Implementing Education for International Understanding

and Cultivating Students' Awareness of Learning to Live Together
Outline

• Introduction

• Opinions of Education for International Understanding (EIU)

• Developing Teaching Textbooks is an important method of cultivating students’ awareness of learning to live together

• Reflections
Introduction

- Beijing Institute of Education (BIE) was founded in 1953.
- An independent teacher-training institute of adult higher learning.
- Training 20,000 principals and teachers and 800 foreign students annually.
- An associated center of APEID and a member of UNESCO Clubs Association, establishing cooperative and exchange relationship with nearly 30 universities and education institutes including Asia-pacific countries.
During the course of advancing EIU, BIE put forward the following strategies:

– Developing textbooks (mainly in Primary and Secondary school)
– Teachers' training (more than 400 teachers)
– Teaching practices (in more than 50 schools)
– International cooperation exchange
I. Opinions of Education for International Understanding

- EIU is an important theme of contemporary international education
- EIU is education of peace and learning to live together.
- EIU is also the important content of China's education policy and an integral part of China’s quality education.
1. EIU is an important theme of contemporary international education

- Life skills education
  - Education for International Understanding
  - Peace culture / cultural democracy
  - World Cultural Heritage Education
  - Education for sustainable development

Living Values of Education
2. EIU is education of peace and learning to live together

- “We live in an age of interdependence”.
- EIU aims at seeking peace and development of mankind based on world’s interdependence and cultural diversity.
- Many issues every country faces today such as issues of food, population, environment, energy etc. have become “global issues” which can not be easily resolved by individual country.
3. EIU is also important content of China's education policy and part of China’s quality education

- *The Outline of Basic Education Curriculum Reform* (2003) puts international understanding awareness as part of quality education.

- *“The Guiding Outline of Middle and Long Term Educational Development Plan (2010-2020) ”* expands students’ international horizons, improves cross-cultural communication ability and puts EIU ahead.
II. Developing Teaching Textbooks, cultivating students’ awareness of learning to live together

- Constructing the goals of textbooks
- Constructing the frame of textbooks
- Presentation and characteristics of textbooks
- Implementation of textbooks
Background of developing textbooks:

● Chinese government has adopted a three-level curriculum management systems including state, local and school levels since 2003.

● Beijing began local curriculum reform project in 2004.

● BIE began to develop EIU teaching textbooks in 2004.
Textbook is the carrier to implement EIU. The development of textbooks must answer the above four questions.
1. Constructing the goals of textbooks

- UNESCO’s documents
- China’s society and requirement of quality education
- Training students' knowledge, skills, the way of thinking and their action (four dimensions)
Specific goals of EIU

(1) Understand the diversity of different ethnics, nations, races and religion groups etc., and look for their unity.

(2) Guide students to establish respect for different culture, have spirit of tolerance, love peace and against violence.

(3) Help students to have the ability of understanding and appreciating different cultures, ability of communicating equally with people, ability of resolving conflict peacefully, ability of cooperation.
（4）Cultivate students' global awareness, care about human’s destiny, respect and compassion for life, make our students become global citizens.

（5）Understand international rules, main international conventions and international organizations; understand the China’s contributions to world civilization.
2. Constructing frame of textbooks

From the perspective of culture, constructing the basic theoretical framework of textbooks

<table>
<thead>
<tr>
<th>Core concept</th>
<th>Basic ability</th>
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</thead>
<tbody>
<tr>
<td>Cultural diversity</td>
<td>communication ability</td>
</tr>
<tr>
<td>cultural unity</td>
<td>cooperation ability</td>
</tr>
</tbody>
</table>

Necessity: cultural diversity to communication ability
Possibility: cultural unity to cooperation ability
EIU is an Education of cultural diversity

- The cultures of different countries and nations are plural and varied. We, human beings, need to learn to tolerate and respect each other, so that we could live together peacefully. Meantime, different cultures have intrinsic unity, so there are great possibilities for people to establish common understanding.

- For primary and secondary school students, EIU can sow seed and promote cultural understanding and cultural exchange
Understand- communicate -respect -absorb

• Understand:
  to strengthen the understanding of multiple cultures

• Communicate:
  to strengthen communication between cultures (two-way and multidirectional cross-cultural communication)

• Respect:
  to respect cultural diversity (cultural diversity)

• Absorb:
  to promote the development of national culture
3. Presentation and characteristics

- 2004 - 2010, Beijing Institute of education developed 8 textbooks; 2004-2012, 150,000 volumes published
- Primary school grade 4 or 5; middle school grade 7 or 8
- Two clues: knowledge training and ability training
- Five characteristics
<table>
<thead>
<tr>
<th>Grade</th>
<th>Key concepts</th>
<th>Sub-concepts</th>
<th>Ability development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade four</td>
<td>Multi culture</td>
<td>difference tolerance</td>
<td>Expressing and communicating at an early stage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Compare, classify preliminary analogize and generalize</td>
</tr>
<tr>
<td>Grade five</td>
<td>humanism responsibility</td>
<td>Respect and communication National characteristics and universality</td>
<td>Expressing and communicating at an early stage</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Compare, classify preliminary analogize and generalize</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Search and sort out resources</td>
</tr>
</tbody>
</table>
| Grade seven | Reform and Responsibility | Take in, localize Integrate, motivate | Search and sort out resources  
Primarily analyze, assume and infer |
| --- | --- | --- | --- |
| Grade eight | Coexistence | Respect and communication  
Competition and cooperation  
Independence and reliance | Collect and sort out information and use it primarily  
Analyze, assume, infer, apply |
Characteristics:
- Comprehensive
- Culture-based
- People-based
- Flexibility
- Openness
Characteristics

(1) comprehensive

- Teaching content
- Close combination between ideal and reality.
- Organic combination among concept, knowledge, ability, and emotion by the facts and phenomena of literature, history, art, politics, law, environment, population, resources, development of natural sciences, leading students to learn to look at the world in a reasonable way, gets them to know how people in the world think of our own country, then to integrate the ideal of international understanding with real life of mankind, and finally integrate concepts, knowledge, ability and attitude in a logical way.
（2）culture-based

- The textbooks’ main line is based on culture, which not only embodies the thoughts of peace culture and cultural democracy and also explains the relationship of culture diversity and cultural unity.
- The textbooks emphasize the relationship between nationalism and internationalization.
- The textbooks emphasize the inheritance and integration of different cultures.
(3) **people based**

- student-oriented concept
- Learning Units
- The content close students’ daily life
- By the ways that students enjoy (case study)
- Provide learning methods
- Help them get new experiences and new concept
(4) **flexibility**: The content of the textbooks is presented by units. Teachers can choose teaching units *(Take Grade 4 for example)*

(5) **Openness**: teaching resources are dynamic and open; ways of problem-solving are not limited.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Class theme</th>
</tr>
</thead>
</table>
| **Unit 1 Greetings** | **Lesson 1**  
Greeting etiquette | bow and hug  
Shake hands | Nice to meet you |
| | **Lesson 2**  
Greetings in life | Various greetings | Letters and card |
| | **Lesson 3**  
Spatial interaction | From the bottle drifting in the river to the Internet | Promote exchanges |
| **Unit 2 Colorful Life** | **Lesson 1**  
Food and clothing | Different dieting hobbies | The difference among hats |
| | **Lesson 2**  
The secrets of House | Different houses in China | Different houses in other countries |
| | **Lesson 3**  
Santa's sleigh | Gondola and bicycle | How to choose right vehicle |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Lesson 1</th>
<th>Stories that Sculptures told us</th>
<th>Symphony of stones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson 2</td>
<td>City tree and city flower in China</td>
<td>City tree and city flower in other countries</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Civilization left to us</td>
<td>open international metropolis</td>
</tr>
<tr>
<td></td>
<td>Lesson 1</td>
<td>Color red and yellow</td>
<td>Searching for the colors of Christmas</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Lesson 2</td>
<td>Various festivals</td>
<td>Different festival but same fascination</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Civilized languages and healthy festivals</td>
<td>Have a healthy festivals</td>
</tr>
</tbody>
</table>
4. Performance of Textbooks

- Organized with state curriculum
- Launch curriculum independently
Embodied in the curriculum standards

- "properly learn oneself, respect for others, learn to communicate and cooperate, has team spirit, understand cultural diversity, has open awareness facing with the world"
  
  --General High School Courses Reform Program under (2003 version)

- “identity China’s culture, inherit revolutionary tradition, carry forward national spirit, has global awareness and international vision, love peace”

  ---Compulsory Education Thought Moral Courses Standard under (2011 version)
Practical cases: Interdisciplinary teaching

• EIU is needed to transform the education concepts into teaching behavior by teaching activities.

• The concept formation goes through the following process: get to know—become familiar—experience—get the feeling—set up the concept—amylase and deal with the new situation by using the concept

• Interdisciplinary teaching is a kind of important way
experts of World Heritage Education

High School of Renming University

experts of Education for International Understanding

World Heritage Management

地理
Geography

语文
Chinese

政治
Politics

历史
History

high school students

International Students

The Summer Palace

Palace of Versailles

people in this school who were involved in the practices
Aiming to attain the following goals:

◆ **Geography**: focusing on "understanding" that all the cultural origin and development are deeply marked on natural and human geography environment. World cultural diversity is determined by different environment.

◆ **Chinese**: focusing on the "inclusive cultural diversity". Different cultures need understanding and tolerance. Understanding the root of cultural differences and learn from and appreciate each other.
◆ **History**: focusing on the "coexistence", with a global perspective to observe the world, re-examine the interests and demands of different countries, religions, cultures and classes in order to promote their mutual understanding.

◆ **Politics**: focusing on the "heritage". Culture needs to inherit and protect and needs to understand and promote more.
The First Beijing National Day School World City Games
学校首届“法兰西周”
Launch independent courses.

- dependent lesson, 40 minutes for one lesson, one lesson in a week.
The implementation of EIU should

- study the trend of International education and grasp the characteristics of the ages
- seek the balance between nationalism and internationalization
- begin with the training of principals and teachers
• Beijing Institute of Education are willing to exchange and cooperate with all the experts and scholars from different countries to promote the peace, development and coexistence.
Thanks for your attention!