Joint Project between
National Institute for Education Policy Research (NIER) and
Japan International Cooperation Agency (JICA) Global Plaza

Comparative Study on International Education for the Global Age

Summary

March 2014

Japan International Cooperation Agency (JICA) Global Plaza

International Development Center of Japan Inc. (IDCJ)

Ｔ Ａ Ｃ
Ｊ Ｒ
14−005

Joint Project between
National Institute for Education Policy Research (NIER) and
Japan International Cooperation Agency (JICA) Global Plaza

Comparative Study on International Education for the Global Age

Summary

March 2014

Japan International Cooperation Agency (JICA) Global Plaza

International Development Center of Japan Inc. (IDCJ)

Preface

This Report is a summary of the Report for "Comparative Study on International Education for the Global Age[1]", which has been conducted between December 2011 and March 2014 in cooperation between the National Institute for Educational Policy Research (NIER) affiliated to the Ministry of Education, Culture, Sports & Technology (MEXT) in Japan and Japan International Cooperation Agency (JICA) Global Plaza.

Background and Purpose

Development of "global human resources" who understand, adapt to and respond to diverse values and environment of the global society is urgently needed for Japan, considering today's interconnected and interdependent relationship with other countries. Under this circumstance, the "Comparative Study on International Education for the Global Age" has been started in order to obtain information on how other countries are working on development of global human resources.

This Study has been conducted with the following two main purposes:

(1) To review what kind of skills and capabilities are aimed to be achieved and how they are included in primary and secondary education curricula in other countries so as to obtain insights for future curriculum development in Japan

(2) To review and compare how "International Education" has been implemented by the government, NGOs and other actors in other countries so as to obtain insights for future direction of "Development Education" in Japan.

Target Countries of the Study

This Study has targeted the following 6 countries to conduct field researches.

(1) United Kingdom (Field research period: September 16~September 21, 2012)
(2) Germany   (Field research period: September 22~September 29, 2012)
(3) Canada   (Field research period: January 13~January 19, 2013)
(4) United States (Field research period: March 10~March 16, 2013)
(5) Australia   (Field research period: March 4~March 10, 2012)
(6) New Zealand   (Field research period: March 11~March 17, 2012)

Contents of this Report

This summary report is composed of three chapters and appendix.　Chapter 1 describes the current situation on Japan's elementary and secondary education curricula and international education, with a brief explanation of the recent discussion over "global human resources" in Japan.　Chapter 2 discusses elementary and secondary education curricula of target countries in details, especially focusing on (1) capabilities and skills attached great importance in their curricula, (2) social and cultural backgrounds of paying attention to those capabilities and skills, (3) how those capabilities and skills are described in the curricula, (4) their relations with subject studies, and (5) methods for strengthening those capabilities and skills.　Chapter 3 discusses international education implemented in the target countries, especially focusing

---

[1] The Report for "Comparative Study on International Education for the Global Age" is written only in Japanese and will be made available through the website of JICA Library.

on (1) historical changes of "international education" in the country, (2) roles of the government in promoting international education, (3) roles of civil society in promoting international education, (4) roles of development aid agencies, (5) recent trend in international education, and (6) implementation in schools.

Terminologies

In this summary report, a terminology of "international education" is often used. This "international education" means comprehensive educational activities including not only an education for fostering global citizens who can concern about peace, justice and symbiosis of human being from global point of views through overcoming ethnocentrism, but also an education for fostering global leaders with high competencies such as thinking, communication skills, problem solving abilities, string initiatives, which has been more paid attention to in the recent years. In other words, the "international education" indicates all kinds of educational activities that deal with international issues and problems. Specifically it includes, but not limited to, "International Education for Understanding", "Development Education", "Education for Sustainable Development (ESD)", "Global Education", and "Citizenship Education".

It is noted here that the "international education" used in this report does not mean any specific educational activities like the "international education (Kokusai Kyoiku)" promoted by Japan's MEXT and another "international education" widely conducted in U.S. in the past.

Contributors to the Report

In this Study, there are several contributors including university professors who contracted with NIER and IDCJ (International Development Center of Japan. Inc.) researchers who contracted with JICA, as well as staff of JICA Global Plaza. The content of "2-1 Characteristics of the Curriculum in the Counties" of Chapter 2 was summarized by the Study Team based on papers written by the university professors (whole papers are in the Japanese version of the Report). Appendix 1 was reprinted from a NIER report "Basic Study on Curriculum Organization Report 6: Qualities and Capabilities in the Educational Curricula in Foreign Counties – Focusing on Qualities and Capabilities" (July 2013).

The contributors to this Report are as follows;

Yasushi FUJII	(in charge of U.K., Matsuyama University)
Asahiro ARAI	(in charge of U.K., Jyosai University)
Atsushi URABE	(in charge of Germany, Hiroshima City University)
Maiko AOKI	(in charge of Australia, Hokkaido University)
Reiko SHIMAZU	(in charge of New Zealand, Hiroshima University)
Tsukasa SASAKI	(in charge of U.S., Yamaguchi University)
Jin SATO	(in charge of U.S., Fukuoka University)
Tomoko SHIMOMURA	(in charge of Canada, Mie University)
Tomoaki MASTUO	(in charge of Japan, NIER)
Yorihiko KATSUNO	(NIER)
Kenichi GOTO	(NIER)
Masahiro NII	(NIER)
Mayumi NISHINO	(NIER)

Takashi FUCHIGAMI   (NIER)
Satoko IMAMURA   (NIER)
Kenji MATSUBARA   (NIER)
Hajime SHIROUZU   (NIER)
Emi IKEDA   (NIER)

Katsuhiko HAGA   (JICA, April 2013~)
Takao KAIBARA   (JICA, ~March 2013)
Tatsuo KAKEGAWA   JICA, April 2012~)
Kunihiro HADA   (JICA, ~March 2012)
Takehiro SUSAKI   (JICA, July 2013~)
Tomoko TAKEUCHI   (JICA, ~June 2013)
Michiyo HASHIGUCHI   (JICA, ~October 2012)
Toshiya SATO   (JICA, September 2013~)
Toshihisa HASEGAWA   (JICA, December 2011~ August 2013)
Tomomi ORITA   (JICA, ~November 2012)
Keitaro FUJII   (JICA)
Chika TAKISHITA   (JICA)
Chisato ISHIZAKI   (JICA, November 2012~)
Narihiro YAEGASHI   (JICA, ~March 2013)
Yuko ISHIZAWA   (JICA, April 2012~)
Takashi TOYAMA   (JICA, ~March 2012)
Hirohito TAKATA   (JICA, ~January 2012)
Aimi SHIMIZU   (JICA, January 2014~)
Masato KOINUMA   (JICA, January 2012~ December 2013)
Etsuko HIRATA   (JICA, December 2013~)
Fumie TSUKAGOSHI   (JICA, February ~ December 2013)
Taisuke MATSUO   (JICA, April 2013~)
Yoshitaka TANAKA   (IDCJ)
Mana TAKASUGI   (IDCJ)
Nami YASUMURO   (IDCJ)

Besides, the following 4 members cooperated with this Study as the advisors and gave academic and technical advices to this Report.

Akira NINOMIYA   (President, Hijiyama University & Hijiyama University Junior College)
Takashi TADA   (Professor, Chairperson, Dept. of Japanese Language Studies, Mejiro University)
Yuji YAMANISHI   (Professor, International Education, Waseda University)
Tomoaki MATSUO   (Senior Researcher, Dept. for Elementary & Secondary Education, National Institute for Education Policy Research: NIER)

Others:

As mentioned above, this Study was jointly conducted by NIER and JICA.   On the NIER side, this Study was considered as a part of a NIER original project "Basic Study on Educational Curricula in the World" focusing on France, Finland, Korea, and China as well as the targeted 6 countries in this Study.   The detailed information of educational curricula in such countries are described in NIER reports, "Basic Study on Curriculum Organization Report 6: Qualities and Capabilities in the Educational Curricula in Foreign Counties – Focusing on Qualities and Capabilities" (July 2013) and "Basic Study on Curriculum Organization Report 5: Fundamental Principles for Organizing a Curriculum to Cultivate Qualities and Capabilities that Respond to Changes in Society" (March 2013)[2].

---

[2] Both of the NIER reports were only written in Japanese.

Joint Project between
National Institute for Education Policy Research (NIER) and
Japan International Cooperation Agency (JICA) Global Plaza

Comparative Study on International Education for the Global Age

Summary

Table of Contents

Chapter 1   Present Status of Educational Curricula and Education for International Understanding/Development Education in Japan

To set this study in its proper context, this chapter will first recapitulate recent discussions pertaining to global human resources in Japan before describing the basic perceptions of global human resources in this study. Then, it will give a general outline of the present status of the Japanese educational curricula as well as the present status of education for international understanding/development education in Japan.

1-1   The Recent Discussion about Global Human Resources in Japan

The deepening complexities of interdependent relationships between Japan and other countries in a globalized world provide the context for this study. Japan recognizes that educating global human resources with the ability to adapt and respond to different values and environments, and to promote understanding of the current situation around the world are urgent issues. Recently, in Japan, there have been wide-ranging discussions among the business community, government and academia about the need for global human resources, the type of human resources needed, and the policies that would be conducive to educating such human resources. The background is a crisis mentality brought on by Japan's declining population and aging society, intensifying global competition for the economy, corporations relocating overseas and the increasing fluidity of human resources. Meanwhile, young people have a tendency to turn inward and show no inclination to venture overseas. There is a shortage of human resources capable of responding to this situation and improving the competitiveness of Japan.

The discussions are mainly centered on the internationalization of university education and training for the human resources needed for industry, but the qualities and capabilities required of global human resources cannot be developed with a university education alone. Starting from the primary and secondary stages of education covered by this study, continuous initiatives are necessary, and to that end, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has also launched a number of initiatives. The National Institute for Educational Policy Research (NIER) is also shaping proposals for compiling educational curricula from the standpoint of nurturing the qualities and capabilities required for such a society.

1-1-1   The Qualities and Capabilities Required of Global Human Resources

In terms of the ideal type of person that contemporary society should produce through education, a number of objectives have been identified including "a well-rounded personality" (Cabinet Office, 2003), "employability" (Ministry of Health, Labour and Welfare, 2004), "basic employee competencies" (Ministry of Economy, Trade and Industry, 2006) and "academic abilities" (Ministry of Education, Culture, Sports, Science and Technology, 2008)[1]. The table below describes "basic employee competencies" and "academic abilities" to illustrate the ideal from the perspectives of industry and academia respectively. Looking at this, we see that qualities such as the ability to think, communication skills, problem-solving skills, independence

---

[1] "Basic Study on Curriculum Organization Report 6: Qualities and Capabilities in the Educational Curricula in Foreign Countries - Focus on Qualities and Capabilities," the National Institute for Educational Policy Research (NIER), July 2013

and teamwork are mentioned for either type of person.

Description of "Basic Employee Competencies" and "Academic Abilities"

"Basic Employee Competencies"		"Academic Abilities"	
Basic skills required when working with other people in the workplace or in the local community		Guiding principles for a university-educated 21st century citizen	
Ability to step up (action)	Independence	Knowledge and understanding	Systematic understanding of academic knowledge
	Ability to influence	Versatile skills	Communication skills
	Ability to get things done		Quantitative skills
Ability to think things through	Ability to identify challenges		Information literacy
	Planning skills		Logical thinking
	Creative ability		Problem-solving skills
Teamwork	Ability to get messages across	Attitudes and orientation	Ability to work without supervision
	Ability to listen closely		Ethical outlook
	Flexibility		Teamwork, leadership
	Ability to assess situations		Social responsibility as a citizen
	Discipline		Life-long learning
	Ability to control stress	Comprehensive learning experience and creative thinking	The ability to make comprehensive use of knowledge, skills and attitudes acquired in the past, to apply them to new challenges, and to resolve those challenges

Source: Compiled by the study team based on the "Interim Summary of the Study Group for Basic Employee Competencies," Ministry of Economy, Trade and Industry, 2006 and "Toward Structuring University Education (Report)," MEXT Central Council for Education, 2008.

Since 2009, the topic of global human resources has been discussed by a number of committees in industry, government and academia[2]. The following table introduces the definitions of global human resources by three representative committees.

Definitions of "Global Human Resources"

Committee Name	Definition of Global Human Resources
The Global Human Resource Development Committee of the Industry-Academia Partnership for Human Resource Development (METI (MEXT), 2010)[3]	Human resources who are able to think independently and clearly communicate their own thinking to colleagues, partners and customers with varying backgrounds, while rising above differences in values and traits derived from cultural and historical backgrounds to understand and empathize with the other party, to draw out and leverage the strengths produced by these differences to create synergy and new values in a

---

[2] Important discussions not introduced in this section include the "Roundtable Meeting on Human Resource Development through Industry-Academia Collaboration," MEXT and METI, 2011-2012 and "Proposals for Educating Global Talent," Keidanren, June 2011 among others.

[3] "Report on Training Global Human Resources in Industry, Academia and Government," Global Human Resource Development

	globalizing world. In addition to (1) the basic employee competencies required of the average adult, global human resources are also required to have (2) the ability to communicate in foreign languages and (3) the ability to understand and leverage foreign cultures.
The Council for Promoting Global Human Resource Development by Industry-Government-Academia[4]	People with a broad-based education and specialization with the ability to communicate and cooperate to build relationships that rise above differences in languages, cultures and values. People with the ability to create new value who are aware of contributions to society with a view to the next generation while retaining their identity as Japanese in contemporary society where global competition and coexistence are moving forward.
The Council on Promotion of Human Resource for Globalization Development (Cabinet Office, 2012)[5]	Human resources who have I: Language skills and the ability to communicate; II: Independence and positive attitude, readiness for challenges, a spirit of cooperation and flexibility, a sense of responsibility and mission; III: Understanding of foreign cultures and identity as Japanese. A broad-based education and profound specialization, the ability to identify and resolve challenges, teamwork and leadership (coordinate groups of different people), public-spiritedness and an ethical outlook, and media literacy are qualities required not only of global human resources, but also of the human resources who will support the core of society in the future.

Source: Compiled by the study team based on materials published by each committee

Looking at this information, it is clear that in addition to the qualities and capabilities flagged up for "basic employee competencies" and "academic abilities," global human resources are required to have the ability to understand foreign cultures and language skills as well as the ability to exercise the above mentioned qualities and capabilities, such as communication skills, teamwork and problem-solving skills, among peers with different cultural backgrounds.

1-1-2 Measures for Educating Global Human Resources

In the "Basic Strategy for Revitalizing Japan: Overcoming Crisis and Challenging the Frontiers," approved by Cabinet decision in December 2011 under the administration of the Democratic Party of Japan, the education of global human resources is positioned as an important measure. It is clarified as promoting initiatives to cultivate an international outlook among young people by finding ways to internationalize institutions of higher learning while promoting the acceptance of foreign exchange students and study abroad by young people.

Committee of the Industry-Academia Partnership for Human Resource Development, April 2010
[4] "Strategies for Educating Global Human Resources by Industry-Government-Academia," The Council for Promoting Global Human Resource Development by Industry-Government-Academia, April 2011.
[5] "Strategies for Educating Global Human Resources (Summary)," The Council on Promotion of Human Resource for Globalization Development, June 2012

At the "Council on Promotion of Human Resource for Globalization Development" (with the Chief Cabinet Secretary acting as Chairman and members including the Minister of Foreign Affairs, the MEXT Minister, the Minister of Health, Labour and Welfare, the Minister of Economy, Trade and Industry and the Minister of State for National Policy), which was convened from 2011 to 2012,[6] the importance of properly acquiring basic academic skills, physical skills and interpersonal skills was cited as an issue for primary and secondary education. At the same time, it was also cited that the importance of (1) reinforcing practical English language education, (2) promoting overseas studies at the high school level, and (3) improving the qualities and capabilities of teaching staff, in relation to the education of global human resources. Concerning academic education (improve and enhance university entrance examinations, establish a system of academic education of international standard, strategically promote overseas study exchange), the issues raised included the challenges for the economic society (improve and enhance recruitment activity, promote training and utilization of global human resources after recruitment) and other related important issues (enhance vocational education and training, promote international volunteer activities, diffuse and develop the Japanese language and Japanese culture worldwide, streamline the environment for educating global human resources).

In 2013, after the change of government, the measures for educating global human resources were still discussed at the Council for the Implementation of Education Rebuilding and the Industrial Competitiveness Council. The third proposal of the Council for the Implementation of Education Rebuilding, "University Education and Global Human Resource Development of the Future," lists the following measures. (Excerpts relating to this study only. Underlined text refers to primary and secondary education)

Measures for Educating Global Human Resources in the Proposal by the Council for the Implementation of Education Rebuilding

| 1. Create an educational environment that is compatible with globalization | 1) Exhaustive internationalization of universities
2) Double the number of Japanese students at overseas universities to 120,000 and increase the number of foreign students in Japan to 300,000
3) Enhance education compatible with globalization from the primary and secondary stages of education
・Expand English language classes
・Train English-speaking teaching staff
・Designate and support progressive high schools to educate global leaders (the tentatively named Super Global High Schools), increase schools certified to offer the International Baccalaureate, support overseas exchange programs and short-term overseas study for high school students, accept local children at overseas educational facilities including Japanese schools
4) Cultivate identity as Japanese, disseminate Japanese culture worldwide
・Enhance Japanese language education and initiatives to deepen understanding of Japanese traditions and culture through primary and secondary education as well as high school education
・Promote Japanese language studies and understanding of Japanese culture overseas
・Develop human resources and programs capable of introducing and teaching Japanese culture |

---

[6] "Strategies for Educating Global Human Resources (Summary)," The Council on Promotion of Human Resource for Globalization Development, June 2012

	5) Use a system of special zones to respond correctly to globalization
2. Create an educational and research environment to produce the innovation that will drive society	・ <u>Strengthen science and mathematics education at the stages of primary and secondary education</u> (Information related to universities and corporations omitted)
3. Strengthen educational functions for training students and sending them into society	・ Develop the abilities needed to function as active members of society including basic employee competencies such as identifying challenges, research skills, and the ability to get things done as well as basic general skills at university. ・ <u>To improve the quality of teaching staff responsible for primary and secondary education,</u> switch from quantitative development to qualitative enhancement at universities and departments for training teachers (Others omitted)
4. Strengthen continuing education for adults at universities	(omitted)
5. Strengthen the university management base by reforming governance and establishing a financial base	(omitted)

Source: Compiled by the study team based on "University Education and Global Human Resource Development of the Future," Council for the Implementation of Education Rebuilding (The third proposal), May 2013

In relation to item 3) at point 1: "Create an educational environment that is compatible with globalization," a total of fifty high schools and integrated junior and senior high schools were planned to be designated Super Global High Schools for a period of five years as of FY2014 and a public briefing session was held in January 2014. The objective is to train global leaders capable of acting on the international stage in the future from the high school stage by acquiring communication skills, problem-solving skills and other international qualities in addition to an in-depth education and interest in social issues. This program will collaborate with internationalizing universities, corporations and international organizations to research, develop and implement educational curricula, produce group work and theses, implement project-based learning, collaborate with high schools and universities abroad, and establish structures[7].

In March 2013, the MEXT Minister explained the "educational strategies to strengthen human resource capabilities" at the fourth meeting of the Industrial Competitiveness Council where measures to strengthen human resources and reform the employment system were discussed. There are three parts to the strategy here. Firstly, plans to strengthen industrial competitiveness focused on universities; secondly, starting from the stages of primary and secondary education, to develop an academic skill set and well-rounded personality to match the international top level (educating "Global Junior"); and thirdly, to provide opportunities for lifelong learning and retraining in response to changes in industrial structure. Specific measures are in accordance with the third proposal of the Council for the Implementation of Education Rebuilding. The second strategy for primary and secondary education is outlined below[8].

---

[7] MEXT website http://www.mext.go.jp/a_menu/kokusai/sgh/index.htm
[8] "Educational Strategies to Strengthen Human Resource Capabilities," Hakubun Shimomura, Minister of Education, Culture, Sports,

Description of the "Educational Strategies to Strengthen Human Resource Capabilities" at the Industrial Competitiveness Council

Basic Policies	Combined efforts of society to educate Japanese people to acquire a strong international grounding ・Acquire basic global skills (international outlook, ability to identify and resolve issues, communication skills, critical thinking skills, ability to sift through information, awareness of social contribution etc.) ・ Secure international top level academic skills for problem-solving required in the global world ・Improve English language abilities among junior and senior high school students: Turn out human resources capable of advancing to international top universities
Outcome indicators	・PISA[9] top level in all subjects (move up from current ranking) ・English language skills (improve average TOEFL iBT score from 69 to 80 points, 50% of junior high school students to graduate with at least Eiken Grade 3, and 50% high school students to graduate with at least Eiken Grade Pre-2 or Grade 2) ・Overseas studies for high school students (double number of short-term and long-term students to 60,000) ・Schools certified (candidates) to offer the International Baccalaureate: increase from 16 to 200 schools in 5 years' time)
Specific courses of action	・Academic skills and well-rounded personality (classroom innovation through the use of ICT and language activities, improve Japanese language skills, fine-tuned instruction in small groups and according to proficiency level, improve the abilities of teachers, enhance training in the ability to think, make judgments and give expression, promote education in the sciences and mathematics, enhance career-oriented education emphasizing how it relates to the real world) ・Ability to communicate in foreign languages and ability to think ethically (significantly improved language and teaching skills of foreign language teachers, enhance opportunities for English language immersion for children at English Camps, use ICT to promote international exchange, introduce TOEFL in university entrance exams) ・Cultivate the ability to make it overseas and an international outlook (promote high school student exchanges, dispatch human resources working internationally to schools etc.) ・Enhance the curriculum to foster global leaders ・Promote introduction of International Baccalaureate based on Japanese Dual Language IB Diploma development, improve learning outcomes

Source: Compiled by the study team based on "Educational Strategies to Strengthen Human Resource Capabilities," the Industrial Competitiveness Council, March 2013

JICA has also been supporting educating global human resources through introducing Japan Overseas Cooperation Volunteers (JOCV) or other human resources with experience of international cooperation to corporations and the Private Sector Partnership Volunteer System (started in fiscal year 2012), which dispatches private sector employees as JOCV by tailoring the recipient country, the type of occupation, and the length of the posting to the needs of corporations[10].

Science and Technology, March 15, 2013. Materials distributed at the fourth meeting of the Industrial Competitiveness Council http://www.kantei.go.jp/jp/singi/keizaisaisei/skkkaigi/dai4/siryou.html

[9] Abbreviation of the Programme for International Student Assessment conducted by the Organisation of Economic Cooperation and Development (OECD).

[10] JICA website http://www.jica.go.jp/volunteer/relevant/company/index.html

To summarize, measures proposed and implemented in primary and secondary education to educate global human resources focus on boosting English language skills, promoting overseas study, strengthening academic skills, and the study of Japanese culture. There are also references to cultivating an international outlook and enhancing the curriculum to foster global leaders, global basic skills, and international exchange.

1-1-3   Basic Perceptions of Global Human Resources in This Study

This section presents the basic perceptions of "global human resources" in the study based on the above discussions about global human resources in Japan in recent years.

Although this study is set in the context of rapidly growing calls in recent years for educating global human resources, as already stated, global human resources have also been discussed in the form of responses to appeals from industry, there is a tendency to focus on abilities that facilitate efficient and effective work performance in diverse environments after entering the workforce including the ability to think, problem-solving skills, independence, communication skills and, in particular, language skills. On the other hand, "international education," which we will refer to occasionally from this point onward, aims to educate global citizens who have escaped ways of thinking and conduct focused on their own nation, or their own ethnicity, and who demand solidarity and cooperation in awareness of their responsibilities from the perspective of the global good, and who respect attitudes of peace, justice and coexistence.

Consequently, in broad terms, the term "global human resources" implies human resources that have adapted to the recent globalized world, but it also implies a global citizen who acts with awareness and responsibility to maintain peace, justice and coexistence from the global perspective. In this study, these two connotations are well balanced. "Global human resources" are perceived as human resources who combine the necessary qualities and capabilities to be able to function better in the global society while retaining an international outlook based on attitudes of peace and justice, coexistence and sustainable development.

1-2   The Present Status of the Educational Curricula in Japan

Characteristics of the Educational Curricula

The purposes and objectives of school education in Japan are stipulated in the Basic Act on Education, which is the fundamental legislation for laws and regulations on education. As Japan faced several difficult challenges after drastic changes in society, the Basic Act on Education was amended in December 2006 for the first time in about sixty years, to clearly determine the philosophy of education for a new age. The new Basic Act on Education carries on the universal principles of "full development of personality" and "individual dignity," as declared to date, while also making a clear statement that the following kinds of Japanese are to be nurtured in order to open pathways to the future. That is, (1) Japanese people who achieve a harmony of knowledge, morality, and healthy body as independent human beings who seek self-fulfilment throughout their lives, (2) Japanese citizenry that respects the public spirit and actively contributed to the building and development of state and society, and (3) Japanese people who have the traditions and culture of Japan as their foundation for life as in the international community.

Coming into force in April 2011, the new Courses of Study[11] reconfirmed that the purpose of school education was to cultivate "zest for life", of which is a major characteristic. The report from the Central Council for Education on January 17, 2008[12] stated that the cultivation of "zest for life" reflected the basic principle of education in the amended Basic Act on Education and the partial amendment to the School Education Act. It is said that sharing of this principle is of growing importance.

Capabilities and Skills to be Developed with Emphasis
The educational curricula place a focus on "zest for life." The aforementioned report of the Central Council for Education defines "zest for life" as a capability that is considered necessary for children, who will play active roles in a drastically changing, complicated and difficult era in which they will need to address new unknown challenges by trial and error, for anticipating their future occupation and life and for living independently in society. The Basic Act on Education and the School Education Act emphasize the balance between academic abilities, richness in humanity and health and physical strength. At the same time, they also identify the three components of academic abilities as (1) basic, fundamental knowledge and skills, (2) abilities to think, make judgments and give expression, and (3) the will to study and learn independently. These are perceived as the "zest for life" that the Courses of Study aim to develop.

It is considered significant in nurturing "zest for life" to enhance intellectual activities, linguistic activities as a foundation for communications, sensitivity and emotions, and experiential activities of the body, while ensuring those in interactions with other people, society, nature and the environment. Some view the concept of a "zest for life" as a precursor of the notion of key competencies proposed by the Organisation for Economic Cooperation and Development (OECD).

Reasons for Emphasis on These Capabilities and Skills
A globally expanding knowledge-based society is among the factors that lie behind the emphasis on these capabilities and skills. In this society, globalization advances and uncertainty grows. It is also where technical innovation occurs repeatedly and where knowledge and human resources move beyond national boundaries. In a society like this, conventional knowledge is no longer valid. Under these circumstances, knowledge has great value in all domains and areas. In a rapidly changing environment, people are required to have extensive knowledge, flexible and advanced thinking and the ability to make judgments to surmount these changes. "Zest for life" is considered a contemporary capability required in the knowledge-based society.

Meanwhile, the philosophy of "zest for life" has been given legal status in the revised Basic Act on Education and in the partial amendment to the School Education Act. The former Act stipulates the aims of education in Article 1: "Education shall aim for the full development of personality and strive to nurture the citizens, sound in mind and body, who are imbued with the qualities necessary for those who form a peaceful and democratic state and society." while Article 2 specifies the objectives of education as (1) to foster an attitudes to acquire wide-ranging knowledge and culture, a rich sensitivity, and a healthy body, (2) to foster a spirit of autonomy and independence, (3) to foster an attitude to value mutual respect and cooperation, and actively contribute in the public spirit, (4) to foster an attitude to respect the nature and the environment, and

---

[11] The Course of Study for Elementary School was put into force in April 2011 and the one for Junior High School in April 2012.
[12] Refers to the findings by the Central Council for Education in the "Improvements to the Courses of Study for Elementary, Lower Secondary and Upper Secondary Schools."

(5) to foster an attitude to respect foreign countries and to contribute to the international community on the basis of respectful attitude on the Japanese traditions and culture. As well as indicating new objectives for compulsory education, the partial amendment to the School Education Act stipulates that special attention must be paid to teaching basic knowledge and skills to cultivate a foundation for lifelong learning, and using these skills, to foster the ability to think, the capacity for judgment, powers of expression and other abilities that are necessary to resolve challenges, and to nurture an attitude of embracing independent learning in primary, junior high and high schools (Article 30, Paragraph 2, Article 49, Article 62).

Thus, laws and regulations on education have prescribed the concept of academic skills and clearly laid out its three components: (1) basic, fundamental knowledge and skills, (2) abilities to think, make judgment and give expression required to resolve challenges by using knowledge and skills, and (3) the will to study and learn independently

Positioning These Capabilities and Skills in the Educational Curriculum
Since "zest for life" has been positioned as an objective that must be nurtured through school education, similarly to independent learning and independent thinking, the aim is to nurture "zest for life" through all subjects and areas. In short, in primary school, cultivating "zest for life" is a requirement within the established number of classroom hours in the educational curriculum, which consists of all subjects, moral education, new foreign language activities, special activities and the period for integrated studies, and in junior high school, it is a requirement within the established number of classroom hours in the whole curriculum, which consists of all subjects, moral education, special activities and the period for integrated studies.

(The above is a summary by the study team based on the full report, "The Educational Curriculum in Japan.")

1-3　The Present Status of Education for International Understanding/Development Education in Japan

Terminology
In Japan, several terms representing international education are used. Within the Japanese government, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) uses the term of "education for international understanding" whereas the Ministry of Foreign Affairs (MOFA) and the Japan International Cooperation Agency (JICA) use "development education." The definitions and concepts of these terms have changed over time. As a result of the expansion and deepening of their meanings, there now exists a large area covered by both terms. Apart from that, organizations practicing international education today often use such terms as "global education" and "education for sustainable development." However, each of these terms have their own backgrounds and histories and the core bodies engaging in these activities vary. There has so far been no consensus on a generic term that covers the meanings of these expressions. At present, they are usually treated as separate terms.

Historical Background
Education for international understanding adopted by MEXT differs from the notion of the United Nations Educational, Scientific and Cultural Organization (UNESCO). It was carried out as Japan's unique education

centering on education for returnee Japanese children and for overseas Japanese children and on foreign language education. Meanwhile, development education started to fully evolve in the 1980s through non-governmental organizations (NGOs) and teachers on the ground, with the institution currently known as the Development Education Association & Resource Center (DEAR) at the center of the movement. In response, MOFA began offering support for development education. Similarly, JICA has been offering full-scale assistance in development education since the late 1990s.

Roles Played by the Ministry of Education, Culture, Sports, Science and Technology (MEXT)
The 2002 Courses of Study introduced the "period for integrated studies" and specified the "education for international understanding" as an example for it. That was a major turning point towards development education or to education for international understanding. At that time, the United Nations placed emphasis on the "education for sustainable development (ESD)," as a concept similar to development education and education for international understanding. After a proposal from Japan, the UN Decade of Education for Sustainable Development was proclaimed in 2005. That served as another factor encouraging international education. At MEXT, the "Investigative Commission Regarding Promotion of International Education in Primary and Secondary Education" in 2005 discussed a shift from education for international understanding, which had been confined to understanding and exchange with different cultures, to "international education," which was defined as "education for cultivating basic attitudes and skills that are considered requisite to proactive behavior from a global perspective in the international community." International education was recognized as directly leading to development of "zest for life" as a basic principle underlying the fiscal 2002 Course of Study. Practically, ESD is implemented at more than 600 UNESCO Associated Schools all over the country. In fact, "construction of a sustainable society" sought in the ESD is referred to in many parts of the Courses of Study. However, no guidelines specifying any particular means of implementing the "international education" in the framework of school education have been developed. It has not been positioned in any particular school subject.

Roles Played by the Ministry of Foreign Affairs (MOFA) and by the Japan International Cooperation Agency (JICA)
MOFA has independently been offering continued support for development education. The "new Official Development Assistance Charter" in 2003 explicitly affirmed the importance of development education. When JICA was reorganized into an independent administrative institution in 2003, the JICA Act specified Citizen Participatory Cooperation, including support for development education, as an essential duty of the institution. A broad range of programs for supporting development education has been provided through its 14 offices in Japan. Specific activities include international cooperation lectures, in which former JOCV are dispatched to schools as lecturers, overseas study tour program for teachers, including their observation of ODA projects in developing countries, and the Essay Contest on International Cooperation for junior and senior high school students. Many such programs are on the subject of international cooperation. These programs run by MOFA and JICA for supporting development education are outside the framework of the educational curricula. Although some collaboration with MEXT officials and local governments is seen in some programs, their relationship with educational curricula remains unclear.

Roles Played by NGOs
Many NGOs have long been implementing activities related to development education and education for international understanding, including developing and providing materials, dispatching lecturers and conducting training. However, with the exception of some activities by influential NGOs undertaking international cooperation, many of the groups operate on small organizational scales. The reason is that although joint committees have been set up and some projects have been commissioned, there is little

funding on offer and few projects are commissioned by MEXT, MOFA, or JICA.

Implementation of Education for International Understanding / Development Education at Schools
Mainly focused on the "period for integrated studies," about 60% of primary schools and 30% of junior and senior high school implement education for international understanding[13]. It is also implemented through school events, club activities and subjects such as social studies, or English. However, in the case of primary schools, a high proportion is taken up by English language education and the proportion of other activities than language study is small. The Courses of Study, which were revised in 2011/2012, have increased time spent on all subjects at the expense of the period for integrated studies, creating a risk of decreasing opportunities to practice international education. While some schools are taking the initiative, many schools implement education for international understanding with a focus on exchanges and understanding other cultures, and only a small percentage of schools make use of support for development education from JICA or NGOs. While there are external factors such as lack of time and a heavy workload for teachers, other factors include a low level of recognition of the term "development education," as well as insufficient understanding and awareness of the true significance of "education for international understanding."

---

[13] Based on the annual "Survey of the Organization and Implementation of the Educational Curriculum," Ministry of Education, Culture, Sports, Science and Technology.

Chapter 2   Educational Curricula for the Global Society

2-1   Characteristics of Curriculum Organization by Countries

This section provides an overview of the special characteristics of the educational curriculum in the six countries that are the subject of this study: the United Kingdom, Germany, Canada, the United States, Australia and New Zealand. In particular, the discussion will focus on the capabilities and skills to be emphasized and developed, the reasons for emphasizing these capabilities and skills including the social and cultural context, and the positioning of these capabilities and skills in the curriculum. In addition, in light of the next chapter, we will also touch on the areas in each national curriculum that relate to international education.

2-1-1   The Curriculum in the United Kingdom

Characteristics of the Educational Curricula

To sum up, the characteristics of the British (refers to England) curriculum are, firstly, that it provides schools and teachers with both freedom and discipline, and it aims for a global standard. In this regard, the curriculum standard established by the government accounts for about fifty percent of the whole school curriculum whereas the rest is left to the ingenuity of the schools and teachers. Secondly, one might say that it has been transformed from a "secret garden" to an "open garden." By obliging public disclosure of the school curriculum that used to be freely implemented and developed at the discretion of individual teaching staff and, therefore, inaccessible to the public, the content of the education at all schools has been made transparent. Thirdly, the curriculum also emphasizes subject knowledge of English, mathematics and science, and requires students to acquire "learning skills" through the study of these subjects. Fourthly, emphasis is also placed on the spoken language and computer science. The development of the spoken language is emphasized in the curriculum because it is strongly related to cognitive development and academic achievement. The focus of computer science has shifted to teaching algorithms and programming languages as a result of a reconsideration of the past focus on teaching students to use information systems.

Capabilities and Skills to be Developed with Emphasis

Curriculum policy in the United Kingdom has a vocational orientation with skills that are necessary for the economy taught in schools based on demands that originated with industry. Throughout the 1980s and 1990s, the policy emphasized core skills with the aim of strengthening the "adaptability," "versatility" and "employability" of young people. Later, the core skills were renamed key skills, and ways were explored to introduce them into the curriculum as required skills for all students aged 16 and older. The national curriculum of the year 2000 suggested that key skills should be taught to students of all ages in the compulsory education stage. Still continued, the key skills include "communication," "application of numbers," "information technology," "working with others," "improving own learning and performance," "problem-solving," and "thinking skills." The national curriculum for secondary schools underwent a complete overhaul in 2007 when the term "functional skills" came into use. These skills refer to the core elements of English, mathematics and ICT, which are the desirable skills and abilities that will give children confidence, improve results and facilitate independence in their lives, in the society where they live, and in their occupations.

The current national curriculum emphasizes English, mathematics and science. The program of study is described in detail in the national curriculum. The skills to be taught are incorporated in the subjects. For example, in mathematics, the sought-after skills are "reasoning" and "problem-solving," and in science, the "use of probabilities and statistics," and the "scientific approach." Other skills include the "spoken language" and "computer skills", as described above.

Reasons for Emphasis on These Capabilities and Skills

The context for the emphasis on English, mathematics and science are efforts by the current government to address the PISA test results. The concepts of "powerful" knowledge, advocated by Professor Michael Young of the University of London, and "cultural literacy," proposed by E. D. Hirsch, literary critic and former professor of English literature in the United States, are also thought to be influential concepts behind this emphasis on subject knowledge. There are three reasons for the emphasis on spoken language. Firstly, the development of the spoken language contributes to general academic achievement including mathematics. Secondly, if the breadth of the curriculum is narrowed down from what it used to be and academic achievement is elevated, the commitment to improving language and communication skills is more important than ever. Thirdly, spoken language is inseparable from the skills of reading and understanding text, and it is not sufficient to teach it only at preschool and Key Stage 1. In addition, the context for the emphasis on computer science is that the bias in ICT education toward teaching students to use the information systems needed for office work has been identified as the reason for the shadow looming over the video games and special effects industry where the United Kingdom has long maintained international excellence. The emphasis on computer science and programming skills is an attempt to revive the industry.

Positioning These Capabilities and Skills in the Educational Curriculum

In the national curriculum, English, mathematics and science are positioned as core subjects at all stages of schooling (Key Stages 1 to 4). The spoken language is taught across all subjects, not only English (core subject). Computer skill is another basic subject taught at all stages of schooling.

(The above is a summary by the study team of the full report, "The British Curriculum.")

Issues Related with International Education

When looking at the British curriculum in connection with international education, it is possible to identify two major points. Firstly, the "key skills" in the British national curriculum include elements that are emphasized in international education. Secondly, "citizenship" was established as a subject in the national curriculum of the year 2000, and remains a course of compulsory study in the current curriculum. In regard to the former, the designated "key skills" are "communication," "numeracy," "information and communication technology," "problem-solving," and "working with others." "Working with others" is a skill required for living in society, that is, a "social skill." This skill is strongly emphasized in international education. It chimes well with the goals of international education to respect the culture, traditions, thoughts and values of others through the understanding of foreign culture, and to nurture the capabilities and skills to conduct exchanges in a climate of mutual understanding and respect.

Next, there is "citizenship" as a subject. For this subject, students learn about rights and responsibilities, government and democracy, and the diversity of society in the United Kingdom. They are also required to

understand the roots of diversity and its implications, as well as the political, social, cultural and economic relationships with international organizations and other countries around the world. Students also discuss moral and social issues such as racial discrimination and prejudice. As well as studying the importance and need for a tolerant and democratic society, they are also cognizant of viewpoints and experiences that differ from their own. By investigating the impact of their own conduct on global problems, they grow up to become citizens with sound judgment who are expected to understand the world as a global community. This is certainly a description of international education. It would seem that "citizenship" provides a forum for practicing international education in schools.

2-1-2   The Curriculum in Germany

Characteristics of the Educational Curricula

Simply put, the combination of "subject study" and "required competencies" is a special characteristic of the educational curriculum in Germany. If we consider international trends, there is a shift from a curriculum based on learning contents to a curriculum based on competencies acquired, but even though Germany has fully retained subject study, the fact that competencies that students should acquire are presented can be understood as the product of a compromise between the structural principles of the conventional curriculum and the structural principles of the forward-thinking curriculum.

Capabilities and Skills to be Developed with Emphasis

The capabilities and skills to be emphasized and developed are presented in the "Bildungsstandard (educational standards)," which are the standards for the educational curriculum that applies to all states in Germany. The educational standards determine what competencies students should acquire with regard to key content by a specific stage based on general educational objectives. In short, it is a summary of the competencies that students should acquire when they study each subject. At present, the educational standards for compulsory education determine that students study German and arithmetic at the level of primary education (Year 4 or Year 6); German, mathematics and a first foreign language (English or French) at secondary level I (Year 9); German, mathematics, a first foreign language, biology, chemistry and physics at Year 10; and German, mathematics and a first foreign language at secondary level II (Year 12 or Year 13).

The role of the educational standards is to establish shared goals for all schools, and since it provides the foundation for performance assessment and understanding learning outcomes, the competencies indicated in the standards must be empirically verifiable. Germany has not specified a uniform competency model for the whole country, but the following are four typical competencies: (1) cognitive competency (Sachkompetenz), (2) methodological competency (Methodenkompetenz), (3) self-competency (Selbstkompetenz), and (4) social competency (Sozialkompetenz). An educational interpretation of these models suggests that cognitive competency corresponds to practical education (knowledge) and methodological competency corresponds to formal education (learning skills). So, the required capabilities and skills in Germany can be understood as based on a comprehensive and harmonious view of academic skills that balances practical education and formal education on the vertical axis with self and society on the horizontal axis.

Reasons for Emphasis on These Capabilities and Skills

Remarkably, the educational standards were introduced at the national level and are binding for all sixteen

states in the Federal Republic of Germany. Germany is a thoroughly decentralized country and the introduction of uniform standards for a national curriculum of education is an extremely rare event. The context is the so-called "PISA shock" when the results of the PISA assessment by the OECD revealed that academic achievements in Germany had declined. The impact was felt across the society and there was severe criticism of the inefficiency of the German educational system and the problem of disparity between students, regions and social classes. As a result, the education system was brought up to date and the educational standards were introduced as the centerpiece of the reforms under the leadership of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (the Kultusministerkonferenz, KMK).

Following the introduction of the educational standards, some major changes were made to the organization of the curriculum in all states. Firstly, as already mentioned, there was the shift from the conventional curriculum based on learning objectives to a curriculum based on competencies. In other words, the curriculum made the shift from managing input to managing output. As a result, the content of the curriculum was greatly reduced. This allowed schools and teachers to freely combine materials to implement creative lessons. Secondly, since the methods and process of learning were left to the discretion of each school as long as they complied with the educational standards, each school has the flexibility to differentiate themselves through the features of their education. At present, all schools are actively creating school profiles to publicize the features and individuality of their own school.

Positioning These Capabilities and Skills in the Educational Curriculum
There are four points for each subject in the educational standards: (1) How this subject contributes to education and character formation (2) The competencies that should be developed in this subject (3) The competencies concerning the contents (4) Examples of learning tasks. At the outset, the standards discuss how the subject will prove useful in education. Next, the competencies that should be nurtured in the subject are explained. Then, the standards for the competencies relating to the subject content are established. Finally, examples of learning tasks are provided.

(The above is a summary by the study team of the full report, "The German Curriculum.")

Issues Related with International Education
When looking at the German curriculum in connection with international education, it is possible to identify two major points. Firstly, there are the competencies indicated in the educational standards, and secondly, the promotion of "Education for Sustainable Development (ESD)." With regard to the competencies, the educational standards in Germany were established on the basis of competencies. Although there are no nationwide uniform competencies, there are the four models of cognitive competency, methodological competency, self-competency and social competency. Among them, social competency includes building personal relationships, working with others, and problem-solving skills, which overlap significantly with the abilities students are expected to acquire through international education.

With regard to ESD, on the other hand, in a situation where the content of the curriculum was reduced when education in Germany made the shift from input to output, as described above, and schools and teachers have more discretion, ESD has been perceived as an educational activity with the objective of fostering "creative competencies (Gestaltungskompetenz)" in the German context based on the "key competencies" by the

DeSeCo project[14] at OECD. This suggests that ESD is an extremely attractive educational initiative for improving the academic achievements of students in light of the "PISA shock" and for creating schools with special characteristics. In terms of concrete implementation, the "BLK Program 21," the "Transfer 21" and other innovative projects have produced guidelines and trained specialist teachers, so the foundations have been built to a degree.

2-1-3　The Curriculum in Canada

In Canada, authority over education has been delegated to the provinces or territories. There is no department of education at the federal government level, instead each provincial or territorial government has its own department or ministry. Therefore, the primary and secondary school systems differ depending on the province, with each province introducing diverse policies. The Council of Ministries of Education (CMEC) has been set up by the ministers of education in each province or territory to serve as a forum for communication, exchange of information and mutual cooperation, thus it is difficult to generalize about education in Canada where the school system and policies have not been standardized at the national level. Consequently, this report discusses the example of the province of Ontario where Ottawa, the capital, and Toronto, the largest Canadian city, are located.

Characteristics of the Educational Curricula
A brief description of the characteristics of the Ontario curriculum would be that the minimum standards that enable a response to diversity.

Capabilities and Skills to be Developed with Emphasis
The "Learning Skills and Work Habits" and the "21st Century Skills" are the two types of capabilities and skills that are emphasized and developed in Ontario. The former refers to the capabilities and skills that are indispensable for delivery of effective learning. They are positioned as the foundation for learning and consist of six categories: "responsibility," "organization," "independent work," "collaboration," "initiative," and "self-regulation." As students move through the grades, the skills and habits are consolidated in preparation for postsecondary education and the world of work. In short, these learning skills are not only for school, but they are the skills and habits that will support the success of students throughout their careers, including social life and subsequent education. Additionally, as a special feature, these learning skills are separate from subject or course objectives, and where possible should not be considered when determining student grades (assessment). That is, achievement of learning content objectives and assessment of learning skills are done separately.

The "21st Century Skills" is still at the research stage. Since 2010, the Ontario Ministry of Education has conducted a series of discussions in order to define "21st Century Skills" and to introduce them in school education based on the "21st Century Teaching and Learning" project. The Educational Quality and Accountability Office (EQAO), an independent organization, has also surveyed and analyzed the links between the "21st Century Skills" and provincial test results since 2010.

---

[14]　The Definition and Selection of Competencies (DeSeCo) project was implemented from 1997 to 2003 in accordance with The World Declaration on Education for All adopted at the World Conference on Education for All in 1990.

Reasons for Emphasis on These Capabilities and Skills

In Ontario in the 1980s, dissatisfaction with public education increased with inconsistencies in educational fundamentals, the high rate of school leavers, the mismatch between the skills required by universities and industry, and the skills of high school graduates viewed as problematic issues. Since the 1990s, improving academic skills has been the central issue for education policies with the "Common Curriculum" produced on the basis of the outcomes. Other focal points have been "New Skills for the New Millennium," "High Quality Standards: Prioritizing Children," and "Responsibilities to Guardians, Students and Taxpayers." In short, success on the labor market and adequate preparation for academic work in higher education have provided the social context for emphasizing the above-mentioned learning skills.

"Essential skills," "employability skills" and "competencies" form the basis for Learning Skills and Work Habits. The "essential skills" is a list of the skills that provide the foundation for the "Ontario Skills Passport (OPS)" developed by the Ministry of Education and the Ministry of Training, Colleges and Universities. The Conference Board of Canada has identified "employability skills," focusing on two sets of skills: personal management skills that facilitate growth, and teamwork skills that enhance productivity. There are also references to the results of "key competencies" by the DeSeCo project at OECD, and the results of the work on 16 "Habits in Mind" by Arthur Costa and Bena Kallick in the United States.

Positioning These Capabilities and Skills in the Educational Curriculum

There is no requirement to cultivate Learning Skills and Work Habits in any particular subject. Instead, they are seen as the abilities that form the foundation for the curriculum and are developed through activities across the curriculum. Presented as essential elements of student learning, they are positioned as the skills that produce effective learners.

(The above is a summary by the study team of the full report, "The Canadian Curriculum.")

Issues Related with International Education

When looking at the Canadian (Ontario) curriculum in connection with international education, it is possible to identify two major points. Firstly, there is the connection with "learning skills" and, secondly, the way international education is managed in the curriculum. As mentioned above, learning skills consist of the six categories of "responsibility," "organization," "independent work," "collaboration," "initiative" and "self-regulation." Among them, "responsibility" and "collaboration" are, as it were, social skills, the skills that allow people to lead better lives in society. Materials by the Ontario Ministry of Education list the following examples of "collaboration": "responds positively to the ideas, opinions, values, and traditions of others;" "works with others to resolve conflicts and build consensus to achieve group goals;" and "shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions." These skills are also emphasized in international education and students are expected to learn them.

In terms of the approach to international education in the curriculum, Ontario formulates its own curriculum. The fundamental approach is to emphasize teaching and learning activities where the study content is related back to everyday life in concrete ways. The curriculum also emphasizes that developing attitudes of collaboration and the ability to understand other cultures and environments than one's own, taking a positive view of the world, and developing a broad outlook are essential for success in the globalized world of recent years. Looking at the textbooks in Ontario, it is clear that global viewpoints have been incorporated in

various forms. "Social studies" (year 1 to 6), "Canadian history and geography" (year 7 to 8), "Canadian and world studies" (year 9 to 12) are obvious examples, but even subjects that at first glance seem to have little to do with the global outlook, such as "arithmetic and mathematics," skillfully incorporate the global outlook in teaching units on simple calculations by, for example, introducing knowledge about ways of counting the number of indigenous people and preparing practical exercises.

2-1-4   The Curriculum in the United States

Characteristics of the Educational Curricula
In the United States, the curriculum differs not only from state to state, but since the organizational level is located at the school district, it is no easy matter to present a clear overview of its characteristics. Nonetheless, we would venture to say that the focus on "readiness" and providing students with the skills to be able to function fully at university and in the workplace (College and Career Readiness, CCR) are special characteristics of the curriculum in the United States. In the past, the United States has neither had a national curriculum nor a national standard, but with the Common Core State Standards (CCSS) formulated in 2010, standardization has gone beyond the state level and is now making headway at the national level. The CCSS were formulated in cooperation with the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center). The adoption of the standards is at the discretion of each state, but at present, the standards have already been adopted by 46 states and the District of Columbia, indicating nationwide coverage.

Moreover, the 21st Century Skills is another important element worth mentioning. The skills have been conceptualized as the "Framework for 21st Century Learning," which combines 21st century student outcomes and learning support systems. In addition to the core subjects, the focus of student outcomes is on promoting a higher level of understanding by incorporating the "21st Century Themes" in the core subjects, requiring Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills. In order to help students master these skills, there are five learning support systems including standards, assessment, curriculum and instruction, professional development and learning environments.

Capabilities and Skills to be Developed with Emphasis
In addition to College and Career Readiness (CCR) mentioned above, the subtext of the CCSS is a strong awareness of global competency, which must be acquired by graduation from high school. Educational tools or methods are not prescribed, but the emphasis is on being able to use learning outcomes, not on reproduction as in the past. The importance of continuous and systematic studies is also emphasized with demands for a systematic curriculum design with a curriculum-wide perspective across the years of schooling.

"Learning and Innovation Skills" are the focus of the 21st Century Skills. They include the 4Cs of "Creativity and Innovation," "Critical Thinking and Problem Solving," and "Communication and Collaboration." The 4Cs are described as the skills children will need for life in the 21st century society and the issue of how to fuse the 4Cs with the 3Rs of the existing system of schooling is seen as an important one.

Reasons for Emphasis on These Capabilities and Skills

The ratio of university graduates in the United States is not growing as much as in other countries even though more and more occupations require university-educated workers due to the rapid developments in science and technology in recent years. The reality is that high school graduates are not sufficiently prepared for university or the workplace, and there is a sense of crisis that if the situations stay this way, it is only a matter of time before the international competitiveness of the U.S. economy declines. Therefore, there is a perceived need at the stage of primary and secondary education to cultivate the skills required to be fully active at university and the workplace in the future. As society in the United States and the world as a whole is undergoing a metamorphosis from the industrial age to the knowledge age, job requirements are also changing. The subtext is that there will be an increase in more creative work, so it is now necessary to educate people who are able to perform such work.

Positioning These Capabilities and Skills in the Educational Curriculum
The above-mentioned CCR and the capabilities and skills emphasized in the CCSS, such as global competency, will be cultivated through subject studies. Subject knowledge is the premise for acquiring the 4Cs indicated in the 21st Century Skills.

(The above is a summary by the study team of the full report, "The U.S. Curriculum.")

Issues Related with International Education
When looking at the U.S. curriculum in connection with international education, it is possible to identify two major points. Firstly, there is the connection with the educational standards, and secondly, with the 21st Century Skills. As far as the connection with educational standards is concerned, the CCSS is currently moving forward in the United States. Standards for English and mathematics have already been developed with the cooperation of CCSSO and NGA Center. As of the time of this survey (March 2013), CCSSO is of the opinion that development will be difficult for political reasons where other subjects are concerned, but in actual fact, professional bodies in each field develop the standards for each subject with states referring to these standards when they formulate the curriculum. Standards in the field of social science include the "National Curriculum Standards for Social Studies" (devised by the National Council for the Social Studies), the "National Geography Standards" (devised by The National Council for Geographic Education), the "US History Standards" and the "World History Standards" (devised by The National Center for History in the Schools), the "National Content Standards in Economics" (devised by The National Council for Economic Education), and the "National Standard for Civics and Government" (devised by The Center for Civic Education). Much of the content includes global perspectives.

The "Life and Career Skills" included with the 21st Century Skills have much in common with the abilities that students in international education are expected to learn. "Life and Career Skills" include "Social and Cross-Cultural Skills" and "Leadership and Responsibility." Examples of performance include "Respect cultural differences and work effectively with people from a range of social and cultural backgrounds," "Leverage strengths of others to accomplish a common goal," and "Act responsibly with the interests of the larger community in mind." All of these are closely related to the ability to cooperate and to understand others through understanding foreign cultures, which is upheld in international education.

2-1-5　The Curriculum in Australia

Characteristics of the Educational Curricula

The Australian curriculum is characterized by its emphasis on developing the necessary skills for "21st century learners." The first national curriculum for Australia has been under development since 2008. According to the constitution, jurisdiction over education rests with the state governments, so the development and introduction of a national curriculum is a historic event. The Australian Curriculum, Assessment and Reporting Authority (ACARA), a federal body established by the agreement of all state governments, is spearheading the reforms. Following a year's trial covering the four learning areas of English, arithmetic and mathematics, science, and social studies, the project shifted to full-fledged implementation in January 2013. Other main learning areas are undergoing gradual development and preparation and will be progressively implemented.

The Australian National Curriculum places the same level of importance on teaching discipline-based learning areas, developing general capabilities, and managing cross-curriculum priorities. Each of these three dimensions has its own aspects, and the curriculum is structured to facilitate any one aspect. That is, the continua or sequences of education and learning content are generally presented by subject, but they can also be recaptured from the different demarcations and perspectives of general capabilities and cross-curriculum priorities.

Capabilities and Skills to be Developed with Emphasis

"General capabilities" refer to the capabilities and skills emphasized in the Australian national curriculum, i.e., the knowledge, skills, conduct and attitudes that extend across all learning areas. Specifically, the "general capabilities" include the seven skills: "literacy," "numeracy," "ICT capability," "critical and creative thinking," "ethical understanding", "intercultural understanding," and "personal and social capability". All of these are considered vital knowledge, skills and attitudes to survive in the 21st century.

Reasons for Emphasis on These Capabilities and Skills

The reason for the emphasis on the "general capabilities" is found in the "Melbourne Declaration on Educational Goals for Young Australians" published in 2008. The Declaration sets two goals: (1) Australian schooling promotes equity and excellence, and (2) all young Australians become successful learners, confident and creative individuals, and active and informed citizens. In particular, literacy and numeracy and other basic knowledge and skills are a given for the latter objective of educating human resources. Making sense of the world and acquiring the ability to collaborate with others are essential, and to achieve this, all young people must have access to equitable and quality schooling.

Positioning These Capabilities and Skills in the Educational Curriculum

As stated above, the three aspects of discipline-based learning areas, general capabilities and cross-curriculum priorities make up the multi-faceted structure of the national curriculum. In short, the continua or sequences of education and learning content, which are generally presented by learning area, can also be presented from the different demarcations and perspectives of general capabilities and cross-curriculum priorities. This is supported by distributing the curriculum in electronic form.

(The above is a summary by the study team of the full report, "The Australian Curriculum.")

Issues Related with International Education

When looking at the Australian curriculum in connection with international education, it is possible to identify two major points. Firstly, there is the connection with the general capabilities determined in the national curriculum, and secondly, the connection with a subject "Civics and Citizenship" in the national curriculum. In regard to the former, we have already stated that the seven skills that define general capabilities in the Australian national curriculum are "literacy," "numeracy," "ICT capability," "critical and creative thinking," "ethical understanding," "intercultural understanding," and "personal and social capability." Among them, the last two skills are closely related to the aims of international education. As defined by ACARA, "intercultural understanding" is when "Students develop intercultural understanding as they learn to understand themselves in relation to others. Students learn to respect and appreciate their own cultures and beliefs, and those of others. This includes engaging with people from diverse linguistic, social and cultural groups in ways that recognize differences and create connections and cultivate mutual respect, and coming to understand how personal, group and national identities are shaped by many different histories and experiences. In the context of schooling, this involves students learning about the diversity of languages, institutions and practices, and developing perspectives on complex issues related to global diversity." "Personal and social capability" is explained as "Students develop personal and social competence as they learn to understand themselves and others more fully, and to manage their relationships, lives, learning and work effectively. This includes recognizing and regulating their emotions, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively."

"Civics and Citizenship" has been established as a formal subject in the current national curriculum and is taught from Year 3 to Year 9. The subject content is indicated by its three focus areas: "Government and Law," "Citizenship in a Democracy" and "Historical Perspectives." In particular, specific examples listed for the "Historical Perspectives" include the impact of the past on Australian civil society; the impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights; the ways in which individuals, events and popular movements have influenced the development of democracy in Australia; the influence of local, state, national, regional and global events, issues and perspectives on Australia's changing national identities; and the impact of government policy on the development of Australia as a culturally diverse nation. There is certainly a high degree of correlation with the content of international education.

2-1-6   The Curriculum in New Zealand

Characteristics of the Educational Curricula

Based on the Treaty of Waitangi concluded in 1840 between the indigenous Maori and European immigrants, New Zealand champions a biculturalism that respects both cultures. Therefore, the curriculum for the primary and secondary stages of education is composed of two national curricula: the New Zealand Curriculum (NZC) and the Te Marautanga o Aotearoa. The former applies to public schools and is taught through the medium of English whereas the latter applies to schools based on the Maori language and culture. The New Zealand curriculum is characterized by a 21st century view of learning that is centered on key competencies.

Capabilities and Skills to be Developed with Emphasis

After revisions to the old curriculum (The New Zealand Curriculum Framework), the NZC was introduced in stages from 2007 until 2010 when it was fully implemented. The NZC has replaced the eight "Essential Skills" (communication skills, numeracy, information skills, problem-solving, self-management and competitive skills, social and cooperative skills, physical skills, work and study skills) of the old curriculum with the five key competencies of thinking; using language, symbols and text; managing self; relating to others; participating and contributing. They are based on the key competencies developed by the DeSeCo project (OECD), but are mindful of the social and cultural context of New Zealand.

Reasons for Emphasis on These Capabilities and Skills

As mentioned above, New Zealand has adopted biculturalism, but there are calls to correct the educational disparities between the two cultures of the indigenous Maori and the European immigrants. Specifically, the issues raised in this context include improvements to academic performance, responses to an increasingly multicultural society in New Zealand, the impact of globalization, incorporating the outcomes of research in citizenship education and values-based education, and introduction of Maori culture and values into learning areas. The reason for the emphasis on key competencies is found in the influence of the DeSeCo project (OECD), and the continuing impact of the early childhood curriculum formulated in 1996.

Positioning These Capabilities and Skills in the Educational Curriculum

The NZC uses a schematic diagram to illustrate the position of the key competencies in the overall curriculum. To start with, the diagram outlines the vision for young people. Then, it outlines ten values, five key competencies and eight learning areas for developing this vision, as well as the eight principles that form the foundation for the school curriculum. The eight learning areas are English, the arts, health and physical education, mathematics and statistics, science, learning languages, social sciences, and technology. The key competencies cut across these subjects and are understood as the broader concepts for each subject. This means that methods of learning are expected to change when reviewing the subjects on the basis of the key competencies. In short, the key competencies compel the objectives and methods of learning to change. They are different from past formats for learning because the focus is on how teachers structure educational activities and how students contribute rather than looking at what they study.

(The above is a summary by the study team of the full report, "The New Zealand Curriculum.")

Issues Related with International Education

When looking at the New Zealand curriculum in connection with international education, it is possible to identify two major points. Firstly, there is the connection with the key competencies introduced in the NZC, and secondly, the connection with the educational practices emphasized in the NZC. As mentioned above, the key competencies in the NZC are "thinking;" "using language, symbols and text;" "managing self;" "relating to others;" "participating and contributing." The last two competencies are closely connected to the ability to cooperate based on mutual understanding and respect for the culture and traditions of other people through understanding other cultures, which are expected learning outcomes in international education. Specifically, in the NZC, "relating to others" is about "interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognize different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take

different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking." "Participating and contributing" is about "being actively involved in communities. Communities include family, whānau (the extended family groups among Maori), and school and may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments."

Secondly, the use of terms such as "cultural diversity," "cross-cultural communication," "environmental and societal sustainable development," "human rights," "citizens" and "citizenship" in the NZC suggests that these viewpoints are valued. These viewpoints are certainly central to international education (in particular, global education and citizenship education) and there is potential to implement diverse international education under the current NZC.


2-2   Capabilities and Skills Emphasized in the Curricula of Each Country

Key Competencies and the 21st Century Skills
In terms of the capabilities and skills that should be developed in the knowledge-based society, there is a worldwide movement toward defining the total skill set of human beings, including ambition and attitude, and not only fragmented skills and knowledge, and to design policies and set objectives on this basis. In the educational field as well, there is a worldwide trend toward defining the qualities and capabilities required for the 21st century and to design educational reform accordingly. The two main trends are key competencies based on the DeSeCo project by the OECD, and the 21st Century Skills movement in the United States.

The DeSeCo project defines the key skills that are shared internationally in a globalized world and studies the most important competencies with the aim of developing a framework for assessment and indicators. The project defines a competency as "the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context" and identifies the three key competencies of "using tools interactively," "interacting in heterogeneous groups," and "acting autonomously." In addition, "thinking reflectively" is positioned at the heart of the competencies.

The 21st Century Skills builds on a collaborative relationship between education leaders, the business community, local communities and policymakers in the United States. Proposed by the "Partnership for 21st Century Skills (P21)," the framework was established to position 21st century readiness at the center of K-12 education (kindergarten to year 12) in the United States. The framework is composed of "core subjects" and "21st century themes" as well as "learning and innovation skills," "information, media and technology skills," and "life and career skills," which are underpinned by a learning support system composed of "standards and assessments," "curriculum and instruction," "professional development," and "learning environments."
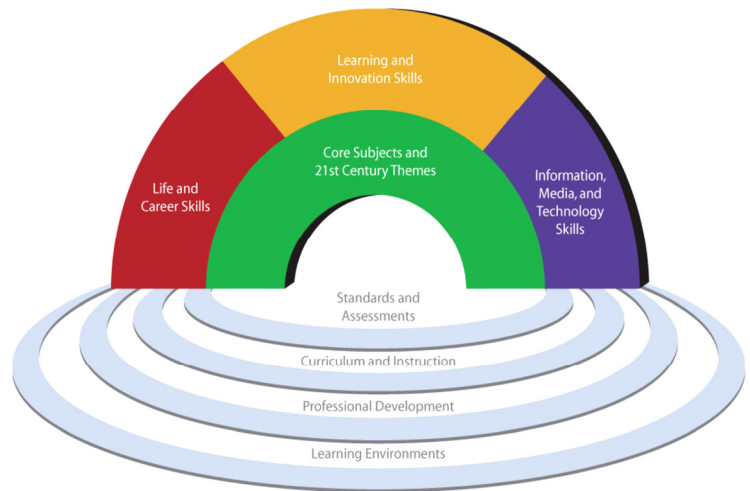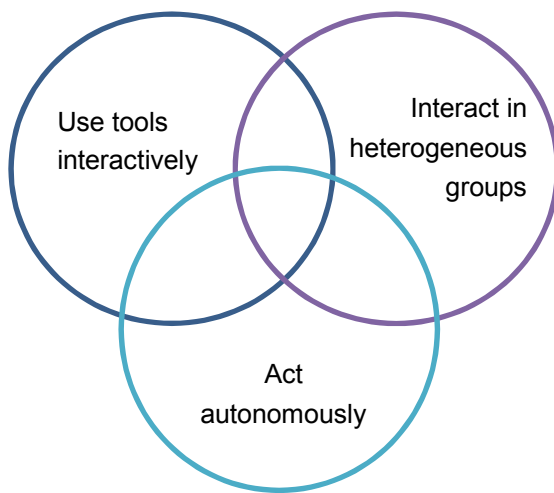
Schematic diagram of Key Competencies (left) and 21st Century Skills (right)

International Trends in Competency-based Education Reform

On the whole, we can say that in terms of organizing the curriculum, all six countries targeted by this study are implementing curricula based on competencies. Naturally, there are differences in the degree of commitment, but curricula based on competencies have become an international trend. They have been widely adopted in developed countries and even in countries with federal systems, such as Germany, the United States and Australia, competency-based standards and curricula are designed at the federal level. Here, we have again outlined the capabilities and skills, the so-called competencies emphasized in the curricula of the six countries.

(1) United Kingdom
  - Six key skills (communication, application of numbers, information technology, working with others, improving own learning and performance, problem-solving)
  - Thinking skills

(2) Germany
  - Four competency models (cognitive competency <Sachkompetenz>, methodological competency <Methodenkompetenz>, self-competency <Selbskompetenz>, social competency <Sozialkompetenz>)

(3) Canada
  - Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation)

24

(4) United States
  - 21st Century Skills

(5) Australia
  - General capabilities (literacy, numeracy, ICT capability, critical and creative thinking, ethical understanding, intercultural understanding, personal and social capability)

(6) New Zealand
  - Key competencies (thinking; using language, symbols and text; managing self; relating to others; participating and contributing)

Trends in Qualities and Capabilities in All Countries

We have already stated that in terms of developing skills for the modern day, there is a worldwide movement toward defining competencies and to design curricula on this basis. Therefore, looking at the capabilities and skills emphasized in the curricula of the six countries targeted for this study, we were able to identify the following common points.

Objectives for Qualities and Capabilities in Education Reform in the Countries

DeSeCo		United Kingdom	Germany	Canada (Ontario)	United States	Australia	New Zealand	
Key competence		Key Skills and Thinking Skills	Competencies	Learning Skills and Work Habits	21st Century Skills	General Capabilities	Key competencies	
Using tools interactively	Using language, symbols and text	Communication	Cognitive competency (Sachkompetenz) Methodological competency (Methodenkompetenz)			Literacy	Using language, symbols and text	Basic Literacy
	Using knowledge and information	Numeracy				Numeracy		
	Using technology	Information technology			Information, media and technology skills	Information and communication technology (ICT) competency		
Reflectiveness (thinking) (Collaboration) (Problem-solving)		Thinking skills (Problem-solving) (Cooperation)		Independent work Initiative	Creativity and Innovation	Critical and creative thinking	Thinking	Cognitive Skills
					Critical Thinking and Problem-Solving			
					Learning Skills			
					Communication			
					Collaboration			
Acting autonomously	Act within the big picture	Problem-solving Collaboration	Self-competency (Selbstkompetenz)	Organization Self-regulation	Life and Career Skills	Ethical understanding	Managing self	Social Skills
	Form and conduct life plans and personal projects							
	Defend and assert rights, interests, limits and needs				Personal and Social Responsibility	Personal and social capability	Relating to others Participating and contributing	
Interacting in heterogeneous groups	Relate well to others		Social competency (Sozialkompetenz)	Responsibility Collaboration		Intercultural understanding		
	Co-operate, work in teams							
	Manage and resolve conflicts				Citizenship			

Source: Based on the table on page 164 of the "Basic Study on Curriculum Organization Report 6: Qualities and Capabilities in the Educational Curricula in Foreign Countries - Focusing on Qualities and Capabilities," the National Institute for Educational Policy Research (NIER), July 2013. Reorganized by the study team for the countries targeted in this study.

Based on the table above, were able to identify the following four characteristics.

(1) All objectives can be broadly divided into the three levels of basic literacy skills including the use of words, numbers and information; the higher cognitive skills focused on thinking and learning skills; and social skills involving relations with society and other people, and independence.

(2) Traditional learning areas and subjects are focused in the basic literacy skills, whereas cognitive skills and social skills are universal abilities that go beyond subject study.

(3) The overall balance is weighted toward cognitive and social skills, and social skills are directly linked to "zest for life" in society.

(4) Since the influence of the social, cultural and historical backgrounds of each country are most strongly reflected in social skills, terms and content vary with the country or organization.

The above shows a trend for constructively defining universal skills and capturing holistic abilities, and a new image of human beings in a changing world.

(Authored by the study team based on pages 153-164 in "Basic Study on Curriculum Organization Report 6: Qualities and Capabilities in the Educational Curricula in Foreign Countries - Focusing on Qualities and Capabilities," the National Institute for Educational Policy Research (NIER), July 2013.)

2-3   Examining Qualities and Capabilities in Japan[15]

In this section, we will consider the capabilities and skills required when organizing a future curriculum for Japan based on the discussion up to this point.

Recent trends in other countries are extremely useful for organizing a future curriculum for Japan. All countries are strongly aware of universal qualities and capabilities in the educational objectives. In particular, there is a demand for learning and thinking in a social context, and the ability to propose solutions that serve society. However, there are differences between the countries regarding social skills. If these international trends were introduced unchanged to Japan, they may not be so easily accepted. For example, according to a survey by the National Institute for Educational Policy Research (NIER) carried out in 2006, the results indicated that both teachers and guardians assessed collaboration, described as "joining forces with others to achieve a goal," and consideration for others, described as "thinking about things from the other person's standpoint," as something that 'should be taught,' but the "creative ability to produce new things," "thinking things through logically," and "the ability to work systematically" were not rated very highly. If the latter skills are needed in the society of the future, it will be necessary to establish educational objectives that are compatible with collaboration and consideration. What qualities and abilities to cover in the educational objectives of the curriculum must be studied in light of the characteristic social situation in Japan.
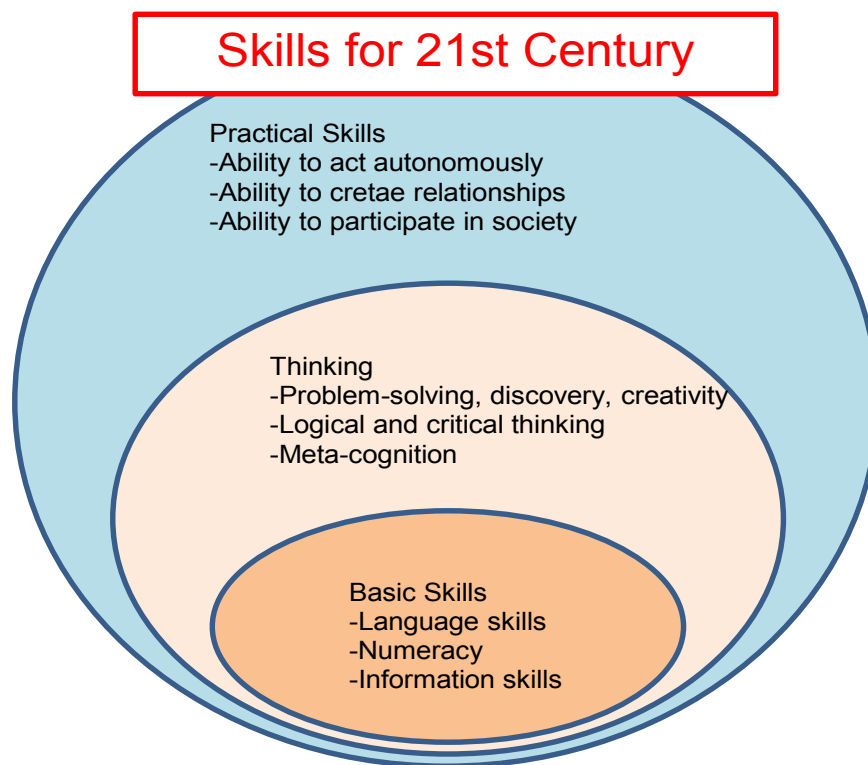
Based on the above, the NIER is proposing "Skills for 21st Century" (draft)[16] as a model for the qualities and

---

[15] Based on page 15 and pages 26-30 in "Basic Study on Curriculum Organization Report 5: Fundamental Principles for Organizing a Curriculum to Cultivate Qualities and Capabilities that Respond to Changes in Society," the National Institute for Educational Policy Research (NIER), March 2013, and summarized by the study team.

[16] In this report, "Skills for 21st Century" refers to the "Skills for 21st Century" described in "Basic Study on Curriculum Organization Report 5," the National Institute for Educational Policy Research (NIER) in 2012.

capabilities suited to Japan. This "Skills for 21st Century" is composed of the three levels of "thinking," "basic skills" and "practical skills," which are the skills required of Japanese citizens to survive in the 21st century. "Thinking" is composed of the ability to discover and resolve problems; problem-solving, discovery, and creativity related to the formation of ideas, and the logical and critical thinking required for this process; meta-cognition to reflect on how to resolve and learn from your own problems; and the adaptive learning skills to identify what you need to learn next. At the core of the "Skills for 21st Century," "thinking" is positioned as the ability to evaluate your own learning, to contribute your own thoughts to discussions with other people, to scrutinize, compare and integrate thoughts, to create better solutions and new knowledge, as well as the ability to identify the next issue.

"Basic skills" refer to the mastery of skills to use languages, mathematics and ICT as tools in line with objectives. Today when ICT is developing at a remarkable pace in the context of technical innovation, basic knowledge and skills such as reading, writing, numeracy and information skills are essential in order to participate effectively in society. Information skills even have the potential to compensate for shortcomings in reading, writing and numeracy as a proxy for calculating and memorizing. One of the roles of the "basic skills" could be to use such supportive power to aid thinking.

Skills for 21st Century

Practical Skills
-Ability to act autonomously
-Ability to cretae relationships
-Ability to participate in society

Thinking
-Problem-solving, discovery, creativity
-Logical and critical thinking
-Meta-cognition

Basic Skills
-Language skills
-Numeracy
-Information skills

Source: Reprinted from page 26, "Basic Research on Curriculum Organization Report 5: Fundamental Principles for Organizing a Curriculum to Cultivate Qualities and Capabilities that Respond to Changes in Society," the National Institute for Educational Policy Research (NIER), March 2013,

Schematic Diagram of "Skills for 21st Century" (draft)

Positioned outermost in the triple-layered structure, the importance of "practical skills" is that they can direct how thinking is applied. "Practical skills" refer to the ability to mobilize one's own knowledge and to lead on valuable solutions for oneself, the community and society when discovering problems in everyday life, in society, or in the environment. Practical skills also refer to the ability to perceive the importance of others and society through releasing solutions to society for cooperative scrutiny. Therefore, they include the ability to modify own conduct and to design careers that allow independent choices of lifestyle, the ability to communicate efficiently with others, the ability to cooperate and participate in community building, and the ability to act in awareness of ethical and civic responsibilities.

(Authored by the study team based on pages 26-30 in "Basic Study on Curriculum Organization Report 5: Fundamental Principles for Organizing a Curriculum to Cultivate Qualities and Abilities that Respond to Changes in Society," the National Institute for Educational Policy Research (NIER), March 2013)

Chapter 3　　International Education Implemented in the Global Community

3-1　Characteristics of International Education by Country

Similarly to the previous chapter, this section provides an overview of the implementation of international education in the six countries: the United Kingdom, Germany, Canada, the United States, Australia and New Zealand. The focus is on the special characteristics of international education in each country, the roles of development assistance organizations (agencies or government organizations responsible for development aid, the systems vary from country to country), the activities of educational institutions, and hands-on implementation in schools.

3-1-1　International Education in the United Kingdom

Characteristics of the International Education
The United Kingdom (England) has a long history of international education and the country is the most advanced in the world in terms of deepening international education. At present, international education is implemented under a variety of designations including "global education," "global learning" and "citizenship education." The terms "global education" and "global learning" are widely used by NGOs specifically practicing development education as well as the Department for International Development (DfID), which has developed projects to promote development education. On the other hand, the introduction of "citizenship" as a compulsory subject in the 2000 national curriculum has led to broad recognition of the term citizenship education in the United Kingdom, particularly in educational circles. This indicates that there are two broad strands of international education in the United Kingdom. Firstly, the continuation of the development education strand, and secondly, new developments in international education through the subject of "citizenship."

Global Education Implemented by the Development Assistance Organization
DfID was set up under the Blair administration (the Labour Party) in 1997 as the organization for overseeing development aid to developing countries, but it can be traced back to 1964 when its predecessor, the Overseas Development Ministry (ODM), was established. The organization has undergone repeated changes under a succession of administrations up to the present day. There are, in broad terms, three aspects to the role of DfID in global education: to produce policy documents for promoting global education, to fund development NGOs, and to implement related projects. Funding of NGOs promoting development education has long accounted for the highest proportion. The Development Awareness Fund (DAF) and the Mini-Grant Fund (MGF) were set up within DfID to allocate funding to those NGOs with a variety of organizations benefiting from the funds. The money facilitated activities by those NGOs and the Development Education Centres (DEC) located in various places around the United Kingdom.

However, how to use aid funding effectively has been vigorously discussed during the recent financial crunch in the United Kingdom. As a result of a review of the way past aid funding had been used, the DAF and MGF were found to have unclear objectives and deficiencies in assessment methods, leading to demands for major reviews. Therefore, DfID has made major changes to its global education projects, changing directions from funding the NGOs, to promoting global education by working directly with schools and

providing capacity development for teachers. Model projects include the "Global School Partnership (GSP, 2003-2013)," "Connecting Classrooms (2013-)," which uses ICT to link schools in the United Kingdom and schools in developing countries with the aim of deepening mutual understanding through exchanges of information and knowledge, and the "Global Learning Programme (GLP, 2013-)," which combines curriculum development to promote global education with training to improve the skills of teachers. No doubt, this is how global education and global learning have used the DNA of past development education that had evolved from the work of DfID and the NGOs to broaden its base and at the same time to deepen awareness and understanding of the importance of these educational activities among stakeholders. However, looking at the United Kingdom overall, there is no denying that only a limited number of schools and teachers are practicing global education.

Popularizing Citizenship Education

On the other hand, when we turn to citizenship education, which is the other strand of international education, we find major differences with the abovementioned global education and global learning. Citizenship education has rapidly gained prominence, primarily in educational circles, due to the introduction of "citizenship" as a compulsory subject in the UK national curriculum in 2000. In addition to direct reasons such as political apathy among young people, the willful destruction of public property, violence, crime, and drug addiction, the context for the introduction of "citizenship" as a subject includes creating a clear position for the United Kingdom in Europe as the EU emerges, and dealing with the impact of the globalization of economy, technology, and society, and the aim is to develop global human resources through the subject. So, even though the Department of Education (then, the Department of Education and Skills) positioned "citizenship" at the center, it has implemented a range of measures to allow schools to address such global content across the curriculum. Examples include the development of guidelines and manuals including the "Developing the Global Dimension in the School Curriculum" and "The Global Dimension in Action," as well as the "Get Global!" toolkit. The former two are guidelines and manuals with specific explanations on how to deliver the global outlook in the school curriculum. They were developed by the Department of Education with the participation of the Qualifications and Curriculum Authority (QCA), DfID, the Development Education Association (DEA), SureStart, the British Council and other NGOs. The latter is a DfID project started in collaboration with Action Aid, CAFOD, Christian Aid, OXFAM, Save the Children and other international NGOs. It is a trial study that incorporates action research to implement "citizenship" effectively, while taking the global outlook into account.

Implementing Citizenship Education at Schools

Partly because "citizenship" is positioned as a formal subject in the national curriculum, all schools in the United Kingdom are currently implementing "citizenship" as a subject, and schools are making efforts to develop the global outlook in the subject every day. The "Developing the Global Dimension in the School Curriculum" and the accompanying website, "Global Dimension" (developed by then-DEA, current Think Global), is widely recognized and used in schools. However, as the Office for Standards in Education, Children's Service and Skills (OFSTED), the National Foundation for Education Research (NFER) and other assessment organizations have pointed out, there are not enough teachers who have specialized in the subject. There are still issues to be addressed in order to teach "citizenship" effectively because teachers do not have enough knowledge and experience of global perspectives. This is an issue for the future. However, to take a different perspective, it is of some importance that even though "citizenship" was introduced only a short time ago, it has spread rapidly and formal assessment has already been implemented. When we consider that

there is still no formal assessment of global education even though it has a history of implementation going back 70 years, it seems that whether or not an educational activity is incorporated in the national curriculum makes a great difference to its implementation and spread.

3-1-2   International Education in Germany

Characteristics of the International Education

In Germany, Misereor, Brot für die Welt and other NGOs have a long history of implementing development education. At the same time, and partly due to the impact of mass migration to Germany since the 1970s, diverse types of international education have also developed. International education is practiced under several designations including "development education," "global education," "intercultural education," "citizenship education" or "education for sustainable development (ESD)". However, "development education" and "global education" are mainly implemented by NGOs promoting international edcuation centered on the Engagement Global, the support agency for international education in Germany, whereas "intercultural education" and "citizenship education" are implemented by state educational institutions. In recent years, these two strands have merged under the designation ESD and become linked to implementation at schools. However, as a result of amendments to the constitution in 2007, the federal government lost jurisdiction over educational activities and responsibility now rests with the state governments, so the present situation is that international education is exclusively at the discretion of the states and, specifically, the schools. Although these trends were also visible before 2007, they have solidified in recent years.

Support for Development Education and Global Education by the Development Assistance Organizations

In Germany, the Federal Ministry for Economic Cooperation and Development (BMZ) is the federal development assistance organization. As part of its mandate, the BMZ formulates policy and suggests directions for international education, but the scale is by no means sufficient. In 2010, the German Organisation for Technical Cooperation (GTZ), Capacity Building International, Germany (InWEnt) and the German Development Service (DED) were merged and restructured as the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Then, in 2012, Engagement Global was set up as a spin-off from GIZ specializing in development education. With a staff of 145 and an annual budget of 145 million euro[17], Engagement Global is a major organization with a large department in charge of training staff and implementing support for development education. At present, Engagement Global is operating 23 programs including Education Meets Development (organizes seminars and lectures by dispatching experts on the developments and circumstances in developing countries to schools and universities that have an interest in global issues) and the Development Policy Information and Educational programme (EpIB, provides funding required to organize public seminars, workshops and training for NGOs, schools and teachers with the aim of deepening understanding of global issues). Engagement Global also contributes to the promotion of development education and global education in cooperation with NGOs.

Educational Institutions Promoting Intercultural Education and Citizenship Education

In 1996, the Kultusministerkonferenz (KMK) issued recommendations for intercultural education. These

---

[17] Information and the exchange rate valid as of September 2012.

recommendations still make up the basic policy for intercultural education. However, intercultural education comes with politically sensitive baggage and despite ceaseless efforts on the part of the federal government, there are practical problems such as great variations in the pace of introduction from state to state and schools that are still feeling their way around the subject, so it can hardly be said that things are progressing well. Benefitting from the "Study on Learning Democracy at School and in the Community: Understanding and Developing Democratic Government and the Potential for Preventing Violence at Schools and Youth Support Organizations" by the Federal Ministry of Education and Research (BMBF) (2000-2003), and the "Program on Learning and Living Democracy" by the Bund-Länder Commission (BLK) (2002-2006), citizenship education was at one time fairly widespread in schools. However, there have been no new developments or activities for citizenship education at the federal government level since 2006 (can no longer be implemented due to the abovementioned constitutional amendments), so the energy of the past is no longer present.

Educational Institutions Promoting ESD

Under the abovementioned situations at the present time, ESD has attracted even more attention in recent years. In Germany, the so-called "PISA shock" in 2000, when the results of the PISA test conducted by the OECD made it clear that the academic achievements of children in Germany were at an internationally low level, proved a tremendous shock for society. Seizing the opportunity, BLK kick-started developments aimed at improving reading comprehension, natural science, and numeracy skills among children through ESD by implementing the BLK Program 21 (1999-2004), which included ESD curriculum and material development as well as teacher training, and Transfer 21 (2004-2008). As a result, ESD became widespread in schools in Germany. Today, ESD has become the mainstream for new educational activities, replacing conventional development education, global education, intercultural education, and citizenship education. Originally, ESD grew out of international education initiatives and the educational activities are supported by UNESCO. Consequently, BMBF has so far endorsed ESD for Germany. This is partly the background for the implementation of a number of ESD projects amid a certain degree of collaboration on ESD between development assistance organizations, such as BMZ and Engagement Global, and educational organizations, such as KMK and the ministries of education at the state level.

Implementing International Education at Schools

However, as stated above, all educational activities in Germany are currently under the jurisdiction of state governments and specific activities are at the discretion of the schools. In addition, the state standards (curricula produced by the state) consistently describe ESD, development education, global education, intercultural education, citizenship education and other international education in abstract terms, such as learning across the curriculum, and unlike "citizenship" in the UK curriculum, there is no specific locus. Consequently, there are large disparities between states and between schools in the implementation of ESD and other international education. Some schools are actively involved with international education, but there are also many schools with no involvement at all. The Pascal Gymnasium (secondary school), where the study team visited, is a good example of the results of successful implementation of ESD, but there are not many schools of the same caliber.

3-1-3　International Education in Canada

Characteristics of the International Education

Similar to the United Kingdom, Canada is one of the countries where international education is flourishing. At present, Canada is implementing international education under a range of different designations. Some examples are "global education," "public engagement," "multicultural education" and "citizenship education." The former two are mainly implemented by the Canadian International Development Agency (CIDA) and NGOs while the remaining two are mainly deployed by the Department of Citizenship and Immigration Canada (CIC), the Department of Canadian Heritage and other related ministries and agencies. The term "Global Citizenship Education" has emerged recently and is now widely used in schools.

Public Engagement Promoted by the Development Assistance Organization

The Canadian International Development Agency (CIDA[18]) was established in 1968, but its predecessor, the External Aid Office (EAO) at the Department of External Affairs, dates back to 1960. CIDA uses the designation "public engagement" instead of "development education." The Partnerships with Canadian Branch and the Communication Branch are in charge of the work. The annual budget for the work is CAD260 million[19] This amount corresponds to approximately 10 percent of Canadian ODA. Where public engagement is concerned, the main work of CIDA was to provide funding to NGOs. A matching grant referred to as the Public Participation Program (PPP) was continued for 25 years until 1995. As well as encouraging constructive international education by Canadian NGOs, the program also contributed funds to open more than 30 learning centers in the country. However, as a result of the emphasis during the recent financial crunch on using funds effectively and efficiently, PPP was discontinued for a lack of clear policies and objectives and for vague criteria for providing funds. Instead, the funds are channeled directly to schools or young people to develop the way they think and view the world from a global perspective through programs such as "Global Classroom Initiatives (GCI)" and "Global Citizens Program (GCP)." GCP, in particular, is a comprehensive program consisting of projects specialized in the three areas of public awareness, education and knowledge, and youth participation.

Multicultural Education and Citizenship Education Initiatives by the Central Government

"Multicultural education" and "citizenship education" are mainly implemented by CIC and the Department of Canadian Heritage. CIC has established the "Citizenship Week" and developed related materials. The "Discover Canada: The Rights and Responsibilities of Citizenship" is a popular study guide that summarizes what Canadian citizens should know in a concise way that is very easy to understand. "Black History Month" (every year in February) and "Asian Heritage Month" (every year in May) have been established to support better understanding of the present situation in a multiethnic and multicultural Canadian society where people of various cultural backgrounds actively participate in social, economic, cultural and political activities, and build a better society while cooperating with each other. The Department of Canadian Heritage runs the "Exchange Canada" and the "Canadian Studies Program (CPS)," organizes youth camps, and supports the development of learning materials to promote deeper understanding of Canada among young people.

---

[18] CIDA was merged with the former Department of Foreign Affairs and International Trade due to organizational restructuring in July 2013 and became the Department of Foreign Affairs, International Trade and Development.
[19] Information and the exchange rate valid as of January 2013.

Global Citizenship Education at Schools

Recently, the term "global citizenship" has come into use in Canada. As a result, the emerging educational practice of "global citizenship education" is making steady progress at schools. Global citizenship refers to educational activities that aim to develop the necessary human resources to assume responsibility for a globalized 21st century society. Unlike past education that only taught students to remember knowledge, students learn critical thinking, problem-solving skills, meta-learning skills and other skills required in new society. Therefore, when we look at the Canadian curriculum, these skills are carefully considered and in terms of content, rather many contents related to international issues are included. For example, even though "global education" is not an independent subject in Ontario, there are subjects like "social studies" at the primary education level (Year 1 to 6), "history and geography" (Year 7 to 8), "Canadian and world studies" at the secondary education level (Year 9 to 10) where the curriculum and textbooks facilitate the study of global and citizenship educations. The global viewpoint is also incorporated in other subjects and global citizenship education is implemented across the curriculum.

3-1-4　International Education in the United States

Characteristics of the International Education

Historically, the United States has had to deal with racial problems involving the African-American population and ethnic minority problems due to a rapid increase of immigration from other countries, but the country is typical of a nation where the whole of society is multicultural. Under these social circumstances, "multicultural education" began at an early stage. Around 1990, it merged with the idea of cultivating an American identity and developed into "citizenship education." On the other hand, the "international education" has been practiced in the United States since the First World War. As of the 1960s and 70s, the learning areas and content were slowly organized into a single large mainstream educational activity based on the new concept of "global education."

At present, the new concept of "Global Citizenship"[20] has been introduced to develop the human resources needed for a society that is undergoing rapid globalization. To that end, both the government and civil society are implementing initiatives in all aspects of society. However, the concept of global citizenship is only an indication of an ideal, and there are hardly any established academic disciplines or educational activities for developing the concept. Consequently, even though American society has changed course and is moving in the direction of developing global citizenship, the change is ideological and there is scarcely a direct connection with specific policies and activities. Since this provides an environment where the organizations and agencies implementing international education are working independently, the trends in international education in the United States are extremely complex. In short, to anticipate the conclusion, the United States is quite different from the United Kingdom and Canada, already discussed above, and Australia and New Zealand, discussed below. There is almost no consistency in terms of direction or opinion as a federal government or a nation, but individual states, schools and NGOs are developing international education using methodologies based on their own philosophies. In addition, the country's development assistance organization, the United States Agency for International Development (USAID), is not active in the field of

---

[20] A range of organizations including government and the private sector started using the concept in the mid-1990s and it soon became recognized by the public. The concept could be a keyword that links multicultural education and global education. It indicates that it is essential for all American citizens to acquire a global outlook in order to live better in the world that is moving on a global scale, and at the same time to be a responsible American citizen regardless of status as a majority or minority.

international education[21].

Implementing International Education at Schools

In the United States, implementation of international education at schools has been left entirely to individual teachers. Teachers with an interest in international education have collected their own information and materials and implemented lessons that take up global issues, but where the level of interest among schools and teachers was low, there has hardly been any activity. Since 1990, however, states have established educational standards that clarify the practical frameworks for subjects such as "social studies," "geography," "American history," "world history," "economics," and "Government and Citizenship/Civics." As a result, there are no longer any instances of absolutely no international education in local classrooms. In short, the standards for the social sciences include content about world event and global issues, and teachers are no longer in a position where they can avoid treating this content in lessons.

Multiple NGO Approaches to International Education

On the other hand, American NGOs implementing international education are also undertaking educational activities based on a wide variety of approaches and methodologies, so it is difficult to identify unified directions. Established in 1970, the American Forum for Global Education (AFGE) is widely perceived as the central organization for global education in the United States, but in essence, it is only a private organization. Even though the organization has had a degree of influence with its activities and guidelines for global education, they are by no means uniform or recognized across the United States. Other NGOs implementing international education in the United States include the National Peace Corps Association (NPCA), the International Education and Resource Network (iEARN), World Savvy and the Asia Society. Although these organizations engage in activities to promote international education and global education, they are not strongly related to each other and each of them takes different approaches to developing different activities. For example, the NPCA uses Returned Peace Corps Volunteers with a wealth of experience in developing countries to provide information and give lectures at schools about the situation in developing countries based on their own experiences. iEARN makes effective use of information technology to conduct educational activities and exchanges that link young people worldwide through their network. World Savvy and the Asia Society develop international education activities in line with the curriculum while emphasizing the relationship between international education or global education and the curriculum. At the same time, they carry out professional development aimed at improving the skills of teachers to implement global education.

Focus on the 21st Century Skills

As described, there is no uniform policy for international education or global education at the federal government or national level in the United States, but the states, schools and NGOs are developing a variety of approaches using their own individual methods. However, unlike Germany, the American constitution has no provision preventing the federal government from contributing to educational activities. In addition, in recent years, international tests like TIMMS[22] and PISA have shown up the low level of academic achievements among students in the United States. As a result, the federal government is actively involved in

---

[21] Commenting for field research done in March 2013, a USAID staffer said that they do not undertake any activities relating to international education, and there is no related department. Volunteers among the staff of the State Department and USAID run the Hometown Diplomat Program, which organizes activities such as lectures to introduce developing countries and the role of USAID.
[22] Abbreviation of Trends in International Mathematics and Science Study, a comparative survey of education worldwide conducted by the International Association for the Evaluation of Educational Achievement (IEA).

moves to establish some level of national direction and uniform standards. The Common Core State Standards (CCSS) and the 21st Century Skills are representative examples. The 21st Century Skills, in particular, include content from international education and global education and there is no doubt that the promotion of 21st Century Skills is providing a strong tailwind for international education and global education. This is also suggested by the content of "Succeeding Globally Through International Education and Engagement[23]," recently published by the U.S. Department of Education.

3-1-5   International Education in Australia

Characteristics of the International Education

Differing somewhat from many Western countries, international education in Australia was strongly supported by the federal government from the early stages. After the Second World War, Australia accepted large numbers of immigrants and refugees. The impact was that society became increasingly multicultural and it was no longer possible to continue the White Australia Policy. The country had no choice but to change course toward a policy of multiculturalism. The first national educational policy, The "Hobart Declaration on Schooling," published in 1989, emphasized the importance of education from a global viewpoint, which was another boost for international education. At present, international education in Australia is developed under the designation of "global education." Recognition of the term "citizenship education" has also risen rapidly in recent years.

Global Education Implemented by the Development Assistance Organization

The Australian Agency for International Development (AusAID) plays a central role in the promotion of "global education" in Australia. Originally, AusAID provided funding to NGOs who implemented development education and supported the development of teaching materials, but as the result of a government review, it was found that teacher training programs were more effective from the perspective of providing value for money. Since then, AusAID has shifted to teacher training. The "Global Education Project (GEP)" was launched in 1994 with an annual budget of about AUSD2 million[24] to invest.

GEP is a comprehensive program aiming at promoting global education. The program is mainly concerned with activities to promote global education in every state and territory, developing and publishing materials, operating the website, and supporting lesson design. Activities to promote global education in every state and territory include work by selected organizations for each area (NGOs, learning centers, universities, etc.) to organize lectures and seminars for local teachers, and to develop and provide the required teaching materials. Most of the materials are developed and published by Education Services Australia (ESA), a corporation established by the government, which works in line with AusAID policy and develops a wider variety of teaching materials. ESA is particularly noted for developing "Global Perspectives" (2002, revised edition in 2008)[25]. This is a guideline that indicates the basic framework for global education in Australia. It is also a handbook for implementing global education at schools and contains clear descriptions of the aims, goals,

---

[23] Succeeding Globally Through International Education and Engagement available at
http://www.lrc.columbia.edu/sites/lrc/files/international-strategy-2012-16.pdf#search='Succeeding+globally+through+international+education+and+engagement'
[24] Information and the exchange rate valid as of March 2012.
[25] "Global Perspectives: A Statement on Global Education for Australian Schools" was developed in 2002. Later revised and published as the "Global Perspectives: A Framework for Global Education in Australian Schools" in 2008.

capabilities and skills to be taught to students. ESA also operates a website that is highly regarded in education circles: The "Global Education Website" provides information required for implementing global education. Education Development Centres in each state provide support for lesson design such as lesson planning consultations and workshops intended for local staff and university students who plan to become teachers.

Implementing Global Education at Schools

As described, NGOs in every state, Education Development Centres, other NGOs and primarily AusAID are actively involved in promoting global education. However, most of the schools are already extremely busy implementing the large numbers of subjects in the curriculum, so the present situation is that global education has not actively been implemented by many schools[26]. Of course, there are certainly a quite few teachers who are enthusiastically engaged with global education, but many of them are teachers of specific subjects like geography, history or art. The main reason for this situation is that global education is not precisely positioned in the national curriculum. The development of the national curriculum, which started in 2008, is still underway and the trends must not be overlooked[27]. In this context, the World Vision and other international NGOs give pointers about where their materials apply to subjects in the curriculum when they develop teaching materials for global education.

Citizenship Education Promoted by the Federal Government

In recent years, the Australian federal government has put particular focus on citizenship education. Citizenship education emerged quite a long time after global education, but it is treated quite differently from global education. The biggest difference is that it has already been implemented at all schools in the country. The reason is that it is a compulsory subject at all schools because of the introduction of "Civics and Citizenship" as a subject in the national curriculum. In addition, the development of the "Citizenship Education Website" by the abovementioned ESA and teaching materials such as the "Discovering Democracy Kits," and the "Discovering Democracy: A Guide to Government and Law in Australia" have had a role in anchoring the implementation of citizenship education in schools. For example, for this study, the study team visited Ryde Public School, a school in a suburb of Sydney, where we observed fifth and sixth grade students in mixed classes working in groups, sometimes with the support of the teacher, to investigate the political systems, government structures, parliamentary election methods, voting age, and drafting of legislation in the five countries of Japan, Canada, the United States, the United Kingdom and New Zealand. However, citizenship education is by no means performing well everywhere. Researchers have pointed out that the concepts and content of citizenship education in Australia are still fluctuating to some degree, and that implementation has been unstable with varying interpretations while there have been no answers to how to interpret and distinguish citizenship from national identity. Involving political judgment as it does, this is an issue for the future.

3-1-6   International Education in New Zealand

Characteristics of the International Education

---

[26] Comment by staff member with responsibility for global education at AusAID during the field research.
[27] At the time of the filed research (March 2012), the development of the national curriculum was planned for the period 2008-2013 with subjects developed sequentially starting with the national language (English), mathematics, science, history (-2010), geography, art (-2012), health and physical education, technology, economics and business, civics and citizenship (-2013).

In New Zealand, the presence of the indigenous Maori has been deeply significant for the historical nation-building project including the Treaty of Waitangi. With the two great cultures of the Maori and the English (Pakeha) at the center, pluralism and multiculturalism have permeated many aspects of life. Consequently, multicultural education has been established as the bedrock of New Zealand. But, in recent years, the terms "global education" and "citizenship education" have become widespread and exclusively used when referring to international education. "Global education" is a term recognized by New Zealand Aid and Development (NZAID) and NGOs, while the term "citizenship education" is widespread in education circles.

Global Education Promoted by Development Assistance Organization and Its Confronting Crisis
NZAID, the relatively new development assistance organization for New Zealand established in 2002, fulfills a central role in promoting global education, spending NZD1.5 million[28] annually on supporting global education. The money has mainly been used to fund NGOs promoting global education and to establish the "Global Education Fund (GEF)," which is used to support human resource development activities such as training and seminars, and materials development by NGOs. Global Focus Aotearoa is a particularly noteworthy organization. Originally established in 1993 as a Development Resource Centre (DRC), it is the umbrella organization for NGOs promoting global education in New Zealand. The organization has been generously funded by the government (and NZAID). To fulfill its role as a leader in global education in New Zealand, Global Focus Aotearoa has developed the "Global Perspectives," a guideline for global education, created theme-based materials on topics such as the "Rights of indigenous people," the "Climate change survivors," and the "Waste," and shared these material and related information on its website. The organization has also established and operated the "Global Focus Fund" to support activities by NGOs.

However, global education in New Zealand is now confronted with its largest crisis. As a result of a full-scale review of overseas aid in 2011, NZAID was effectively dismantled and demoted to a division of the Ministry of Foreign Affairs and Trade (MFAT). The result was a complete stop to financial assistance made available to global education activities in New Zealand. In 2008, when power shifted from the Labor Party, who had held the reins of government for nine years since 1999, to Prime Minister John Key of the National Party, the clear intention of the current administration to make a clean sweep of all the 'vice' of the Labor government resulted in this series of structural reforms[29]. The reason is that the current administration claims that New Zealand's overseas aid causes political organizations and bureaucratic systems to become bloated, producing a completely unsustainable situation. This government decision has meant that all funding from NZAID to NGOs has stopped, creating a very difficult situation for many NGOs who had carried out their activities with the help of government funding. Many organizations have already stopped their activities and disbanded. Global Focus Aotearoa is also one of them, and there is a high possibility that the guideline and materials developed in the past will become so much "bulk waste"[30].

Citizenship Education Promoted by the Central Government
On the other hand, citizenship education has recently become recognized among the general public and in educational circles. The context is provided by the rapid changes in the composition of the New Zealand

---

[28] Information and the exchange rate valid as of March 2012.
[29] Phrase used in an interview with government stakeholders at the field research. It indicates that the current government views the former government in a critical light.
[30] Phrase used during a field research interview with university researchers to express a sense of futility.

population in recent years. The ethnic composition of students in schools has become diverse and complex, and it has become obvious that multicultural education with its focus on the two cultures of Maori and Pakeha is no longer sufficient. In addition, one of the "principles" described in the 2007 national curriculum is "Future Focus: sustainability, citizenship, enterprise, and globalization." In these circumstances, the term "citizenship" has become a kind of buzzword focused on educational circles, and for the practice of education, the government is promoting citizenship education to develop global citizens. So far, the Ministry of Education has developed a range of teaching materials to promote citizenship education including the "Building Conceptual Understandings in the Social Sciences." This series of teaching materials presents a comprehensive framework starting from the objectives of citizenship education and includes specific examples. As such, it acts as a compass for teachers in local schools. In a global world that is changing at a dizzying speed, citizenship education aims to make sure that children learn the skills to adequately fulfill their roles as future citizens. In the United Kingdom, it was introduced with the 2000 national curriculum, and having attracted a lot of attention in several Western countries, this trend is now closing in on New Zealand.

The Relationship between Global Education and Citizenship Education
As described above, it would seem that in terms of escalation, global education and citizenship education in New Zealand are moving in opposite directions. The context for this difference is found in the way they are treated in the national curriculum. In the current national curriculum, respect for the culture of the Maori and the people of the Asia and Pacific Island nations is a given, but the curriculum also stresses the importance of educating global citizens for the global age. Unlike the United Kingdom and Australia, there is no specific subject for citizenship education, instead it is discussed in the social science subjects, i.e., "social studies," "history," "geography," and "economics." The detailed guidelines for each subject include words that are related to citizenship education such as "society," "law," "rules," and "government systems." Nonetheless, it must be said that there is a ray of hope. Mingled in with these descriptions, there are many terms considered important in global education including "cultural diversity," "cross-cultural communication," "environmental and societal sustainable development," and "human rights." This indicates that the national curriculum does not exclude global education, but should be understood as encouraging the development of citizens who can take on the responsibilities of the global age. For the teachers who were actively implementing global education in schools, this is perceived as an opportunity to promote their own practices in a more proactive way.

3-2　The Terminology for International Education in the Countries

So far, this chapter has provided an overview of the characteristics of international education in the six countries surveyed for this study, but it is clear that international education in each country is actually implemented on the basis of diverse terminologies. This section will sort out the terminology for "international education" used in the countries.

Due to the historical and social contexts that characterize each of the countries, the terminology for international education varies a great deal, but overall, "global education" and "global learning" are two terms in fairly widespread use. On the other hand, with the exception of the United Kingdom and Germany (Federal Ministry for Economic Cooperation and Development and others), the term "development

education," widely used in Japan, was hardly mentioned. However, global education and global learning trace their parentage to development education implemented by development assistance organizations and NGOs in the past, and in terms of content, there are extremely high similarities between the two. However, in addition to suggestions[31] the term "development education" is difficult to image its contents, the context for the switch from "development education" to "global education" and "global learning" is found in the crisis mentality brought on by rapid globalization in recent years. In short, poverty and conflict issues are not exclusively limited to Africa, the Middle East or other developing countries, but they are pressing issues that are also present in our societies and we cannot remain oblivious. This is why education about global issues is necessary[32].

Another term that has spread rapidly in recent years is "citizenship education." The related designation of "global citizenship" is also widely used in the countries. "Citizenship education" has emerged from the need to reconfirm national identities in the context of the social change brought on by rapid globalization in recent years. In addition to the United Kingdom and Australia, where it is positioned as a specific subject in the national curriculum, other countries are promoting it as well at their ministry of education and other education-related government organizations. On the other hand, "global citizenship" has also come into wide use because of the motives of national governments who attach importance to "citizenship education," or the social and economic pressures of training global human resources. However, in many countries it is still not an educational activity. In other words, we can hardly say that "global citizenship education" is a clearly delineated educational activity, but it would be better to understand it as a term that indicates an educational direction aimed at developing citizens with a global outlook.

In addition, "multicultural education" is a term used in Canada, the United States and New Zealand whereas intercultural education is used in Germany, but with the exception of Canada and New Zealand, the terms are hardly actively promoted, partly due to politically difficult issues. The table below is a simple summary of the terms currently used in the countries to indicate international education.

---

[31] Pointed out by AusAID (Australia) and CIDA (Canada) staff in charge of international education during field research interviews.
[32] The website of the European intergovernmental North-South Centre.　www.coe.int/t/dg4/nscentre

Terms for International Education in the Countries

United Kingdom	Germany	Canada	United States	Australia	New Zealand
• <u>Global Education</u> • <u>Global Learning</u> • <u>Global Dimension</u> • <u>Development Education</u> • Global Citizenship • <u>Citizenship Education</u>	• Global Education • <u>Development Education</u> • Intercultural Education • Citizenship Education • <u>ESD</u>	• <u>Global Education</u> • Global Citizenship • Public Engagement • <u>Multicultural Education</u> • <u>Citizenship Education</u>	• <u>International Education</u> • <u>Global Education</u> • <u>Global Learning</u>	• <u>Global Education</u> • <u>Citizenship Education</u>	• <u>Global Education</u> • <u>Multicultural Education</u> • <u>Citizenship Education</u> • Education For Global Citizenship

N.B. Underlined terms are widely used.
Source: Prepared by the study team

3-3 Positioning of International Education in Country Curricula and Opportunities for its Implementation

This section outlines how international education is positioned in the curricula in all six countries, and opportunities used to implement it in schools.

3-3-1 Positioning of International Education in the National Curricula (or State Curricula)

The six countries surveyed for the study are broadly divided into countries with a unified national curriculum covering the whole country, and countries without such a unified curriculum. The former includes the United Kingdom, Australia and New Zealand while the latter includes Germany, Canada and the United States. However, in the case of the latter group, there are curricula and standards formulated by the state governments and we will look at how international education is positioned in these state-level curricula and standards.

Briefly outlined, the overall trend for the positioning of international education in the curriculum of each country is that there is no specifically designated subject, but the expectation is that international education will be implemented across all subjects. In other words, international education is a far-reaching educational activity with content that cuts across the curriculum. This is also evident from the fact that there are no subjects in the national curricula with titles such as "global education," "global learning," "international education," "education for sustainable development (ESD)" or any other terminology used to indicate international education in the countries. However, we must not forget that there are a few exceptions. In case

of the six countries, the "citizenship" is found in the United Kingdom, and the "civics and citizenship" in Australia.

Case 1: Positioned for learning across the curriculum
In the six countries for this study, international education was actively promoted under the name of "global education" or "citizenship education." However, with the exception of the United Kingdom and Australia, "global education" and "citizenship education" as names for subjects were not found in the national curricula, state curricula or standards. That is, international education is regarded as a broad, comprehensive and inclusive approach that is practiced across all subjects rather than implemented in a specific subject. However, there is a strong sense that international education has only been implemented in social science subjects such as "social studies," "geography," or "history" by some teachers with an interest in the topic, and that it is seldom implemented in all subjects. Therefore, governments and other related organizations in the countries have cooperated on formulating frameworks and a variety of materials to provide direction based on the acknowledgment that guidelines clarifying objectives and content to some degree are necessary for the effective implementation of international education.

Regardless of these efforts by government organizations and related organizations, in the opinions of development assistance organizations and NGOs, there are, unfortunately, not very many schools where international education is continually implemented. The reasons given include "Teachers work very hard to cover the content set out in the curriculum and there is no spare time for international education," "There is not enough interest in international education and we don't have the knowledge and methodology," or "The school where I work is not the kind of place that promotes international education as policy, and there is no fertile ground for teachers to collaborate and implement international education." Development assistance organizations in all countries for the study as well as government organizations and NGOs implementing international education were all of the opinion that it is necessary to find appropriate ways of dealing with these issues to better promote and spread international education.

Case 2: "Citizenship" in the United Kingdom and "Civics and Citizenship" in Australia
In the six countries for this study, the United Kingdom ("citizenship") and Australia ("civics and citizenship") are unique examples where international education is clearly positioned in the national curriculum. In Japan, "civic education (komin-ka)" is also an established subject at the stage of secondary education (the field of civics is established as an area of social studies in junior high schools), but it must be noted that the objectives and learning methods of the "citizenship" in the United Kingdom and the "civics and citizenship" in Australia differ significantly from those of the "civics" in Japan[33].

Firstly, in the United Kingdom, the "citizenship" is a subject that was originally introduced in the 2000 national curriculum. In addition to direct reasons such as political apathy among young people and low voter turnout, the context included creating a clear position for the United Kingdom in the EU, and a sense of crisis

---

[33] "Komin-ka" in Japan translates as "Civic Education." It is passive learning focused on acquiring knowledge of politics, laws, rights and other social systems. Historically, it can be traced back to education for the elite to develop human resources for working in government ministries and agencies. "Citizenship education," on the other hand, is not only about social systems, but it also includes activities intended to encourage students to conform and to participate in society. It is targeted at a range of people with a view to developing good citizens. In Japan, the so-called the "period for integrated studies" is the educational activity that comes closest to the "citizenship education" (Refer to Otomo, Okubo, Haraguchi, "Meaning and possibility of Citizenship Education" p.200-202 Journal of the Integrated Center for Clinical and Educational Practice No.7, Saitama University Faculty of Education, 2008.)

about the United Kingdom in the international community in terms of dealing with globalization and its impact on society. In addition, citizenship education had been introduced as a cross-curricular theme in the 1990 national curriculum but, on reflection, it had not produced the anticipated results, so there was a clear sense that the past approach to education had to be changed.

In the national curriculum, the "citizenship" is an optional subject in primary education (Key Stages 1 and 2), but it is compulsory at the secondary stage (Key Stages 3 and 4). It is also included among the subjects studied for the GCSE[34] exams at the end of Key Stage 4.The content aims to foster a global outlook. For example, at Key Stage 3, students learn about the changing character of the United Kingdom including the diversity of ideas, beliefs, cultures, identities, traditions, outlooks and values that people share; the reasons for migration from outside, to outside or within the United Kingdom; the relationships with the EU, other countries and regions in Europe, the Commonwealth of Nations, the United Nations as well as the world as a global community. However, there is a lot of flexibility in terms of classroom implementation for a variety of reasons including the lack of teachers specialized in citizenship. At the time of this study, any of the following methods were acceptable: (1) Implementation as independent subject, (2) Implementation together with other subject lessons, or as a cross-curricular theme, (3) Implementation as a special activity (class activities, student council activities, school events, or participation in meetings of the board of directors for the school). The most commonly used method was point (2) listed above. Considering these results alone, it would seem that going as far as making citizenship an independent subject does not make much sense. However, as a result of establishing the subject, every school in the United Kingdom deliberately works with content based on global perspectives. In fact, international education has been actively implemented in all schools through citizenship. The results and outcomes of implementing citizenship have also been assessed. Considering that there are still hardly any assessments of "global education," "global learning" or other international education activities, establishing the "citizenship" as a subject and introducing it to the national curriculum carries major significance.

Next, there is "civics and citizenship" in Australia. Although the decision to introduce the subject in the national curriculum has been made, the curriculum is still under development and we do not have detailed information about the content[35]. But according to the "Statement of Learning for Civics and Citizenship" formulated in 2006, the three main areas to be addressed are "Government and Law," "Citizenship in a Democracy" and "Historical Perspectives." The content of "Historical Perspectives," which addresses the Aboriginal and Torres Strait Islander peoples, and the local, state, national, regional and global events and perspectives of Australia's changing identity as a nation, relates particularly well to international education. In Australia, "civic education" has a history as an independent subject before the 1960s, but it was later replaced with "social studies." "Civics and citizenship" was introduced as a subject in the national curriculum in the context of a sense of crisis embroiling the government after intense scrutiny in the media of the political apathy of young people in the early 1990s. This state of affairs echoes the United Kingdom. At the time of the field research (March 2012), the national curriculum was still under development, but the development and launch of a website for providing educational materials was underway as were development and distribution of the materials by Education Services Australia (ESA), a corporation

---

[34] Abbreviation of General Certificate of Secondary Education. A set of exams in the final year of compulsory schooling to certify completion of secondary education. The certificate is an important document for determining future career paths.

[35] Information valid as of March 2012. As of the time of the research, the national curriculum for "Civics and Citizenship" was expected to be developed by 2013. We believe the content has been disclosed as of now (March 2014), but we have not been able to obtain any details.

established by the government, and schools were already implementing "civics and citizenship" in the lessons, anticipating formal introduction of the subject in the near future. The lesson observed on a visit to Ryde Public School at the time of the field research was certainly a good example.

As described in the examples of the United Kingdom and Australia, introduction as a specific subject in the national curriculum has an extremely high impact on the spread and promotion of international education. All schools become actively engaged with these educational activities, and because of the synergy with the development of textbooks and materials by a range of organizations and bodies, it becomes possible to expand not only quantitatively, but qualitatively in a short period of time.

3-3-2 Implementing International Education in the School Curriculum

There is one more point to note when considering the position of international education in the curriculum in the countries. The point is that the six countries for this study have either established national curricula (the United Kingdom, Australia, New Zealand) or state curricula (Germany, Canada, the United States) with schools undertaking educational activities based on the standards in the curriculum, but the standards only lay down a general framework and the schools are rather free to decide the details according to their circumstances. In Japan, each school also organizes its own curriculum based on the Course of Study established by the government, but the big difference is that in Japan, the Course of Study is legally binding with detailed indications of the content to be covered by each subject and the number of hours available. Schools are also compelled to use textbooks that have been approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and have not been given much authority to organize their curriculum flexibly.

Case 1: Implementing global education during the "integrated studies" (New Zealand)
The study team visited Queen Margaret College, a primary and secondary school in New Zealand, where teachers plan lessons independently and implement global education while still adhering to the national curriculum. At the primary stage, the school only offers the four subjects of "English," "arts," "a second language," and "integrated studies." Global education is implemented in "integrated studies." Three time slots a week are scheduled for "integrated studies" (in case of Year 4). The teachers use their own choice of books and materials to deepen the portrayal of themes that look at the situation in various countries around the world, and provide children with opportunities to think about a range of issues. On the visit to the school, the study team observed a lesson in Year 4 where the teacher read from "Listen to the Wind," a picture book about young people in a remote village in Pakistan building a school. After the reading, the students formed groups and thought about answers to questions like "What must a school provide?" or "What is important for studying at school?" In this way, the children were taught about the right to receive an education.

Case 2: Implementing international education in cross-curricular COGS (Australia)
At Ryde Public School in Australia, a mixed class of primary school fifth and sixth graders studied the political systems in some major countries. For the project work, the teacher divided the students into groups of five or six and distributed file folders containing tasks and materials to the groups. Each group studied the materials and used computers and reference materials in the classroom to investigate the governments in countries around the world. Each group investigated the (1) political systems (constitutional monarchy,

federal system etc.); (2) government structures (bicameral, unicameral); (3) parliamentary election methods; (4) voting age and (5) drafting of legislation in the five countries of Japan, Canada, the United States, the United Kingdom and New Zealand. After completing the research, the students were instructed to color each of the countries on a blank map handed out earlier, and to take turns writing notes about what they had learned. This lesson did not teach any specific subject, but it was an example of "Connected Outcomes Groups (COGS)," which integrate "social studies," "science," the "arts," "health and physical education," and other subjects. It is a very effective use of time to study international education or other cross-curricular content. At this school, "COGS" was assigned two time slots in the weekly timetable for fifth and sixth graders, each of them set at 85 minutes.

Case 3: Implementing ESD with a focus on schoolwide environmental education (Germany)
Pascal Gymnasium, a secondary school in Germany, implements ESD focused on environmental education. The school has teachers with specialist training and allocates many hours to ESD-related study. A certified ESD school, subject studies are a given, but it was impressive to see how the school implemented ESD activities in environmental areas including extracurricular activities such as Fairtrade campaigns, beekeeping and plant care.

As described, each school considers its location and environment, the social and economic backgrounds and needs of their students, and aims to create a unique school. Although they keep to the general framework of the national curriculum or state curriculum, as far as possible, they implement international education within the framework of "integrated studies" in response to the increasing importance placed on international education and global perspectives in recent years. Many schools also organize school events such as "International Day" or "Global Arts Week" to create engagement across the whole school. In Germany, the Federal Ministry of Education and Research （BMBF） and related organizations have so far actively promoted ESD and even though it is not clearly positioned in the state curricula, the environment for implementing ESD has been prepared to a degree and the number of schools implementing ESD is growing.

Appendix 1: Summaries of Countries' Educational Curricula

(1) Japan

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	Full development of character	Zest for life: academic abilities
What the reasons are	To achieve the targets stipulated in the Basic Act on Education and School Education Act	
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	Academic abilities (including basic knowledge and skills, thinking, judgment, expressing, and a proactive learning attitude), richness in humanity, health and physical strength, etc.	
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	The Basic Act on Education was revised in 2006, and new education objectives were stipulated under the revised act.	In Article 2 of the revised act, specific education objectives were stipulated from the viewpoint of developing children into Japanese people living in international society, based on the spirit of autonomy and independence, relationships with other people and society, relationships with nature and the environment, and respect for traditions and culture, while the development of personality with a balance between knowledge, a sense of morality, and sound health is regarded as the foundation.
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of presentation)	As a result of the revision of the School Education Act, the objectives of compulsory education have been specified. In addition, the Courses of Study of each subject, etc. describes the abilities it aims to develop. However, it is left to each subject, etc. (not unified) as to how such abilities are described.	It is stipulated that special attention must be paid to teaching basic knowledge and skills to cultivate a foundation for lifelong learning, and using these skills, to foster the ability to think, the capacity for judgment, powers of expression and other abilities that are necessary to resolve challenges, and to nurture an attitude of embracing independent learning.
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	The Courses of Study were revised in fiscal 2008. The Courses of Study for Elementary School Science show specific abilities and skills as objectives for each grade.	Grade 3: Comparison Grade 4: Classification Grade 5: Condition control Grade 6: Reasoning
(5) Methods for strengthening the capabilities and skills (specific		

examples of systems and initiatives actually implemented in classrooms)		
How the contents are related		

(2) The United Kingdom

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• Aim for a global standard by giving schools and teachers freedom and autonomy • From "Secret Garden" to "Open Garden" • Emphasis on knowledge of English, mathematics and science as subjects and skills • Emphasis on spoken language and computer science	• The National Curriculum constitutes 50% of the school curriculum • Disclosure of details of school curriculum for each subject is mandatory
What the reasons are	• Increasing international competitiveness • Learning from academically advanced countries • Giving freedom and autonomy to teachers to allow them to exert their creativity • Development of spoken language contributes to achievement of academic skills • Learning how to use computers will help students gain a competitive edge in industry	

(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• Knowledge and skills in English, mathematics, and science should be related to knowledge in individual subjects
	• Spoken language
	• Computer science
		• The six key skills
		  - Communication
		  - Application of number
		  - Information technology
		  - Working with others
		  - Improving own learning and performance
		  - Problem solving
		• Thinking skills

(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• Skills that had been stipulated under the name of Core Skills at the request of industry in the context of vocational education were superseded when the National Curriculum was established. When these skills were emphasized again in interviews and reviews concerning vocational qualifications, which were conducted in 1996, they were renamed Key Skills. The Key Skills were later introduced to both primary and secondary education in the 1999 edition of the National Curriculum. • The 2007 edition (KS 3-4) refers to functional skills. These skills had also been introduced to vocational education as elements linked to qualifications.	
(3) Positions of the capabilities and skills (positions in the overall educational curriculum,		

relationship with each subject, etc., standards, structure, and methods of presentation)		
(4) Relationship between the foundations for sustaining the subjects and the abilities and skills	• In vocational education, they were specified as those conforming to subjects • In addition, there are interdisciplinary, skill-oriented subjects such as PSHE and Citizenship	
(5) Methods for strengthening the capabilities and skills (specific examples of systems and initiatives actually implemented in classrooms)	• Devising creative methods of education	
How the contents are related	• Skills are developed linking with contents	
Implications for Japan's educational curriculum	• That the Key Skills are deemed to be linked with knowledge in subjects • Emphasis on spoken language • Emphasis on learning computer science	
Special instructions		
(As the background for education)		
Actors in the standards for the educational curriculum	• Central government (Wales, Scotland, and Northern Ireland have their own actors) • Religious education is provided by each local administrative authority	
Law as the standard for the educational curriculum	• Education Act 2002	
Scope of application of the standard for the educational curriculum	• All schools maintained and operated using public funds (excluding academies and free schools) • The National Curriculum constitutes part of the school curriculum. (It appears that the new National Curriculum is aimed at constituting 50% of the school curriculum.)	
Class hours and weekly holidays	• It is prohibited by law to stipulate the number of class hours. However, the law recommends the following class hours. KS 1: 21 hours/week, KS 2: 23.5 hours/week KS 3: 24 hours/week, KS 4: 25	

	hours/week • At least 2 hours/week for PE and school sport by 2010, which applies to KS 1 to 4 • For secondary schools, the government recommends that the following amounts of time should be set aside for homework: Grades 7 and 8: 45 to 90 minutes every day Grade 9: 60 to 120 minutes every day Grades 10 and 11: 90 to 150 minutes every day	
Revision cycle	• Not specified	
Recent moves	• A new National Curriculum will come into force in 2014.	
Assessment method	• For students aged 16, the abolition of coursework that applies formative evaluation was considered. It appears, however, that coursework will not be abolished.	
Presence/absence of a national test and test method	• Only for students aged 11 and 16.	

(3) Germany

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• An educational curriculum that combines "content of learning of each subject" and "competencies to be acquired"	• "Educational Standards" consisting of "standards on the content of learning" and "standards on the level of achievement"
What the reasons are	• Introduction of the concept of "standards" as a result of the abandonment of the establishment of a unified "Competency" model	• "Standards" as the broader concept that sums up the "competencies"
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• Contents of the Educational Standards (1) German (2) Arithmetic and mathematics (3) First foreign language (English/French) (4) Biology, chemistry, and physics	• Representative competencies Behavioral competency Cognitive competency Methodological competency Self-competency Social competency
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• Quality improvements of classes and schools through the curriculum reform triggered by the "PISA Shock"	• Shift of the educational curriculum from an emphasis on "input management" to a focus on "output management"
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of presentation)	• Educational Standards (1) How this subject contributes to education and character formation (2) The competencies that should be developed in this subject (3) Competency concerning the contents (4) Examples of learning tasks	• [State of Berlin] (1) Courses of Study in the State of Berlin (Mandatory curriculum: 60%) (2) Internal educational curriculum of each school in the State of Berlin (Optional curriculum: 40%) • [State of NRW] (1) Educational Guidelines of the State of NRW (2) Courses of Study in the State of NRW (3) Internal educational curriculum of each school
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	• Educational Standards (1) How this subject contributes to education and character formation (2) The competencies that should be developed in this subject (3) Competency concerning the contents (4) Examples of learning tasks	• [State of Berlin] (1) Education in this stage of education (training and education) (2) How this subject contributes to education and character formation in this stage of education (3) Standards (4) Themes and domains: Capabilities to be developed by each subject (5) Rules on academic performance and assessment of academic performance in this subject (6) Treatment as an optional subject • [State of NRW] (1) Issues and objectives

		(2) Areas (3) Competencies (4) Academic performance
(5) Methods for strengthening the capabilities and skills (specific examples of systems and initiatives actually implemented in classrooms)	• Academic performance survey by the Laboratory for Quality Development in the Educational System (standardized test)	• Standardized tests Grades 3 and 8: Complete enumeration Grade 9: Sample survey Surveys conducted by each state government
How the contents are related		
Implications for Japan's educational curriculum		
Special instructions		
(As the background for education)		
Actors in the standards for the educational curriculum	• Each state government (16 Federal States)	• Sovereignty of Culture (Kulturhoheit)
Law as the standard for the educational curriculum	• School law of each state (Schulgesetz)	
Scope of application of the standard for the educational curriculum	• In light of the Educational Standards, each state and school is permitted to set its own scope.	• Curriculum of each state • Curriculum of each school
Class hours and weekly holidays	• Five-day week (Saturday and Sunday are holidays)	
Revision cycle	• Differs from state to state	
Recent moves	• Introduction of the Educational Standards	
Assessment method	• Standardized test	• School development based on results of standardized tests (Schulentwicklung)
Presence/absence of a national test and test method	• Nationwide academic performance survey by the Laboratory for Quality Development in the Educational System	• Grades 3 and 8: Complete enumeration • Grade 9: Sample survey • Survey of Grade 3 and Grade 8 students by each state government

(4) Canada (Case Study of the Province of Ontario)

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• The minimum standards that enable a response to diversity	
What the reasons are	• Learning performance is evaluated based only on the objectives of subjects in each grade. Specific objectives, behavioral standards, etc. are shown as examples only.	• Objectives in each grade (overall objective) and specific objectives are set for each subject, and behavioral objectives to be worked on throughout all subjects are summarized in the Achievement Chart. • Learning performance is evaluated in one aspect alone, that is, the extent to which the objective of the subject has been achieved. Other specific objectives and behavioral objectives are shown solely as examples for the sake of the educational activities of teachers. This also applies to the specific contents of the capabilities and quality (Learning Skills and Work Habits) as the basis of the educational curriculum, concerning which only "attitude examples" are shown for teachers' reference. • As observed above, the objectives of subjects are presented as the minimum standards to be achieved. • Canadian society has a large number of immigrants. The educational curriculum in this country has been made flexible enough to be adapted to the actual situations of schools and students to meet the diverse needs.
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• Learning Skills and Work Habits	• Responsibility • Organization • Independent work • Collaboration • Initiative • Self-regulation
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• Social background Preparing for success in the labor market and academic work in higher education • Foundations "Essential Skills" (Ministry of Education, Ministry of Training, Colleges and Universities), "Employability Skills" (Conference Board of Canada), "Competencies" (OECD)	• Social background In Ontario, dissatisfaction with public education began to grow in the 1980s, with people pointing out problems such as the incompleteness of education in the basics, the high dropout rate, and the lack of secondary school graduates' capabilities to meet the requirements of universities and industry. Given this social background, consistent policies were implemented concerning the curriculum, accountability of education, assessments, introduction of a unified provincial examination, and other matters throughout the 1990s, despite the change in the ruling government. • Foundations The "Essential Skills" (Reading Text, Document Use, Writing, Numeracy, Oral Communication, Thinking Skills, Computer Use, Working with Others, Continuous Learning, and Finding Information) shown in the Ontario Skill Passport developed by the Ministry of Education and the Ministry of Training, Colleges and Universities; employability skills (personal management skills and teamwork skills) listed by the Conference Board of Canada; competencies shown by DeSeCo of the OECD, and

		others.
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of presentation)	• They form the basis of the educational curriculum. It is not necessary to cultivate the abilities and skills in specific subjects.	• The level of achievement of learning skills is not evaluated in the individual subjects, but separately.
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	• Based on existing subjects	• Basically, education is provided with a focus on subjects.
(5) Methods for strengthening the capabilities and skills (specific examples of systems and initiatives actually implemented in classrooms)	• Assessments are made on the report card and progress report separately from the level of achievement of learning skills • Future Forum Project (FFP) (Bluevale High School)	• Evaluation concerning the level of achievement of "Learning Skills" is undertaken separately from the level of achievement of the curriculum, on the report cards issued twice a year and on the progress report issued once a year. Comments are made concerning each one of the six categories of Learning Skills, with anecdotal comments about the student. (For Grade 9 to Grade 12 students, the teachers in charge of each subject make the comments.) • In this way, opportunities are provided to recognize the achievement status in detail, and at the same time, the level of the achievement is reported to guardians on a regular basis. This has raised the awareness of "Learning Skills" in students' homes. • The FFP is an interdisciplinary subject, which integrates English, civics, and career education for Grade 10 students. Project-style classes are held by applying the inquiry-oriented, solution-oriented approach and giving the initiative to students, while curriculum goals set by the province are targeted. Classes are held simultaneously for high schools in the same school districts by linking them with each other online. In the classes, students exchange opinions with and communicate with students from other schools (12 schools) whom they don't know. Each student proceeds with a project in this way and presents their achievements at the end.
How the contents are related		
Implications for Japan's educational curriculum		
Special instructions	• "Culture of Assessment" and a shift in how the roles of students and teachers are viewed	• Emphasis is placed on the "Culture of Assessment," which expresses the basic idea and attitude toward assessment: "assessment is undertaken to help improve the achievement made by the student." Assessment in the educational curriculum, which is aimed at helping students become independent and

		autonomous learners, requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role. Specifically, in this process of learning, the teacher is required to act as a "lead learner," who helps the student with learning while gradually releasing more and more ownership/ responsibility for the learning to the student.
(As the background for education)		
Actors in the standards for the educational curriculum	• Ministry of Education of each province	
Law as the standard for the educational curriculum	• Education Act of each province	
Scope of application of the standard for the educational curriculum		• The curriculum differs from province to province. Basically, however, the curriculum consists of the arts, language (English/French), second language (English/French), arithmetic/mathematics, social studies, science, indigenous people studies (the subject name differs from province to province, being called "Aboriginal Studies" or "First Nations Studies," for example), health and physical education, and others.
Class hours and weekly holidays	• Five-day week	• In Ontario, the number of school days is 194 per year (in the 2014 to 2015 school year). The five-day week is applied in all provinces.
Revision cycle	• Differs from province to province. In Ontario, a revision is considered every five years, in principle.	• In Ontario, the revision of the curriculum is advanced by conducting interviews with people involved in education, teachers, and other people, and by carrying out other tasks. Accordingly, there are cases in which a revision that was initially planned to be undertaken within five years actually takes seven years.
Recent moves	• Education aimed at cultivating "21st Century Skills"	• In recent years, education aimed at cultivating "21st Century Skills" has been discussed in many provinces. In 2010 in Ontario, for example, the Education Quality and Accountability Office commenced a survey and analysis of the relationship between the results of the Ontario Secondary Literacy Test and those of the unified provincial examination (mathematics) for Grade 9 students. In addition to this, in 2011 the office commenced a survey and analysis of the relationship between the results of the Ontario Secondary Literacy Test and those of the Pan-Canadian Achievement Program and PISA as well. • British Columbia and Alberta have already formulated an educational curriculum that adopts the "21st Century Skills."
Assessment method		
Presence/absence of a national test and test method	• Present	• In Canada, the School Achievement Indicators Program (SAIP) was launched in 1993. SAIP was implemented in English and French, assessing the

		performance of randomly sampled 13- and 16-year-old students. The program commenced with mathematics, followed by reading and writing, and then by science. It was implemented three times in nine years.
		• In 2003, SAIP was replaced with the Pan-Canadian Assessment Program (PCAP), in which reading, science, and mathematics examinations of randomly sampled Grade 8 students are conducted every three years. PCAP measures the level of achievement of students at the same age in three areas, thereby supplementing the academic performance survey conducted in each province. This makes it possible to obtain data that enable each province to compare the level of achievement of students in that province with the level of those in the entire country, and other countries. It thus provides a basis for checking whether the educational system is satisfying the needs of students or society and whether there is any aspect requiring improvement in the curriculum or school education system.
		• Each province also conducts a unified provincial examination.

(5) The United States

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• "Readiness" to work in society after graduation	• Aimed at developing College and Career Readiness (CCR), which signifies students' readiness to work successfully in colleges or workplaces. • 21st Century Skills, or skills for living in 21st century society, are required.
What the reasons are	• Movement of a nationwide organization that influences the organization of the educational curriculum	• Part of the Mission Statement of the Common Core State Standards (CCSS) states, "The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers." • The mission of the organization that developed the 21st Century Skills is "to serve as a catalyst to position 21st century readiness at the center of US K12 education."
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• Acquisition of skills based on acquisition of knowledge	• College and Career Readiness (CCR), which means students' readiness to work successfully in colleges or workplaces • Global competency • Acquiring abilities and skills as a result of learning, rather than reproducing what they have learned • 4C's (Communication, Collaboration, Critical Thinking, Creativity) • New 3R's (Rights, Responsibility, Respect)
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• Strengthening economic competence, shift to knowledge-based society	• Due to the development of science and technologies, university-educated human resources are in demand in many careers. However, the proportion of university graduates in the United States has not been growing as much as it has in other countries. In addition, high school graduates in that country are not adequately prepared for careers and college. Unless this situation is rectified, the global competitiveness of the US economy is likely to decline. What is required at the primary and secondary level of education to rectify this situation is College and Career Readiness (CCR), or readiness to work successfully in colleges or workplaces. • Given the shift from the industrial age to the knowledge age, the required duties have also been changing, and the number of creative jobs is expected to increase. It will be necessary to develop human resources who are able to undertake these jobs.
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of	• Capabilities and skills developed in each subject	• The 21st Century Skills includes knowledge of core subjects as the prerequisite for all capabilities and skills.

presentation)		
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	• Based on existing subjects	• Basically, schools in the United States provide education centered on subjects.
(5) Methods for strengthening the capabilities and skills (specific examples of systems and initiatives actually implemented in classrooms)		• In terms of the development of the 21st Century Skills, the traditional direct instruction approach is included in autonomous learning, rather than including autonomous learning in the traditional direct instruction approach.
How the contents are related		
Implications for Japan's educational curriculum		• Setting standards for educational curriculum and ensuring that everyone is familiar with the standards is not the method applied in this country. Authority is given to local governments, and loose "standards for the educational curriculum" and "standards for the standards for the educational curriculum" have been created. • For example, one possible educational activity reflecting the emphasis on "explanatory text" (other than a book review as the traditional summer holiday homework) is to give assignments to write an "explanatory text" and review the logical composition of what students write. • In Japan, all activities including those in areas other than subjects, such as Special Activities and the Period of Integrated Study, are positioned as educational activities. At the same time, diverse "abilities" such as the "zest for living" are positioned as the broader concept, and efforts to develop these abilities are made by entire schools and the whole of society. It may be possible to prevent diffusion, disintegration, and abstraction of the concept if it is shown as being specifically centered on subjects, as in the case of the United States.
Special instructions		
(As the background for education)		
Actors in the standards for the educational curriculum		• The CCSS were formulated by the Council of Chief State School Officers (CCSSO) and National Governors Association Center for Best Practices (NGA Center) based on opinions from educational organizations. • ICT companies played the leading role in developing the 21st Century Skills.
Law as the standard for the		• The CCSS themselves are not based on laws. They are adopted at the discretion of each state government.

educational curriculum		
Scope of application of the standard for the educational curriculum		• National language, arithmetic/mathematics, science, and social studies. However, the scope differs from state to state.
Class hours and weekly holidays		• They differ from state to state. Mostly, however, the minimum number of school days is around 180, with five hours per day and around 900 hours per year. Saturday and Sunday are holidays.
Revision cycle		• No particular cycle
Recent moves		• CCSS, P21
Assessment method		• The CCSS are planned to be implemented online by two consortiums – Smarter Balanced and PARCC –, starting from the 2014-2015 school year. It is expected to be a complete enumeration.
Presence/absence of a national test and test method		• Assessments undertaken with the CCSS will be added to the results of NAEP (a sampling survey) conducted by the U.S. Department of Education.

(6) Australia

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• An educational curriculum that places emphasis on the development of the abilities required to be "21st Century Learners"	
What the reasons are	• The structure of the Australian Curriculum and the way it is shown • The Melbourne Declaration on Educational Goals for Young Australians (2008)	
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• General capabilities	• Literacy, numeracy, ICT capability, critical and creative thinking, ethical understanding, intercultural understanding, personal and social capability
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• The Melbourne Declaration on Educational Goals for Young Australians (2008)	• Clarifying the capabilities needed to achieve Goal 2 (All young Australians become successful learners, confident and creative individuals, and active and informed citizens). These are the capabilities that are essential for 21st Century Learners.
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of presentation)	• A structure in which the learning area of each subject, general capabilities, and the cross-curriculum priorities are expressed multilaterally	• Under this structure, the continua or sequences of education and contents of learning, which are generally shown in each Key Learning Area (KLA), may also be presented based on different classifications or from different points of view, such as general capabilities and cross-curriculum priorities. This is supported by the distribution of an electronic curriculum.
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	• In principle, they are shown based on each KLA at the core. They consist of (1) philosophy, (2) goals, (3) curriculum contents, and (4) achievement standards. Among them, the general capabilities are referred to in (3). It is also possible to show a curriculum based on the general capabilities. (See column on right.)	• A curriculum based on the general capabilities shows the following three parts concerning each general capability: (1) an introduction that describes the nature and scope of the capability, its place in the learning areas and its evidence base; (2) organizing elements that underpin a learning continuum; and (3) a learning continuum that describes the knowledge, skills, behaviors and dispositions that students can reasonably be expected to have developed at particular stages of schooling. Among these, in terms of "(2) organizing elements that underpin a learning continuum," the knowledge and behaviors included in the writing capability are shown specifically.
(5) Methods for strengthening the	• [Case of Victoria] The general capabilities are not	• [Reasons] Necessity to accumulate and develop educational

capabilities and skills (specific examples of systems and initiatives actually implemented in classrooms)	covered in the current curriculum (AusVELS)	materials and assessment tools Necessity to clarify the relationship with the "Physical, Personal and Social Learning" shown in VELS
How the contents are related	• Included in the "contents" of the learning area of writing	
Implications for Japan's educational curriculum	• Responding to changes • Looking at the structure of the curriculum itself from different points of view • Placing emphasis on the development of the capabilities required for 21st century learning	
Special instructions	None	
(As the background for education)		
Actors in the standards for the educational curriculum	• State government organization that is responsible mainly for curriculum development, assessment, and qualification in accordance with goals set under the policies or plans of the state government, in principle • However, the Australian Curriculum, Assessment and Reporting Authority (ACARA) is the main actor for the National Curriculum that is currently being developed.	• [Case of Victoria] Victorian Curriculum and Assessment Authority (VCAA)
Law as the standard for the educational curriculum	• [Case of Victoria] A. Education and Training Reform Act 2006 B. Education and Training Reform Regulations 2007 • [About the National Curriculum] C. Australian Curriculum, Assessment and Reporting Authority Act 2008	A. This law stipulates that the educational curriculum of the state should be developed under the responsibility of the VCAA. B. These regulations stipulate that each school should develop a school education curriculum and assess the curriculum as a requirement for registration as an educational institution. C. The development and operation of the National Curriculum are clearly shown as a function of ACARA.
Scope of application of the standard for the educational curriculum	• [Case of Victoria] Based on the Victoria Essential Learning Standards (VELS) formulated in 2005, AusVELS was formulated in 2012 for shifting to the Australian Curriculum. AusVELS shows the details of learning and standards for the Foundation to Year 10 curriculum.	• AusVELS consists of three areas: Physical, Personal and Social Learning and Interdisciplinary Learning, in addition to Discipline-based Learning. Physical, Personal and Social Learning is related to the development of the "general capabilities" referred to in the Australian Curriculum and deemed to be important for achieving the goals stipulated in the Melbourne Declaration, that is, "Australian schooling promotes equity and excellence" and "All young Australians become: successful learners, confident and creative individuals, and active and informed citizens."
Class hours and weekly holidays	• [Case of Victoria] The number of class hours per week is stipulated in the Manual	• It is stipulated that the minimum number of class hours should be 25 hours per week. However, no clear rules are stated concerning the duration of

	on Policy and Advice Concerning School Education. Concerning school terms and the working days of state schools, the Education and Training Reform Regulations 2007 stipulate that they should be determined by the State Minister for Education. The working days for the year are published on the website of the Ministry of Education for the state.	each class.
Revision cycle	• [Case of Victoria] Irregular	• The frequency of the revision of the educational curriculum of each state is not specified. In recent years, following the introduction of the National Curriculum, revisions of the educational curriculum have been more likely to be prompted by the policy trend of the federal government. The most recent revisions of the educational curriculum of Victoria took place in 2005 (introduction of VELS), 2007 (partial revision), and 2012 (revised as AusVELS).
Recent moves	• Development of the National Curriculum (Australian Curriculum) (commenced in 2008)	• The curriculum began to be introduced and put into effect in stages in 2008. In 2013, as the first stage, the curriculum for four subjects – English, Arithmetic/Mathematics, Science, and History – was introduced in each state after a one-year trial period. Later, the curriculum for Geography, Languages, and the Arts was introduced in the second stage. Further, the curriculum for Health and Physical Education, Civics and Citizenship, Economics and Business, and Technology, and the curriculum for senior secondary subjects are to be developed and introduced in the third stage.
Assessment method	• The Australian Curriculum that is being developed at present is to be improved by ACARA through consultations with related parties and through trials in both the development and implementation stages.	• Evaluation of the Australian Curriculum will be reported in the annual report submitted to the ACARA Board. ACARA will develop and provide a framework for the evaluation of the Australian Curriculum, which includes research questions, to facilitate the collection of the related information by each state.
Presence/absence of a national test and test method	• Present	• National Assessment Program on Literacy and Numeracy (NAPLAN) (an annual assessment for students in Years 3, 5, 7 and 9 on Literacy and Numeracy). It is a complete enumeration. • National Assessment Program (NAP) Sample Assessments (A three-yearly sampling survey of students in particular states, in which assessments are made in Science Literacy, Civics and Citizenship, and Information and Communication Technology (ICT) Literacy)

(7) New Zealand

	(A) Brief description of characteristics	(B) Specific description (such as contents)
How the country's educational curriculum is described in brief	• Development of a view of 21st century learning centered on key competencies	
What the reasons are	• Described in the Foreword of the curriculum	• It is clearly stated that the education system must respond to the increasing cultural diversity of the population, more sophisticated technologies, and the demands of the workplace, which are becoming ever more complex.
(1) Details of capabilities and skills to which great importance is attached, which are characteristic of the country	• Key competencies	• Thinking • Using language, symbols, and texts; • Managing self • Relating to others • Participating and contributing
(2) Socio-cultural context of the emphasis on the capabilities and skills in the educational curriculum, and foundations for the capabilities and skills	• [Background] (1) Biculturalism involving people of European origin and Maori (2) Necessity to correct the gap in education • [Foundations] (1) Key competencies developed by the DeSeCo of the OECD are used as the basis. (2) The curriculum inherits the general ideas of the Early Childhood Curriculum that was formulated in 1996.	• [Background] (1) Improvement of the level of academic achievement of students, response to the increasing cultural diversity of New Zealand society, the impact of globalization, taking advantage of the findings of research on citizenship education and value education, correction of the achievement gap, and the necessity of incorporating the Maori culture and values into learning areas, among other factors (2) A method of formulation that incorporates the principle of holistic development and opinions from both practitioners and researchers
(3) Positions of the capabilities and skills (positions in the overall educational curriculum, relationship with each subject, etc., standards, structure, and methods of presentation)	• Under the vision of what young people should be like, ten values, five key competencies, eight learning areas, and official languages are stipulated, together with eight principles as the base and connected to the school curriculum. • The key competencies are deemed to apply to all the subjects, and are placed as the superordinate concept of the subjects. • The five key competencies are divided into two aspects, and practical goals have been set.	• The key competencies are stipulated as capabilities to create "confident, connected, actively involved, lifelong learners." • Key competencies are developed in the form of being incorporated into each subject. A single subject includes multiple competencies. • They are the aspects of learning competency and social/personal competency.
(4) Relationship between the foundations for sustaining the subjects and the capabilities and skills	• Relationships between the contents of subjects and key competencies are shown.	• For example, the curriculum for "mathematics and statistics" states, "By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically."
(5) Methods for strengthening the capabilities and skills (specific	• Viewpoints of students' learning in contexts • Setting national standards • Making use of assessments	• Teaching as inquiry • Ensuring consistency with the contents with the national standards • Assessments based on observations

examples of systems and initiatives actually implemented in classrooms)		• and qualitative recording
How the contents are related	• National standards are set for years 1 to 8, and efforts are made to ensure consistency with the contents. • Year 11 to 13 students take the National Certificate of Educational Achievement (NCEA), a unified certification system.	• There are three NCEA levels, and generally, year 11 students are expected to gain achievement in Level 1, year 12 students are expected to obtain Level 2 achievement, and year 13 students are expected to complete the Level 3 qualification. • Level 3 is a requirement for entry to university.
Implications for Japan's educational curriculum	• Methods of qualitative assessment, including self-assessment • View of learning that subsumes guardians and communities • Third-party assessment system with an educational assessment bureau	• Use of assessment tools such as e-portfolio and learning story • School management and determination of education policy under the initiative of school boards • Each school is subject to assessment every three years, in principle.
Special instructions	• There are two versions of the National Curriculum, the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa. The NZC was studied for this paper.	
(As the background for education)		
Actors in the standards for the educational curriculum	• Nation	• Ministry of Education
Law as the standard for the educational curriculum	• The Education Act 1989	• The establishment of school boards and educational assessment bureaus, etc. is stipulated. •
Scope of application of the standard for the educational curriculum	• Primary and secondary education	• Years 1 to 13
Class hours and weekly holidays	• Class hours: 8:30 to around 15:00 • Weekly holidays: Saturday and Sunday	
Revision cycle	• The National Curriculum was formulated in 1993, and the NZC was established by revising it 15 years later.	• The New Zealand Curriculum Framework
Recent moves	• 2010: National standards introduced • 2011: Full-scale implementation of Te Marautanga o Aotearoa	
Assessment method	• Both tests and assessments are used	• Paper tests, daily achievements, motivation, attitude, reports, oral presentations, and others
Presence/absence of a national test and test method	• A unified national examination (NCEA Level 1) for students in year 11	• Aimed at measuring the extent to which students have acquired basic academic skills in their final year of compulsory education

Appendix 1-20

Appendix 2: Summaries of Countries' International Education

(1) Japan

	Japan
Characteristics of the education system	• A centralized system featuring the use of the Courses of Study and government-approved textbooks • The Courses of Study were revised in the school years 2011 and 2012. • Students are educated for six years at elementary schools, three years at junior high schools, and three years at high schools. The duration of compulsory education is nine years.
Terms used	• The Ministry of Education, Culture, Sports, Science and Technology (MEXT) used to use "Education for International Understanding." It now uses "International Education" and ESD. • The Ministry of Foreign Affairs and JICA mainly use "development education."
Main actors	• JICA acts to support development education, and its headquarters and offices in Japan implement projects. It outsources tasks to NGOs or other judicial persons, etc. as required. (For the International Cooperation Lecture, which is one of JICA's tasks, the organization mainly deploys people with experience of volunteer activities as lecturers.) • MEXT promotes ESD through the UNESCO Associated School, etc. • Organizations related to development education, such as NGOs, and academic societies exchange information within their networks and engage in activities by taking advantage of the strengths of each. Generally, NGOs in Japan are smaller in scale than those in other developed countries, and the same is true for development education NGOs.
Main roles	• MEXT promotes Education for International Understanding (International Education) and ESD. • The Ministry of Foreign Affairs and JICA provide support for development education.
Relationship with the curriculum	• In the Courses of Study, Education for International Understanding is positioned as an area within the Period of Integrated Study. • The "development of a sustainable society" that ESD aims for is reflected in various parts of the Guidelines for the Courses of Study. • International education has no particular position in the subjects.
Relationship with NGOs	• JICA and NGOs have been consulting with each other regarding development education for many years. There are relatively few cases in which JICA outsources works to NGOs, partly reflecting organizational and institutional constraints.
Relationship with education ministry	• Cooperation with the ministry has been undertaken concerning the implementation and promotion of individual projects. There were also cases in which close cooperation was undertaken with some local governments. However, the relationship with MEXT was weak. • Currently, cooperation with MEXT is also being furthered, as exemplified by this Comparative Study, which is a joint project between NIER and JICA.
Relationship with schools	• JICA offices in Japan are directly related to schools via individual projects such as the International Cooperation Lecture, JICA Visit Program, and overseas study tour program for teachers.
How international education is provided	• It is often provided as part of subjects such as the Period of Integrated Study, social studies, and English. • It is not positioned as a subject.
Evaluation	• The practice of development education or Education for International Understanding is not evaluated comprehensively.

(2) The United Kingdom

	The United Kingdom (England)
Duration of the field research	September 16 to 22, 2012
Characteristics of the education system	• The education system varies from kingdom to kingdom. • It is basically a centralized system. • Students are educated for six years at elementary schools and five years at secondary schools. The duration of compulsory education is 11 years. (In the case of England) • The National Curriculum is being revised at present (to be announced in 2013). • The National Curriculum is formulated based on the division of key stages into 1 to 4.
Terms used	• "Global dimension," "global education," and "global learning" are widely used. • "Citizenship education" is widely used. • In addition to the above, the term "global citizenship" is used in the curriculum.
Main actors	• DfID has changed the form of its support from the provision of funds to NGOs to the professional development of teachers. • The activities of NGOs engaged in small-scale development education have slowed down due to a reduction of funds from DfID. • However, international NGOs such as Oxfam and Christian Aid are proactive in promoting global education. • The Department of Education promotes citizenship education.
Main roles	• DfID provides funds and programs. • The Department of Education promotes the Civics curriculum.
Relationship with the curriculum	• The position of global education is not clearly defined. • However, global education is deemed important from the viewpoint of the global dimension. • Citizenship education is provided as part of the subject "Citizenship."
Relationship with NGOs	• DfID and development NGOs were closely related to each other as fund provider and project implementers, respectively. In recent years, however, the relationship has been weaker due to budget cuts.
Relationship with education ministry	• Under the previous Labour government, the relationship between DfID and the Department of Education was very close. • Currently, they are barely related to each other.
Relationship with schools	• DfID is related to schools via programs such as GSP and Connecting Classrooms.
How international education is provided	• Global education is carried out for the sake of applying a global dimension in an interdisciplinary manner. • Citizenship education is carried out as a compulsory subject.
Evaluation	• The practice of global education is not evaluated comprehensively. • Concerning citizenship education, organizations such as OFSTED and NFER summarize reports on how it is provided and what achievements have been made.

(3) Germany

	Germany
Duration of the field research	September 23 to 30, 2012
Characteristics of the education system	• The education system differs from state to state. • Four years of primary education, two years of orientation phase, and three to seven years of secondary education at a Hauptschule (general school), Realschule (practical training school), or Gymnasium (grammar school). • The duration of compulsory education is nine years, from Grade 1 to 9. • School system reforms, such as the introduction of comprehensive schools, have been underway in individual states. • A shift to full-time schools is being undertaken in each state. • Educational standards on subjects including German, mathematics, first foreign language, physics, chemistry, and biology began to be set in 2002.
Terms used	• "Development education" and "global education" are widely used by the Engagement Global and NGOs. • "ESD" is widely used by the Federal Ministry of Education and Research. • "Intercultural education" and "citizenship education" are widely used by the Federal Ministry of Education and Research.
Main actors	• Engagement Global, which was established in 2012, takes the initiative in development education and global education. • KMK takes the initiative in intercultural education. • BLK will take the initiative in ESD and citizenship education. Since 2008, however, there has been no promotion project.
Main roles	• Engagement Global provides information, advice, and counselling, manages training programs, and publishes materials. • KMK establishes the framework of intercultural education. • BLK conducted research on ESD and citizenship education and promoted these types of education (until 2008).
Relationship with the curriculum	• There is no clear-cut rule in the curriculum. • The practice of international education is left to individual schools.
Relationship with NGOs	• Engagement Global and development NGOs are related to each other.
Relationship with education ministry	• Engagement Global and the Federal Ministry of Education and Research are not as closely related to each other.
Relationship with schools	• Relationships with schools are being sought at present.
How international education is provided	• Citizenship education is carried out widely at a considerable number of schools. However, gaps between schools are significant. • Global education also differs greatly from school to school.
Evaluation	• Concerning ESD, the achievements of the BLK Program 21 and Transfer 21, in which BLK took the initiative, were evaluated.

(4) Canada (Case Study of the Province of Ontario)

	Canada (Ontario)
Duration of the field research	January 13 to 20, 2013
Characteristics of the education system	• The education system differs from province to province. • Six to eight years of primary education and six to eight years of secondary education (eight years for the former and four years for the latter in Ontario). • The duration of compulsory education differs from province to province, ranging from ten years to 13 years. • Entry and graduation are determined based on the age of the student, rather than the grade. • Ontario has a national curriculum (2004 version).
Terms used	• "Global education," "public engagement," "multicultural education," and "citizenship education" are used. • "Development education" has not been widely used since 2000. • In recent years, the term "global citizenship education" appeared, widely used in schools and elsewhere. • "Public engagement" is a term used by administrative organs.
Main actors	• Public engagement by CIDA • NGOs engage in global education (with support from CIDA). • The Ministry of Citizenship and Immigration and the Department of Canadian Heritage engage in citizenship education.
Main roles	• Support from CIDA (Previously, funds were provided through PPP. At present, a variety of support is provided by CCP.)
Relationship with the curriculum	• There is no subject called global education. • Citizenship education is a component of Social Studies at primary schools and Canadian and World Studies at secondary schools. • Emphasis is placed on the development of global citizenship in all subjects.
Relationship with NGOs	• CIDA and NGOs are closely related to each other in the provision of funds and the implementation of various programs. • The Ministry of Citizenship and Immigration and NGOs are not as closely related.
Relationship with education ministry	• CIDA and CMEC are barely related to the Ministry of Education of the province. • The Ministry of Citizenship and Immigration cooperate with CMEC to a certain extent concerning international students, but are not closely related to the Ministry of Education of the province.
Relationship with schools	• CIDA is related to schools via NGOs in programs such as GCI and ISTY.
How international education is provided	• Global education is carried out in all subjects, mainly in Social Studies at primary schools and Canadian and World Studies at secondary schools. • Citizenship education is provided particularly in the Civics component of the above subjects.
Evaluation	• The Inter Council Network, an international cooperation association, is currently conducting a comprehensive survey on global education. • Citizenship education is evaluated as part of the curriculum.

(5) The United States

	The United States
Duration of the field research	March 10 to 17, 2013
Characteristics of the education system	• The education system differs from state to state. • Four to six years of primary education and six to eight years of secondary education. • The duration of compulsory education is 14 years (PK-12). • The school curriculum is created based on standards set by the ministry of education of each state. • At present, there are Common Core State Standards (CCSS), which are unified standards for the entire country, for the national language and mathematics.
Terms used	• Government organizations mainly use "international education." • NGOs mainly use "global education" and "global learning," among others. • Terms such as "development education" and "ESD" are rarely seen.
Main actors	• NGOs are the main actors. • Private businesses also provide financial support in the context of the improvement of global competency. • The U.S. Department of Education and USAID are barely involved.
Main roles	• Indirectly influenced by legal systems developed by the federal government (education laws, education standardization, and the Bilingual Education Act) • USAID implements the Hometown Diplomat Program. (However, it is not aimed at promoting international education or global education, but at raising awareness of USAID activities among taxpayers.)
Relationship with the curriculum	• There is no subject specializing in international education. • Contents related to a global perspective and the world are included in Social Studies, Geography, American History, World History, Economics, and Government and Citizenship/Civics.
Relationship with NGOs	• USAID is not engaged in activities related to international education, and is therefore not related to NGOs in this respect.
Relationship with education ministry	• USAID is barely related to the U.S. Department of Education or state departments of education.
Relationship with schools	• USAID is barely related to schools.
How international education is provided	• Implemented within the framework of each subject, such as Social Studies, Geography, American History, World History, Economics, and Government and Citizenship/Civics. However, the actual international education that is carried out depends on the quality of the teachers.
Evaluation	• Evaluations are not undertaken in particular by the federal government or state governments. • NGOs operate their own activities on international education and global education. Evaluations of the respective activities are undertaken.

(6) Australia

	Australia
Duration of the field research	March 4 to 10, 2012
Characteristics of the education system	• The education system differs from state to state. • Grades are called "Years." The duration of compulsory education is ten years, from Year 1 to Year 10. • The National Curriculum is currently being developed.
Terms used	• "Global education" is widely used. • "Citizenship education" emerged recently. • Other terms include "understanding of Asia," "environmental education," and "value education."
Main actors	• AusAID takes the initiative in global education, implementing the Global Education Project (GEP). • Development NGOs, such as World Vision Australia, are also proactive in promoting global education. • The Department of Education takes the initiative in citizenship education.
Main roles	• AusAID grants funds (approx. 170 million yen per year). • Using the funds, the organization in charge of GEP in each state implements the education (including the training of active teachers). • Educational materials are developed by ESA, a government-affiliated company, and NGOs.
Relationship with the curriculum	• The position of global education is not clearly defined. • Citizenship education is carried out as part of the subject "Civics and Citizenship."
Relationship with NGOs	• Financial support is provided by AusAID as part of GEP. Separate financial support is also provided for the development of educational materials.
Relationship with education ministry	• AusAID barely communicates with the federal Department of Education. • AusAID does not communicate with the state departments of education very much, either.
Relationship with schools	• AusAID does not cooperate directly with schools. • The organization in charge of GEP in each state is closely related to schools, such as in the training of active teachers.
How international education is provided	• Global education is carried out in subjects including Studies of Society and Environment (primary schools), Geography, History, Economics, and Business. • Citizenship education is carried out as a part of the subject "Civics and Citizenship."
Evaluation	• The practice of global education is not evaluated comprehensively. • In terms of citizenship education, a report on case studies of the education provided to Year 6 and Year 10 students was completed in 2010.

(7) New Zealand

	New Zealand
Duration of the field research	March 11 to 17, 2012
Characteristics of the education system	• It is a relatively centralized education system. • However, the school system is complex, with diverse types of schools existing in different areas. • Grades are called "Years." The duration of compulsory education is 12 years, from Year 1 to Year 12. • A new National Curriculum came into force in 2007.
Terms used	• "Global education" has been used, but changes are expected in the future. • In recent years, there have been signs that the use of "citizenship education" and "education for global citizenship" will be popular.
Main actors	• Until 2011, NZAID supported and promoted global education. NZAID has now been disbanded. • Global education is carried out by international NGOs such as World Vision NZ and Oxfam NZ. • Citizenship education is supported and promoted by the Ministry of Education.
Main roles	• NZAID used to provide funds to Global Focus Aotearoa (approx. 110 million yen every year). A Global Education Fund of approx. 10 million yen per year was also granted. • Global Focus Aotearoa develops educational materials. • NGOs also develop educational materials.
Relationship with the curriculum	• Both global education and citizenship education are provided in an interdisciplinary manner. However, related descriptions are provided in social science subjects, and global education and citizenship education are carried out mainly in those subjects.
Relationship with NGOs	• NZAID used to be related to NGOs as a fund provider.
Relationship with education ministry	• It appears that NZAID and the Ministry of Education used to communicate with each other to a certain extent, if not closely. • NZAID has now been disbanded, so the relationship with the Ministry of Education has yet to be determined.
Relationship with schools	• NZAID did not cooperate directly with schools. • It is believed that a considerable number of schools are related to Global Focus Aotearoa and other NGOs, although the closeness of the cooperation differs from school to school.
How international education is provided	• It is carried out in social science subjects (Social Studies, Geography, History, and Economics), although there is no particular awareness that it is global education or citizenship education.
Evaluation	• There is no evidence that an evaluation has been undertaken.