bias sampling is that the teachers I asked to cooperate with the survey were not randomly selected, but were members of groups who were likely to have a higher degree of familiarity with, and interest in, EFIE and GE than the randomly sampled teachers. 37 % (75 teachers) of the 203 respondents attended the Japan Association of Individualized Education for Individuation, a teacher organization that promotes education of individuation in school. It is my impression that those teachers are more motivated to improve their teaching for students and are open to new styles of and approaches to education. 4 % (8 teachers) of the total respondents already had experience in practicing Global Education or Education for International Understanding.

<<Survey Results>>

[Item 1] Personal and Professional Background¹⁵⁶

Figure 1.1

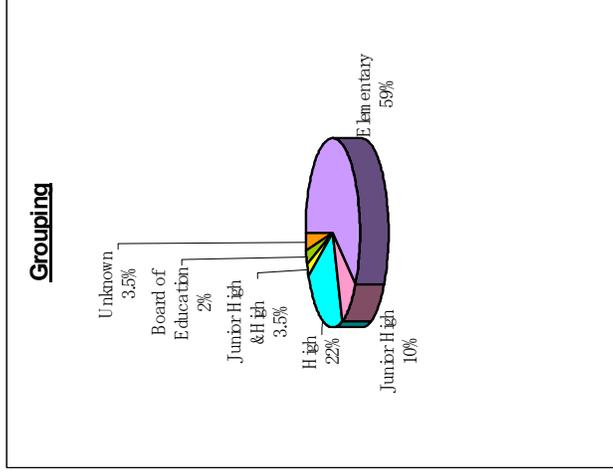


Figure 1.2

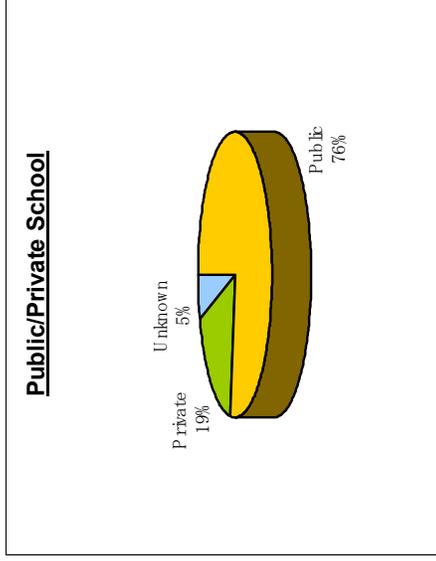


Figure 1.3

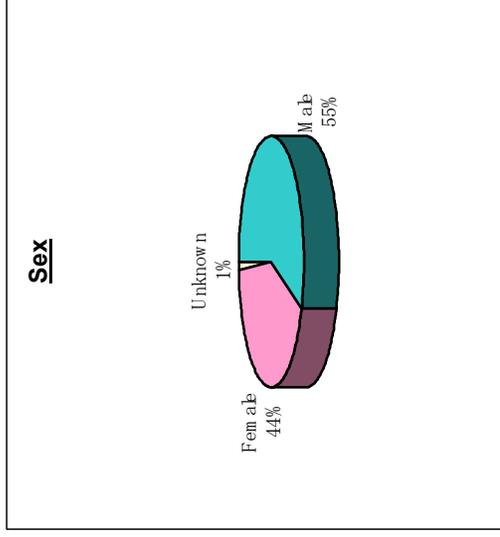


Table 1.1

<u>Sex</u>	<u>Average Age</u> (years)
Male	41.6
Female	38.1
Total	40.1

¹⁵⁶As can be seen from the Grouping and Public/Private School circular charts, the results of the survey are not representative because a majority of the respondents teach at elementary schools and/or public schools. However, I still believe that the survey gives an interesting picture of teachers' attitudes to and interest in Education for International Understanding in Japan, and provides a previously unavailable overview of teachers' perceptions of Global Education.

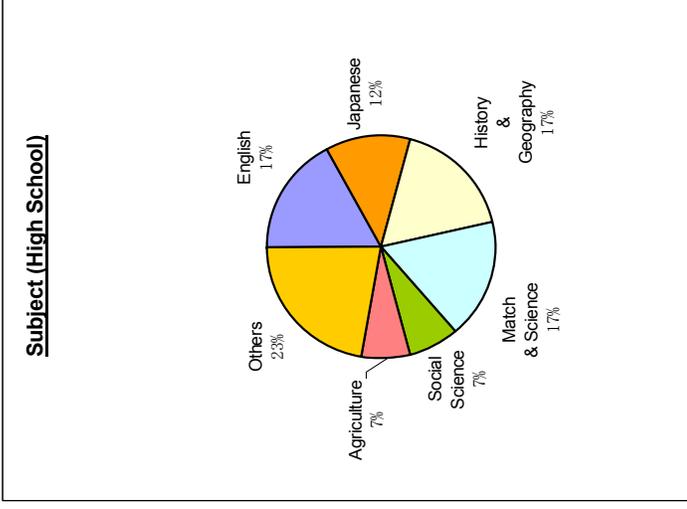
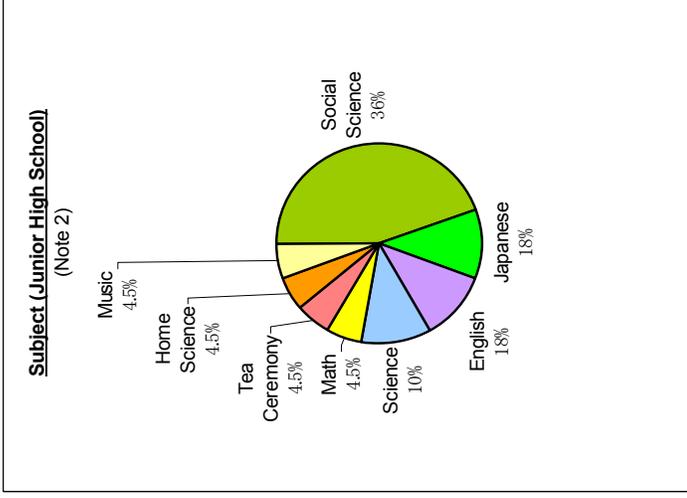
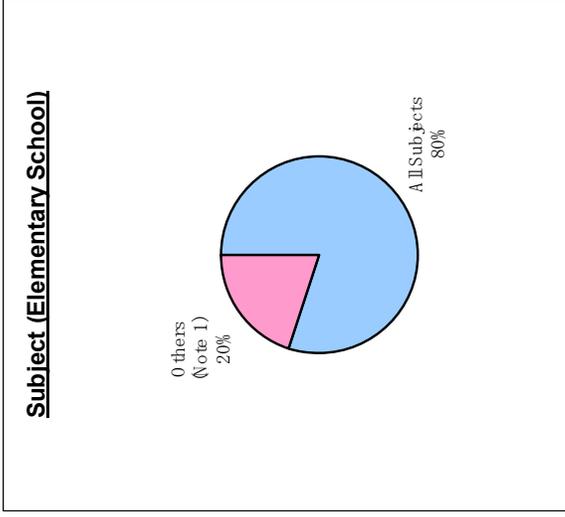


Figure 1.4

Note 1: “Others” (21 teachers) includes Japanese (2), Math (3), Math & Moral Education (1), Music & Art (1), Art (1), Science (3), Science & Social Science (1), Social Science (2), Music (2), Special Education (3), Sports (1), and Others (1).

Note 2: I placed four teachers who teach in both junior high and high school into the junior high school category. Teaching in both junior high and high school means one governing body run both of the schools. Once students enroll in the junior high school, they do not have to take entrance exam to the high school. It is like a six-year course.

Figure 1.5

Figure 1.6

[Item 2]

(A) Which areas do you think should be part of Education for International Understanding (EFIU)?

■ First Rank ■ Second Rank ■ Third Rank

Table 2.1

	Total		Elementary		Junior High		High	
	Rank	%	Rank	%	Rank	%	Rank	%
International Exchange	2	89	2	81	1	100	3	85
English Education	7	64	7	56	11	56	5	71
Understanding of Own Culture and Country	4	83	3	75	2	94	3	85
Understanding of Other Cultures and Countries	1	94	1	89	2	94	1	93
Multicultural Understanding	3	84	4	74	4	89	2	88
Communication Skills	6	72	5	66	7	78	8	61
Education for Japanese Returnees	15	27	14	28	14	33	17	20
Human Rights	8	60	8	52	9	72	9	56
Gender	16	24	15	20	17	22	14	32
Development	14	29	15	20	14	33	13	37
Environment/Resources	9	56	9	47	7	78	7	66
Peace	5	73	6	64	4	89	5	71
Role of the United Nations and NGOs	9	56	9	47	6	83	9	56
World Economy/Trade	11	47	11	35	11	56	11	54
History and Development of Mankind	12	41	13	30	10	61	12	44
Ecology	17	23	17	15	16	28	14	32
Interdependence/co-existence	13	36	12	31	13	44	14	32

(B) Which areas have you dealt with in class or school activities?

■ First Rank ■ Second Rank ■ Third Rank

Table 2.2

	Total		Elementary		Junior High		High	
	Rank	%	Rank	%	Rank	%	Rank	%
International Exchange	3	62	2	64	4	67	6	39
English Education	5	45	4	50	14	28	9	24
Understanding of Own Culture and Country	2	64	3	58	1	89	3	51
Understanding of Other Cultures and Countries	1	71	1	69	2	78	1	54
Multicultural Understanding	7	42	7	34	3	72	7	34
Communication Skills	9	41	5	45	9	50	11	22
Education for Japanese Returnees	17	6	15	8	17	11	17	0
Human Rights	6	44	9	29	5	61	3	51
Gender	14	16	16	6	12	33	11	22
Development	16	13	17	5	12	33	15	20
Environment/Resources	4	47	6	37	7	56	1	54
Peace	7	42	8	30	5	61	5	49
Role of the United Nations and NGOs	11	21	14	11	7	56	9	24
World Economy/Trade	10	26	10	19	9	50	11	22
History and Development of Mankind	11	21	12	12	11	44	11	22
Ecology	11	21	11	13	16	17	7	34
Interdependence/co-existence	15	14	12	12	15	22	16	7

(C) Which areas do you want to teach in class or school activities in the future?

■ First Rank ■ Second Rank ■ Third Rank

Table 2.3

	Total		Elementary		Junior High		High	
	Rank	%	Rank	%	Rank	%	Rank	%
International Exchange	5	32	3	37	11	17	11	17
English Education	10	22	7	29	17	0	16	5
Understanding of Own Culture and Country	2	37	2	41	10	22	3	29
Understanding of Other Cultures and Countries	1	41	1	44	3	33	2	32
Multicultural Understanding	2	37	4	36	1	39	1	39
Communication Skills	8	28	8	26	6	28	7	27
Education for Japanese Returnees	17	6	17	8	13	11	17	0
Human Rights	7	30	6	30	6	28	9	22
Gender	11	18	12	16	13	11	10	20
Development	16	12	14	10	11	17	11	17
Environment/Resources	6	31	8	26	1	39	3	29
Peace	4	36	5	35	3	33	8	24
Role of the United Nations and NGOs	8	28	10	21	6	28	3	29
World Economy/Trade	13	17	14	10	6	28	3	29
History and Development of Mankind	13	17	13	14	3	33	13	15
Ecology	15	13	14	10	14	11	14	10
Interdependence/co-existence	11	18	11	18	13	11	14	10

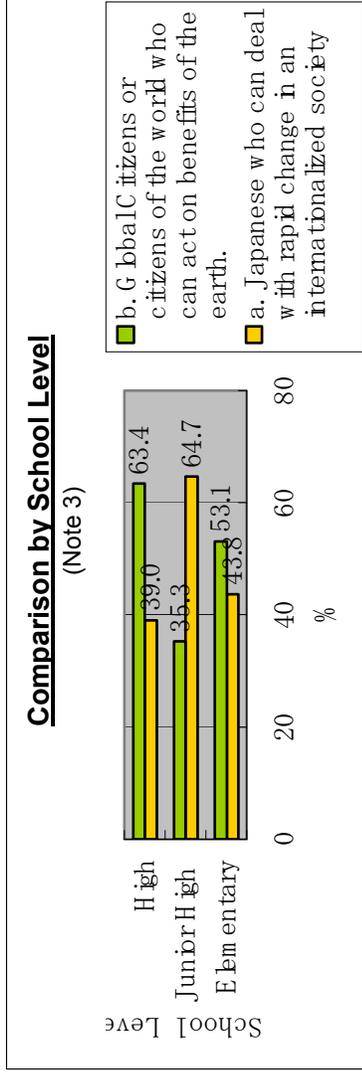
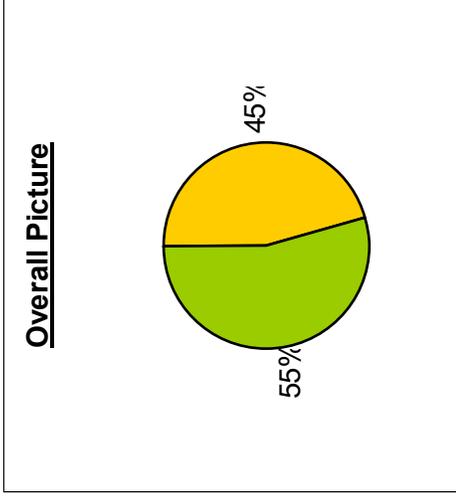
(D) Please choose all the appropriate answers that reflect your reasons for not having taught the areas that you chose in Question (C). (Value: %)

■ First Rank ■ Second Rank ■ Third Rank

Table 2.4

	Total	Elementary	Junior High	High
a. Not promoted by the Ministry of Education, Science, Sport and Culture	12	2	0	20
b. Difficult to obtain support from colleagues	5	3	6	2
c. Difficult to establish support system within school	16	16	0	10
d. No time for preparation	80	84	39	44
e. Local Board of Education might not support	1	1	0	0
f. School Principal might not support	1	1	0	0
g. No confidence of teaching this due to having no expertise in the areas	48	39	11	90
h. No time to teach the areas within fixed course hours	82	59	67	100
i. Students might not be interested in the areas	13	15	11	7
j. Political/religious issues are involved	12	13	6	5
k. Difficult to fit the areas to already-existing courses	36	36	6	46
l. Others	46	41	61	24

[Item 3] Which kind of person do you think EFIU intends to foster?
Figure 3.1



[Note 3: The total for all school levels is not equal to 100 percent because some teachers surveyed did not respond to Item 3.]

[Item 4] Which do you think is the top priority of EFIU in its approach to educating students about domestic and international issues? (Value: %)

■ First Rank ■ Second Rank
Table 4.1

	Total	Elementary	Junior High	High
a. Gaining Knowledge on the issues	29	25	33	32
b. Student self-study about the issues	35	28	56	32
c. Guiding students to actually take action to deal with the issues	33.9	36.2	11.1	36.6
d. Others	5.08	3.81	5.56	7.32

[Item 5] Why have you taught EFIU in class or school activities? (Value: %)

■ First Rank ■ Second Rank ■ Third Rank
Table 5.1

	Total	Elementary	Junior High	High
a. Essential learning for students today	45	40	56	39
b. School commitment to EFIU	20	27	28	4.9
c. Part of 'Period of Integrated Study' course	41	50	44	4.9
d. Personal interest	15	10	17	22
e. Requested by students	2	2	6	0
f. Influenced by EFIU practitioners	5	2	0	7
g. Somebody had to do EFIU in your school	5.6	4.8	5.6	9.8
h. Others	6	5	11	10

[Item 6] What kind of support do you need in teaching EFIU? (Value: %)

■ First Rank ■ Second Rank ■ Third Rank
Table 6.1

	Total	Elementary	Junior High	High
a. Examples of good EFIU practices	46	39	56	56
b. Workshops that give tips on good EFIU practices	52	48	50	46
c. Support from your school	28	26	22	24
d. Support from students' parents and the local community	33	37	22	27
e. Contact with EFIU practitioners	20	17	22	15
f. Others	7	4	17	12

[Item 7] What effect do you think the introduction of the ‘Period of Integrated Study’ in your school has had on your teaching of EFIU?

Figure 7.1

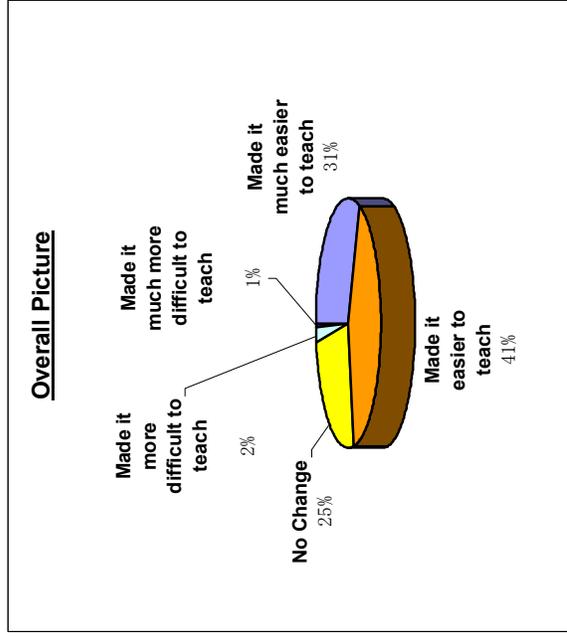
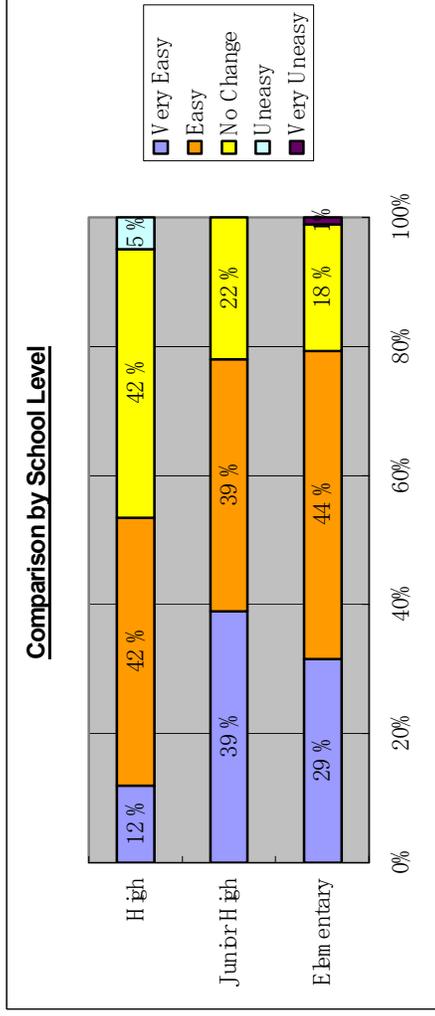


Figure 7.2



[Item 8] Are you aware of Global Education (GE)?

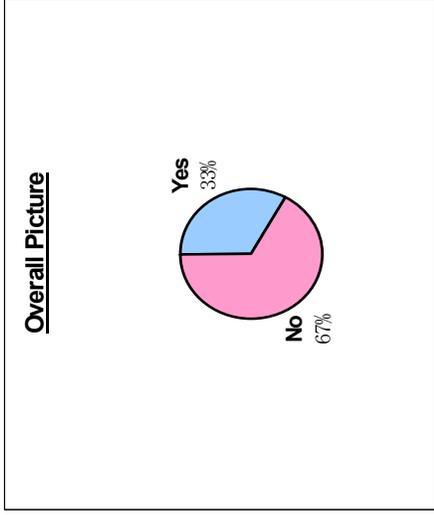


Figure 8.1

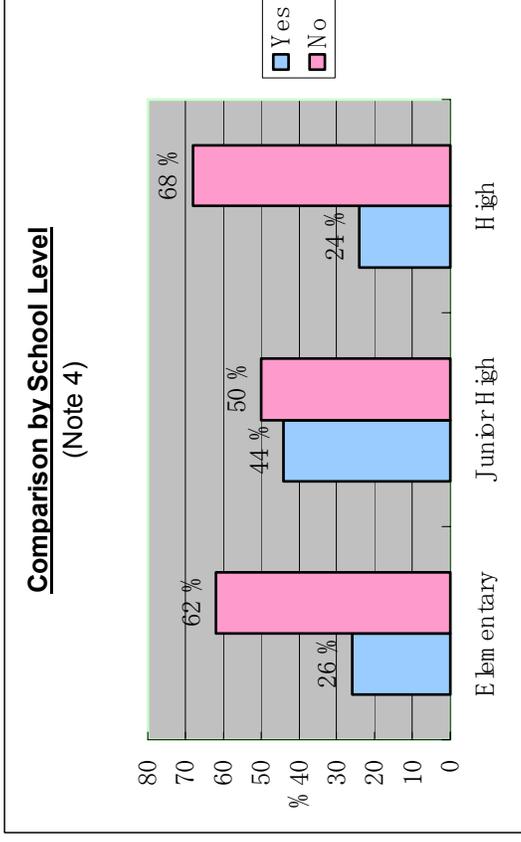


Figure 8.2

[Note 4: The total of all school levels is not equal to 100 percent because some teachers surveyed did not respond to Item 8.]

● **For those who answered Yes (55 teachers out of 177), where did you become aware of GE?**

[Note: 46 teachers out of the 55 teachers responded to this question]

Table 8.1

1. Workshops/Annual meetings of academic circles (28%)
2. Educational Magazines/Journals (15%)
3. Newspapers; Books (13%)
4. University lectures (9%)
5. NGOs; Colleagues (7%)
6. TV; School; Heard the term only (4%)

[Item 9] For those who are aware of GE, what do you think about the relationship between EFIU and GE?
(Value: %)

■ First Rank ■ Second Rank

Table 9.1

	Total	Elementary	Junior High	High
a. GE is another name for a new type of EFIU	40	33	13	30
b. GE is part of EFIU	42	37	63	40
c. GE and EFIU are different types of education	9	10	12.5	10
d. Others	9	7	13	10

[Item 10] Any comments on this questionnaire, EFIU, or GE? [School Level/Type of School/Subject/Sex/Age]

The comments can be categorized into five types.

(1) Comments on this questionnaire

Five teachers said either that they felt the questionnaire was too difficult to answer due to their own lack of knowledge of EFIU or that it was hard to respond to some questions because they were unclear and because I did not present any clear definition of EFIU. The following comment is an example of one respondent’s concerns about the definition of EFIU being unclear in the questionnaire.

- “*International Understanding* is one theme of the ‘Period of Integrated Study’ that the MEC SST teaching guideline suggests. I do not understand the difference between *International Understanding* and the contents, objectives, and teaching methods of *Education for International Understanding* that you present in the questionnaire. I would like you to think what presenting a certain kind of ‘education’ [i.e., EFIU] means to school education.” [Elementary/Public/All/48/M]

(2) Comments on EFIU

There are six types of comments on EFIU.

EFIU Issues that are Popularly Practiced/EFIU Issues that Should be Practiced

- “EFIU for many public high schools is for students who will participate in overseas educational programs or in home stay abroad. The schools usually provided the students with English conversation programs and studies to understand the other cultures and countries which

the students will visit.” [High/Public/Contemporary Society/M/38]

- “More and more I feel the need to implement EFIU, which particularly focuses on English conversation programs, in school. This is because EFIU is more and more recognized as education which is equal to English conversation, students’ parents demand English conversation programs, and the Japanese society as a whole expect the coming generations to be able to speak English. However, doing English conversation program will create problems, such as the logistics of bringing native English speakers to school and will reduce the opportunity to deal with other important EFIU issues, such as issues of Newcomers¹⁵⁷.” [Elementary (Vice School Principal)/Public/47/M]
- “EFIU issues that have become established these days at the elementary school level are interaction with Assistant English Teachers¹⁵⁸ and various activities that reflect the aims of *International Understanding* [that the MECST advocates] under a Period of Integrated Study. At the elementary school level, EFIU should focus on International Exchange, Understanding of Own culture and country, Understanding of Other Cultures and Countries, Multicultural Understanding, and Communication. The other issues are also very important, but I think they are difficult for elementary school students to understand. However, those issues should be dealt with deeply in junior high and high schools, and at the elementary school level, teachers should help equip students with basic skills to understand those issues. I do not think Education for Japanese Returnees and English Education should be included in EFIU” [Elementary/Public/All/33/M]

Where Teacher Taught EFIU Issues

- “I taught EFIU issues in Social Science, Science, and Special Activities.” [Elementary/Public/All/48/M]
- “I taught EFIU issues in my regular courses, whose textbooks had sections that dealt with the issues.” [Elementary/Public/All, except Music and Science/36/M]

Concern about EFIU being Interpreted as English Education

- “I am worried that many teachers interpret EFIU more and more as English Education and they perform English Education as EFIU. I want them to relearn the purpose and goal of EFIU.” [Elementary/Public/All/41/M]
- “I would like you to appeal to teachers not to limit EFIU issues/areas to English Education (i.e., mastering English conversation). This is because I think that EFIU issues/areas, other than English Education, can be taught in many different courses, not just under a Period of Integrated Study if teachers become aware of such possibility.”

¹⁵⁷Issues of Newcomers: the number of foreign children from South/Central America and Asian countries, whose parents work in Japan (usually many of the fathers work in construction and their mothers work as hostesses), has increased year by year. Those children have faced difficulties with the Japanese language and in school. The schools that have newcomers have started special programs to teach Japanese language for them after school.

¹⁵⁸Assistant English Teachers, who usually come from English speaking countries, are assigned to junior high schools to assist Japanese English teachers.

C. Concern about No Time to Teach or Prepare EFIU Properly

- “When one does EFIU in elementary schools, time for research by teachers and training of teachers in teaching EFIU is needed. In reality, teachers do not have time to prepare EFIU properly because of daily teaching responsibilities and other work. Thus, teachers end up introducing English Education into school as EFIU. Furthermore, after the teaching guideline reform, the time to teach general subjects has decreased and so it is more difficult to spare time for EFIU. We need to do something.” [Elementary/Public/All/28/F]
- “My school provides better opportunities for students who are interested in foreign countries because our school regularly asked foreign students to come to speak to our students about their countries and because our school has exchange programs with sister schools in France and Austria. However, I have neither time to spare in my course hours for *International Understanding* and nor time to make students think carefully and deeply about EFIU issues. I was only able to ‘explain’ the issues, but I am not sure that students even ‘understood’ the issues.” [High/Public/Japanese History & World History/32/F]
- “The agricultural high school where I work has many school activities and a wide range of courses. Thus, it is difficult to allocate certain course hours for dealing with EFIU. In fact, I have dealt with import and export of vegetables and food problems in my course. There is a student who researched distribution of vegetables by taking account of the current situation of an agricultural village in Thailand. But I have never thought that those issues were recognized as EFIU issues.” [High/Public/Agriculture (Gardening)/25/F]

D. Low Popularity of EFIU

- “Very few elementary and junior high schools within my city’s Board of Education’s jurisdiction deal with EFIU. I think the reality is that EFIU is difficult for teachers to create course materials of EFIU.” [Board of Education (Elementary)/Science/48/M]
- “In Japan, the recognition of EFIU is still low, and I think the definition is also vague.” [Junior high & High/Private/Japanese Language/26/M]

Teachers’ Own Goals

- “In my school, we are trying to integrate EFIU concepts into every subject, Moral Education, special activities, and a Period of Integrated Study. We recognize EFIU as one of the school activities in our school curriculum.” [Elementary/Public/All/51/M]
- “EFIU deals with broad topics/issues and students’ levels of consciousness towards the topics/issues are high. Thus when teachers teach EFIU, I think they need to lead students to think that EFIU is enjoyable learning. In addition, teachers need to present enough information to help students understand EFIU issues/areas.” [Junior High/Public/English & Music/ 48/F]

(3) Comments on GE

- “I think that GE is education that makes students think about things based on global perspectives, not just based on national interest. And also GE is education about the earth.” [Elementary/Public/All/54/F]
- “In the 21st century, we must foster people who can have global perspectives.” [Elementary/Public/All/52/M]
- “I would like to equip elementary school students who will build a future with the sense of being global citizens who can coexist with people from other countries, not interacting with them as ‘foreigners’.” [Elementary/Public/Math/51/F]
- “Is GE education that raises awareness of world citizens?” [Elementary/Public/Sports/38/M]
- “I think that Japanese have an insular outlook on life, and so Japanese have difficulty in having a global perspective on people and things and it is more so in Nodagawa town, which is very rural.” [Elementary/Public/Math & Moral Education/49/F]
- “In Japan, there is a tendency to recognize GE as the ‘adoption of American worldviews’. I think the important thing would be to accept and respect different cultures in a natural way, [without being imposed by GE or education in general].” [High/Public/Japanese History & World History/M/42]
- “GE has been practiced in individual courses (i.e., Social Science, English, and Home Science). I think in the current school system or within fixed course hours it is impossible to target all students to foster global perspectives and global understanding.” [High/Public/Contemporary Society/M/38]
- “The spread of the Internet network due to development of information technology and the speed of globalization of information, the economy, and society are eye opening. I think GE can work if it is based on mutual respect and understanding about religious and cultural difference.” [High/Public/Commerce/50/F]
- “I think realizing that global issues are deeply related to our own daily life and to our local neighborhoods is the objective of International Education, Global Education, and Education for Global Citizens.” [High/Private/Geography & History, and Civics/43/M]
- “In order to spread education based on a new type of paradigm [GE], I think only the presentation of the examples [of GE practices] is not enough. But I do not know what else one can do [in order to promote GE].” [High/Public/English/41/M]

(4) Comments on both EFIU and GE

There are four types of comments on both EFIU and GE.

EFIU/GE ‘Issues’ Should Not Come First

- “EFIU and GE areas/issues do not come first. Rather teachers should lead students to deal with the areas/issues based on students’ interest and desire.”[Elementary/Public/All/38/M]
- “I think it is inappropriate to assume that ‘EFIU and GE [areas/issues] exist and so we should teach EFIU and GE [areas/issues]’. I think at the elementary school level, education needs to be concerned with students’ developmental stage first, then teachers should expand students’ horizon from their surroundings, to family and local community, society, Japan, and the world. For example, for 1st and 2nd grade children, teachers can lead them to compare their own ‘play/games’ with those of children in other countries. For 3rd and 4th grade students, teachers can make them think how many foreign products they eat regularly. I want to broaden my students’ perspectives by focusing on the relevance of their daily life to the world. I think EFIU [and GE] areas/issues that you listed in Item 2 should not be directly introduced to students, but should be presented to students indirectly, or out of necessity, or as result of the development of courses.”[Elementary/Public/All (except Music and Science)/36/M]

Respondents’ Perception of/Approaches to EFIU and GE

- “The central goal of EFIU is mutual understanding. In order to transform mutual understanding to mutual action (recognition), teachers need to introduce International Education, which is equal to GE, to students. I think EFIU is introductory learning for International Education and GE.” [Junior high/Public/Social Science/51/M]
- “Teachers should deal with EFIU and GE issues without being so conscious of the concept of own country or other countries.” [High/Private/Japanese Language/30/M]
- “I am especially interested in human rights issues within EFIU and GE.” [High/Private/Health Education and Education for Physically handicapped children/24/F]

Calling for the Importance of Fostering Nationalism/Respecting Own Culture First

- “I want to start [EFIU/GE] with [teaching] respect for own culture.” [Elementary/Public/All/47/M]
- “In any case, I do not think people who cannot be proud of their own culture and history can respect other cultures and other countries’ history. I think having a ‘healthy/robust’ nationalism is necessary.” [Junior High/Public/Social Science/35/M]
- “It is impossible to make [people in] other countries understand our country if our students do not understand our country.” [Junior High/Public/Social Science/46/M]

Suggestions for Promoting EFIU and GE

- “In order to promote EFIU/GE, it is important that EFIU/GE is dealt with by schools as a whole. [In other words, schools should deal with EFIU/GE as school activities.] Appealing to educational organizations is also important.” [Junior high & High/Private/English/64/M]
- “Regarding EFIU and GE, only a handful of teachers, such as teachers who are experienced in working in Japanese schools abroad, has been actively dealing with the two kinds of educations. However, many teachers in general do not understand EFIU and GE well. Further educational campaigning for EFIU and GE is needed and it is important to have efforts to let many teachers know the current situation, directions, and practices of EFIU and GE first.” [Board of Education/45/M]

Practice of EFIU and GE

- “I think that EFIU and GE do not have any particular course hours in current school education system.” [High/Private/Chemistry/49/M]

(5) Comments regarding Teachers’ Own Concern

There are three types of comments regarding teachers’ own concern.

Respondents’ Hope for Students to Be

- “The thing that I want to emphasize most is to make students open minded. I would like students to know the fact that people in the world have various ways of doing things and values and to think to think what they can do about it.” [Elementary/Public/All/?/F]
- “I am hoping to equip students with, at least, the attitude of accepting [respecting] difference, even if I cannot make them understand the difference.” [Elementary/Private/All/31/M]

Respondents’ Own Educational Approaches

- “I want to basically think about education that leads students to think about their local affairs and incidents, without being deluded by a big name [such as *Education for International Understanding*].” [Elementary/Public/All/44/M]
- “Understanding of other countries is equal to further understanding of own country. I would like to give students the opportunity to deepen the reciprocal flow of feelings, not material interaction through school activities, such as a Period of Integrated Study. I hope the opportunity can provide a foundation to equip students with international perspectives by learning good things about Japan and aspects of Japanese society that should be reformed.” [Elementary (Vice School Principal)/Public/49/M]

● **Concern about Lack of Preparation Time for Planning the Period of Integrated Study Courses**

“When I make teaching plans for my Period of Integrated Study (PIS) course, I always feel that I do not have enough time to prepare for the course. Teachers work under chronic time pressures. In preparation of a PIS course, a teacher has to make the entire course plan from scratch by her/himself. That involves arranging guest teachers, preparation of necessary items for the course, preparation to deal with each student’s own project. Teachers in elementary and junior high schools do not have teaching assistance like high school and university teachers have. In addition, preparation time is not always available because of unexpected school events or school-related meetings. To use a grandiloquent phrase, a single teacher has to deal by her/himself with a large number of tasks, which in the business sector a specially formed project team deals with as a group. By nature, a teacher in an elementary school has been expected to handle every matter that arises in her or his own assigned class by her/himself. That was possible before the national curriculum standards reform [which created the PIS] was introduced. The reform basically gave more jobs and less time for teachers to deal with the changes. The reality is that teachers cannot perform as the reform expects. Unless structural changes are to be implemented to ease teachers’ burdens and time constraints, the reform and the PIS will not work. Practice of the PIS now gets trapped into ‘grandstand play’ and ‘formalism’. The phenomenon has made teachers who want to practice a good PIS course suffer and feel helpless. Many teachers are suffering from ‘burn-out syndrome’. In order to practice PIS, teachers earnestly wish to have a school system that supports teachers and a system of Local Boards of Education that supports schools. Some schools are actually successful in creating such support systems by their own efforts. There is now an obvious gap between schools who have such support systems and those who do not. This issue has never been dealt by the mass media. It is very important to pay attention to this issue when one analyzes or researches PIS practices, including practices related to *International Understanding*.”
[Elementary/Public/All/33/M]

APPENDIX IV
Interviewees: Comparison Chart

Table 4.1 Teaching Context

Last Name of Interviewees (Full Name)	School Level/Type of School	Name of School	Subject	Sex	Pressure from Entrance Exam	Level/Characteristics of School (From interviewees' comments)
Nakamura (Keiko Nakamura)	Elementary/Public	Yonuma Elementary School	All	F	No	Students from low-income families; parents' indifference to educational reputation of their children due to lack of financial/economic resources.
Yoshimatsu (Masahide Yoshimatsu)	Elementary/Private	Wako Elementary School	Social Science	M	No	Peace, Justice, and Coexistence loving (Leftist) school; affluent and well resourced ¹⁵⁹
Kawahara (Yoshikazu Kawahara)	Junior High/Private	Shibaura University of Technology-Affiliated Junior High School	English	M	Yes (but less so during junior high school year)	Affluent and well-resourced/rich (All students have laptop at school!!!); the junior high school was founded in 1998 as attached school of Shibaura University of Technology-Affiliated High School.
Motoyama (Akira Motoyama)	Junior High/Private	Honden Junior High School	Civics	M	Yes	Located in Old Town of Tokyo
Sekihara (Tadayu Sekihara)	High/Public	Toda High School	Japanese History	M	No	Low
Nakayama (Hideyoshi Nakayama)	High/Public	Kurume-nishi High School	English	M	No	Average

¹⁵⁹This is my impression from the interview with Mr. Yoshimatsu and from his school handout.

Table 4.2 Practice of GE

Last Name of Interviewees	Issues that They Taught	Course under Which They Taught	Reaction of Students
Nakamura	(1) Her personal experience in participating in NGO studies tour (2) Literacy in Nepal (3) UNICEF fund-raising activities (4) The Rights of the Child ¹⁶⁰	(1) Homeroom (2) Moral Education (3) School Activity (4) Requested by Local Board of Education	(1) Students showed interest by looking at her pictures. (2) Examples of students' comments: "I am lucky to be born and live in this affluent country," "I do not want to go to the country," and "poor thing." (3) N/A (4) After the course, students started to not listen to her instructions, saying that they have 'rights' to do ~." The course created disorder in her class.
Yoshimatsu	(1) Hiroshima (1975-1985) ¹⁶¹ (2) Okinawa [Teacher-imposed [centred] studies] (1986-1990) ¹⁶² (3) Okinawa [Student-centered studies] (1991-present) ¹⁶³ (4) National emergency	(1)~(3) PIS (4) Social Science	(1) Students learned about indiscriminate effects of the atomic bomb dropped in Hiroshima; and they became attached to the victims. (2) Negative: students ended in obtaining 'knowledge,' so the course did not motivate students to work for peace; and students' images of Okinawa were "scared" and "dark." ¹⁶⁴ (3) Very positive: students started thinking seriously about their ways of living via learning about Okinawa; and the studies made students active learners; the students who went to Okinawa passed their positive and pleasant experience onto 5 th grade students who go there in a following year. (4) Many students insisted that Japan should keep pacifist constitution after they had researched various opinions in newspapers about the constitution.

¹⁶⁰She regretted the way that she organized the course, which resulted in conveying wrong messages to her students. Basically she told them how many rights they have. She mentioned that her colleagues criticized her approach. Her colleagues thought that adults should protect the Rights of the Child rather than children insisting on them for themselves. The Head of the Local Board of Education told her that she abandoned her responsibility as a teacher and she should teach the rights that are useful for students' daily life (i.e., right to respect freedom of expression of classmates).

¹⁶¹Hiroshima studies were for 6th grade students.

¹⁶²His school started Okinawa studies in 1986 for 6th grade students. Okinawa studies from 1986 to 1990 were organized by teachers and had a heavy focus on the ground battles between US and Japan in Okinawa. Students studied about Okinawa (i.e., the ground battles) before they actually visited Okinawa. In Okinawa, students listened to the sad experience of the survivors of the Okinawa war and also visited several bomb shelters where many people had died.

¹⁶³By learning about students' negative impression of the Okinawa studies from 1986 to 1990, his school changed the organization of the Okinawa studies in 1991. The Okinawa studies are for 6th grade students. Since 1991, students organized the Okinawa studies. That led to the studies including the culture and history of Okinawa, not just the ground battles in Okinawa. Although students do the same activities as for the Okinawa studies during 1986 to 1990, they also experience Okinawan culture, food, dance, music, and natural beauty.

¹⁶⁴5th grade students listened to 6th grade students' experiences of the Okinawa studies before they went to Okinawa in the following year. Because the 6th grade students only passed on only what they heard from the survivors, focusing on the awful and sad tragedy, the 5th grade students took image of Okinawa studies as scary, sad, negative, and dark. Some students commented that the food there sounded really bad.

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	legislation/Pacifist constitution		
Kawahara	<p>(1) Environmental Issues (i.e., a nature-based experience and Malaysia Studies Tour)</p> <p>(2) International voluntary activities (lecture by a NGO)</p>	(1)~(2) School-wide special activity ¹⁶⁵	<p>(1) N/A</p> <p>(2) Students showed interest in Trade Game,¹⁶⁶ which was related to their personal interests'. [He did not comment on what students learned from the NGO lecture]</p>
Motoyama	<p>(1) September 11</p> <p>(2) Survey on business trends in the local community</p> <p>(3) Trade in shrimps</p> <p>(4) Landmines</p> <p>(5) Japanese craftspeople and the effect of the globalization</p> <p>(6) Environment, Peace, and International Issues¹⁶⁷</p>	(1)~(5) Civics (6) PIS	<p>(1) Initial reaction: Students condemned off-target strikes. Many male students insisted that the Taliban deserved the punishment. Reaction after the course: Students learned that the problems that caused September 11 were complex, and some commented that they felt impotent; many students expressed their worries about the future of the Japanese Self Defense Force (SDF) now that the SDF could assist U.S. military action under special legislation on combating terrorism; 14 out of the 15 male students who originally had supported the war of retaliation shifted their views toward neutrality and comprehended the complex nature of September 11 after they learned about the activities that only neutral NGOs could do (i.e., demining efforts, medical services, refugee assistance, and humanitarian assistance); and many hoped for the early arrival of peace in Afghanistan and wanted to help those NGO activities. → Student Council started shipping recycled clothes to Afghanistan.</p> <p>(2)~ (6) Students are more interested in those issues than in regular course work or issues from a textbook because they listen very carefully to the former issues and they see some relevance in the issues to their daily life.</p>
Sekihara	<p>(1) Survey on September 11¹⁶⁸</p> <p>(2) Israeli-Palestinian conflict</p>	(1)~(5) Japanese History	<p>(1) Students' responses on the survey:</p> <ul style="list-style-type: none"> ● The 9.11. terrorist attacks: In total, 72.7% of the students responded that the terrorist attacks were unforgivable acts and 84.9% were worried that the similar terrorist attacks might occur in Japan.

¹⁶⁵The school-wide special activity is called *World Days* and is offered one Saturday per month. Issues related to Information Education, Environment Education and Education for International Understanding are dealt with during *World Days*.

¹⁶⁶Trade game: players learn about manufactured goods all over the world and trade in them with one another. The game involves thinking about exchange rates and monetary issues.

¹⁶⁷He is not teaching the issues. He is supervising students' self studies on an issue, which they choose out of the six issues under the 'Period of Integrated Study.'

¹⁶⁸He and his colleagues conducted a survey about 'September 11', targeting 1,500 senior high school students (850 males and 650 females) in Saitama Prefecture in Japan. The survey was conducted on the 21st and 22nd of September 2001.

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	<p>(3) National emergency legislation (4) The State of World's Children 2000 (5) Refugee Issues</p>	<ul style="list-style-type: none"> ● U.S. retaliation by force: only 21% in total approved and 56.3% suggested U.S. should have pursued nonmilitary solution. 84.7% opposed U.S. intention to use nuclear weapons. ● Methods to eradicate terrorism: 53.8% of the students responded that the methods should be an international economic cooperation framework to eradicate poverty and get rid of economic inequality. 34.6% suggested international agreement. Only 11.4% responded that the eradication of terrorism should be done through continuous military action. ● The SDF participation: 63.9% approved the SDF participation only in delivering necessary materials and medical services. ● Comments on media presentation: “The Japanese media’s repeated showing of the scenes of the two planes crashing into the Twin Towers was too much”; and “I want to see a more balanced presentation of the facts, including what Islam world think about 9.11”. ● General comments: “nothing we can do about U.S. military action”; the people who died from 9.11 and U.S. military action are both innocent civilians”; and “both 9.11 terrorist attacks and U.S. military action against Afghanistan are same kind of murder.” <p>(2) Too difficult. (3) N/A (4) Students were moved by the sad stories of children in developing countries. Students tend to listen seriously to the issues that are relevant to their own life. (5) N/A</p>
<p>Nakayama</p>	<p>(1) Global Education (i.e., identity, stereotypes and prejudice, human rights, gender, development NGO activities, September 11 and Afghanistan/Islam, literacy, and poverty) ¹⁶⁹</p>	<p>(1) Elective course under PIS</p> <p>(1) All of the four students who took this course made following comments: [Student 1] the course exposed him to new perspectives and different lifestyles and living; this student was surprised that he also had stereotypes; and he was very pleased about learning about countries that he had no clue about. [Student 2] This student could not eat Indian food with her/his hands at all; and this student was sad about not being able to do something that the body of the students decided to do. [Student 3] This student found no problem with eating Indian curry by hand; this student could express his opinion much more smoothly thanks to the course; he learned that there were so many different perspectives in the world; his prejudice decreased; and he became more interested in world affairs. [Student 4] this student was pleased about the style of this course that emphasized with the teacher and all students thinking together; she enjoyed having Indian curry and tea; and she liked the atmosphere of the class that allowed her to express her opinions without hesitating.</p>

¹⁶⁹ He taught all the listed issues in a yearlong course and four students took it.

Table 4.3 Reasons for Teaching GE and Teachers' Interest in GE

Last Name of Interviewees	Reasons for Teaching GE	Teachers' Interest in GE (Which Issues They Want to Teach in the Future)
<p>Nakamura</p>	<p>(1)~(3) Personal Belief</p> <ul style="list-style-type: none"> ● She has always wanted to contribute to making the world a more peaceful place. ● She wants to make students respect others and difference. ● She wants students to be exposed to different values and various perspectives. <p>(4) School Requirement (5) Requested by Local Board of Education</p>	<p>Development (i.e., the North-South issues); Human Rights; Environment; Peace; Roles of the United Nations and NGOs; Ecology; and Interdependence/Co-existence</p>
<p>Yoshimatsu</p>	<p>(1)~(3) School Requirement→Personal Belief (now) (4) Personal Belief: Essential learning for students today</p>	<p>Human Rights; Gender; Development; Environment/Resources; Peace; Role of the United Nations and NGOs; World Economy/Trade; History and Development of Mankind; Ecology; and Interdependence/Co-existence</p>
<p>Kawahara</p>	<p>(1)~(3) School Requirement</p>	<p>None</p>
<p>Motoyama</p>	<p>(1)~(7) Personal Belief</p> <ul style="list-style-type: none"> ● Essential learning for students today ● Requested by students ● Personal interest ● <u>September 11</u>: He thought it was important to deal with the issue and discuss it with the students having seen the students' anxiety about a possible war in Japan and their future. <p>(8) School Requirement</p> <ul style="list-style-type: none"> ● Part of a 'Period of Integrated Study' course <p>Personal Belief</p> <ul style="list-style-type: none"> ● Issue on Peace: He had thought that a war is bad and there is no justification for that since he was child. 	<p>Peace (i.e., depleted uranium and Palestinian issues); Media literacy; the United States studies; World Trade/Resources; Globalization; Development (i.e., slow food and first food); Environment; Role of the United Nations and NGOs; and Interdependence/Co-existence.</p>
<p>Sekihara</p>	<p>(1) Personal Belief: He and his colleagues felt responsible for responding to students' anxiety about what is going to happen next. (2) Personal Belief: Essential learning for students today</p>	<p>Further exploration of 9.11 issues:</p> <ul style="list-style-type: none"> ● Role of the United Nations; International law; issues concerning the deployment of the SDF; and Article 9 of the Japanese Constitution to the minimum required for its self-defense. ● Role of the United States (i.e., he thinks that the U.S. double standard and arbitrary actions are causes of many conflicts in the world)

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	Environment; and Peace Environment
<p>Nakayama</p> <p>Personal Belief</p> <ul style="list-style-type: none"> ● His experience in Amnesty International Japan as a long-term volunteer ● He wants students to outgrow stereotypes and prejudice ● Essential learning for students today ● Personal Interest ● Influenced by GE practitioners <p>School Requirement</p> <ul style="list-style-type: none"> ● Part of a 'Period of Integrated Study' course ● Somebody had to do one of the courses of 'Period of Integrated Study' in his school. 	

Table 4.4 Obstacles for Teaching GE and Support that Teachers want in Teaching GE

Last Name of Interviewees	Obstacles to Teaching GE/ Challenges and Areas for Improvement in Teaching GE	Support that Teachers want in Teaching GE
<p>A. Nakamura</p>	<p>Obstacles:</p> <ul style="list-style-type: none"> ● Not promoted by Ministry of Education, Science, Sport and Culture (MESSC). (i.e., issues, such as ‘Peace’ and ‘Interdependence/co-existence’) ● Difficult to obtain support from colleagues and to establish support system within school because they considered her way of teaching issues inappropriate; and lack of her own expertise (i.e., ‘Human Rights’ and ‘Development’) → Her answer to this obstacle: she thinks that writing a convincing and practical GE teaching guideline, which is acceptable to colleagues, will generate support from colleagues. ● No time for preparation. (i.e., ‘Ecology’) ● Local Board of Education might not support. (i.e., ‘Interdependence/co-existence’) ● No time to teach the issues within fixed course hours. (i.e., ‘Peace’ and ‘Interdependence/co-existence’) ● Issues of traveling expenses and gratuities if she wants to invite NGOs for lectures. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> ● Build expertise: she wants to gain her own expertise in development issues, so that schools will recognize her capacity in teaching the issues and she thinks that she can teach the issues easily in that way. For that reason, she is applying for the Japan Overseas Cooperation Volunteers. 	<ul style="list-style-type: none"> ● Examples of good GE teaching practice. ● Support from school and colleagues. ● She wants to be posted to a school that is active in GE.
<p>Yoshimatsu</p>	<p>Area for Improvement:</p> <ul style="list-style-type: none"> ● To teach issues convincingly: He thinks that learning and thinking together with students is important and if they are not convinced or do not understand, he thinks that the role of a teacher should be to provide useful materials. In addition, parents of students will complain if a teacher imposes his or her ideology on students. 	<ul style="list-style-type: none"> ● Workshops that give tips on good GE practices.
<p>Kawahara</p>	<p>N/A</p>	<p>N/A</p>
<p>Motoyama</p>	<p>Challenge:</p> <ul style="list-style-type: none"> ● He needs to deal with areas, which will be on the entrance exams for high schools, otherwise students’ parents will complain. 	<ul style="list-style-type: none"> ● Examples of good GE teaching practice. ● Contact with GE practitioners. ● Contact with NGO experts who can suggest which NGOs are capable of teaching issues to students in understandable ways and who can introduce those NGOs to him.
<p>Sekihara</p>	<p>Area for Improvement:</p> <ul style="list-style-type: none"> ● He has less confidence in teaching international affairs because he is not expert on that. (i.e., Israel-Palestinian issue: he cannot explain about Islam and Judaism as 	<ul style="list-style-type: none"> ● Examples of good GE teaching practice. ● Workshops that give tips on good

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<p>Nakayama</p>	<p>the believers do.)</p> <p>Challenges:</p> <ul style="list-style-type: none"> ● Teaching GE required a large amount of time for preparation ● The course was not always on schedule because sometimes it took more time for students to think or to discuss than he expected. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> ● GE deals with a very broad range of issues and he is not expert in some of the GE issues. Thus, he thought that it was good to teach GE with other teachers. ● Create an atmosphere where students can express their opinions freely and easily. ● How to hold attention of students, especially those who are indifferent or difficult to control, in class. ● Challenge to encourage students to treat people in developing countries equally. In other words, he does not want students to get the idea that they need to help people in developing countries because they think the people are miserable and backward. 	<p>GE practices.</p> <ul style="list-style-type: none"> ● Examples of good GE teaching practice ● Workshops that give tips on good GE practices. ● Administrative support: because it takes a huge amount of time for preparation, he wants to have manpower and sufficient time. He also thinks that the government should increase the number of teachers in order that the 'Period of Integrated Study' works better.
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