

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

Comparative Study on International Education for the Global Age  
Phase II Year 2

Final Report  
(Summary)

June 2024

Japan International Cooperation Agency Tokyo Center (JICA Tokyo)

International Development Center of Japan Inc. (IDCJ)



## Preface

This report is a summary of the Comparative Study on International Education for the Global Age Phase II Year 2 (March 2023 to June 2024), jointly conducted by National Institute for Educational Policy Research (NIER) under the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and Japan International Cooperation Agency Tokyo Center (JICA Tokyo).

### Background and Purpose of the Study

Against the backdrop of the increasing interdependence and complexity of international relations due to the rapid globalization of society since the late 20th century, JICA Global Plaza (as known back then) and MEXT/NIER jointly conducted a Comparative Study on International Education for the Global Age from December 2011 to March 2014 to figure out how to incorporate international education into school curricula in Japan. This study compared curriculum frameworks and examined trends and changes in international education in six countries (the United Kingdom, Germany, the United States of America, Canada, Australia, and New Zealand) to draw insights on how to implement the Development Education Support Program of JICA.

Now, a decade after the study, Japan's working-age population is declining, resulting in a significant increase in the arrivals of migrant workers and causing local communities to struggle with achieving a multicultural coexistence society. In addition, there are many global issues, such as global warming and pandemics like novel coronavirus (COVID-19). These borderless problems have highlighted the importance of global perspectives and local actions and the need to adapt capacity building, skill development, and international education activities in schools to the needs of the times. In light of these contexts, JICA Tokyo and NIER decided to conduct the Comparative Study on International Education for the Global Age Phase II.

It is also noted that in June 2023, while this study was underway, the Development Cooperation Charter was revised for the first time in eight years, stating that education on international development cooperation should be promoted as part of school and social education. In November 2023, the 1974 UNESCO Recommendation<sup>1</sup> was also revised for the first time in 50 years. These global and domestic trends are likely to propel international education and increase the importance of this study.

This Phase II study is divided into Years 1 and 2. Following Year 1, from December 2021 to March 2022, when the study team analysed how international education was integrated into the Courses of Study and educational materials in Japan and matched the components of international education to educational materials developed and collected by JICA, this Phase II study entered its second year, from March 2023 through June 2024, and the study team collected and analysed the latest information on education policy positions, learning components, and classroom teaching systems and methods for international education in four countries (Korea, Canada, the United Kingdom, and Australia) to draw recommendations on how international education can be improved for future generations in Japan and how JICA can contribute to it. During its visits to the four countries, the study team interviewed stakeholders and collected the latest information and background information to deepen the understanding of educational philosophies and ideologies.

These study results were widely shared with educational practitioners and policymakers in Japan at the symposium jointly held by NIER and JICA Tokyo on May 31, 2024.

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<sup>1</sup> The 1974 UNESCO Recommendation, officially known as the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, was revised and replaced by the Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development.

## **Contents of the Report**

This report consists of two volumes and a summary report. Volume 1 starts with the outline of this study (Chapter 1) and portrays the conditions of international education in the following four countries: Korea (Chapter 2), Canada (Chapter 3), the United Kingdom (Chapter 4), and Australia (Chapter 5). The case studies of these four countries include (i) an overview of education, (ii) education policy positions for international education, (iii) learning components in international education, (iv) classroom teaching systems and methods for international education, (v) capacity building for teachers, (vi) process analysis from education policy to classroom practice in international education, and (vii) developments after Phase I (in three countries, except Korea).

Volume 2 largely consists of two parts: “Success Factors and Lessons Learned about the Involvement of Out-of-school Organizations in International Education” and “General Considerations and Recommendations for Promotion of International Education in Japan” based on the case studies of the four countries surveyed. The former part elaborates (i) an overview of development assistance agencies and their involvement and support in international education, (ii) the involvement and support of other organizations and institutions in international education, and (iii) success factors, challenges, and lessons learned. The latter part describes (i) general considerations on the four countries surveyed and provides (ii) recommendations for further promotion of international education.

The summary report outlines the contents of Volumes 1 and 2.

## **Terminologies**

The terms “international education” and “contemporary issues” often appear in this report. The term “international education” means comprehensive education programs, including programs provided in Japan and around the world to deepen the understanding of global society and developing countries to foster global citizenship to free students from ethnocentrism and help them take a global perspective to build a society of peace, justice, and coexistence and other programs intended to develop the skills necessary to live a better life in the increasingly complex global society, such as critical and creative thinking skills, communication skills, problem-solving capacities, and a sense of independence. In other words, “international education” refers to education for international understanding, development education, and education for sustainable development (ESD) provided over the years in Japan and global education, citizenship education, and global citizenship education delivered mainly in Europe and North America.

It is noted that in the descriptions of individual countries, international education is referred to with terms commonly used in the respective countries (e.g., global citizen education, global citizenship education, global education, and global learning). Meanwhile, the term “contemporary issues” here is defined in accordance with Clause 13 of Appendix 6 of the General Guidelines for the Course of Study of Japan issued in 2017 to mean the following four problems closely related to international education: (i) intercultural understanding; (ii) international relationships / cooperation; (iii) migration / multicultural coexistence; and (iv) global environment / climate change.

## **Authors and Contributors of the Report**

Listed below are the authors and contributors of this report.

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## Chapter 1 Study Outline

### 1-1 Background and Purpose of the Study

The Comparative Study on International Education for the Global Age (Phase I) was jointly conducted by Japan International Cooperation Agency (JICA) and National Institute for Education Policy Research (NIER) from December 2011 to March 2014. This was followed by Phase II, which was further divided into Years 1 and 2. In Year 1, from December 2021 to March 2022, the study team analysed how international education was integrated into the Courses of Study and educational materials in Japan. The study has now entered Year 2.

The purpose of this study is to collect and analyse the latest information on education policy positions, learning components, classroom teaching systems and methods for international education that covers contemporary cross-curricular issues faced by developed countries to gain insights on how international education can be improved in Japan and how JICA can contribute to it. More specifically, the following three research questions are set to guide this study.

- (1) (i) What policy positions are in place at the national (or provincial/state) level; (ii) What curriculum frameworks and teacher training platforms are in place at the local level; and (iii) What curriculum management and teaching methods are adopted at the school level to provide international education on contemporary cross-curricular issues in developed countries?
- (2) How is international education delivered through the three-level process? How is it kept consistent across the national, local, and school levels?
- (3) What insights can be gained for international education in Japan and JICA's Development Education Support Program?

### 1-2 Scope and Period of the Study

This study surveyed and analysed the following five aspects of international education in four countries: Korea, Canada, the United Kingdom, and Australia.

- (1) A survey and analysis of education policy positions for international education in the countries surveyed
- (2) A survey and analysis of learning components in international education in the countries surveyed
- (3) A survey of classroom teaching systems and methods for international education in the countries surveyed
- (4) A study of how development assistance agencies and other organizations are involved in education in the countries surveyed
- (5) Considerations on how to apply the findings of this study to international education in Japan and JICA

This study was conducted over the 16 months from March 2023 to June 2024. The study team visited the selected countries as follows to collect the latest information on international education from government agencies (at the national and local levels), educational research institutions, schools, development assistance agencies, and external organizations:

Republic of Korea:	Sunday, July 23 to Saturday, July 29, 2023 (7 days)
Canada:	Sunday, October 1 to Sunday, October 8, 2023 (8 days)
United Kingdom:	Sunday, November 12 to Sunday, November 19, 2023 (8 days)
Australia:	Sunday, December 3 to Saturday, December 9, 2023 (7 days)

The study items and schedule are shown below.

**Table 1-1. Study Items and Schedule**

Work items	FY2022	FY2023												FY2024			
	2023												2024				
	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Contract period																	
1) Hold a kick-off meeting																	
2) Hold regular meetings (in-person or online)																	
3) Prepare and submit a work plan																	
4) Collect and analyze information and prepare preliminary reports on the countries surveyed																	
5) Prepare for field surveys																	
5-1) Hold meetings with study partners																	
5-2) Prepare study schedules (draft)																	
5-3) Write letters of introduction for the study team (in English)																	
5-4) Make appointments with interviewees and book accommodation																	
6) Conduct field surveys																	
6-1) Republic of Korea																	
6-2) Canada																	
6-3) United Kingdom																	
6-4) Australia																	
7) Prepare and submit field survey reports																	
8) Compile study results																	
9) Hold meetings with experts																	
10) Structure the final report (draft)																	
11) Prepare presentation materials on the study results																	
12) Hold a symposium																	
13) Prepare and submit the final and summary reports																	

## Chapter 2 Overview of International Education in the Republic of Korea

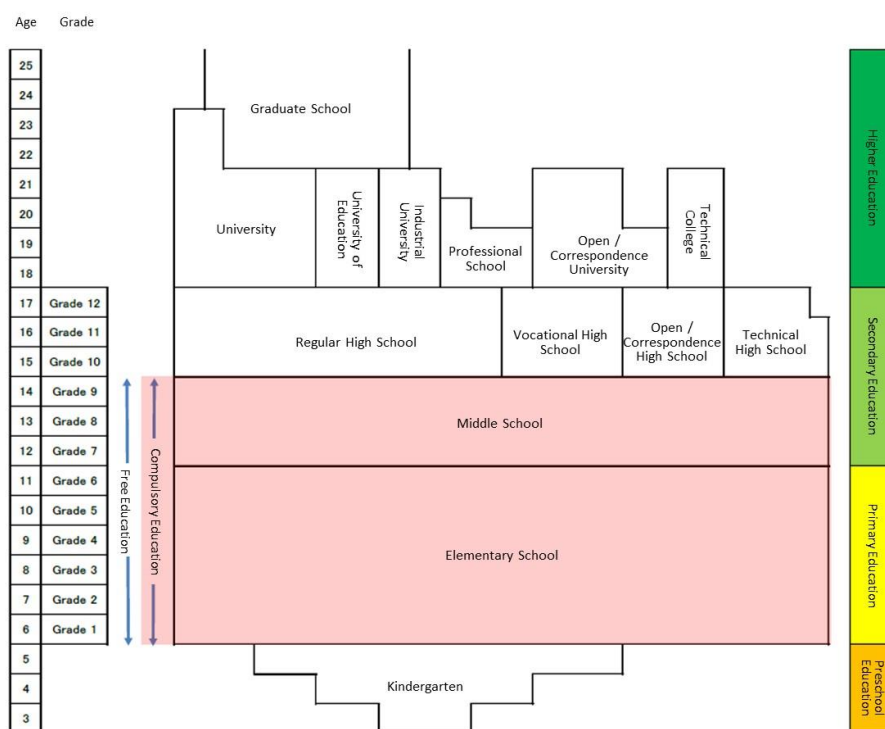
### Social and Cultural Contexts of the Republic of Korea

- In the late 1980s, Korea experienced rapid economic growth and educational development, which led to a shortage of unskilled workers.
- In the early 1990s, Korea established a program to accept foreign workers as trainees (undergoing a certain period of training to gain work permits in Korea) and a foreign employment permit system for enterprises.
- In recent years, the Basic Act on Treatment of Foreigners Residing in Korea and the Multicultural Family Support Act were enacted to build an open society where locals and foreigners live harmoniously as intended by the Korea Immigration & Integration Program (KIIP).
- With approximately 2.5 million foreigners residing in the country (accounting for about 5% of the total population), Korea is transitioning to a multicultural society.

### 2-1 Education System and Curriculum in the Republic of Korea

#### ■ Education System

Like Japan, Korea has adopted a 6-3-3-4-year school system (six years of primary, three years of lower secondary, three years of upper secondary, and four years of higher education).



Source: Created by the study team

**Figure 2-1. Education System in Korea**

#### ■ Curriculum Framework

The Minister of Education sets a curriculum framework for primary and secondary education, including standards and components, based on which the mayors and governors of metropolitan cities and provinces (local education directors) set standards and components suitable for their local contexts, and schools develop and implement their own curricula.

The National Curriculum was revised almost every 10 years until 1997, but a more flexible revision process was introduced in 2003 to quickly and easily adapt the curriculum to rapidly changing circumstances. At present, the revision cycle varies depending on the subject or learning area, but major revisions are made about every six years (in 2003, 2009, 2015, and 2022). The 2015 National Curriculum,

which was in place when the study team visited Korea (in July 2023), was characterized by features such as (i) setting and reflecting key competencies; (ii) reintroducing compulsory subjects for upper secondary students; (iii) enhancing information education and specifying regulations on the exam-free semester program in middle schools; and (iv) reflecting the National Competency Standards (NCS) in the curriculum of vocational high schools. It is also noted that schools have discretion to alter 20% of the National Curriculum.

**Table 2-1. Subjects and Total Instructional Hours Set in the 2015 National Curriculum for Primary and Secondary Education**

Category		Elementary school			Middle school
		Grades 1-2	Grades 3-4	Grades 5-6	Grades 1-3
Subjects (Subject clusters)	Korean Language		408	408	442
	Social Studies / Moral Education	Korean Language (448)	272	272	510
	Mathematics	Mathematics (256)	272	272	374
	Science / Practical Arts	Moral Life (128)	204	340	680
	Physical Education	Inquiring Life (192)	204	204	272
	Arts (Music / Art)		272	272	272
	English	Pleasant Life (384)	136	204	340
	Optional				170
	Creative Experiential Activities	336 Including Safe Life (64)	204	204	306
Total instructional hours		1,744	1,972	2,176	3,366

Source: Ministry of Education of the Republic of Korea. 2015. *The National Curriculum for the Primary and Secondary Schools*. pp. 9-11.

**Table 2-2. Key Competencies in the 2015 National Curriculum**

Key competencies	(i) Self-management competency, (ii) Knowledge and information processing skills; (iii) Creative thinking skills; (iv) Aesthetic and emotional competency; (v) Communication skills; and (vi) Civic competency
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Source: Ministry of Education of the Republic of Korea. 2015. *The National Curriculum for the Primary and Secondary Schools*.

The latest National Curriculum, issued in December 2022, is characterized by the following four features: (i) enhancing adaptive competencies to respond to future changes and strengthening basic skills education; (ii) promoting tailored education to foster self-initiative, creativity, and humanity; (iii) supporting autonomous school reforms and flexible curriculum designs; (iv) developing subject-specific curricula to deepen the knowledge and skills required for living a successful life. In particular, the new National Curriculum articulates that digital skills lay the important foundation for all learning, like literacy and numeracy skills, and introduces new subjects, such as “Climate Change and Sustainable World” and “Global Citizen and Geography” (both for upper secondary students).

## 2-2 Education Policy and Learning Components in International Education in the Republic of Korea

### ■ Education Policy on International Education

The National Curriculum of Korea provides diverse learning opportunities, not only through subject teaching but also through the exam-free semester program and Creative Experiential Activities, and encourages international education, as indicated by the examples of learning components given by the Ministry of Education. The 2015 National Curriculum states as follows:

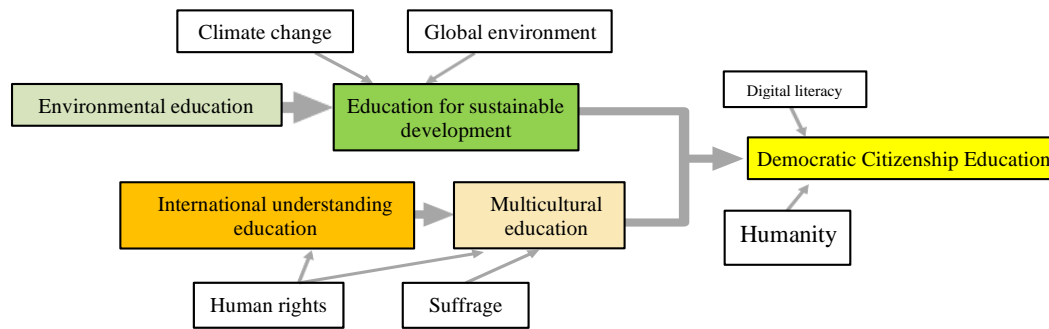
H. The following cross-curricular themes **should be incorporated into the entire educational program, including subject-area teachings and Creative Experiential Activities**, and should be delivered in collaboration with families and local communities.

Safety and Health Education, Character Education, Career Education, **Democratic Citizenship Education**, Human Rights Education, **Multicultural Education**, Unification Education, Dokdo Education, Economy and Finance Education, and **Environmental and Sustainable Development Education**

(Boldfaced and underlined by the study team)

Source: Ministry of Education of the Republic of Korea. 2015. *The National Curriculum for the Primary and Secondary Schools*. p.8. II. Standards for Curriculum Organization and Implementation by School Levels. 1. Basic Guidelines.

As seen from the excerpt above, the National Curriculum places an emphasis on international education, especially democratic citizenship education, multicultural education, and environmental and sustainable development education, and integrates these themes into all stages of education from elementary to high school. According to information from the offices of education visited by the study team and from UNESCO Asia-Pacific Centre of Education for International Understanding (UNESCO-APCEIU), democratic citizenship education, also known as global citizenship education (GCED), is being promoted through national initiatives to develop a diverse and balanced set of citizenship capabilities and competencies, including what is learned in environmental education, education for sustainable development, international and multicultural understanding, humanity, human rights, and suffrage education.



Source: Created by the study team




Figure 2-2. Development of Democratic Citizenship Education in Korea

### ■ Learning Components in International Education

Listed below are subjects in the 2015 National Curriculum that cover international education, along with their components categorized by educational stage.

Table 2-3. Subjects Covering International Education by Educational Stage




Educational levels	Subjects (Subject clusters) covering international education	Relevant contemporary issues
Elementary school	<b>Social Studies / Moral Education</b> <ul style="list-style-type: none"> <li>Learning how to adapt to a rapidly growing multicultural society in the “Society and Culture” course</li> </ul> <b>Science / Practical Arts</b> <ul style="list-style-type: none"> <li>Understanding the importance of biodiversity and learning how to conserve it in the “Living Creatures” course</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural understanding</li> <li>Multicultural coexistence / migration</li> <li>Global environment / climate change</li> </ul>

Middle school	<b>Social Studies / Moral Education</b> <ul style="list-style-type: none"> <li>• Learning about conflicts induced by cultural differences in the “Geography” course</li> <li>• Learning about the Korean War, war and peace, and post-war lives in the “Korean History” course</li> <li>• Gaining insights and knowledge about the current conditions of African countries and learning about Islamic society and culture in the “World History” course</li> <li>• Learning about international trade and biodiversity conservation in the “Economy” course</li> <li>• Learning about solutions to climate change in the “Politics and Law” course</li> </ul> <b>Science / Practical Arts</b> <ul style="list-style-type: none"> <li>• Learning about the importance of biodiversity and its conservation in the “Biology” course</li> <li>• Learning about the effects of positive and negative energy and the impacts of nuclear weapons in the “Chemistry” course</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Multicultural coexistence / migration</li> <li>• Global environment / climate change</li> </ul>
	<b>Environmental Education</b> <ul style="list-style-type: none"> <li>• Learning about the impacts of breakwaters on the environment and projects with which most people agree in general but disagree in specifics (for example, most people agree the facility is necessary but oppose building it in their local area) in the “Earth Science” course</li> </ul>	<ul style="list-style-type: none"> <li>• Global environment / climate change</li> </ul>
High school	<b>Integrated Social Studies</b> <ul style="list-style-type: none"> <li>• Learning about a multicultural society</li> <li>• Learning about conflicts induced by cultural differences in the “Geography” course</li> <li>• Learning about the Korean War, war and peace, and post-war lives in the “History (Korean History)” course</li> <li>• Gaining insights and knowledge about the current conditions of African countries and learning about Islamic society and culture in the “History (World History)” course</li> </ul>  <b>Integrated Science</b> <ul style="list-style-type: none"> <li>• Learning about the impacts of breakwaters on the environment and projects with which most people agree in general but disagree in specifics (for example, most people agree the facility is necessary but oppose building it in their local area) in the “Earth Science” course</li> </ul>  <b>English</b> <ul style="list-style-type: none"> <li>• Learning that even a small action can make a big difference under the theme of “Towards a Better World”</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Multicultural coexistence / migration</li> <li>• Global environment / climate change</li> </ul>
	<b>International Studies Environment / Safety</b> <ul style="list-style-type: none"> <li>• Understanding how solid and hazardous waste generated by human activities can harm the environment and reduce native biodiversity if it is left as it is in nature and learning how to solve these problems under the theme of “Protecting the Global Environment”</li> </ul> 	<ul style="list-style-type: none"> <li>• International relationships / cooperation</li> <li>• Global environment / climate change</li> </ul>

Source: Created by the study team based on *The National Curriculum for the Primary and Secondary Schools* (Ministry of Education of the Republic of Korea, 2015).

Moreover, local offices of education have published textbooks and educational materials for cross-curricular international education, which are widely used in local schools. Some examples are listed below.

**Table 2-4. International Education Textbooks Published by Local Offices of Education**

Publisher	Teaching materials for international education and their contents	Grades
Seoul Metropolitan Office of Education (SMOE)	<p><i>Global Citizens in the World Village</i></p> <p>Table of Contents for Middle School Students (Example)</p> <p>I. Understanding of Global Citizenship (The Era of “World Village” and Global Citizenship / “World Village” Where Everyone Lives Together)</p> <p>II. Environment and Sustainable Living (Climate Change / Disappearing Forests and Grasslands / Sustainable Living)</p> <p>III. Cultural Diversity (Globalization and Cultural Standardization / Diverse Cultures and Their Existence / Multicultural Society and Me)</p> <p>IV. Poverty and Inequality (Poor People in the Rich World / Globalization and Fair Capitalism)</p> <p>V. War, Refugees, and Peace (Today’s War / Refugees and Their Unstable Lives / Active Peace)</p> <p>VI. Human Security (Meaning of Human Security / Understanding of Food Security)</p> <p>VII. World Order (Maintenance of World Order / Global Citizens on the Earth)</p> 	<ul style="list-style-type: none"> <li>• Elementary school students (Grades 1-6)</li> <li>• Middle school students (Grades 7-9)</li> <li>• High school students (Grades 10-12)</li> </ul>
Gyeonggi Provincial Office of Education (GOE)	<p><i>Unified Citizens</i> (left)</p> <p><i>Democratic Citizens</i> (centre)</p> <p><i>Global Citizens</i> (right)</p>  <p>The textbook titled “Humanity Education” is under preparation</p>	<ul style="list-style-type: none"> <li>• Upper elementary school students (Grades 5-6)</li> <li>• Middle school students</li> <li>• High school students</li> </ul>
RCE Gwangmyeong in Gwangmyeong City, Gyeonggi Province	<p><i>Picture Book to Tell the Story of Sustainability in Gwangmyeong</i></p> <ul style="list-style-type: none"> <li>■ A city where everyone can live independently</li> <li>■ A city where learning is prioritized</li> <li>■ A city aware of the importance of living in harmony with nature</li> <li>■ A city where creative ideas come true</li> <li>■ A city where everyone can become a star</li> <li>■ A city where cooperation and sharing are valued</li> <li>■ Invitation from the sustainable city of Gwangmyeong</li> </ul> 	<ul style="list-style-type: none"> <li>• Lower elementary students (Grades 1-3)</li> </ul>

## 2-3 Classroom Teaching Systems and Methods and Teachers’ Capacity Building for International Education in the Republic of Korea

■ **Songgok Girls’ High School** (Global Citizenship Education Policy School; Number of students: 630; Number of classes per grade level: 9; Number of teachers: 60)

Songgok Girls’ High School has a curriculum development department under the supervision of the principal and vice principal. Led by Director Kim, the department works to develop curricula that combine subject-based teaching and GCED. In addition to Teacher Kim, one or two teachers teach GCED. Songgok Girls’ High School has been recently designated as a GCED Policy School and is still exploring how to deliver GCED. As part of the efforts, a GCED Campaign has been launched using autonomous activity classes in Creative Experiential Activities to teach students the concept of global citizenship on a semi-weekly basis.



**Songgok Girls’ High School**



■ **Gunseo Mirae Global School** (Alternative School; Combined elementary, middle, and high school; Number of students: 361; Number of teachers: 53)

Gunseo Mirae Global School is an alternative school where teachers are authorized to develop their own curricula, unlike other public schools. For example, as part of international education, the school provides unique foreign language courses, including not only English and Korean but also Chinese and Russian, two of the largest spoken first languages in the school, principally based on the premise that education should not strip students of their native language or Koreanise them but also due to the intention to provide opportunities for Korean students to learn their classmates' native languages.



**Gunseo Mirae Global School**

In addition to these language courses, new programs have been developed using the multicultural, multilingual environment of the school to help students compare international differences and overcome nation-state boundaries. For example, students are instructed to bring literary works from their country of origin to compare and share their histories and cultures.

Moreover, teachers explore teaching practices that respect the self-esteem of students with foreign roots. For example, teachers instruct individual students to use cards to express and share their feelings or engage students in team sports that do not need verbal communication to foster a sense of cooperation among them.

#### ■ **Capacity Building for Teachers**

The Korean Ministry of Education has been implementing the Citizenship Education Capacity Enhancement Project for 12 universities (universities of education and teachers' colleges) as part of the GCED initiatives since 2019. This project is working to (i) develop a curriculum that integrates GCED and (ii) implement GCED in universities.

Moreover, under the policy of the Ministry of Education to develop competent teachers who can teach GCED, candidates for GCED Lead Teachers are recruited and provided with intensive capacity-building training. This program is effectively and efficiently operated by UNESCO-APCEIU in collaboration with the Ministry of Education, metropolitan and provincial offices of education, and schools.

## **2-4 Process Analysis from Educational Policy to Classroom Practice in International Education in the Republic of Korea**

Korea is a centralized state, where the international education policy is passed on from the national to local level and put into practice at the school level.

#### ■ **National Level**

Two of the key competencies in the National Curriculum, "civic competency" and "communication skills," overlap with competencies targeted in GCED. They are developed mainly in the subject of Social Studies. In addition, the 2022 National Curriculum has introduced new subjects where international education is expected to be addressed, such as "Climate Change and Sustainable World" and "Global Citizen and Geography" (both for high school students).

Moreover, the Creative Experiential Activities, the exam-free semester program, and the discretion of schools to alter 20% of the National Curriculum leave room for local educational authorities and schools to promote GCED in their own style by flexibly interpreting the National Curriculum.

#### ■ **Local Level**

At the local level, educational authorities develop GCED plans, select schools to which they apply, and provide training to develop GCED Lead Teachers. The Seoul Metropolitan Office of Education and the Gyeonggi Provincial Office of Education also provide teacher training for GCED and multicultural education, respectively. In addition, they make active efforts to develop educational materials for GCED as mentioned above.

Moreover, the Seoul Metropolitan Government provides subsidies to the Teachers Learning Community to promote information exchange among teachers, while the Gyeonggi Provincial Government works with external organizations, such as National Institute for International Education (NIIED), and provides advice and support through the curriculum policy division to facilitate the effective use of discretion to alter 20%

of the National Curriculum.

### ■ School Level

At the school level, reforms are underway to integrate GCED into school curricula to develop exemplary GCED schools. Moreover, in order to promote GCED, teachers are invited and encouraged to join various training programs to develop the necessary teaching skills.

## 2-5 Trends in International Education Support by Development Assistance Agencies and Other Organizations in the Republic of Korea

### ■ Development Assistance Agency: Korea International Cooperation Agency (KOICA)

KOICA was established under the Ministry of Foreign Affairs and Trade in 1991 with the mission of bringing happiness to the world. KOICA has 16 major strategic assignments, which are assigned to practitioner teams. Among them, the Department of ODA Education / Research / Promotion, with the mission of raising public awareness in development (Strategy 12) is responsible for international education.

This Department has set up an ODA Education Team (consisting of five staff members), which is charged with the following two tasks, with an annual budget of JPY 200 million: promoting (i) general education related to ODA and (ii) GCED. As part of the latter task, the following educational materials have been developed and delivered for free to schools.



Photo taken by the study team  
**KOICA Headquarters building**



Source: Materials provided by KOICA

**Top left: Collection of GCED Teaching Ideas (From left to right: elementary, middle, and high schools)**  
**Top right: GCED Workbook for Students (From left to right: elementary, middle, and high schools)**  
**Bottom left: Collection of Ideas for Teachers (From left to right: elementary, middle, and high schools)**

### ■ UNESCO Asia-Pacific Centre of Education for International Understanding (UNESCO-APCEIU)

APCEIU is a UNESCO centre established in Korea in 2000. Stressing the importance of fostering a culture of peace, based on values such as respect for life, non-violence, respect for cultural diversity, mutual understanding, tolerance, human rights, democratic participation, equality between men and women, and sustainable development, APCEIU works to create a society with a culture of peace through education for international understanding and GCED.

With a staff of 30-something and an annual budget of USD 7 million (approximately JPY 1 billion), APCEIU is engaged in various educational programs in and beyond Korea. In close collaboration with the Korean Ministry of Education at the central level and metropolitan/provincial offices of education at the local level (e.g., the Seoul Metropolitan Office of Education and the Gyeonggi Provincial Office of Education), APCEIU strategically promotes and expands education for international understanding and, in recent years, especially GCED, by training Lead Teachers and developing educational materials for GCED. APCEIU also develops other educational tools and resources for GCED.

#### ■ Korean National Commission for UNESCO (KNCU)

KNCU is a constitutional part of UNESCO aimed at promoting its vision in Korea. KNCU works in collaboration with Korean government agencies, such as the Ministry of Education and the Ministry of Foreign Affairs and Trade, to establish UNESCO Schools around Korea and support educational practices to realize the vision of UNESCO. KNCU also publishes reports on GCED practices in UNESCO Schools across Korea as well as curricula and teaching ideas for these practices. These publications are presented at seminars and conferences held by KNCU.

#### ■ Regional Centres of Expertise on Education for Sustainable Development (RCEs)

RCEs are being established around the world on the initiative of the United Nations University to call for building regional networks to promote education for sustainable development, in response to the United Nations Decade of Education for Sustainable Development. So far, seven RCEs have been established in Korea, working to promote education for sustainable development. One of them is RCE Gwangmyeong, located within the City Hall of Gwangmyeong City.

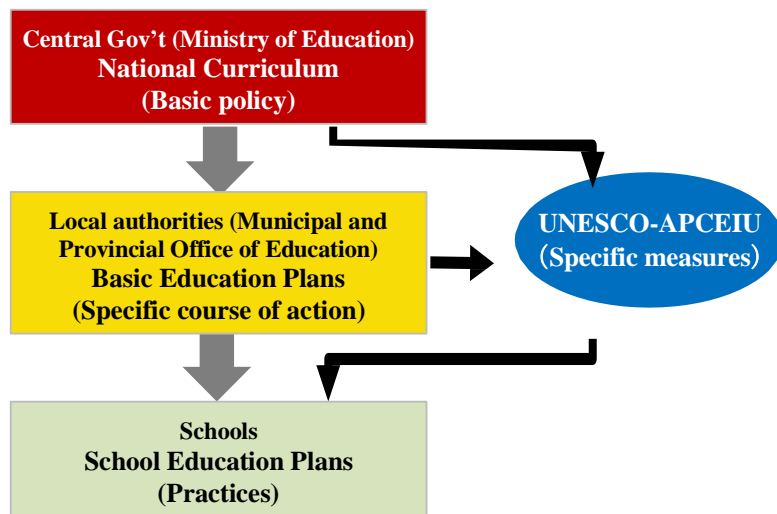
### 2-6 Success Factors, Challenges, and Lessons Learned about International Education in the Republic of Korea

In Korea, international education, locally known as GCED, is actively promoted and effectively implemented. The Korean Ministry of Education sets a curriculum framework, based on which local authorities promote GCED tailored to their respective contexts. More specifically, dedicated teams specialized in GCED have been set up, such as the Global Citizenship and Multicultural Education Team and the GCED Team, and actively engaged in developing and implementing integrated strategies to disseminate international education. The problem is that they are small teams with only a few members. Even the Global Citizenship and Multicultural Education Team of the Seoul Metropolitan Office of Education only has four members, despite its active engagement in GCED. These staff limitations restrain activities, no matter how excellent each individual is. In order to cover the staff shortage, activities are outsourced to other organizations, such as APCEIU.

APCEIU has made a great contribution to establishing the GCED Lead Teacher program, which plays a key role in promoting and implementing Korean GCED at the national level, providing training at the municipal and provincial levels, developing networks of Lead Teachers, and supporting their research activities. This is a noticeable example of outside partners involved in international education. APCEIU's success can be attributed to its involvement in the government's initiatives to promote GCED, such as the Lead Teacher program, and its deep-seated belief in the vision of UNESCO.

APCEIU is a dedicated agency specialized in education for international understanding and, in recent years, especially GCED. In addition, as a member of the global network of UNESCO, APCEIU has substantial educational expertise. APCEIU's exclusive involvement in teacher training and educational material development for GCED in close collaboration with the Ministry of Education and local offices of education has made the results more relevant and reliable. The process has been established to ensure that the policy of the Ministry of Education is generally passed on through the local offices of education to schools, with support from external partners like UNESCO-APCEIU. This collaboration process from the central government (the Ministry of Education) through local authorities (offices of education) to schools with support from external partners works very well.

However, there are still challenges in promoting or expanding GCED. This study identifies problems, such as many GCED programs organized as one-time activities (e.g., preparing foreign dishes and wearing foreign attire), GCED taught mainly in Social Studies and rarely in other subjects, and low awareness of GCED among school managers. Going forward, further efforts will be required to solve these problems.



Source: Created by the study team

**Figure 2-3. Inter-organizational Collaboration from Policy to Practice in GCED in Korea**

## Chapter 3 Overview of International Education in Canada

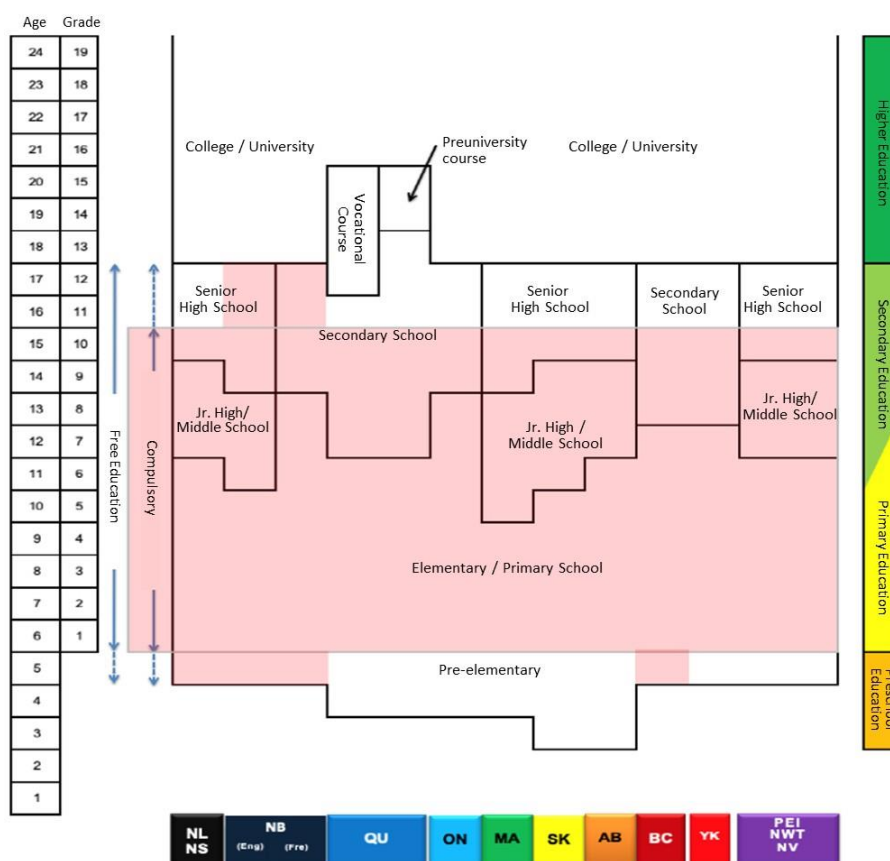
### Social and Cultural Contexts of Canada

- Canada has been welcoming immigrants from around the world over the years.
- Canada is home to 8.3 million immigrants (accounting for about 25% of the total population).
- Toronto, a major city of Ontario, forms a multicultural society with diverse ethnic groups.
- Canada is suffering from social problems, such as racial discrimination and hostility against immigrants, because some ethnic immigrants have difficulties in adapting to society and form ethnic enclaves.

### 3-1 Education System and Curriculum in Canada

#### ■ Education System

In Canada, a federal country consisting of 10 provinces and three territories, responsibilities for education are assigned to the provincial and territorial governments by the Constitution. There are 22 ministries or departments responsible for education in Canada. In Ontario, children from six to 18 years of age must attend school. In general, education starts at Junior Kindergarten, followed by elementary school from Kindergarten to Grade 8 and then secondary school from Grades 9 to 12. However, in some areas, elementary school only goes up to Grade 6, followed by junior high school from Grades 7 to 8 and then high school from Grades 9 to 12.



Note 1. Abbreviations mean as follows: NL: Newfoundland and Labrador; NS: Nova Scotia; NB (Eng): New Brunswick (Anglophone); NB (Fre): New Brunswick (Francophone); QU: Quebec; ON: Ontario; MA: Manitoba; SK: Saskatchewan; AB: Alberta; BC: British Columbia; YK: Yukon; PEI: Prince Edward Island; NWT: Northwest Territories; NV: Nunavut.

Note 2.   Refers to compulsory education.

Source: Created by the study team

Figure 3-1. Education System in Canada

## ■ Curriculum Framework

The Ontario curriculum is not a single, integrated entity that covers all subjects across all grades but is separated into elementary and secondary schools and further into subjects. The subject curricula all start with cross-curricular matters, such as “considerations for program planning,” “cross-curricular and integrated learning,” “transferable skills” (21st Century Competencies), and “assessment and evaluation,” followed by subject-specific matters, such as visions and goals, the importance of the subject, perspectives and viewpoints, specific considerations for program planning, and the assessment and evaluation of student achievements. This is further followed by overall and specific learning expectations for individual grade levels, sample questions for teachers to ask students, and examples of comments that can be made by first to third graders when they relate what they learned to themselves.

Each curriculum provides “big ideas” on what can be learned in relation to the overall expectations. The big idea is defined as an “idea that we want students to delve into and retain long after they have forgotten many of the details of the content they studied” and intended to address basic questions such as “Why am I learning this?” and “What is the point?”

The existing curriculum also emphasizes three types of capabilities and skills: “learning skills and work habits,” “transferrable skills” (21st Century Competencies), and “social-emotional learning skills.”

**Table 3-1. Ontario Curriculum (Subjects and Capabilities / Skills)**

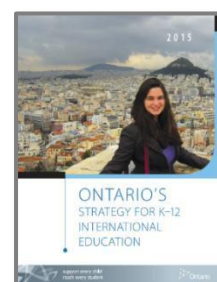
		Elementary education	Secondary education
Subject		Kindergarten Program, Language (English), French as a Second Language; Native Languages; Mathematics; Science and Technology; Social Studies, History, and Geography; Health and Physical Education; and the Arts	English; French as a Second Language; Native Languages; Mathematics; Science; Social Sciences and Humanities; Canadian and World Studies; First Nations, Métis, and Inuit Studies; Classical Studies and International Languages; Computer Studies; Cooperative Education; Business Studies; English as a Second Language and English Literacy Development; Guidance and Career Education; Health and Physical Education; the Arts; Interdisciplinary Studies; Technological Education; and American Sign Language as a Second Language
Cross-curricular and integrated learning		Financial Literacy; Environmental Education; Social-Emotional Learning Skills; and STEM Education	
Capabilities / skills	Learning skills & work habits	(i) Responsibility; (ii) Self-regulation; (iii) Problem-solving; (iv) Collaboration; (v) Initiative; and (vi) Independent work	Introduced in 2010
	Social-emotional learning skills	(i) Managing emotions; (ii) Coping with stress; (iii) Maintaining positive motivation; (iv) Building relationships; (v) Deepening self-awareness; and (vi) Thinking critically and creatively	Introduced in 2019
	Transferrable skills (21st Century Competencies)	(i) Critical thinking and problem solving; (ii) Innovation, creativity, and entrepreneurship; (iii) Self-directed learning; (iv) Collaboration; (v) Communication; (vi) Global citizenship and sustainability; and (vii) Digital literacy	Introduced in 2020

Source: Compiled by the study team based on the Curriculum and Resources of Ontario

## 3-2 Education Policy and Learning Components in International Education in Canada

Ontario’s approach to international education is described in *Ontario’s Strategy for K-12 International Education* (published in 2015).

Source: Official website of the Ontario Ministry of Education  
**Ontario’s Strategy for K-12 International Education**





Ontario's Strategy for International Education:

- [The strategy will provide] **enhanced course offerings and opportunities with an international context, to help Ontario K–12 students and educators build the global competencies, knowledge, and experiences** needed to succeed in the worldwide economy; [and]
- Opportunities to develop and share expertise among Ontario and international educators.
- [The Ontario Ministry of Education] will strive for **equity among students by promoting inclusiveness and respect for diverse viewpoints and cultural experiences** through an understanding of the global dimensions and issues of their studies. **Formal and informal opportunities for intercultural learning** among students will **provide opportunities to increase awareness of and sensitivity to equity issues**. It will also **provide students with valuable insights into other cultures and an expanded perspective of their own**. (Boldfaced by the study team)

Source: Ontario Ministry of Education. 2015. *Ontario's Strategy for K-12 International Education*. p.5.


Benefits of International Education:

- **Providing Ontario students with the global competencies, knowledge, and experiences** they need to participate and succeed in a closely connected, worldwide economy. [...] our students will be able to **understand and appreciate other cultures**.
- **Improving cross-cultural communication and critical thinking skills**. [...] students will develop the tools and skills they need to become aware, active, global citizens.
- Enriching the learning experience of Ontario students and educators unable to travel, study, or work abroad. All of our students and educators benefit from **exposure to diverse cultures, languages, and perspectives** [...].
- **Cultivating acceptance and understanding of cultural diversity**. An internationalized learning environment will allow students to build intercultural friendships and networks [...].
- Developing formal and informal international networks for business cooperation, academic collaboration, and diplomatic relations. These connections can build economic opportunities for communities in the short term and create investment opportunities for the long term. (Boldfaced by the study team)

Source: Ontario Ministry of Education. 2015. *Ontario's Strategy for K-12 International Education*. pp.15-17.

Among the subjects in the Ontario Curriculum, “Social Studies, History, and Geography” and “Science and Technology” in the Elementary Curriculum and “Social Sciences and Humanities,” “Canadian and World Studies,” and “First Nations, Métis, and Inuit Studies,” “Science,” and “Interdisciplinary Studies” in the Secondary Curriculum are closely related to international education. Below are examples of how international education is addressed in “Social Studies, History, and Geography” and “Science and Technology.”


**Table 3-2. Components of Social Studies, History, and Geography in Primary Education (Grades 1 to 8)**

Grades	Areas	Descriptions (Big Ideas and Framing Questions)	Relevant contemporary issues
Grade 2	Social Studies (People and Environments); Global Communities	<p>Big Ideas</p> <ul style="list-style-type: none"> <li>• The climate and physical features of a region affect how people in that region live.</li> </ul> <p>Framing Questions</p> <ul style="list-style-type: none"> <li>• How do physical features and climate contribute to differences in the ways people around the globe live?</li> <li>• How does the natural environment affect the ways in which people meet their needs?</li> <li>• Why do people live where they live?</li> <li>• What are some of the ways in which different regions of the world are distinct?</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> </ul> 

Grade 5	Social Studies (Heritage and Identity): Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada	<p>Big Ideas</p> <ul style="list-style-type: none"> <li>Interactions between people have consequences that can be positive for some people and negative for others.</li> </ul> <p>Framing Questions</p> <ul style="list-style-type: none"> <li>What are some ways in which colonialism has shaped Canada?</li> <li>Why might the same event have a different impact on different people?</li> <li>Why is it important to understand that different people have different perspectives?</li> <li>How do we form our own perspective? How do other people form theirs?</li> <li>What causes conflict? Do all conflicts have a solution?</li> <li>Why is it important to cooperate with others?</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural understanding</li> </ul>
Grade 6	Social Studies (Heritage and Identity): Communities in Canada, Past and Present	<p>Big Ideas</p> <ul style="list-style-type: none"> <li>Many different communities have made significant contributions to Canada's development.</li> </ul> <p>Framing Questions</p> <ul style="list-style-type: none"> <li>How have different communities contributed to the evolution of Canadian identities?</li> <li>What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?</li> <li>How do we determine the importance of certain developments or events? Why might an event or development be important to one group but not to others?</li> <li>In what ways is your story part of the story of Canada?</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural understanding</li> </ul>
Grade 6	Social Studies (People and Environments): Canada's Interactions with the Global Community	<p>Big Ideas</p> <ul style="list-style-type: none"> <li>The actions of Canada and Canadians can make a difference in the world.</li> </ul> <p>Framing Questions</p> <ul style="list-style-type: none"> <li>Why is it important for Canada to be involved with countries around the world?</li> <li>Why does the well-being of the world's people and the environment depend on international cooperation?</li> <li>In what ways is Canada's economy related to the global economy?</li> <li>How have natural disasters affected Canada and the world?</li> <li>What do Canada and Canadians do for other people around the world? What else can we do?</li> </ul>	<ul style="list-style-type: none"> <li>International relationships / cooperation</li> <li>Global environment / climate change</li> </ul>
Grade 7	Geography: Physical Patterns in a Changing World; Natural Resources around the World: Use and Sustainability	<p>Big Ideas</p> <ul style="list-style-type: none"> <li>People's activities are related to the physical features and processes in their region.</li> </ul> <p>Framing Questions</p> <ul style="list-style-type: none"> <li>Why do different people have different responses to the environment and challenges it presents?</li> <li>Why do we need to consider various perspectives when determining the impact of human activities?</li> <li>Why do Earth's physical features change?</li> </ul>	<ul style="list-style-type: none"> <li>Global environment / climate change</li> </ul>

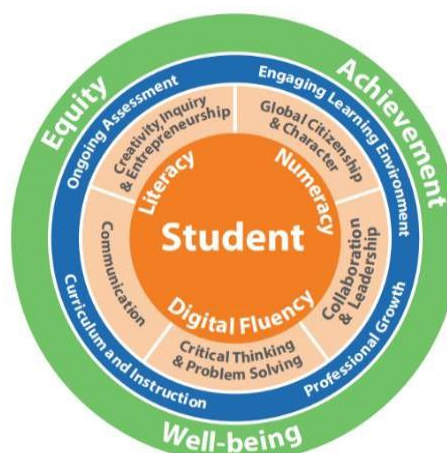


**Table 3-3. Components of Science and Technology in Primary Education (Grades 1 to 8)**

Grades	Areas	Descriptions	Relevant contemporary issues
Grade 5	Earth and Space Systems	<ul style="list-style-type: none"> <li>Analyse long-term impacts of human uses of energy and natural resources, on society and the environment, including climate change, and suggest ways to mitigate these impacts</li> <li>Evaluate effects of various technologies on energy consumption, and describe ways in which individuals can use technology to reduce energy consumption</li> <li>Analyse how First Nations, Métis, and Inuit communities use their knowledges and ways of knowing to conserve energy and resources</li> </ul>	<ul style="list-style-type: none"> <li>Global environment / climate change</li> </ul> 
Grade 6	Earth and Space Systems	<ul style="list-style-type: none"> <li>Analyse the impact that conditions in space have on humans engaged in space exploration, and explain how humans meet their social, emotional, and physiological needs in space</li> <li>Assess the role of space exploration technology in observing and understanding environmental changes on Earth, including climate change</li> <li>Evaluate the social and environmental impacts of space exploration, while taking various perspectives into consideration</li> </ul>	<ul style="list-style-type: none"> <li>Global environment / climate change</li> </ul>
Grade 7	Earth and Space Systems	<ul style="list-style-type: none"> <li>Assess the social and environmental benefits of technologies that reduce heat loss in enclosed spaces or heat transfer to surrounding spaces</li> <li>Analyse various social, economic, and environmental impacts, including impacts related to climate change, of using non-renewable and renewable sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>Global environment / climate change</li> </ul>

Based on the recognition that teachers' capacity building is the key to smooth implementation of educational programs, including international education. Therefore, the Ontario Ministry of Education requires school boards to set aside three days per school year as Professional Activity (PA) Days devoted to in-service teacher training. The Ministry's official website also provides various useful information for curriculum implementation and classroom practices.

In order to implement the policy of the provincial Ministry of Education and deliver quality education in collaboration with schools, the Toronto District School Board (TDSB) has reinterpreted the Transferable Skills (21st Century Competencies) identified by the Ontario Ministry of Education and developed a Global Competency framework to present the capabilities and skills tailored to the community and school contexts.



Source: TDSB Global Competencies: Annual Update

**Figure 3-2. Global Competency Framework Developed by Toronto District School Board**

### 3-3 Classroom Teaching Systems and Methods and Teachers' Capacity Building for International Education in Canada

#### ■ McMurrich Junior Public School (Public School; Number of students: 515; Number of teachers: 32)

At McMurrich Junior Public School, most classes are designed to provide cross-curricular and integrated learning opportunities, based on the belief that such learning style works better for lower elementary students (Grades 1 to 6) than single subject learning. Cross-curricular and integrated learning is a project-based learning approach where themes and goals are set to guide students through their learning journey.

The class observed by the study team combined Mathematics (figures), the Arts, and Language (composition and presentation) under the theme of creating public artworks to instruct students to design architectural landmarks for public spaces in Toronto. The participating students worked individually or in teams to design and create three-dimensional models.

Student achievements are formally assessed three times per year as required by the Ontario Ministry of Education. At the first assessment in November, students receive progress reports, where they are not scored on a scale of A to D but assessed against a checklist and given ratings such as Very well, Well, and Problem. At the second assessment in February, students receive first-semester grade reports, where they are rated on a four-point scale from A to D. At the third assessment in May, students are rated and given their end-of-semester grade reports.



**McMurrich Junior Public**

■ **University of Toronto Schools** (Public School; Number of students: 675; Number of teachers: 65)

As a public school, the University of Toronto Schools develops a curriculum in line with the six competencies adopted by itself based on the competencies set by the Ontario Ministry of Education. The school's six competencies are the same as the six key competencies suggested in a curriculum guidebook, *Dive into Deep Learning: Tools for Engagement*, written and edited by advisors to the Ontario Ministry of Education. According to the vice principal of the school, teachers develop subject programs based on this guidebook, provided with flexibility to plan their own lessons to effectively develop the competencies, whether in humanities (including the arts and languages) or in science.

In the University of Toronto Schools, students are assessed in accordance with the *Growing Success* published by the Ministry of Education, like in McMurrich Junior Public School. However, as for global citizenship education, which is integrated in the language education program, students are qualitatively assessed on how they interpret information when using it in their essays and presentations on global issues to measure their sense of global citizenship.



**University of Toronto**

■ **Capacity Building for Teachers**

The Government of Ontario extended the pre-service teacher education period from one year to two years and doubled the practice training period from 40 days to 80 days in 2015. In addition, core components that should be more emphasized have been identified, such as "Children's Mental Health," "Education for Children with Special Needs," "Use of ICT for Teaching," and "Equity and Diversity." International education has been integrated mainly into the subject of Equity and Diversity, which is addressed in the compulsory courses of "Global Education" and "Equity and Inclusion" at the University of Toronto. The Ontario Ministry of Education also requires teachers to learn global citizenship competencies to teach them to students.

Moreover, fee-based in-service training is provided to teachers by the Ontario College of Teachers (OCT). In Ontario, 37 institutions offer in-service teacher training for additional qualifications. Among them, the Ontario Institute for Studies in Education (OISE) at the University of Toronto, visited by the study team, provides pre-service education and in-service training that cover almost all the needs of teachers. These training courses are reviewed every five years under the direction of the OCT.

Teachers are also provided with in-house training programs organized by schools. In addition, professional communities have been established to offer systematic opportunities for teachers to learn from one another. For example, McMurrich Junior Public School holds 70-minute monthly sessions for mutual learning. Meanwhile, the University of Toronto Schools encourages teachers to prepare their lessons in cooperation and collaboration with colleagues of the same subject, rather than offering opportunities to learn from one another across the school.

### **3-4 Process Analysis from Educational Policy to Classroom Practice in International Education in Canada**

In Canada, educational programs are planned based on the curricula developed by the provincial ministries of education but implemented in various ways, tailored to the contexts of communities and schools, as individual schools are given significant discretion. Still, it is systematically ensured that the provincial policy is implemented consistently across schools.

#### **■ Teacher Training**

First, curriculum information is passed on to teachers through training. In Canada, teacher training is well organized with some flexibility. The education law provides for a certain number of in-service teacher training days, called PA Days, and requires all teachers to attend at least three days of training per year. The provincial ministries of education specify the training components to ensure that curriculum information is conveyed to teachers.

#### **■ Curriculum Development by School Boards**

Next, it is also important that school board members fully understand the objectives and contents of the national (provincial) curriculum. They are sometimes conveyed through centrally organized seminars and sometimes defined based on the curriculum by school boards at their own discretion. The latter approach is taken in Ontario, where curriculum objectives are set by district school boards at the meso-level. For example, the TDSB has developed and applied a Global Competency framework by reinterpreting the 21st Century Competencies identified by the Ontario Ministry of Education in 2016.

#### **■ Support for School Curriculum Development**

Finally, schools need to develop their own curricula, including capabilities and skills to be developed and perspectives and viewpoints for the themes and subjects to be addressed in individual programs, to promote learning about contemporary issues and cross-curricular and inquisitive learning. These creative activities are a fascinating part of teaching but difficult for teachers to prepare while juggling their daily tasks unless drastic reforms are implemented. Not only comprehensive work reforms but also direct support for curriculum development is required to ensure that teachers can demonstrate their initiative and creativity. In Ontario, Teacher Librarians are assigned to schools to support school curriculum development.

### **3-5 Trends in International Education Support by Development Assistance Agencies and Other Organizations in Canada**

#### **■ Development Assistance Agency: Transitions from Canadian International Development Agency (CIDA) to Global Affairs Canada (GAC)**

Established in 1968, CIDA was a Canadian government agency responsible for administering international cooperation. After years of service, it merged with the Department of Foreign Affairs and International Trade (DFAIT) to form the Department of Foreign Affairs, Trade and Development (DFATD) in 2013. Then, it was restructured and renamed as Global Affairs Canada (GAC). This new organization is now a lead agency for Canada's official development assistance, engaged in international cooperation under the leadership of the Minister of International Development.

GAC is a large organization consisting of 16 units under the supervision of the Deputy Minister of International Development, the Deputy Minister of Foreign Affairs, and the Deputy Minister of International Trade. Among them, the Global Issues and Development Branch and the Partnership Department are responsible for international education activities. The Partnership Department consists of four branches: Partnerships for Development Innovation; Engaging Canadians; Inclusive Growth, Governance and Innovation Partnerships; and Canadian Partnerships for Health and Social Development.



Photo taken by the study team

**Global Affairs Canada (GAC)**

The Global Issues and Development Branch has 373 regular employees and a budget of 45 million CAD (approximately 4.9 billion JPY). Unfortunately, the study team had no access to detailed information on the Partnership Department.

Before CIDA was dissolved in 2013, international education was actively promoted across Canada, especially through the Public Participation Program (PPP), the Global Classroom Initiative (GCI), and the Global Citizens Program (GCP). At present, international education activities are supported by GAC, not directly but through outsourcing. GAC also allocates an amount equivalent to 15% of the outsourcing budget to socially beneficial activities within Canada, as regulated by law, and uses part of the funding for international education. Listed below are activities implemented by GAC for international education.

**Table 3-4. GAC's International Education Activities**

Activity	Description
Funding to external organizations	<ul style="list-style-type: none"> <li>• GAC's financial support is provided to external organizations, civic groups, and NGOs engaged in international education.</li> <li>• Major external organizations: <ul style="list-style-type: none"> <li>✓ Aga Khan Foundation: Receiving a funding of 6 million CAD (approximately 660 million JPY) for projects over the five years from 2022 to 2027</li> <li>✓ Ontario Council for International Cooperation (OCIC): Receiving funds for programs, such as the Spur Change program and the Transformation &amp; Innovation program (the amount to be confirmed)</li> </ul> </li> <li>• The Canadian Teacher's Federation, the only educational organization currently funded by GAC, uses the financial support to help Canadian teachers go on study tours to developing countries or study abroad for a short period of time.</li> </ul>
Attendance at international conferences on education	<ul style="list-style-type: none"> <li>• Because Canada has no federal minister responsible for education, GAC and the Council of Ministers of Education, Canada (CMEC) send their staff to international conferences on education.</li> </ul>
Volunteer program	<ul style="list-style-type: none"> <li>• External organizations are authorized and funded by GAC to deploy volunteers under the Volunteer Cooperation Programme (VCP), which is outsourced to NGOs to provide opportunities for young Canadians to work as volunteers in developing countries.</li> <li>• External organizations and NGOs authorized by GAC to operate the volunteer program: <ul style="list-style-type: none"> <li>✓ Catalyste+</li> <li>✓ CDCI (Co-operative Development Foundation of Canada)</li> <li>✓ CECI (Centre for International Studies and Cooperation)</li> <li>✓ Crossroads International</li> <li>✓ Cuso International</li> <li>✓ Foundation Paul Gerin-Lajoie (French) (Consortium with Education Internationale and Federation des Cegeps)</li> <li>✓ International Bureau for Children's Rights</li> <li>✓ Oxfam-Quebec</li> <li>✓ SUDO (French)</li> <li>✓ UPA Development International (French)</li> <li>✓ Veterinarians Without Borders</li> <li>✓ WUSC (World University Service of Canada)</li> <li>✓ Youth Challenge International</li> </ul> </li> </ul>

Source: Created by the study team based on interviews with GAC officers

#### ■ Ontario Institute for Studies in Education (OISE) at the University of Toronto

The OISE at the University of Toronto consists of many research centres, including Comparative, International and Development Education Centre (CIDECE), which conducts research and analysis of various international issues, ranging from ethnicity and ethnic identities to globalization and global governance and from citizenship to social equity, conflict resolutions, regional social development, and other specific topics, from different perspectives, including economics, politics, social studies, history, and philosophy.

The OISE has also launched the Critical Action Learning Exchange (CALE), an online collaborative community of educators from around the world, to help teachers engage their classrooms on global issues, such as climate change, social justice, future economies, and careers and identities.

### ■ Inter-Council Network (ICN)

The ICN is a coalition of eight provincial and regional Councils for International Cooperation. The ICN has developed a Global Hive Toolkit (GHT), comprised of materials and resources that can be used to engage Canadians as global citizens on contemporary issues. The Global Hive website categorizes and details these materials and resources into seven themes: (i) How Change Happens; (ii) Global Education; (iii) Integrating Gender Equality into Public Engagement; (iv) Monitoring and Evaluation; (v) Partnerships and Collaboration for Public Engagement; (vi) Public Engagement Policy; and (vii) Youth-Based Public Engagement.

Source: Global Hive website (<https://global-hive.ca>)



GHT Logo

### ■ Aga Khan Foundation Canada (AKFC)

AKFC is an international charity established in 1980 to break the chain of poverty in the world. Headquartered in Geneva, Switzerland, AKFC has worked in dozens of countries, mainly in African and Asian countries, taking a comprehensive approach to poverty eradication. AKFC has a museum (Aga Khan Museum) in Toronto. Housed in a beautiful building in a leafy neighbourhood, the museum serves as a popular tourist destination, an educational and cultural hub, and a gathering place for locals. AKFC also has the Education and Youth Engagement Branch, where 20 staff members work to develop educational resources and videos and distribute them for free online to promote international education in schools. Especially, "Teaching the SDGs through Arts" is an impressive international education program, which uses artworks housed in the museum of AKFC.

## 3-6 Success Factors, Challenges, and Lessons Learned about International Education in Canada

Ontario's current curriculum and textbooks devote many pages to contemporary issues related to international education. This is because Canada is a nation built on immigration, as evidenced by the fact that Ontario and its largest city, Toronto, are dominated by ethnic minorities, and multiculturalism has become a vital element of daily life. Against this backdrop, the Ontario Ministry of Education provides for PA days devoted to in-service training and professional development to help teachers better understand the provincial education policy and develop their teaching skills to provide high-quality learning experiences. In addition, the website of the Ontario Ministry of Education provides teachers with necessary information and hosts free webinars to help teachers develop their skills and knowledge, including understanding of the provincial curriculum, academic assessment methods, and subject-specific teaching techniques.

Next, district school boards play an important role in conveying the intentions of the provincial ministries of education to schools, teachers, and other stakeholders. Among them, the TDSB has developed a Global Competency framework, tailored to the contexts of local schools, by reinterpreting the Transferable Skills (also known as the 21st Century Competencies) identified by the Ontario Ministry of Education. The TDSB applies the framework to schools across the district and closely collaborates with them to provide guidance and support to help teachers develop these competencies in students. In addition, the TDSB developed and launched a system that keeps teachers' lesson plans on file for access by principals and vice-principals in 2022 to ensure that teachers would follow the provincial curriculum in their classrooms.

At the school level, teachers deliver diverse international education programs with guidance and support from the provincial ministries of education and district school boards. For example, McMurich Junior Public School, visited by the study team, believes that cross-curricular and integrated learning works better for lower elementary students than single subject learning and combines three subjects, Mathematics, the Arts, and Language, under the theme of "creating public artworks" to instruct students to design architectural landmarks for public spaces in Toronto. The study team also saw the University of Toronto Schools provide Geography and French classes designed to address global issues in line with the Advanced Placement program. In these international education classes, students are mainly assessed qualitatively.

Thus, international education practices are actively promoted in Ontario. Still, several problems are identified by this study. (i) The curriculum or textbooks do not devote enough pages to international education topics. (ii) Because district school boards and schools have discretion on what to teach, international education varies widely among districts and schools. (iii) International education is confined to districts and schools and does not go beyond them. The key to solving these problems is to promote active interactions between experienced and knowledgeable senior teachers and young teachers with little experience in international education to transfer know-how from generation to generation.



## Chapter 4 Overview of International Education in the United Kingdom

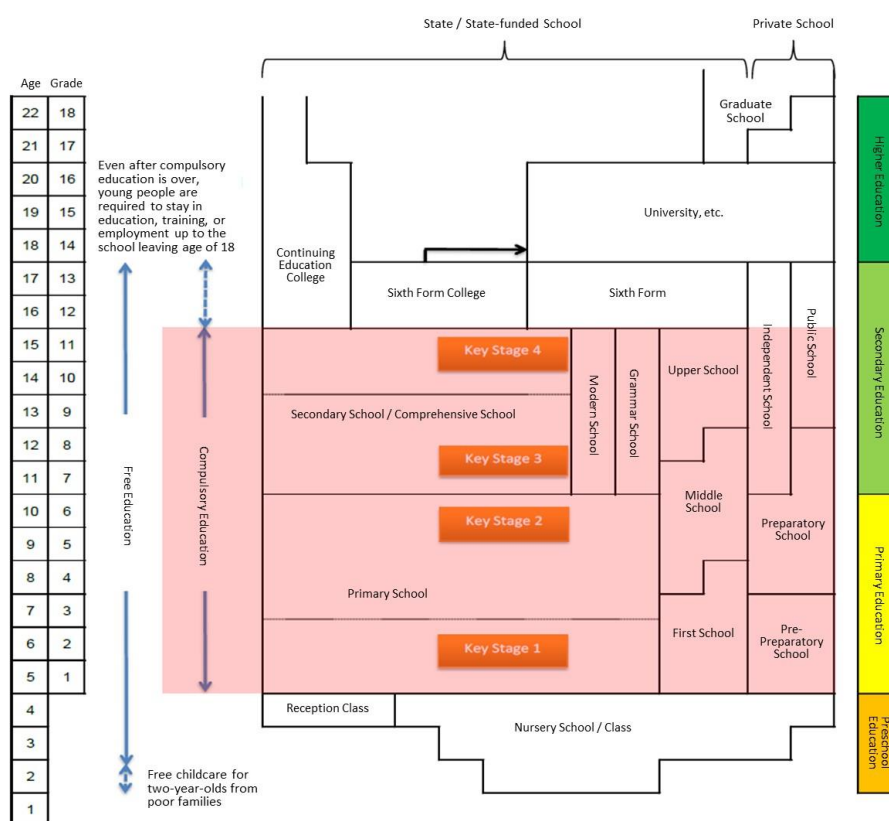
### Social and Cultural Contexts of the United Kingdom

- With its colonies around the world, the British Empire has had consequences such as the formation of the British Commonwealth and the throngs of immigrants from Commonwealth nations.
- In the 1800s, immigrants mainly came from Ireland.
- In the early 1990s, East European Jews immigrated to escape religious persecution.
- After the Second World War, there were large streams of immigrants from India, Pakistan, and the West Indies.
- At present, approximately 5% of the population is foreign born, as a result of relaxing the immigration policy and introducing a point-based system to attract highly skilled foreign workers to cover the domestic labour shortage.

### 4-1 Education System and Curriculum in the United Kingdom

#### ■ Education System

In the United Kingdom (England), compulsory education is offered for 11 years from the age of five to 16. In principle, the compulsory education system consists of primary school from the age of five to 11 and secondary school from the age of 11 to 16. In some districts, primary education is divided into lower and upper stages. There are also districts where compulsory education is divided into three to four years each of first school, middle school, and upper school.



Source: Created by the study team

Figure 4-1. Education System in the United Kingdom

#### ■ Curriculum Framework

In the United Kingdom, there had been no provisions for curriculum development, except for the 1944 Education Act, which required schools to teach religious instruction, before the Education Reform Act of 1988 introduced the National Curriculum and required schools to develop and implement their own curricula in line with the curriculum guidelines set forth by the Minister of Education. This obligation

applied only to state and state-funded schools and not to state-funded independent or independent schools, such as academies and free schools.

There were 10 statutory subjects when the National Curriculum was first introduced in 1988. The current National Curriculum has 12 statutory subjects, with “Information and Communication Technology” added in 1995 (renamed “Computing” in 2013) and “Citizenship” added in 2000 (for secondary school students only). Besides these statutory subjects, “Religious Education” and “Relationships, Sex and Health Education” (RSHE) were added as compulsory subjects in 2020. In addition to these compulsory and statutory subjects, “Personal, Social, Health and Economic Education” (PSHE), which involves cross-curricular activities (e.g., drug and economic education) and optional subjects and activities are incorporated into school curricula.

**Table 4-1. National Curriculum in the United Kingdom**

Key stages		KS1	KS2	KS3	KS4
Age		5-7	7-11	11-14	14-16
Grades		1-2	3-6	7-9	10-11
Core subjects	English	•	•	•	•
	Mathematics	•	•	•	•
	Science	•	•	•	•
Foundation subjects	Art and Design	•	•	•	
	Citizenship			•	•
	Computing	•	•	•	•
	Design and Technology	•	•	•	
	Languages		• Foreign language	• Modern foreign language	
	Geography	•	•	•	
	History	•	•	•	
	Music	•	•	•	
	Physical Education	•	•	•	•
	Religious Education	•	•	•	•
Other compulsory subjects	Relationships, Sex and Health Education			•	•

Source: Created by the study team based on The National Curriculum in England: Framework Document (Department for Education, 2014).

## 4-2 Education Policy and Learning Components in International Education in the United Kingdom

International education is not directly mentioned in the existing Curriculum Framework document, which was revised in 2014, but described in subject descriptions. In particular, Geography, History, and Citizenship include some of the perspectives and components of international education.

### Geography:

A high-quality geography education should inspire in pupils **a curiosity and fascination about the world and its people** that will remain with them for the rest of their lives. Teaching should equip pupils with **knowledge about diverse places, people, resources and natural and human environments**, together with **a deep understanding of the Earth’s key physical and human processes**. As pupils progress, their growing knowledge about the world should help them to deepen **their understanding of the interaction between physical and human processes**, and **of the formation and use of landscapes and environments**. **Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.**

(Boldfaced by the study team)

Source: Department for Education. 2014. The National Curriculum in England. p.240.

#### History:

A high-quality history education will help pupils gain **a coherent knowledge and understanding of Britain's past and that of the wider world**. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to **ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. History helps pupils to **understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time**. (Boldfaced by the study team)

Source: Department for Education. 2014. The National Curriculum in England. p.245.

#### Citizenship:

A high-quality citizenship education helps to provide pupils with **knowledge, skills and understanding to prepare them to play a full and active part in society**. In particular, citizenship education should foster pupils' keen awareness and understanding of **democracy, government and how laws are made and upheld**. Teaching should equip pupils with the skills and knowledge **to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments**. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. (Boldfaced by the study team)

Source: Department for Education. 2014. The National Curriculum in England. p.227.

In the United Kingdom, international education is called “global learning,” derived from *Developing the Global Dimension in the School Curriculum* (published in 2005). This report was mainly written by Douglas Bourn, then Director of Development Education Association (DEA), in collaboration with the Department for International Development (DfID; as known back then) and other government agencies and outside partners. With the publication of this report, the term “development education” was replaced by “global learning.” Although it is a little out of date, this report defines the fundamental concept of international education in the United Kingdom.

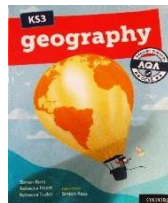
In the current National Curriculum, many of the international education topics are covered in Geography and History (both for primary and secondary students in Key Stages 1 to 3), Citizenship (not mandatory for primary students in Key Stages 1 and 2 but mandatory for secondary students in Key Stages 3 and 4), Science and Technology and PSHE (both for primary and secondary students in Key Stages 1 to 4). The

components of Geography and Citizenship are shown below as examples.

Source: [globald\\_Redacted.pdf \(ioe.ac.uk\)](#)  
**Developing the Global Dimension in the School Curriculum**



**Table 4-2. Components of Geography in Primary and Secondary Education (Key Stages 1 to 3)**

KS / Grades	Areas	Descriptions	Relevant contemporary issues
KS1 Grades 1-2	Location knowledge	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom (England, Scotland, Wales, and Northern Ireland) and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>International relationships / cooperation</li> </ul> 
	Place knowledge	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	
	Human and physical geography	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	



KS2 Grades 3-6	Location knowledge	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li>• International relationships / cooperation</li> </ul>
	Place knowledge	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	
	Human and physical geography	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>✓ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>✓ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	
	Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	
KS3 Grades 7-9	Location knowledge	<ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul>	<ul style="list-style-type: none"> <li>• International relationships / cooperation</li> </ul>
	Place knowledge	<ul style="list-style-type: none"> <li>• Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul>	

Note: KS stands for key stage.

**Table 4-3. Components of Citizenship in Primary and Secondary Education (Key Stages 1 to 4)**

KS / Grade	Area	Descriptions	Relevant contemporary issues
KS1 Grades 1-2	N/A	<ul style="list-style-type: none"> <li>• Recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</li> <li>• Share their opinions on things that matter to them and explain their views</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Migration / Multicultural coexistence</li> </ul>
KS2 Grades 3-6	N/A	<ul style="list-style-type: none"> <li>• Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> </ul>
KS3 Grades 7-11	N/A	<ul style="list-style-type: none"> <li>• The precious liberties enjoyed by the citizens of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Migration / Multicultural</li> </ul>

		<ul style="list-style-type: none"> <li>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> </ul>	coexistence
KS4 Grades 10-11	N/A	<ul style="list-style-type: none"> <li>The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</li> <li>Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</li> <li>Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</li> <li>Human rights and international law</li> <li>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding</li> </ul>	<ul style="list-style-type: none"> <li>International relationships / cooperation</li> <li>Intercultural understanding</li> <li>Migration / Multicultural coexistence</li> </ul>

### 4-3 Classroom Teaching Systems and Methods and Teachers' Capacity Building for International Education in the United Kingdom

#### ■ Croxley Danes School (Free School; Number of students: 926; Number of teachers: 124)

As a free school established by the Danes Multi Academy Trust (Danes MAT) in 2017, Croxley Danes School is not controlled by local educational authorities but free to provide education based on its own educational philosophy. This school caters for students in Key Stages 3, 4, and 5 (Grades 7 to 8, Grades 9 to 11, and preparatory courses for progressing on to higher education), made up of 560 British white, 92 non-British white, 90 Pakistani, 86 Indian, 48 African black, and 50 mixed-race students. Among them, 265 students (approximately one fourth of the student population) speak English as a second language and learn reading skills from the Spoken Language Team consisting of teachers.



**Croxley Danes School**

At Croxley Danes School, no teachers are responsible for coordinating international education. It is mainly addressed in the subjects of History, Geography, Religion, Ethics and Philosophy (REP), and PSHE, but relevant topics are also covered in other subjects in the curriculum, such as teaching the impact of globalization and climate change in Drama and Science, respectively. In addition, international education can be covered in subjects where it is not specifically included if the subject teachers are interested in including it in their lessons. For example, English teachers sometimes use poems to explore global issues. Croxley Danes School's international education is most characterized by its PSHE class, which holds bi-weekly meetings to invite guest speakers or teachers to talk about international education topics. The topics selected for school year 2023 includes "Black History Month," "Fair Trade," "What Is Hate?" "Modern Slavery," "Modern Genocide," "LGBTQ Month," and "Active Citizens."

At Croxley Danes School, students are not assessed in international education but assessed in other subjects to measure their knowledge and understanding.

#### ■ Capacity Building for Teachers

The professional standards for teachers were developed as a prototype in 2007 and formalized as the Teachers' Standards in 2011. These Standards set minimum requirements for teachers in the following eight aspects: (i) motivating students; (ii) securing development opportunities for students; (iii) demonstrating subject and curriculum knowledge; (iv) planning lessons and applying teaching methods; (v) providing tailored instruction to diverse individual students; (vi) properly assessing students; (vii) ensuring a safe and good learning environment; and (viii) fulfilling professional responsibilities.

In the United Kingdom, there were two main routes to become a teacher, one university-led (postgraduate certificate in education) and the other school-led (school-centred initial teacher training), in the 1990s. However, the latter approach has moved into the mainstream since the 2010s, driven by the intention to

directly channel funds from the national government to schools without passing through local educational authorities. These school-led teacher training opportunities are increasing for both pre-service and in-service teachers (e.g., preparatory courses for national qualification organized by the hub networks of advanced schools) while training systems are evolving.

Croxley Danes School, visited by the study team, has set up an Equity, Diversity, and Inclusion Promotion Team, composed of teachers and led by the assistant headteacher, who is passionate about international education, to engage all teachers in justice education. In addition to the team of teachers, there is a team of students who are promoting relevant activities. The assistant headteacher used to be a geography teacher and taught international education at her former school. She is acquainted with Associate Professor Frances Hunt, the Director of the Development Education Research Centre (DERC) at University College London (UCL), and provides students with international education programs developed by British Council and Oxfam.

#### **4-4 Process Analysis from Educational Policy to Classroom Practice in International Education in the United Kingdom**

##### **■ School Independence and Accountability**

In the United Kingdom, schools have been given autonomy in management, including curriculum development, staff assignments, and financial management, since the Education Reform Act was introduced in 1988. They have authority and responsibility to develop and implement their own curricula using the National Curriculum as the basis and adapting it to their own contexts. Meanwhile, they are evaluated based on the performance of students in nationally standardized tests in line with the National Curriculum, such as General Certificate of Secondary Education (GCSE) examinations. The results are published as school performance tables. Schools are also evaluated through school inspections by Ofsted. The inspection results are also disclosed to the public.

In short, in the United Kingdom, national standards are set in the National Curriculum by the national government to control the starting point, and schools are given autonomy in their educational programs but evaluated through nationally standardized examinations and school inspections to control the ending point.

##### **■ Changes in the Governance Structure and the Roles of Local Authorities**

The United Kingdom has seen an increase in the number of academies and free schools as well as multi-academy trusts (MATs), which run clusters of academies, since 2010. Unlike state-funded schools, academies and free schools are directly subsidized by the national government, not through local authorities, and free from obligations, such as following the National Curriculum or the National Teacher Pay Scale or requiring teachers to obtain a teaching license. To promote these schools and improve school quality control, National and Regional School Commissioners have been deployed, and school governance has been reformed from the traditional structure designed for state-funded schools under the control of local authorities.

##### **■ School Curriculum Development and Support for Education Activities**

In the United Kingdom, schools are required to develop their own curricula to meet the needs of students and the contexts of schools. Although the National Curriculum has been set out, there is no censorship or mandatory textbooks. Schools must develop or select educational materials and activities to implement their curricula and programs. School administrators and directors have authority (and budget) to fulfil these responsibilities. They receive services from external providers, such as subject-specific associations and educational publishers, to organize curricula, develop and obtain educational materials, assess student achievements, and analyse academic performance to provide effective education programs in an autonomous way.

International education service providers include Development Education Centres (DECs), Oxfam, and other educational NGOs. In addition, there are educational material developers and providers, such as Oak National Academy (ONA), which develops and provides educational materials and resources for all subjects.

##### **■ Teacher Education and Training Based on the National Professional Standards and Frameworks for Teacher**

The key to providing effective educational programs, including international education, is to develop the management skills of school administrators and financial managers. It is also important to secure teachers

who can develop effective educational materials and programs. The British Government has set national professional standards to define the capabilities and skills required for school administrators and teachers and developed qualification frameworks and training and education systems for teachers based on the standards. Meanwhile, schools use these frameworks and systems to help teachers develop their capabilities and skills.

#### **4-5 Trends in International Education Support by Development Assistance Agencies and Other Organizations in the United Kingdom**

##### **■ Development Assistance Agency: Transitions from the Department for International Development (DfID) to the Foreign, Commonwealth and Development Office (FCDO)**

Although the British government's development assistance began when the Colonial Development Act was enacted in 1929, it was not until the 1960s that overseas development assistance was institutionalized. In the 1950s to 1960s, colonial countries became independent one after another, and the British government established the Department of Technical Cooperation (DTC) within the Foreign Office in 1961 to support the newly independent countries. Then, in 1964, the technical cooperation department and the aid department merged to form the Overseas Development Ministry (ODM).



Photo taken by the study team

##### **Foreign, Commonwealth and Development Office (FCDO)**

In those days, the government and NGOs began working together, considering how to address international aid and development issues, which later evolved into development education. In the 1970s, the ODM provided active support to NGOs engaged in development education, and Development Education Centres (DECs) were established around the United Kingdom.

In 1970, the ODM was incorporated into the Foreign and Commonwealth Office (FCO) and demoted to the Overseas Development Administration (ODA). After a series of structural reforms, along with government changes, it regained autonomy when it split off from the FCO and became the Department for International Development (DfID) in 1997. Subsequently, the merger of the FCO and DfID was discussed repeatedly, and finally, in 2020, they merged to form the Foreign, Commonwealth and Development Office (FCDO).

While the DfID was in existence, national programs were launched one after another to promote international education, spending 0.5 to 1 billion JPY per year. Typical examples include the Global School Partnership (GSP), the Global Learning Programme (GLP), and the Connecting Classrooms through Global Learning (CCGL). However, since the CCGL program came to an end in 2022, the FCDO has provided no support for international education.

##### **■ British Council**

British Council plays an important role in international education in the United Kingdom, using programs such as the GSP and CCGL to promote interactions for mutual global learning under partnership agreements between British and overseas schools over the years. These international education programs have been funded first by the DfID and then by the FCDO. However, there have been no FCDO-funded international education programs since the CCGL program came to an end in 2022. Instead, British Council has been implementing a new international education program called "Schools Connect" at its own expense to replace the CCGL program since 2022, committed to providing 11 million GBP (approximately 2 billion JPY) over the three years until 2025.

##### **■ Development Education Centres (DECs)**

DECs are located around the United Kingdom to promote development education. So far, 28 centres have been established across the country, grouped by region (England, Scotland, Wales, and Northern Ireland) and managed by collaborative associations, such as Global Learning Network, formerly known as the Consortium of Development Education Centres (CoDEC), in England and the International Development Education Association of Scotland (IDEAS) in Scotland, which are respectively composed of 21 and five member organizations.

DECs develop educational materials and resources, organize in-service teacher training courses, and provide consulting services on teaching practices for international education. In particular, the Global

Teacher Award (GTA) training enjoys great popularity. In this training course, participants are instructed to complete prior activities, online pre-training sessions, and assignments in advance. Then, they take a six- or 12-hour training course, teach global learning in their own classrooms, and submit review reports. In the end, those who satisfy certain criteria receive the GTA.

#### ■ PSHE Association

The PSHE Association, formerly known as the PSHE Subject Association, is a membership charity founded in 2006. With 25 staff members, including 12 subject experts, the PSHE Association provides guidance and training to teachers, develops educational materials, and offers consulting services to ensure the subject of PSHE is taught properly. The PSHE Association also develops educational programs for PSHE, as specified in the curriculum, to support the classroom teaching of PSHE.

#### ■ Oak National Academy (ONA)

ONA was founded in 2020 to develop and distribute curriculum resources to schools to ensure the quality of educational practices in schools and reduce the workload of teachers. Despite its short history, ONA plays an active role, with financial support from the Department for Education (DfE). Originally, similar organizations were managed by groups of school management councils, but when these organizations were found to work very well, ONA was established in response to the call by the DfE.

So far, ONA has developed some 60,000 education resources, including subject teaching plans, demonstration class videos, and student assessment tests, as well as supplementary guides on the National Curriculum adopted by the DfE, and distributed them to schools.

#### ■ Development Education Research Centre (DERC) at University College London Institute of Education (UCL-IOE)

Established in 2006 in the IOE, a graduate school of the University of London, with technical and financial support from the then DfID, the DERC became a department of the Faculty of Education and Society of UCL when the IOE merged into UCL in 2014.

The DERC is a research institute devoted to development education (presently known as global learning), accumulating knowledge and researching relevant issues for policymakers and practitioners around the world. The DERC is engaged in activities, such as organizing training courses, studying global learning and global citizenship education, providing consulting services, holding seminars, and publishing academic articles.

### 4-6 Success Factors, Challenges, and Lessons Learned about International Education in the United Kingdom

The United Kingdom is historically a multicultural nation and a multicultural coexistence society with a large proportion of immigrants. The key to survival in this society is to develop global perspectives and respect for different cultures. This is where international education plays a key role. In fact, the United Kingdom has a long history and rich experience in implementing international education, which dates back years ago. For example, infrastructure development for international education started in the 1970s (e.g., establishing DECs around the country). Since around that time, various serious efforts have been made, such as developing educational materials and organizing training and workshops for teachers and students alike, under the leadership of international development NGOs. Later, the Conservative Thatcher Government brought a bleak period of ten-odd years for international education, but when the Labour Government came back into power in 1997, the DfID was formed, and international education initiatives were accelerated even more than in the 1970s. As a result, international education was incorporated in many schools, and teachers improved their knowledge and skills to teach international education through training funded by the DfID.

According to the current National Curriculum of the United Kingdom, contemporary issues related to international education are addressed in the subjects of Science, Geography, History, Citizenship, Religious Education, RSHE, and PSHE. In addition, the DfE published A Strategy for the Education And Children's Services Systems with the aim of making the country a world leading player in education for sustainability and climate change by 2030. Efforts have been made to develop the knowledge and abilities of all young people, not only through school education but also through social education. Thus, the United Kingdom has formed a strong foundation for international education.

To investigate how international education is integrated into school curricula, the study team visited

Croxley Danes School and found that international education is incorporated into different subjects and cross-curricular activities with different themes for certain periods of time, such as Black History, Genocide, and Sexual Minorities. The school also has core teachers enthusiastic about international education and equipped with essential knowledge and skills. They lead other teachers to teach international education across the school.

Many of the schools passionate about international education communicate and work together with organizations and institutions engaged in promoting and supporting international education in the United Kingdom. Some schools access lesson plans, educational materials, and supplementary resources for international education through local DECs. In addition, quite a few teachers receive training organized by DCEs to develop their skills to teach international education or participate in online training courses provided by the DERC to improve their capacity.

Thus, in general, international education has been effectively promoted in the United Kingdom. Still, there are some challenges, such as the lack of support for international education from the FCDO, the increasing reliance of schools and teachers on private service providers with their expansion into the education sector, the disparities in international education resulting from the emergence of different types of schools (e.g., schools exempted from the National Curriculum, such as academies and free schools), and the limited teaching skills of young teachers.

Professor Douglas Bourn of the DERC emphasized that the capacity building of teachers, the professional development of teachers to lead international education, and the strengthened sense of solidarity among teachers would be the three keys to further promoting international education in the future United Kingdom.

## Chapter 5 Overview of International Education in Australia

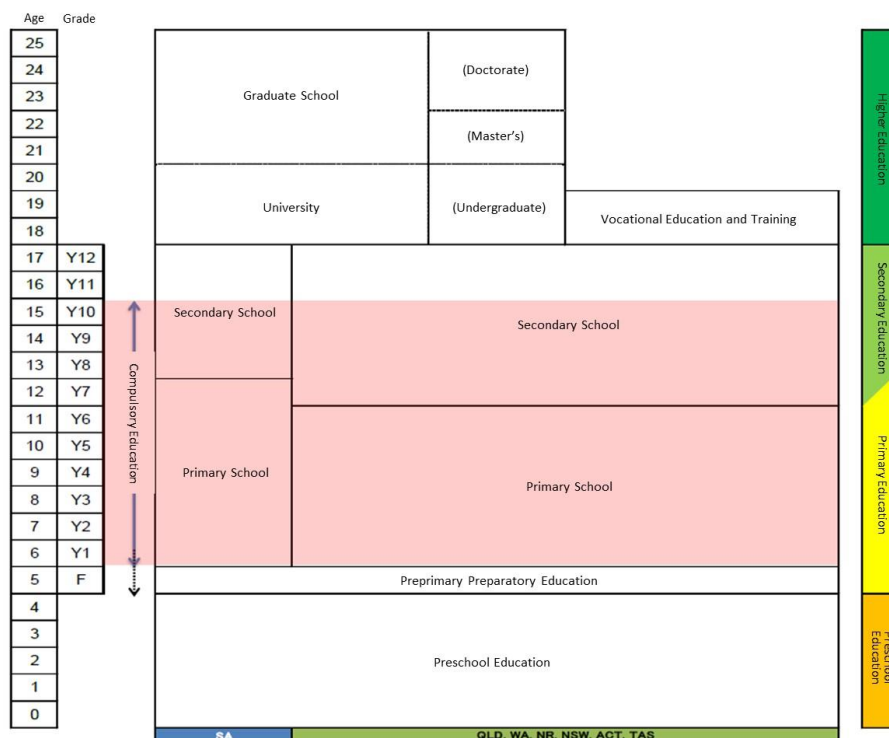
### Social and Cultural Contexts of Australia

- During the Second World War, Australia accepted immigrants from Europe and the United States to increase the population.
- In the 1970s, Australia introduced a point-based immigration system to accept skilled immigrants from around the world.
- In recent years, the inflow of immigrants has been regulated based on statistical calculations to tackle the domestic labour shortage (With a rapid increase in the number of immigrants, especially from Asian countries, the share of immigrants in the populations of large cities has increased to 40%).
- There are also problems with indigenous people.

### 5-1 Education System and Curriculum in Australia

#### ■ Education System

Australia is a federal country where responsibilities for education are assigned to the state and territorial governments by the Constitution. Therefore, the education system and curriculum vary from state to state. At present, schooling is provided for 13 years in all states and territories. Compulsory schooling is from the age of six to 17 in most states and territories. Although preschool is not necessary, most children start schooling before they are six years old because the government provides one year of free preschool education for all children.



Note 1. Abbreviations mean as follows: QLD: Queensland, WA: Western Australia, SA: South Australia, NT: Northern Territory, NSW: New South Wales, ACT: Australian Capital Territory, VIC: Victoria, TAS: Tasmania.

Note 2. "F" stands for foundation.

Note 3. Universities offer three to four years of undergraduate programs

\* Young people must stay in formal education or training or employment up to the age of 17.

Source: Created by the study team

**Figure 5-1. Education System in Australia**

### ■ Curriculum Framework (Australian Curriculum)

In Australia, the Australian Curriculum (AC) has been established as a national curriculum since 2013. The AC has three dimensions: learning areas (corresponding to subjects), general capabilities, and cross-curriculum priorities. These three dimensions are equally emphasized in the AC. The curriculum is presented online with a three-dimensional list to provide flexibility in describing learning continuity and progress in the dimensions. Below are the details of the learning areas, general capabilities, and cross-curriculum priorities.



Source: Australian Curriculum website

**Figure 5-2. Three Dimensions of the AC**

**Table 5-1. Three Dimensions of the AC**

Learning areas	General capabilities	Cross-curriculum priorities
English	Literacy	Aboriginal and Torres Strait Islander Histories and Cultures
Mathematics	Numeracy	Asia and Australia's Engagement with Asia
Science	Digital Literacy	Sustainability
Humanities and Social Sciences (HASS)	Critical and Creative Thinking	
The Arts	Ethical Understanding	
Technologies	Intercultural Understanding	
Health and Physical Education (HPE)	Personal and Social Capability	
Languages		

Source: Created by a study team member in charge of the study of Australia

### ■ New South Wales Curriculum

The State Government of New South Wales (NSW) has developed its own curriculum based on the AC. These two curriculums are different in their learning areas and cross-curriculum priorities as well as their use of terms, such as “capabilities” and “priorities.”

**Table 5-2. Major Learning Areas in the NSW Curriculum**

Primary (K-Y6)	Secondary (Y7-12)
English	English
Mathematics	Mathematics
Science and Technology	Science
Human Society and its Environment (HSIE)	Technological and Applied Studies
Personal Development, Health and Physical Education (PDHPE)	Human Society and its Environment (HSIE)
Creative Arts	Personal Development, Health and Physical Education (PDHPE)
Languages	Creative Arts
	Languages
	Vocational Education and Training (VET)

Source: Created by a study team member in charge of the study of Australia

**Table 5-3. Capabilities and Priorities in the NSW Curriculum**

Capabilities	Priorities
Literacy	Aboriginal and Torres Strait Islander Histories and Cultures
Numeracy	Asia and Australia's engagement with Asia
Digital Literacy	Sustainability
Critical and Creative Thinking	Civics and Citizenship
Ethical Understanding	Diversity and Difference
Intercultural Understanding	Work and Enterprise
Personal and Social Capability	

Source: Created by a study team member in charge of the study of Australia



## ■ Victorian Curriculum

The State Government of Victoria (VIC) has also developed its own curriculum based on the AC. Unlike the AC, the Victorian Curriculum only has two dimensions: learning areas and capabilities.

**Table 5-4. Structure of the Victorian Curriculum**

Learning areas	Capabilities
The Arts	Critical and Creative Thinking
• Dance	
• Drama	Ethical Understanding
• Media Arts	
• Music	Intercultural Understanding
• Visual Arts	
• Visual Communication Design	Personal and Social Capability
English	
Health and Physical Education	
The Humanities	
• Civics and Citizenship	
• Economics and Business	
• Geography	
• History	
Languages	
Mathematics	
Science	
Technologies	
• Design and Technologies	
• Digital Technologies	

Source: Created by a study team member in charge of the study of Australia

## 5-2 Education Policy and Learning Components in International Education in Australia

In Australia, a great emphasis is placed on international education as indicated by the fact that the AC includes Intercultural Understanding as one of the seven general capabilities and incorporates international education as an important component, especially in learning areas such as Humanities and Social Sciences (HASS), Civics and Citizenship, Economics and Business, Geography, History, Ancient History, Modern History, and Earth and Environmental Science. The three cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability are also closely related to international education.

To provide examples of how international education is addressed in the above-mentioned learning areas, the curricula of HASS, Geography, History, Civics and Citizenship, Economics and Business, and Science are shown below.

### **Learning Areas: HASS (F-Y6), Geography, History, Civics and Citizenship, and Economics and Business (Y7-10)**

Students **develop intercultural understanding** as they learn about the diversity of the world's places and peoples, and people's lives, cultural practices, values, beliefs and ways of knowing. They learn the importance of understanding their own and others' histories, recognising the significance of the histories and cultures of First Nations Australians, and the contributions of Australian migrants. They **demonstrate respect for cultural diversity and the human rights of all people**.

Students learn of Australia's economic and political relationships with other countries and **the role of intercultural understanding** for the present and future. As they investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. They **reflect on their own intercultural experiences and explore how people interact across cultural boundaries**, considering how factors such as group membership, traditions, customs, and religious and cultural practices impact on civic life.

Students investigate **the diversity of cultures, values, beliefs, histories and environments that exists within and between the countries of the Asia region**. They learn about how this diversity influences the way people interact with each other, the places where they live, and the social, economic, political and cultural systems of the region as a whole. Students **investigate the reasons behind internal migration in the Asia region and**

**migration from Asia to Australia, and develop understanding of the experiences of people of Asian heritage who are now Australian citizens.** Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asia and Australia continues to change. By **exploring the way transnational and intercultural collaboration supports shared and sustainable futures**, students reflect on how Australians can participate in the Asia region as active and informed citizens. (Boldfaced by the study team)

Source: Extracted from “General Capabilities” and “Cross-curriculum Priorities” of the Australian Curriculum Version 9.0. About the Learning Area (HASS, Geography, History, Civics and Citizenship, and Economics and Business).

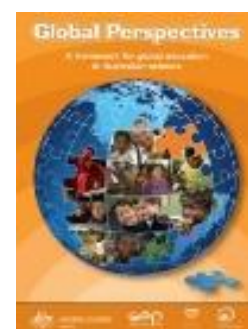
#### **Learning Area: Science (Earth and Space Sciences) (F-Y10)**

Students **explore a range of systems that operate at different time and spatial scales. By investigating the relationship between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth’s geosphere, biosphere, hydrosphere and atmosphere.** Students explore contexts, such as ecosystem dynamics, weathering and erosion, energy sources, green chemistry and **global climate change**, with a focus on understanding how science is used to predict possible effects of human and other activity on the Earth system and to develop management plans or alternative technologies that minimise or mitigate these effects. Students **appreciate that science provides the basis for decision-making in many areas of society and that these decisions can impact the sustainability of environmental, social and economic systems.** (Boldfaced by the study team)

Source: Extracted from “Cross-curriculum Priorities” of the Australian Curriculum Version 9.0. About the Learning Area (Science).

In Australia, various national initiatives have been implemented to promote international education. Typical examples include the Australian Sustainable Schools Initiative (AuSSI) (2003-2011) and the Global Education Program (GEP) (1994-2015). While the former initiative aimed to incorporate sustainability, one of the AC’s cross-curriculum priorities, into classroom practices, the latter program aimed to spread global education across the country. The GEP also developed guidelines, *Global Perspectives: A Framework for Global Education in Australian Schools*, which laid the foundation for global education in schools.

Apparently, many of the AC’s learning areas (subjects) are closely related to international education. Among them, the learning area of HASS is detailed below as an example.



Source: Global Education website  
**Figure 5-3. Global Perspectives**

**Table 5-5. Components of HASS in Primary Education**

Grades	Areas	Descriptions	Relevant contemporary issues
Grade 2	Geography	<ul style="list-style-type: none"> <li>Learn how places can be spatially represented in geographical divisions from local to regional to state/territory</li> <li>Understand how people and places are interconnected</li> <li>Recognize the interconnections of First Nations Australians to a local Country/Place</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural understanding</li> <li>Migration / multicultural coexistence</li> </ul>
Grade 3	History	<ul style="list-style-type: none"> <li>Understand the causes and effects of changes to the local community</li> <li>Understand how people who may be from diverse backgrounds have contributed to these changes</li> <li>Understand significant events, symbols and emblems that are important to Australia’s identity and diversity, and how they are celebrated, commemorated or recognized in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals</li> </ul>	<ul style="list-style-type: none"> <li>Intercultural understanding</li> <li>Migration / multicultural coexistence</li> </ul>

	Geography	<ul style="list-style-type: none"> <li>• Recognize the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonization</li> <li>• Analyse the locations of Australia's neighbouring regions and countries, the ways First Nations Australians in different parts of Australia are interconnected with Country/Place, the similarities and differences between places in Australia and neighbouring countries in terms of their natural features</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• International relationships / cooperation</li> <li>• Migration / multicultural coexistence</li> </ul>
Grade 4	History	<ul style="list-style-type: none"> <li>• Learn about the diversity of First Nations Australians, their social organization and their continuous connection to Country/Place</li> <li>• Learn about the causes of the establishment of the first British colony in Australia in 1788</li> <li>• Learn about the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony</li> <li>• Reflect on the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Migration / multicultural coexistence</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>• Consider the sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> </ul>
	Civics and Citizenship	<ul style="list-style-type: none"> <li>• Understand the diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> </ul>
Grade 5	History	<ul style="list-style-type: none"> <li>• Consider the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment</li> <li>• Reflect on the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Migration / multicultural coexistence</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>• Understand the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Migration / multicultural coexistence</li> </ul>
Grade 6	History	<ul style="list-style-type: none"> <li>• Analyse the motivation of people migrating to Australia since Federation and throughout the 20th century</li> <li>• Understand their stories and effects on Australian society, including migrants from the Asia region</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Migration / multicultural coexistence</li> </ul>
	Geography	<ul style="list-style-type: none"> <li>• Consider the geographical diversity and location of places in the Asia region, its location in relation to Australia, and Australia's interconnections with other countries</li> <li>• Reflect on how these change people and places</li> </ul>	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• International relationships / cooperation</li> <li>• Migration / multicultural coexistence</li> </ul>

In Australia, various measures are taken at the state level to put the national and state curricula into practice in the classroom. First, the connections between learning components and general capabilities (or capabilities) are defined and articulated in the curricula. Second, achievement standards are set for the general capabilities to make it easier to assess students' progress in learning. Third, the state departments of education in NSW and VIC, among others, develop their own educational materials and resources and provide them for free online. In particular, Arc, a platform established by the VIC Department of Education to provide teachers with access to educational materials and resources, is noted for its usability and informativeness. Based on the recognition that state-wide efforts are required to promote international education (locally known as "global citizenship education" in VIC), the Global Citizenship for Intercultural Understanding Framework was developed in VIC in 2015.



Source: VIC State website about Arc.

**Figure 5-4. VIC State Website about Arc**

### 5-3 Classroom Teaching Systems and Methods and Teachers' Capacity Building for International Education in Australia

#### ■ **Rooty Hill High School** (Community school; Number of students: 1,080; Number of teachers: 80)

Rooty Hill High School is a comprehensive school in Western Sydney. The school caters for students from Grades 7 to 10, including 650 students speaking English as an additional language. Students with First Nations ancestry comprise 5% of the school population, which is higher than the national average of 3%. In addition to them, students of diverse backgrounds attend the school, such as Filipino, Fijian, Samoan, and other Pacific Islander, British, Arabian, and Indian, creating a multicultural learning environment.



**Rooty Hill High School**

In 2018, the school developed a strategic plan to cultivate respect for the histories and cultures of First Nations Australians and promote inclusive education for First Nations students and ensure the inclusiveness of all students. In 2022, the school developed a Reconciliation Action Plan in collaboration with 28 teachers and community members to promote the participation of First Nations students in the classroom, strengthen collaboration with First Nations residents in the community, and organize and implement school education activities such as celebrations for National Reconciliation Week. In addition, First Nations Education Coordinators have been assigned to the school's subject teams to help First Nations students learn the subjects.

#### ■ **The Mac.Robertson Girls' High School** (Government selective-entry school; Number of students: 1,200; Number of teachers: N/A)

The Mac.Robertson Girls' High School is a selective-entry school in Melbourne that admits only top one-percent students. The school caters for students from Grades 9 to 12, mostly comprised of Indians and Southeast Asians. There are no students with First Nations ancestry in the school.

During its visit to the school, the study team interviewed Japanese language teacher, Sawaki, about multicultural education in Japanese language classes. He answered as follows.



**The Mac.Robertson Girl's High School**

- His Japanese Language classes are designed to encourage students to reflect on humanities in languages and language life. To begin with, languages are a means of communication. Therefore, language subjects should be designed to develop communication skills, which inevitably include cultural competency. Learning other languages is learning other cultures.
- *Irezumi* means tattoo in Japanese. Although they mean the same thing, they represent different cultures. The connotations associated with the Japanese word "irezumi" are different from those of the word "tattoo" as used in Australia and New Zealand.

- Learning other languages also means learning different logical order. Conclusions come last in Japanese and come first in English. Japanese speakers tend to make concessions and apologies in advance, while English speakers are expected to reach a conclusion as soon as possible. Even the same person seems to have different personalities when speaking different languages.

### ■ Capacity Building for Teachers

In 2011, Australian Institute for Teaching and School Leadership (AITSL) published the seven Australian Professional Standards for Teachers, stratified by career stage, from graduates to lead teachers. These Teacher Standards have been used as the basis to develop teacher training courses since their adoption. AITSL's Teachers Standards also include 37 teacher training courses.

Graduates from university teacher preparation programs work in schools as Provisional Teachers for one or two years while taking beginner training to gain Proficient Teacher accreditation from the school's accreditation committee. The Proficient Teacher accreditation is reviewed and renewed every five years. In some states, Conditional Teacher accreditation has been introduced for new graduate teachers, in addition to the Provisional Teacher accreditation, to tackle the serious shortage of teachers. Meanwhile, Highly Accomplished Teacher accreditation, launched in 2011, has been given to only about 1,300 teachers nationwide as of 2023, partly because it is optional (only for applicants) and partly because it is difficult to achieve.

At the federal level, AITSL provides teacher accreditation and online training materials for practitioners. As for international education, there are two types of training materials (toolkits and classroom videos) for culturally responsive teaching practices.



Source: AITSL website

**Figure 5-5. AITSL's Classroom Video Series**

Meanwhile, Rooty Hill High School, visited by the study team, provides various in-house training programs, which are organized by teacher teams. At the school, thematic teams consisting of several teachers take the initiative in school reforms. There are several thematic teams, such as Learning Progression, Evidence-based School Culture and Practice, Classroom Practices, Students' Learning Journey. Among them, the Next Community Practice team is responsible for implementing and reviewing activities to promote inclusive learning for Aboriginal and ensure the inclusiveness of all students. These team activities are described in the school's annual reports.

## 5-4 Process Analysis from Educational Policy to Classroom Practice in International Education in Australia

### ■ Education Policy Level (Curriculum Level)

In Australia, responsibilities for education are assigned to the state and territorial governments by the Constitution. Developed under the national education policy based on this premise, the AC serves as a kind of safety net, used as the basis for curriculum development in some states and adopted as it is in others. This is well described by the phrase "adopt and adapt" as mentioned by educational officials interviewed by the study team in NSW and VIC. The AC developed by the federal government can be either adopted as it is or adapted to the local needs by individual state governments. This principle leaves room for discretion, resulting in different practices in different states.

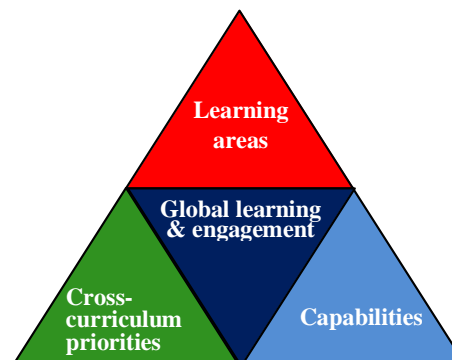
The AC is characterized by the challenging need to connect the learning areas (contents) with general capabilities and cross-curriculum priorities (skills in a broad sense). In particular, the new AC, updated from Version 8.4 to Version 9.0 almost a decade after the current version was rolled out in 2013, marked an important milestone by reducing the contents and indicating their connections with skills more clearly



in the framework and resources, based on the results of education activities practiced on a social experimental basis for 10 years as mentioned above.

#### ■ School Level (International Education Practices)

The analysis of how international education is incorporated into the three dimensions of the AC tends to focus on which learning areas integrate international education and whether international education and relevant contemporary issues are covered in priorities. However, the recognition of the importance of their interrelations will shed fresh light on the need to consider, for example, how to link the opportunities to develop and demonstrate the general capability of Intercultural Understanding with the learning area of HASS. In fact, since the AC was updated to Version 9.0, these connections have been more clearly indicated in the framework and resources by presenting the curriculum in digital format with icons and hyperlinks and providing a diverse range of supporting resources. This is well represented by the model shown by the VIC Department of Education. As seen on the right, the topic in the central triangle, whether it is global learning or not, is always linked to the three dimensions of learning areas, capabilities, and cross-curriculum priorities.



Source: Created by the study team based on materials provided by the VIC Department of Education

**Figure 5-6. Conceptual Model illustrated by the VIC Department of Education**

In addition, in parallel with the development of professional development frameworks and standards for teachers and school administrators, school-based training courses have evolved to meet their needs. Teachers are also given time for peer-to-peer learning and discussion for curriculum management. Some schools work to facilitate flexible and quality classroom practices, not only in international education but also in other subjects, by preparing lesson plan templates that can be completed by simply copying the state learning objectives (e.g., big ideas) and filling in the remaining information. Many teachers, especially young ones, interviewed by the study team mentioned that they were allowed to replicate or arrange existing lessons, rather than making lesson plans from scratch, to devote their efforts to helping students learn effectively. This indicates that like scientists, teachers can also “stand on the shoulders of giants.”

In addition, in parallel with the development of professional development frameworks and standards for teachers and school administrators, school-based training courses have evolved to meet their needs. Teachers are also given time for peer-to-peer learning and discussion for curriculum management. Some schools work to facilitate flexible and quality classroom practices, not only in international education but also in other subjects, by preparing lesson plan templates that can be completed by simply copying the state learning objectives (e.g., big ideas) and filling in the remaining information. Many teachers, especially young ones, interviewed by the study team mentioned that they were allowed to replicate or arrange existing lessons, rather than making lesson plans from scratch, to devote their efforts to helping students learn effectively. This indicates that like scientists, teachers can also “stand on the shoulders of giants.”

### 5-5 Trends in International Education Support by Development Assistance Agencies and Other Organizations in Australia

#### ■ Development Assistance Agency: Transitions from the Australian Agency for International Development (AusAID) to the Department of Foreign Affairs and Trade (DFAT)

Australia’s development assistance began in 1946 after the Second World War ended. At the beginning, it was provided by individual departments. However, in 1974, they were merged to form the Australian Development Assistance Agency (ADAA). Later, it was demoted to the Australian Development Assistance Bureau (ADAB) under the Department of Foreign Affairs in 1976 and then renamed as the Australian International Development Assistance Bureau (AIDAB) when the Department of Foreign Affairs and the Department of Trade merged to form the Department of Foreign Affairs and Trade (DFAT) as part of the federal government reorganization of 1987.

In 1995, Australian Agency for International Development (AusAID) was established as an independent agency responsible for developing and implementing international cooperation policies and programs for the first time in two decades. However, in 2013, it was incorporated once again into the DFAT and restructured in July 2014. At present, the functions of the former AusAID have been transferred to the Development, Multilateral and Europe Group (DMG) in the DFAT.

While in existence, AusAID spent considerable funds over the years on projects, such as the AuSSI program,



Photo taken by the study team

**DMG housed in the Annex Building of DFAT**

aimed at promoting school education for sustainability as specified in the national curriculum, and the GEP, aimed at promoting global education in schools across the country. However, since these nation-wide programs/projects came to an end after AusAID was integrated into the DFAT, no government support has been provided for international education.

### ■ Australian Council for Education Research (ACER)

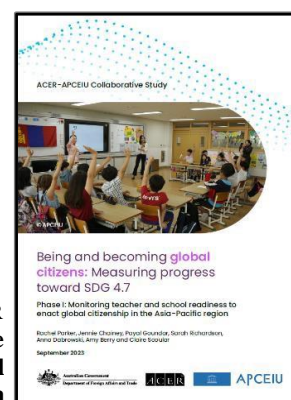
ACER is a non-profit educational research organization established in 1930 with support from the Carnegie Corporation of New York in the United States. Headquartered in Melbourne, VIC, ACER has domestic offices in Adelaide, Brisbane, Sidney, and Perth and overseas offices in Dubai, Jakarta, London, and New Delhi.

Under its partnership agreement with UNESCO, ACER works with the UNESCO Institute for Statistics and the UNESCO Bangkok Office to develop assessment methods to measure literacy and numeracy skills and relevant tools and methodologies to support education policymakers around the world. ACER also collaborates with UNICEF, the World Bank, the Indian Central Board of Secondary Education (CBSE), and the British Foreign, Commonwealth and Development Office (FCDO) to support educational assessment and reforms around the globe.

ACER is devoted to research on educational assessment and reporting (in the fields of humanities, social studies, mathematics, and science), domestic and international education surveys, projects on education and development, cross-country research on education policies and practices, research on psychometrics and psychometric methodologies, education system testing, and higher education development. As of the visit of the study team to Australia (in December 2023), ACER was engaged in a collaborative study with UNESCO-APCEIU to monitor global citizenship education (SDG 4.7) in the Asia-Pacific Region and had compiled a report on the features, practices, and challenges of global citizenship education in three countries (Australia, the Republic of Korea, and the Philippines).

Source: ACER

**Figure 5-7. ACER-UNESCO/APCEIU Collaborative Study Report (Summary) on Monitoring Global Citizenship Education in the Asia-Pacific Region**



### ■ Cultural Infusion

Cultural Infusion is a social enterprise established in Melbourne, VIC, in 2002 to build a world that is culturally and socially cohesive and values the richness of cultural heritage. Cultural Infusion also launched a data analytics platform, Diversity Atlas, in 2016 to offer strategic advice to various organizations to improve their performance and welfare based on measurements of cultural diversity within them. Moreover, Cultural Infusion develops and provides various education programs for schools and communities to foster the understanding of cultural diversity, such as “Fairytale Puppetry: Exploring Languages,” “Hero Ladybirds of the Galapagos Islands,” and “Rhythm Empire” (For details of these education programs, see p. 9-9 in Volume 2 of this Report).



Source: Cultural Infusion website

**Figure 5-8. Diversity Atlas**

### ■ Henry Parkes Equity Resource Centre (HPERC)

Located in Whalan in the west of Sydney, the capital of NSW, HPERC supports the implementation of equity-based education in government schools across the state, providing educational materials and resources related to contemporary equity issues and meeting and lecture rooms for NSW Department of Education officials, school teachers, university faculties, and lecturers. HPERC also boasts a library that

houses over 45,000 items, including multimedia tools, classroom practice resources, and training materials. It is staffed with librarians to help users by recommending books and educational materials that meet their needs and suggesting how to use them in the classroom.

## **5-6 Success Factors, Challenges, and Lessons Learned about International Education in Australia**

In Australia, a great emphasis is placed on international education as indicated by the following facts. To begin with, international education forms a large part of the curricula, including not only the AC but also the NSW Curriculum and the Victorian Curriculum, especially related to the general capability of Intercultural Understanding and the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability as well as the priorities of Civics and Citizenship and Diversity and Difference in the NSW Curriculum. In addition, according to stakeholder interviews in VIC, all the three dimensions of the curriculum are derived from global education. Moreover, contemporary issues related to international education are addressed in many of the learning areas.

However, even though international education forms a large part of the three dimensions of the curriculum, it would mean nothing if it were not practiced in the classroom. In this regard, various measures have been taken in Australia. For example, the descriptions of learning areas in the NSW Curriculum and the Victorian Curriculum include general capabilities and cross-curriculum priorities to help teachers understand how and in which part of the learning area to teach general capabilities and cross-curriculum priorities. In addition, students' understanding of Civics and Citizenship is assessed across the country through the National Assessment Program (NAP) sample assessment tests by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This is considered to be one of the most important success factors.

The second success factor is that achievement standards have been set to measure the capabilities listed in the curriculum as seen in VIC. Thirdly, as observed both in NSW and VIC, educational materials and resources have been developed and provided for free online to help anyone teach international education. Fourthly, the Global Citizenship for Intercultural Understanding Framework was developed in 2015, though it was only applied to VIC, where a study of international education (locally known as "global citizenship education") indicated the necessity of state-wide efforts to promote the education.

Thus, international education has been well developed and promoted in Australia. Still, there are some challenges. One of them is that the DFAT has stopped supporting international education programs. This has required NGOs and other organizations engaged in promoting international education with funds from AusAID to seek other financial sources. Another problem is the low awareness and interest of teachers, students, and community members in international education. It is also pointed out that educational materials and resources for international education are still limited.

To further develop international education in Australia, these problems should be addressed and solved one by one. At the same time, it is desirable to develop the capacity of teachers, especially young ones, to teach international education. To this end, it is considered important to establish and strengthen collaboration between young teachers and senior teachers with rich knowledge and experience in international education.

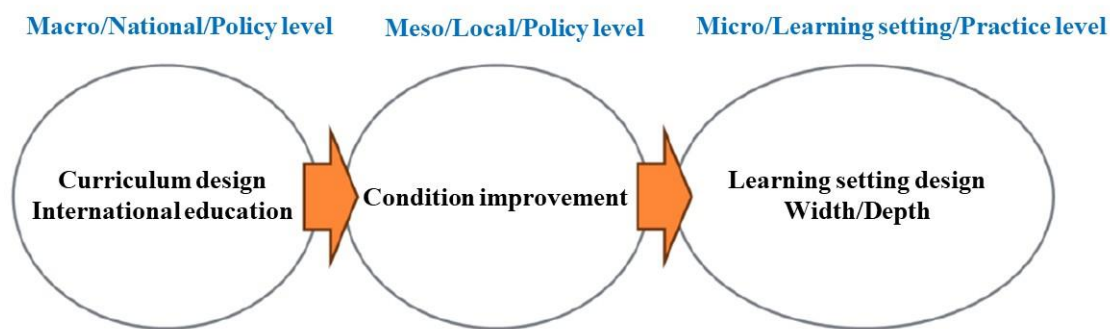


## Chapter 6 General Considerations Drawn from Cross-country Survey Results

### 6-1 Framework for Cross-country Comparison of Curricula and International Education Practices

This study explores answers to the following questions raised by National Institute for Educational Policy Research (NIER) and Japan International Cooperation Agency (JICA). NIER's question is how to design curriculum policy to develop the targeted capabilities and capacities, and JICA's question is what support to offer to promote international education.

These questions can be answered by analysing the process from curriculum development and implementation design (policy) at the starting point to learning setting design (practice) at the end point in the countries selected for this study (See Figure 6-1 below). First, a macro-level analysis is required to examine curriculum development and implementation (including international education) (i) at the macro / national / policy level at the starting point. Second, a meso-level analysis is needed to identify the conditions to be met (ii) at the meso / local / policy level that mediates between the macro and micro levels. Third, a micro-level analysis is expected to reveal the necessary learning setting design and achievements in capabilities and capacities (iii) at the micro / learning setting (school / classroom / regular or non-regular hours) / practice level at the end point.



Source: Created by the study team member and author of Chapter 10 in the final report of this study

**Figure 6-1. Framework for Analysis of Curriculum Development and International Education**

#### ■ Macro-, Meso-, and Micro-level Processes in the Countries Surveyed

The macro (national) policy level analysis needs to consider what capabilities and capacities are targeted and mapped in the curriculum and how international education is positioned and promoted in the curriculum. In the countries surveyed, the curriculum is built around capabilities and capacities and places an emphasis on contemporary issues related to international education as cross-curricular topics.

The meso (local) level analysis needs to examine what process is undertaken to realize the curriculum and what improvements are planned to the conditions to put the policy into practice. In the countries surveyed, various attempts have been made, such as developing basic plans, designating schools, empowering the leadership of lead teachers, training teachers, and developing educational materials and resources with the focus on global citizenship education (Korea), establishing a global competency framework (Canada), and developing state-level curricula adapted to local contexts (Australia).

The micro (learning setting) level analysis needs to examine learning setting design from perspectives such as how international education is implemented (in terms of its width, depth, learning setting design, and connection with contemporary issues) and how much the capability and capacity targets have been achieved. In the countries surveyed, many teachers select their own topics and develop inter-curricular programs.

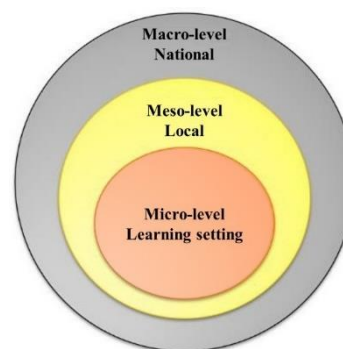
#### ■ Perspectives for Process Analysis from Policy to Practice

First, the analysis is undertaken from two perspectives: curriculum design and condition design. At the macro national level, a general framework is provided for curriculum development. It is translated into more specific programs at the meso-level and further into learning setting plans at the micro-level, adapted to the needs and contexts of local communities, schools, and students. Meanwhile, there are conditions that must be met to implement the curricula. That is why it is important to confirm what improvements are

planned to the conditions at the macro-, meso-, and micro-levels.

Second, the analysis goes on to examine actors and their missions to elucidate who contributes, how they contribute, and what learning settings and practices they can create (inside and outside schools and classrooms) for curriculum implementation at the macro-, meso-, and micro-levels.

This is illustrated by Figure 6-2, where the design of learning settings is realized with support from various actors interrelated across different levels, unlike Figure 6-1, where the macro-, meso-, and micro-levels are connected by arrows to indicate that the design of learning settings is realized in a linear manner from the macro- through meso- to micro-levels.



Source: Created by the author of Chapter 10 in the final report of this study

**Figure 6-2. Macro-, Meso-, and Micro-level Process**

## **6-2 General Considerations on Curricula Including International Education**

### **(1) Macro-level Analysis**

The macro-level curriculum analysis reveals the following similarities:

- (i) As seen in the previous study, the curricula are designed to develop not only knowledge and skills (contents) but also capabilities and capacities (competencies). To these ends, the curricula have been improved in general by integrating the contents and competencies, rather than separating them from each other.
- (ii) In this context, international education has been closely related to global education and globalization – in other words, closely linked to competencies.
- (iii) In the curricula, international education is not included as an independent subject or learning area but regarded as a cross-curricular or interdisciplinary learning theme.
- (iv) The countries surveyed have seen decreases in the number of nationwide international education support projects. Canada, the United Kingdom, and Australia shifted the focus of international education support projects from the macro- to the meso- and micro-levels while their development assistance agencies were integrated into the departments of foreign affairs.

### **(2) Meso-level Analysis**

The meso-level analysis reveals the following similarities:

- (v) Various measures are taken to guarantee or encourage the adaptation (or interpretation) of the national curriculum at the local and school levels.
- (vi) The means of curriculum implementation have been improved in general as well as in terms of international education since the previous study, for example, by introducing frameworks for setting capability and capacity targets, offering teacher training courses, educational materials, and classroom and training resources, and developing platforms and technologies for curriculum development and training.

### **(3) Micro-level Analysis**

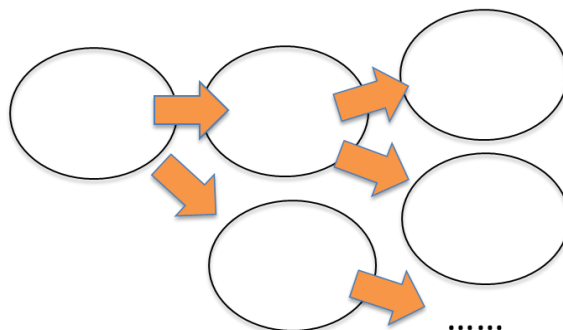
The micro-level analysis reveals the following similarities:

- (vii) Teachers are encouraged to participate in curriculum management, including developing curriculum programs and lesson plans, provided with the resources required for practices (including those developed by private entities and NGOs), and given time to work together in teams or as a whole school for curriculum management and professional development to provide creative lessons in their own ways.
- (viii) While welcoming students, parents, community members, and teachers with different backgrounds, including immigrants, various initiatives are taken to develop inclusive and fair curricula and learning settings.
- (ix) Students' academic achievements are assessed through two main approaches: summative assessment to measure basic skills (e.g., literacy) and formative assessment to develop high-level capabilities and capacities. For the latter approach, various evaluation methods are being explored.

#### (4) Process Analysis from Policy to Practice

While macro-level authorities focus on what capabilities and capacities (competencies) to develop, meso- and micro-level actors are given great discretion on how to design the curriculum to achieve the capability and capacity targets, and therefore various different measures take place at the meso- and micro-levels, as illustrated in Figure 6-3.

If schools can operate as autonomous units exploiting internal and external resources and making effective use of meso- and macro-level frameworks, they can create better learning settings. It is therefore recommended that the framework for developing learning settings shown in Figure 6-2 should be modified by making it more school-centred with support from macro- and meso-levels, as shown in Figure 6-4.



Source: Created by the author of Chapter 10 in the final report of this study

**Figure 6-3. Different Implementation Processes from Macro- through Meso- to Micro-Levels (from Left to Right)**

Source: Created by Tanaka S. and modified by the author of Chapter 10 in the final report of this study

**Figure 6-4. New Concept of Micro-, Meso-, and Macro-level Structure**

Finally, conclusions are drawn to answer the two questions raised at the beginning of this chapter. First, to answer the question of how to design curriculum policy to develop the targeted capabilities and capacities, this study reveals the latest curriculum design process at the national level (or at the state level in the case of Canada), though it does not seem to fully elucidate the meso- and micro-level processes. Further analysis is needed, especially in terms of international education practices and achievements in capability and capacity development at the exit point. Further information should be obtained on the width and depth of education practices, advanced cases, and achievements in relevant capability and capacity development at the end point to review the entire curriculum policy and process from the starting point to the end point.

Second, to answer the question of what support to offer to promote international education, this study elucidates, to some extent, who is engaged and how they are engaged in curriculum and condition design at the macro-, meso-, and micro-levels in the four countries surveyed. Based on the entire picture of the process from policy to practice, the study should be continued to consider what support Japan and JICA should offer.

## Chapter 7 Recommendations for Further Promotion of International Education

### 7-1 Education Policy Trends Related to International Education in the Countries Surveyed

In the four countries selected for this study, the rapid transition to and continued development of a multicultural society have increased awareness of the importance of developing the mindset and ability to tolerate, respect, and understand different cultures and new ideas to survive the complex society. This has also changed the way international education is addressed in education policy. More specifically, there are three major changes. First, the significance of developing capabilities and capacities (competencies) has increased. Second, as new subjects (or learning areas) have been introduced, more weights have been assigned to contemporary issues. Third, a greater emphasis has been placed on linking learning components to capabilities and capacities (competencies). In addition, in Canada, the United Kingdom, and Australia, the development assistance agencies have been restructured, and their support for international education activities has changed significantly from the conventional form seen in Phase I of this study (December 2011 to March 2014).

### 7-2 Changing School Circumstances, Challenges, and Response Measures

School circumstances have changed significantly over the past decade as society has transformed due to the rapid globalization. The four case study countries have also seen changes in the following five aspects of school education and faced challenges resulting from the changes: the growing number of students with foreign backgrounds, the increasing discretionary powers of schools and resulting autonomy in their education activities, the growing workload of teachers, the increasing scale and complexity of cross-curricular issues, and the absolute shortage of leading educators in international education. To overcome these challenges, various efforts have been made, involving various organizations and institutions.

**Table 7-1. Changing School Circumstances, Challenges, and Response Measures**

Changing circumstances and challenges	Response measures	Major organizations/institutions involved
Changing circumstances: <ul style="list-style-type: none"> <li>The growing number of students with foreign backgrounds</li> </ul> Challenges: <ul style="list-style-type: none"> <li>Limitations of the conventional one-fits-all approach</li> </ul>	<ul style="list-style-type: none"> <li>Taking approaches tailored to the individual needs and characteristics of students with different backgrounds (KR, CA, UK, AU)</li> <li>Strengthening understanding of students with multi-layered identities (UK)</li> <li>Providing continuing professional development for teachers (KR, CA, UK, AU)</li> </ul>	<ul style="list-style-type: none"> <li>State departments of education (CA, AU)</li> <li>UNESCO-APCEIU (KR)</li> <li>Development Education Centres (UK)</li> </ul>
Changing circumstances: <ul style="list-style-type: none"> <li>The increasing discretionary powers of schools and resulting autonomy in their education activities</li> </ul> Challenges: <ul style="list-style-type: none"> <li>Disparities in international education practice between schools</li> </ul>	<ul style="list-style-type: none"> <li>Allowing flexible changes in the learning components of the curriculum while establishing assessment standards to measure capabilities (CA, AU)</li> </ul>	<ul style="list-style-type: none"> <li>State departments of education (CA, AU)</li> </ul>
Changing circumstances: <ul style="list-style-type: none"> <li>The growing workload of teachers</li> </ul> Challenges: <ul style="list-style-type: none"> <li>Difficulties in making time for class preparations</li> </ul>	<ul style="list-style-type: none"> <li>Providing various educational materials and resources, including online resources and ICT tools, developed by external organizations and institutions (KR, CA, UK, AU)</li> <li>Providing lesson plans developed by private entities (UK)</li> </ul>	<ul style="list-style-type: none"> <li>External organizations and institutions (KR, CA, UK, AU)</li> <li>Oak National Academy (UK)</li> </ul>

<p>Changing circumstances:</p> <ul style="list-style-type: none"> <li>The increasing scale and complexity of cross-curricular issues</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>Limited ideas and lack of capacity to create lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Providing continuing professional development for teachers (KR, CA, UK, AU)</li> <li>Providing international education guidebooks and supplementary resources developed by local authorities (KR, AU)</li> <li>Provide consulting services and support from external organizations and institutions (CA, UK, AU)</li> </ul>	<ul style="list-style-type: none"> <li>UNESCO-APCEIU and local authorities (KR)</li> <li>State governments (CA, AU)</li> <li>Ontario Institute for Studies in Education of the University of Toronto (CA)</li> <li>Aga Khan Foundation Canada (CA)</li> <li>Development Education Centres (UK)</li> <li>Development Education Research Centre at University College London Institute of Education (UK)</li> <li>Cultural Infusion and Henry Parkes Equity Resource Centre (AU)</li> </ul>
<p>Changing circumstances:</p> <ul style="list-style-type: none"> <li>The absolute shortage of leading educators in international education</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>Poor international education practices</li> </ul>	<ul style="list-style-type: none"> <li>Fostering Lead Teachers (KR)</li> <li>Collaborating with university education faculties and teachers' colleges (KR, CA, UK)</li> </ul>	<ul style="list-style-type: none"> <li>UNESCO-APCEIU (KR)</li> <li>University education faculties and teachers' colleges (KR, CA, UK)</li> </ul>

Note: Countries are represented by abbreviations, such as KR for Korea, CA for Canada (Ontario), UK for the United Kingdom (England), and AU for Australia (NSW and VIC)

Source: Created by the study team

### 7-3 Effectiveness of Involving Meso-level Actors in Japan's Support for Schools

#### (1) Meso-level Organizations and Their Approaches and Outcomes in the Four Countries Surveyed

Below is a list of meso-level organizations and institutions engaged in educational support activities in the four countries surveyed in this study, along with their approaches and outcomes.

**Table 7-2. Promotion and Expansion of International Education in the Four Countries Surveyed: Meso-level Organizations and Their Approaches and Outcomes**

	Organizations/Institutions	Approaches	Outcomes
Korea	(1) Metropolitan/Provincial offices of education (local offices of education such as Seoul Metropolitan Office of Education and Gyeonggi Provincial Office of Education)	<p>(1) Developing educational materials for international education tailored to local contexts</p> <ul style="list-style-type: none"> <li><b>Development of educational materials and resources</b></li> </ul>	<ul style="list-style-type: none"> <li>Global citizenship education has been promoted and expanded smoothly</li> </ul>
	(2) UNESCO Asia-Pacific Centre of Education for International Understanding (UNESCO-APCEIU)	(2) Earning confidence from the national government (the Ministry of Education) and schools by highlighting its fundamental strengths as a UNESCO-based organization	
		(2) Building effective collaborative relationships with the national government (Ministry of Education), local authorities (metropolitan and provincial offices of education), and schools	
		<p>(2) Developing and implementing training programs for Lead Teachers engaged in global citizenship education</p> <ul style="list-style-type: none"> <li><b>Continuing professional development for teachers</b></li> <li><b>Consulting services</b></li> </ul>	

	(3) Korea International Cooperation Agency (KOICA)	<p>(3) Implementing campaigns to raise awareness on international development cooperation targeted at students in elementary, middle, and high schools and universities and Official Development Assistance Education including activities to promote and expand global citizenship education</p> <ul style="list-style-type: none"> <li>• <b>Development of educational materials and resources</b></li> <li>• <b>Continuing professional development for teachers</b></li> </ul>	
Canada (Ontario)	(1) Toronto District School Board (TDSB)	<p>(1) Developing and spreading the Global Competency framework</p> <ul style="list-style-type: none"> <li>• <b>Consulting services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Schools make active use of meso-level organizations and institutions at their own discretion</li> <li>• In general, they are used to improve outcomes, especially in schools actively engaged in international education</li> </ul>
	(2) Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)	<p>(2) Organizing seminars and research projects on international education (Comparative, International and Development Education Centre: CIDECE)</p> <ul style="list-style-type: none"> <li>• <b>Fundamental research</b></li> </ul> <p>(2) Organizing workshops for developing lesson plans to address global issues and sharing experiences among the participants after the workshops (Critical Action Learning Exchange: CALE)</p> <ul style="list-style-type: none"> <li>• <b>Continuing professional development for teachers</b></li> </ul>	
	(3) Global Affairs Canada (GAC)	<p>(3) Developing the Virtual Engagement Resource Centre for All as an information platform to engage all Canadians in global issues</p> <ul style="list-style-type: none"> <li>• <b>Development of information platforms for educational materials and resources</b></li> </ul>	
	(4) Inter-Council Network (ICN)	<p>(4) Developing the Global Hive Toolkit (GHT) as an information platform for global education</p> <ul style="list-style-type: none"> <li>• <b>Development of information platforms for educational materials and resources</b></li> </ul>	
	(5) Aga Khan Foundation Canada (AKFC)	<p>(5) Developing educational materials and resources for international education</p> <ul style="list-style-type: none"> <li>• <b>Development of educational materials and resources</b></li> </ul>	
	(6) Ontario College of Teachers (OCT)	<p>(6) Selecting areas of study in pre-service teacher education</p> <ul style="list-style-type: none"> <li>• <b>Engagement in pre-service teacher education</b></li> </ul>	
United Kingdom (England)	(1) Development Education Research Centre (DERC) at University College London Institute of Education (UCL-IOE)	<p>(1) Evaluating the effectiveness of development education and providing diploma courses in global learning, educational consulting services, training courses, and seminars</p> <ul style="list-style-type: none"> <li>• <b>Fundamental research</b></li> <li>• <b>Continuing professional development for teachers</b></li> <li>• <b>Consulting services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Schools make active use of meso-level organizations and institutions at their own discretion</li> </ul>
	(2) British Council	<p>(2) Implementing international education projects (e.g., Global School Partnership (GSP) and Connecting Classrooms through Global Learning (CCGL))</p> <ul style="list-style-type: none"> <li>• <b>Curriculum management</b></li> <li>• <b>Continuing professional development for teachers</b></li> </ul>	
	(3) Development Education Centres (DECs)	<p>(3) Providing consulting services on global learning, developing educational materials and resources, organizing training and seminars, awarding Global Teacher Awards, including Global Citizenship as an area of study in university education faculties</p> <ul style="list-style-type: none"> <li>• <b>Consulting services</b></li> <li>• <b>Development of educational materials and resources</b></li> <li>• <b>Continuing professional development for teachers</b></li> <li>• <b>Engagement in pre-service teacher education</b></li> </ul>	

	(4) PSHE Association & Association for Citizenship Teaching (ACT)	(4) Developing learning programs for Personal, Social, Health and Economic Education (PSHE) and Citizenship and providing training • <b>Development of educational materials and resources</b> • <b>Continuing professional development for teachers</b>	<ul style="list-style-type: none"> <li>• In collaboration with the Department for Education, PSHE Association has developed PSHE learning programs and greatly contributed to PSHE teaching</li> <li>• Educational materials and resources developed by ACT and ONA have been widely used and helped teachers (especially young ones) with their teaching practices</li> </ul>
	(5) Private entities (Oak National Academy (ONA), etc.)	(5) Developing curriculum resources (curriculum guides and lesson plans) and providing training • <b>Development of educational materials and resources</b>	
	(6) Former Development Education Association (DEA), currently known as Reboot the Future	(6) Developing the Global Dimension as an information platform for global learning • <b>Development of information platforms for educational materials and resources</b>	
Australia (NSW/VIC)	(1) State departments of education	(1) Collaborating with the state departments of education to develop educational materials and resources and distribute them through dedicated websites • <b>Development of educational materials and resources</b> • <b>Development of information platforms for educational materials and resources</b>	<ul style="list-style-type: none"> <li>• Schools make active use of meso-level organizations and institutions at their own discretion</li> </ul>
	(2) Henry Parkes Equity Resource Centre (HPERC)		
	(3) Cultural Infusion	(2) Developing unique tools such as Diversity Atlas and providing and implementing international education programs in schools • <b>Development of educational materials and resources</b> • <b>Curriculum management</b>	

Source: Created by the study team

## (2) JICA's Advantages in Serving as a Meso-level Actor

JICA is a government agency responsible for Japan's overseas development assistance. According to the Development Cooperation Charter, its responsibilities also include promoting development education using the knowledge and know-how gained through its overseas development assistance activities. JICA has the ability and strength to serve as a meso-level actor to further promote international education in Japan.

One of the advantages of JICA is its neutrality, which makes it an ideal partner for education boards and schools seeking advice and support for international education. The same goes for KOIKA and UNESCO-APCEIU in Korea and British Council in the United Kingdom.

The second advantage of JICA is its wide experience in international cooperation, which makes it easier for JICA to collaborate with different organizations, institutions, and individuals in and beyond Japan. In fact, JICA has built collaborative relationships with key players in educational administration in Japan, such as the Ministry of Education, Culture, Sports, Science and Technology (MEXT), National Institute for Educational Policy Research (NIER), prefectural and municipal boards of education, and individual school teachers, and strengthened its ties with domestic university research institutions, NGOs, and private entities. In addition, with 96 overseas offices around the world, JICA has developed collaborative networks with overseas government agencies and research institutions, such as the DERC at UCL-IOE.

## 7-4 Recommendations for Promotion and Expansion of International Education in Japan

In light of the survey results of the four selected countries and the changing circumstances and needs of schools in Japan, this report suggests that the following assistance should be provided at the meso-level to promote and expand international education in Japan. The recommendations are presented in the following order: (i) the capability and capacity development of teachers and schools for international education (Recommendations 1 to 3); (ii) the specific components of international education (Recommendations 4 to 5); (iii) pre-service teacher education for students aspiring to teaching careers to develop a knowledge of international education (Recommendation 6); and (iv) other important matters.

### **Recommendation 1. Provide teacher training and other interventions and expand continuing professional development for international education**

In-service teacher training and continuing professional development (CPD) play an essential role in promoting and expanding international education. It is strongly recommended that local boards of education and other authorities should take the initiative in providing in-service teacher training and CPD programs that not only cover basic topics, such as what international education is and what it is implemented for, but also integrate sessions on what to teach in international education, what teaching methods and approaches to use for individual learning components, and how to integrate international education into the existing curriculum.

#### **■ Possible assistance provided in the Development Education Support Program of JICA**

JICA has organized various training courses, seminars, and workshops to develop the capacity of school teachers to teach international education. These efforts should be continued for years to come. It is also worth considering exploring new opportunities to collaborate with boards of education, especially in areas with a high concentration of foreign residents, and holding training courses, seminars, and workshops themed on international understanding and multicultural coexistence by combining online, in-person, and various other delivery options.

The networks of teachers from different prefectures around Japan who have engaged in JICA activities (e.g., participants in JICA's study tour program for teachers and JICA's overseas volunteer program) can be used to select suitable lecturers and provide follow-up support after training sessions and seminars.

It can also be helpful for JICA to review how to use its Special Participation System for In-service Teachers to encourage in-service teachers to participate in overseas volunteer work.

### **Recommendation 2. Provide know-how for curriculum management to schools**

Because international education is not included as a subject in the existing Courses of Study, the entire school curriculum should be managed properly to secure time for international education. This raises the need to provide knowledge and know-how on curriculum management for cross-curricular learning. Desirably, these interventions should be led by local boards of education and, if necessary, in collaboration with their partners, such as universities, research institutions, consulting firms, and educational organizations.

#### **■ Possible assistance provided in the Development Education Support Program of JICA**

In these interventions, JICA can work indirectly, rather than directly, through its Development Education Support Program. For example, when local boards of education provide knowledge and know-how on curriculum management through teacher training and consulting services for individual schools, JICA can provide indirect support, using its experience to advise how schools can manage their curricula to make time for JICA's International Cooperation Lectures and visits to JICA Global Plaza and other JICA facilities.

### **Recommendation 3. Establish consulting centres and assign consulting staff**

Given the considerable need for advice and consulting services on international education practices, it is recommended that prefectural and municipal boards of education, especially in areas with a high concentration of foreign residents and an urgent need for international education, should establish consulting centres (e.g., international education consulting centres) and provide consulting services in person, online, or via email to teachers and school staff interested in international education. Existing systems and resources can also be used, instead of consulting centres, such as Community-School Collaboration Facilitators and Education Advisors for Foreign Students, to provide knowledge and know-how to teachers passionate about international education.

#### **■ Possible assistance provided in the Development Education Support Program of JICA**

JICA's knowledge and experience can be used when local boards of education establish international education consulting centres. JICA's Coordinators for International Cooperation can also play a key role in these attempts by connecting local organizations and individuals engaged in international education and introducing them to local boards of education.



#### **Recommendation 4. Provide educational materials and resources and integrate new perspectives into the development process**

One of the prerequisites for promoting and expanding international education in schools across Japan is to provide school teachers with easy access to a wide range of educational materials and resources for international education. While there are abundant teaching materials and resources for curriculum subjects, there are only a few materials and resources for international education because it is not included as a subject in the Courses of Study. It is urgent to develop and provide educational materials and resources for international education.

It is also advisable to consider the following three perspectives when developing educational materials and resources for international education: (i) how to integrate the increasingly important concept of global citizenship into educational materials to be developed; (ii) how to clarify the connections of the contents of the developed educational materials to the Courses of Study; and (iii) how to use various means, including non-verbal ones such as arts-based practices, to learn the histories and cultures of different countries around the world.

##### **■ Possible assistance provided in the Development Education Support Program of JICA**

JICA has supported the development of educational materials and resources for international education. This support should be continued to provide useful educational materials and resources for international education in schools and, if possible, extended to introduce the above-mentioned three perspectives to boards of education and NGOs engaged in developing educational materials to help them develop more effective educational materials and resources.

#### **Recommendation 5. Establish and operate information platforms for educational materials and resources**

At present, educational materials and resources are developed by different organizations and institutions and, in most cases, published on their respective websites. There is no platform that provides integral information on educational materials and resources for international education. It would be very helpful if there were an integrated information platform that manages all the educational materials and resources developed by different organizations and institutions.

This type of information platform would make it easier for school teachers to find educational materials and resources they need in their lessons and use them to provide effective education.

##### **■ Possible assistance provided in the Development Education Support Program of JICA**

It is worth considering updating the existing website of JICA with additional information on educational materials, resources, references, and teaching guides developed by external organizations as well as advanced features, such as searching by theme (e.g., intercultural understanding and global environment studies) and grade level (e.g., primary, lower secondary, and higher secondary or higher). These updates can significantly save time and make it easier for teachers to find the educational materials and resources they need, which is in turn likely to increase the website's traffic and page views.

#### **Recommendation 6. Strengthen engagement in pre-service teacher education**

At present, in Japan, the curricula of pre-service teacher education programs rarely include courses on international education (or international understanding education), and students aspiring to become teachers acquire little knowledge on international education in their pre-service education. It is strongly recommended that students in teacher education programs should acquire knowledge on international education in their pre-service teacher education to promote international education when they become teachers. It can be effective to add international education courses to the curricula of pre-service teacher training programs.

##### **■ Possible assistance provided in the Development Education Support Program of JICA**

Although JICA has been only partially and temporarily involved in pre-service teacher education at the university level, existing programs and resources can be used to set examples and promote the integration of international education courses into pre-service teacher training programs. If these courses become compulsory for students in teacher education programs, it can further empower young teachers with a basic knowledge of international education. It will also be effective if JICA exchanges information and views with the MEXT to explore support opportunities in pre-service teacher education.

### **Recommendation 7. Provide support to children with foreign backgrounds and promote inclusive learning for all students and multicultural coexistence**

At present, as the number of students with foreign backgrounds is increasing, schools are facing the growing need to provide Japanese language lessons to non-native Japanese speaking students and parents, hire counsellors to take physical and mental care of students with different backgrounds, and provide non-Japanese speaking parents with counselling services in their native languages. These environmental improvements are an integral part of international education. It can be brought to local communities through these support activities.

#### **■ Possible assistance provided in the Development Education Support Program of JICA**

JICA operates overseas volunteer programs. Quite a few participants in this overseas volunteer work use their language skills to support foreign residents in their communities after returning to Japan. For example, Senior Overseas Volunteer Associates, an NPO founded by ex-Senior Volunteers in Tokyo, offers support services, such as translating school communication for non-Japanese speaking parents and organizing supplementary Japanese language lessons for elementary school children from abroad, under outsourcing agreements with local boards of education. It will be helpful if JICA uses its existing networks with boards of education to organize and support these activities.

It can also be useful if JICA expands access to the education system and school culture guides developed and collected through its projects around the world and the exhibits and materials collected on Japanese overseas migration.

### **Recommendation 8. Establish discussion platforms and cooperate with different actors to strengthen meso-level collaboration**

JICA has established platforms for dialogue, such as the Development Education Sub-committee, to discuss development education with network NGOs. These platforms have facilitated information sharing and mutual understanding among stakeholders. It would be critical to maintain these platforms and strengthen mutual understanding among important meso-level organizations and institutions to promote and expand international education in schools across Japan in the future. It is also worth considering using these discussion platforms to explore opportunities for further collaboration and partnership between JICA and NGOs.

### **Recommendation 9. Make attempts and efforts to promote Collaborative Online International Learning**

The term “Collaborative Online International Learning (COIL)” generally refers to an approach that uses ICT to bring students together from around the world to learn through project-based learning (PBL). The growing prevalence of online teaching and learning during the global COVID-19 pandemic has significantly reduced the barriers and the sense of extraordinariness associated with e-learning. Therefore, JICA’s attempts to implement COIL practices using its knowledge and know-how accumulated over the years and its networks with overseas schools and educators will also be helpful in promoting and expanding international education in Japan.

Although more specific considerations will be required, it is worth considering implementing COIL with themes such as recent trends in international education and relevant issues in collaboration with schools in Korea, a neighbouring country with a similar education system to that of Japan.

These are recommendations for meso-level assistance required to further promote and expand international education in Japan. Many of these nine recommendations can be put into practice by using knowledge and know-how JICA has accumulated over the years. Going forward, it will be desirable for Japanese educational organizations and institutions, including JICA, to use these recommendations as starting points to explore and implement opportunities so that in the end, their support can empower school teachers to practice international education in schools across Japan.