EIU/ESD from the perspective of teacher education
-Reflection on Teachers Education of APCEIU and its lessons-

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I. Introduction

The Asia-Pacific region is a mosaic of multifarious ethnic, cultural and religious societies. Still many areas in the region are in conflict or are struggling to recover from conflict. Conflicts in such areas are destroying human security networks as well as infrastructures.
For this reason, enhancing a Culture of Peace is a momentous task directly connected to the challenge of enabling peace processes, through which post-conflict societies can be guaranteed social justice and human rights. The world found itself in a situation of an overall increase in violence, conflicts and wars. New realities of a globalized market and economies also brought its own share of uncertainty and unpredictability to international affairs and global economic governance. In this era of globalized economies and information, international financial capital threatened the economies and the markets of developing and developed countries alike. In terms of the sustainability of the planet, global warming, rapid ecological degradation, and environmental pollution threatened seriously the whole planetary ecosystem. (Samuel Lee, 2004)

In responding to these emerging new conflicts and challenges, it is important to educate as also to put into practice the values and approaches that enable the peoples of the various regions, races, cultures and religions to live together in peace and equity, cultural diversity and sustainability.

In this regard the role of teacher is very crucial, because teacher is to educate these values and attitudes for future generations on the spots and in the field. If teachers are very well equipped with knowledge, experience, value and actions on EIU/ESD, they can guarantee to spread EIU/ESD at least in the field of formal education sectors and non-formal education sectors. In this sense teacher education is very important and necessary to spread EIU/ESD further, since teacher is one of main actor to carry out EIU/ESD in the field. In this regard, it is necessary to reflect whether, and how the exiting teacher education or teacher training have contributed to promote Education for International Understanding (EIU)/ Education for Sustainable development(ESD) in the Asia-Pacific region and furthermore how EIU/ESD might be more effectively implemented in the Asia-Pacific region, if EIU/ESD will be alternative for sustainable future.

Therefore the past more than 5 years experiences of Asia-Pacific Centre of Education for International Understanding, especially which has implemented mainly teachers education on EIU/ESD can be helpful for us to design guidelines and to find strategies to implement EIU/ESD effectively for the future.

This paper will be divided into four parts as the following: I. Introduction, II. Teachers Education on EIU/ESD. Here it will be introduced the experiences of APCEIU teacher training workshops since 2001 and other activities related to teacher education. III. EIU/ESD from teacher education perspective, focusing on the lessons what to be improved or what to be considered further for future. Finally it will be concluded IV with Recommendations for future.

II. Teacher Education on EIU/ESD

1. EIU History and Creation of APCEIU

1) Historical Background of Education for International Understanding

When the United Nations was founded, following the two world wars with levels of misery and brutality never before witnessed by human society, its Charter (June 26, 1945, San
Francisco) declared that its purpose was for all human beings to live on earth together in peace, in societies based on tolerance and harmony.

To carry out the mission of the UN in the educational, scientific and cultural fields, UNESCO (the United Nations Educational, Scientific and Cultural Organization) was founded. In its Foundation Charter (November 16, 1945), UNESCO declared, "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed..." Wars are caused by ignorance, distrust and suspicion, the Charter explained; thus the only way to establish world peace and human prosperity is to teach mutual understanding and respect, freedom, justice, peace and the value of human dignity. Therefore UNESCO has emphasized education for international understanding and cooperative projects to build a peaceful world.

Since then, UNESCO has been promoting various projects and activities including International Education, Education in World Citizenship, Education for Living in World Community, and Education for International Understanding and Cooperation. UNESCO has also designated the schools that are actively putting EIU into practice in their respective countries as the "Associated Schools Project," and is promoting their solidarity in education for understanding.

In the 1970s, with the increase of economic inequality and neo-colonial, subordinate relationships, serious problems emerged: destruction of nature, environmental pollution and global problems related to population, food and energy. UNESCO recognized that education should contribute to human survival, the maintenance of peace, and just development. UNESCO adopted a "Recommendation concerning Education" at its 18th General Conference (Nov. 19, 1974), with the object of including international understanding and awareness about global problems in every form and level of education, and to emphasize international networking and cooperation, and sent it to the Member States. The full title of this document is "Recommendation concerning Education relating to Human Rights and Fundamental Freedoms," and it is the basis for EIU policy these days.

The "Recommendation concerning Education" was influenced by the strong voices of the third world and developing countries, and helped to expand the framework of EIU, from simple international relations and understanding of other regions and cultures, to inclusive international education emphasizing global issues such as education, peace, human rights, autonomous development and environmental preservation.

The report of the Club of Rome, the movement of undeveloped countries for self-reliant economic development, the pacifist movement against the Vietnam War, the movement for armaments reduction, etc., all had an influence on the "Recommendation concerning Education." EIU spread throughout the world as an essential kind of education for world peace and human survival.

However, in the 1970s and 1980s, the period of confrontation between east and west and
the cold war, many countries used international understanding in ways that benefitted only themselves, and on the other hand they ideologized it so that EIU could not develop properly in either developed or undeveloped countries. It was also pointed out by some that the concept of EIU was too broad and ambiguous to be efficient as education. In the 1980s, when neo-liberalism appeared and confrontation between the north and the south became more serious, EIU developed differently in different countries. In most, it simply stagnated.

In the 1990s, with the breakdown of the Cold War structure, eastern Europe was turned into a democratic region and the market economy and neo-liberalism shaped the globalization process; this brought renewed attention to EIU and the realization of its necessity for human survival. Many people had expected that the end of the cold war would issue in an era of peace. But the conclusion of the ideological war has been followed by new inter-regional, inter-racial, inter-cultural and inter-religious conflicts and confrontations, all of which are worsening; and this overall increase in violence led to the Gulf War and the wars in Bosnia, Somalia, Rwanda, Chechnya and Kosovo. In the era of globalization and information technology, international financial capital attacked the markets of undeveloped, developing and developed countries alike; and many countries were pushed into economic crisis as they were overwhelmed by foreign debts and forced to turn to the IMF relief fund to survive. Now environmental pollution threatens the whole ecosystem; and the transnational movement of tens of thousands of migrant workers is making all countries multi-racial and multi-cultural.

The only solution to these emergent new conflicts and confrontations is to teach and to put into practice the values and methods that enable the peoples of the various races, cultures, religions and regions to live together in justice and peace. It is now widely recognized that without this reorientation for life in community, the crisis could escalate into inter-civilizational conflict and war, and even destruction of the earth, as Professor Huntington predicted. This is the background of the movements for reconstruction, or "renaissance," of EIU in the 1990s.

The movement for a culture of peace, centering on resolution of conflicts in troubled regions and understanding and tolerance of other races, cultures and religions, has become the main priority of UNESCO since 1992. On the other hand, after the USSR collapsed and the eastern European socialist countries accepted democracy and change of their social structures, there were new demands for democracy and human rights education. In 1993, the International Conference on Education for Human Rights and Democracy was held in Montreal, and in October 1994 in Geneva, the 44th International Conference on Education adopted the "Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy." This document is now used throughout the world as the basic prescription of the concept, range and methods of practice of EIU.

Ministry of Education officials from more than 100 countries attended the 44th International Educational Conference that produced this document targeting racial
discrimination, hatred of foreigners, human rights violations, religious intolerance, the gap between rich and poor, and bloody wars. They appealed to public educational organizations and non-governmental organizations to do their best to educate the public to recognize and put into practice peace, tolerance, human rights, democracy and sustainable development. EIU, which has pursued various methods so far, can be called "education for a culture of peace," and pursues the same basic goals.

UNESCO declared 1995 the "International Year of Tolerance," 2000 the "International Year for a Culture of Peace" and 2001 as the "Year of Dialogue among Civilizations," and is carrying out the related solidarity activities enthusiastically and continuously. (APCEIU 2000)

2) Process of Creation of ACEIU

This international historical background provided the grounds upon which the Government of the Republic of Korea proposed the foundation of the Asia-Pacific Centre of Education for International Understanding, to be situated not just on Korean soil but in the whole Asia-Pacific region. In particular, the Korean Government has selected globalization as the main goal of national policy and endeavored to follow up on issues of globalization and international standards in every field. As Korea is already a trade and economic power, one of the "newly industrialized countries" in Asia, and is expected to become a developed country (as a member of the OECD) assuming increased international responsibilities, the Korean Government views the establishment of ACEIU in Korea as natural and appropriate.

Therefore, at the 29th UNESCO General Conference in October 1997, the Korean Government proposed the establishment of ACEIU as the first regional organization of its kind, and this proposal was adopted at the 30th UNESCO General Conference.

In 1997 due to the request of the Ministry of Education, KNCU began teachers' training on EIU on a nationwide scale. In 1998 the proposal was followed up by a feasibility study undertaken by a UNESCO-recommended team of two foreign experts and two Korean experts recommended by the Republic of Korea, and they evaluated the establishment of ACEIU positively. The Asia-Pacific Network for International Education and Values Education (APNIEVE) sent a letter to Federico Mayor, then Secretary-General of UNESCO, in support of the establishment of ACEIU in Korea. In 1999, EIU became an important part of the "five-year (1999-2003) plan for educational development" in Korea. Federico Mayor, then Secretary-General of UNESCO, visited Korea to attend the 2nd UNEVOC (International Project on Technical and Vocational Education) in Seoul, and expressed his support for the establishment of ACEIU in Korea. In 1999 KNCU held a workshop for EIU and peace education for the Asia-Pacific region at the UNESCO Youth Centre in Ichon, adopted a recommendation supporting the establishment of the Centre, and made guidelines for teachers' training. In 1999 30C/Resolution 17 was adopted at the 30th General Conference. In June 2000 the Statutes of ACEIU were drawn up by the executive committee of KNCU. In August 2000 Ja SONG, then Minister of Education, and Koichiro
Matsuura, Secretary-General of UNESCO, signed the "Agreement on the Establishment of the Asia-Pacific Centre of Education for International Understanding" and ACEIU's inauguration and an international symposium in commemoration of the founding of the Centre were held (August 25, 2000). In September 2000 Agreement No. 1535 (Agreement on the Establishment of the Asia-Pacific Centre of Education for International Understanding) was announced officially by the Official Gazette No. 14597.(APCEIU 2000)

3) Objectives and Function of APCEIU

The objective of ACEIU is to promote and develop education for international understanding within the framework of education for a culture of peace in the Asia-Pacific region.

To realize this objective, ACEIU will carry out the following functions according to 30C/Resolution 17 and the Agreement between the Government of the Republic of Korea and UNESCO:

- Strengthen national and regional capacities in planning and implementing a broad range of practices in education for international understanding for a culture of peace;
- Encourage and facilitate collaborative links between Asia-Pacific initiatives and other regional, international and global efforts in education;
- Implement research and development of the philosophy, teaching methods and curriculum of education for international understanding and for a culture of peace;
- Organize training workshops and seminars;
- Collect, produce and disseminate information and materials.

The objective of ACEIU's foundation in Korea is presented clearly in Resolution 17, adopted by the 30th UNESCO General Conference in November 1999 and in the Agreement between the Government of the Republic of Korea and UNESCO, confirming or emphasizing the following:

- the responsibility of UNESCO and its Member States to promote education for international understanding, justice, freedom, human rights and peace, as urged notably in the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms and also in the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy prepared by the International Conference on Education at its 44th session, in 1994, which were respectively endorsed and approved subsequently by the General Conference at its 28th session, in 1995;
- the need for international and intercultural understanding, and for education for peace, democracy, human rights and sustainable development in the Asia-Pacific region, which has so much cultural diversity, urgent developmental needs and numerous possibilities for conflict,
-the urgent need for a more active mechanism of regional cooperation and collaboration in research and development, training and information and materials development, in order to provide technical assistance as regards education for international understanding to Member States of the region; the Republic of Korea has accumulated a great deal of experience, expertise, know-how and information in education for international understanding over the past several years, and that the Korean National Commission was designated in 1995 as the national centre of education for international understanding to implement UNESCO's programme objectives and guidelines for education for international understanding;

-the Republic of Korea has played the leading role in establishing and developing regional networks in the field of education for international understanding, for example the Asia-Pacific Network for International Education and Values Education (APNIEVE) and the Asia-Pacific Philosophy Education Network for Democracy (APPEND);

-the main function of the proposed centre is to carry out regional cooperative and collaborative work in the field of education for international understanding, inter alia on research and development. Training, teaching materials development, information dissemination, and international conferences and/or workshops, and further considering that the physical facilities will be provided and the necessary operation costs met by the host country; the Director-General to support the establishment of this centre in the Republic of Korea and for this purpose include it within the main line of action for education for a culture of peace, keeping in mind its transdisciplinary character;

-the Member States to join actively in the centre's activities and to share their expertise and resources in order to support the centre by means of any appropriate contributions.

Agreement No. 1535 between the Government of the Republic of Korea and UNESCO, which is the basis of ACEIU's foundation, was signed by Ja SONG, the Korean Minister of Education, and Koichi Matsuura, Secretary-General of UNESCO. The Agreement was signed jointly by the President, the Prime Minister and the Ministry of Foreign Affairs, and when it was announced officially it took legal effect. (APCEIU, 2000)

4) Activities of APCEIU

The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a regional centre working under the auspices of UNESCO that seeks to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region with the following mandates:

- To strengthen national and regional capacities in planning and implementing a broad range of practices in Education for International Understanding towards a Culture of Peace;
To encourage and facilitate collaboration between Asia-Pacific initiatives and other regional, international and global efforts in education;

- To implement research and development of the philosophy, teaching methods and curriculum of Education for International Understanding towards a Culture of Peace;
- To organize training workshops and seminars;
- To produce and distribute teaching materials and other publications;
- To create opportunities for indigenous voices and vulnerable groups in the Asia-Pacific region to participate in Education for International Understanding and to share success stories;
- To promote Education for International Understanding as a constructive strategy towards democratic and sustainable transformation of education in the Asia-Pacific region.

Since its inception, APCEIU has devoted itself to promoting a Culture of Peace and to building the capacities of UNESCO Member States in Education for International Understanding through organizing symposia, training teachers, publishing educational materials, and strengthening the network of teachers, educators, experts, civil leaders and other stakeholders in the region.

EIU embraces concepts such as peace, social justice, human rights, cultural diversity and sustainable development. In the present globalizing world, such concepts have become critical narratives of education in the mission towards a peaceful and sustainable future. The work of APCEIU will be implemented in five areas: 1) Promotion of EIU towards a Culture of Peace; 2) Building Capacities of Asia-Pacific Member States to promote EIU; 3) Dissemination of Information on EIU; 4) Strengthening EIU Information Infrastructure; 5) Strengthening Institutional Capacities of APCEIU & Enhancing EIU Network.

II. 2. APCEIU Teacher Education on EIU/ESD

1. Asia-Pacific Teacher Training Workshop

As a key dimension of its mission, APCEIU organizes and conducts regional training programmes for experts, teachers, and teacher educators in Education for International Understanding toward a Culture of Peace. APCEIU has organized several regional training workshops on EIU towards a culture of peace, beginning with the UNESCO-APNIEVE Workshop in 2001. Subsequent to that, based on an Experts workshop held in Suva, Fiji, in 2002, a conceptual structure was evolved for organizing Asia Pacific Teacher Training Workshops (APPTTW) in 2003. Based on the experience of the 2003 APTTW, some refinements and fine-tuning of the Training Programme was done and a shortened Training Workshop, for 3 weeks was held in 2004 compared to the 4 weeks Training Workshop held in 2003.

With the launching in 2005 of the United Nations Decade of Education for Sustainable Development and the designation of UNESCO as lead agency for its promotion, APCEIU
this year began to integrate sustainable development themes in its programming. To highlight the close relationship of the values-based themes that bind the goals of the Decade with its own mission, APCEIU organized its principal programme for teachers around the integrated theme of “Education for International Understanding and Education for Sustainable Development toward a Culture of Peace.” In consultation with UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, the integrated theme was developed during a regional Experts’ Workshop organized by APCEIU in May 2005 in preparation for the 5th Asia-Pacific Training of Trainers Workshop held in September 2005.

The 5th Experts Workshop in the Asia-Pacific Region was held on May 17-19, 2005 in Bangkok, Thailand. The workshop’s tasks were focused on the promotion of the twin themes, Education for International Understanding (EIU) and Education for Sustainable Development (ESD), in schools among the Member States in the Asia-Pacific region. The objectives of the Expert Planning Meeting were: To develop a conceptual framework to link Education for International Understanding (EIU) with Education for Sustainable Development (ESD); To review existing resource materials which have been developed by APCEIU, APEID, APNIEVE and other agencies to examine how these materials can be adapted and used in APCEIU activities, and to identify gaps where new materials need to be developed; To plan for long term strategies on how to influence policy makers, curriculum developers, teacher educators, and teachers to incorporate EIU/ESD in the school curricula through capacity building and information sharing.

The experts reviewed existing educational materials produced by APCEIU, UNESCO, APEID, UNESCO Bangkok and UNESCO-APNIEVE for a better understanding of the concepts of EIU and ESD, and shared ideas on how to link these two key concepts. During the workshop the participants addressed the following questions: What are some of the overlapping themes and sub-themes as well as topics for each theme? What teaching methods are suitable for teaching-learning EIU/ESD? How can these resource materials be adapted and used by teachers, teacher educators, or curriculum developers in the various national contexts? What should be the content for EIU/ESD in schools? How can these materials be used in APCEIU activities? What areas need further development of resource materials? Participants shared ideas and strategies to encourage Member States to incorporate EIU and ESD in school curricula and to better equip curriculum developers, teacher educators and teachers to implement the teaching and learning of EIU/ESD in schools. As their immediate task, the experts planned the programme for the Training Workshop in September.

By the end of the workshop, the experts had developed a conceptual framework on EIU and ESD, and integrated the two concepts into three main themes for the September Training Workshop: Peace and Equity, Cultural Diversity and Intercultural Understanding, and Sustainability. They recommended that more priority be given to trainers—teacher educators, rather than teachers—in order to multiply its impact in the region, given limited resources. This will build up capacities to carry out EIU and ESD at the regional level.

The Fifth Annual Training Workshop for Teachers and Teacher Educators in the Asia-Pacific region was held on September 20-29, 2005 in Chiangmai, Thailand. The eight-day workshop had 20 participants from 12 countries, representing all the Asia-Pacific sub-
regions: Australia, Bhutan, Cambodia, China, Iran, Korea, Japan, Malaysia, Pakistan, Sri Lanka, Thailand, and Vietnam. Eight resource persons made presentations on the themes of Peace and Equity, Cultural Diversity and Intercultural Understanding, Sustainability, and Human Rights. Participants were mostly teacher educators including senior Education Ministry officers with backgrounds in social science disciplines such as economics, history, social education, foreign languages, and the arts.

Major financial support for this training workshop was provided by the Korean Ministry of Education and Human Resources Development and UNESCO Funds-In-Trust supported by the Korean government. Of the 20 participants, 15 were sponsored by sending institutions which covered travel costs, including UNESCO national commissions, UNESCO cluster offices, ministries of education and GTZ (the German Technical Assistance Agency) in Sri Lanka.

At the end of the workshop, participants broke into subregional groups and prepared action plans to “apply and multiply” what they learned and experienced to their own fields of work in their home countries. As they shared their action plans, participants committed themselves to organizing EIU and ESD workshops in their home countries. APCEIU and UNESCO Bangkok Offices were also asked to support possible sub-regional workshops as follow-up activities. (APCEIU, 2005)

Five Teacher Training Workshops (TTW) on EIU in 2001-2005: Teacher/educator/school administrators from 39 Asia-Pacific member countries have participated.

- 1st TTW, July 10-13, 2001, in Ichon, Korea in collaboration with UNESCO-APNIEVE, 34 participants, 15 countries
- 2nd TTW, July 16-20, 2002, in Suva, Fiji, in cooperation with UNESCO Apia Office & Fiji UNESCO NC, 40 teachers and educators, 10 Pacific counties
- 3rd TTW, July 7-August 2, 2003, in Ichon, Korea, 30 participants, 14 countries.
  A teaching manual/resource book was field tested
- 4th TTW, June 21-July 11, 2004, in Ichon, Korea, 35 participants, 20 Asia Pacific countries
- 5th TOT, 20-29, September 2005, in Chiangmai, Thailand, 35 Participants from 12 Countries. UNESCO Bangkok office

Number of Participants during 2001-2005
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Linkage with UNESCO Institutions/ Subsidy during 2001-2005

2001. 7.10-13 Ichon, Korea 34 persons (15 countries) Vietnam 1, Australia 3, Canada 1, Hong Kong 1, Indonesia 2, Malaysia 2, Oman 1, Kyrgyzstan 1, Thailand 2, Sri Lanka 1, Japan 2, Korea 8, Philippines 7, Bhutan 1, Laos 1

2002. 7.16-20, Suva, Fiji 40 persons (10 countries) Fiji 20, Cooks Island 3, PNG 2, Samoa 3, Solomon Island 2, Tokelau 1, Tonga 3, Tuvalu 1, Vanuatu 2, New Zealand 3.

2003. 7.7-8.2 (4 weeks) Ichon, Korea 30 persons (14 countries) Laos 1, Malaysia 2, Mongolia 1, Bangladesh 2, Bhutan 2, Uzbekistan 2, Iran 3, Indonesia 1, China 2, Thailand 1, PNG 1, Philippines 3, Australia 1, Korea 811 persons (9 countries) Bhutan 100% x 1p, Indonesia 100% x 1p, China 100% x 1p, Laos 100% x 1p, PNG 100% x 1p, Uzbekistan 50% x 2p, Mongolia 50% x 1p, Iran $1,000

2004. 6.21-7.11 (3 weeks), Ichon, Korea 34 Persons (20 countries) China 1, Cambodia 2, Timor leste 1, India, Indonesia 1, Iran 3, Korea 4, Mongolia 1, Nepal 2, New Zealand 2, Pakistan 2, Palau 1, Sri Lanka 2, Tonga 1, Thailand 2, Turkey 2, Uzbekistan 2, Australia 2. 12 Persons (8 countries) Cambodia 100% x 2, TL 100% x 1P, India 50% x 1P, Mongolia 50% x 1P, Pakistan 50% x 2P, Sri Lanka 50% x 2P, Tonga 100% x 1P, Uzbekistan 50% x 2 P, Post-conflict countries 100%, the least developed countries 50%

2005. 9-20-29 (10 days) Chiangmai, Thailand 35 persons (11 countries) Australia 2, Bhutan (100% x 1P), Cambodia 2+100 x 1P, China 1, Iran 1 (100% x 1P), Korea 1, Malaysia 2, Pakistan 1, Sri Lanka 2, Thailand 4, Vietnam 1

2. Sub-regional Workshop

Furthermore, as part of follow-up plans and country programmes that the participants were asked to prepare, the Sri Lankan and Indian participants proposed a Peace Event Programme between Indian and Sri Lankan School Teachers and which GTZ Sri Lanka would support in terms of local organizing. This was seen as a very concrete proposal at the sub-regional level and which would create possibilities for developing programmes in the South Asian sub region to contribute to the promotion of a Culture of Peace through Education for International Understanding and to strengthen networking in the sub-regional level. The 2004 Peace Event and workshops for the development of South Asia sub-regional programmes took place in India and Sri Lanka, on the theme of Education for Democracy, Pluralism and Tolerance. During the workshop, the participants had opportunities to interact with participants and learn more about current issues related to peace education at the sub-regional level, to strengthen their networking for the future mutual cooperation at the sub-regional level and to develop their strategy and action plan towards a culture of peace. (APCEIU, 2004)

In 2005 South Asia Consultation on Training of Teacher Educators was held at the Central Institute for Indian Languages (CIIL) in Mysore, India from December 15-17, 2005. This
event was organized by APCEIU in cooperation with the Regional Institute of Education of the National Council of Education Research and Training (RIE-NCERT), Central Institute for Indian Languages (CIIL), University of Mysore, UNESCO New Delhi Office, GTZ BESP (Basic Education Sector Programme), Indian Social Institute (ISI), Bangalore YMCA, and United Nations University-Institute of Advanced Studies (UNU-IAS).

Participants selected based on recommendations by teacher training institutions and UNESCO, included teachers, teacher educators, and professors from Sri Lanka, India, Afghanistan, Bhutan, and Maldives. This consultation provided participants with a meaningful space for discussing future orientations and perspectives in the South Asia region, focusing on exchanges concerning programmes of partner institutions and reviews of the curricular and material outcomes of previous teacher training workshops. This consultation is a follow up to the 2004 India-Sri Lanka Sub-Regional Workshop on Education for Democracy, Pluralism, and Tolerance. (APCEIU 2005)

Sub-regional Workshop during 2003-2005

- 2003 March 23-28, in Beijing, China, in cooperation with China UNESCO NC & UNESCO Beijing Office. 32 participants, North East Asian countries. Focus on Sustainable Development in North East Asia

- 2004 November 1-7 in Sri Lanka & November 8-9, 2004 in India, Sri Lanka, India and Maldives, with Ministry of Education in Sri Lanka, GTZ, and Mysore University in India

- 2005 December 15-17 in India, Sri Lanka, India, Pakistan, Bhutan and Maldives, Afghanistan, with Ministry of Education in Sri Lanka, GTZ, and CIIL in India

In 2006 Asia-Pacific Teacher Training Workshop will be held in Iran in June, in collaboration with Ministry of Education in Iran, Iranian National Commission for UNESCO, other related educational institutions, National Commissions for UNESCO in Afghanistan, Turkistan and Pakistan.

3. Asia-Pacific Expert Workshop (UNESCO Funds-in-Trust)

As a 2006 Korean government Funds-in-Trust project for educational development in the Asia-Pacific region, the Experts Workshop on Education for International Understanding (EIU) will take place in the UNESCO member states of the Asia-Pacific region. To promote and implement education for international understanding towards a culture of peace in the Asia-Pacific region, APCEIU has been organizing an annual Training Workshop on EIU in the Asia-Pacific region since 2001. In line with its continuing efforts to bring together teachers, teacher educators, curriculum developers and educational policy makers from different countries of the region for the development of content and pedagogy of EIU towards a culture of peace, this programme is particularly designed to provide EIU related experts with opportunities to revisit EIU and ESD in the region, to share their experiences
in terms of educational policy, curriculum development, educational programme and reading materials related to EIU, and to enhance their networking at the institutional level. It is expected that strategies to integrate their specialization and fields of expertise into EIU and ESD in their countries and in sub-regions will be made so that EIU and ESD can be systematically and continuously promoted with special regards for local contexts throughout the region.

- Dates: August 22-25, 2006
- Venue: Penang, Malaysia
- Participants:
  - EIU experts, teacher educators, teachers, curriculum developers and other EIU related researchers
- Main Contents:
  - Revisit the conceptualization of EIU/ESD and the linkage between EIU and ESD;
  - Situational analysis and assessment of EIU/ESD in the region;
  - Development of strategies to promote EIU/ESD in the region.
- Collaborating Organizations:
  - UNESCO Bangkok Office;
  - Education faculty of University and teacher college etc
  - Curriculum development institutes and training institutes;
  - Civil society organizations related to EIU/ESD;
  - Other UNESCO Field offices.

4. Development of EIU Educational Materials

1) Learning to Live Together: Teacher resource book

Since its establishment in August 2000, one of the problems that APCEIU faced was the lack of teacher training materials and meeting the practical needs of teachers in the Asia-Pacific region. Such materials are basic to the development of EIU curricula in the schools. First several experimental Korean language textbooks on EIU, which are being used by teachers of “EIU” (now an optional course) and by some social science teachers in Korean schools were produced. In 2004, APCEIU published a resource book for teachers for the Asia-Pacific region Learning to Live together, this book provides a conceptual and practical resource for Asia-Pacific teachers and teacher educators in educating for international understanding toward a culture of peace. To facilitate a more focused approach, the resource book is also oriented to the needs of teachers and teacher educators responsible for teaching social studies, geography, history, civics, and related social science areas. The overall approach is integration, not teaching EIU as a separate subject or topic. Hence, it is the teachers’ responsibility to identify appropriate entry points for introducing EIU in their syllabus or course outlines. This book consisted of the following six main themes: a) Living with
Justice and Compassion, b) Dismantling the Culture of War, c) Living in Harmony with the Earth, d) Promoting Human Rights and Responsibilities, e) Building Cultural Respect, Reconciliation and Solidarity, f) Cultivating Inner Peace. (APCEIU, 2004)

Furthermore APCEIU in collaboration with UNESCO Bangkok office is going to publish a EIU/ESD Training Modules throughout designing and practicing training Modules on 5th Asia-Pacific experts Workshop and Training Workshop. It is expecting to guide teachers and teacher educators from Asia-Pacific region to carry out their own trainings. (APCEIU 2005)

In 2006 APCEIU in collaboration with UNESCO Hanoi Office; curriculum development institutes and training institutes; civil society organizations related to EIU, other UNESCO Field offices is going to survey and research on the need for EIU in post-conflict countries; To provide resources especially designed for teachers and students in the Asia-Pacific region, APCEIU is going to publish or translate teaching and learning materials into local languages based on situational analysis and assessment and to disseminate educational materials that teacher educators, school teachers and other educational experts can apply to their own educational settings.(APCEIU 2006)

2) Supplementary educational materials

In 2005, APCEIU has developed peace story books for children and youth in the Asia Pacific region. These peace stories were written in various local languages of the Asia pacific region, rediscovering their own values transmitted in their own traditional stories and promoting the values related to peace, equity, sustainability, cultural diversity, human rights. Through peace story development, APCEIU identified a way to meet the challenges, and to promote and revitalize the cultures and languages in education, and to work proactively in the interests of endangered languages, cultures and traditions as well as addressing the complex contemporary pressures, problems, and paradoxes of a globalised world.

In 2005 APCEIU offered five fellows from India, Indonesia, Iran, Tonga and Uzbekistan, selected from applicants from the 46 UNESCO Member States in the Asia and the Pacific region. UNESCO-APCEIU Fellowship Programme was designed for the promotion of Education for International Understanding (EIU). It aimed to provide teachers, teacher educators and other related individuals with opportunities for researching and developing educational/reading materials for children and youth in the Asia-Pacific Region in their mother languages.

During the stay of fellows in Korea, fellows wrote their peace stories and further their stories through discussions with other fellows. Peace stories covered cultural diversity and intercultural understanding, peace and equity, human rights and sustainable development. The title of each peace story is as follows; The Sky, the Cloud and the Earth (Mr. Suresha), My Earth My Life (Ms. Sulistyowati), Bam Earthquake (Mr. Razavikhosravaninejad), We Can Try (Ms. Fine) and Tolerance Wordbook (Mr. Djuraev). These stories will be published this year in the fellows’ mother languages: Kannada (Indian), Indonesian, Persian, Tongan and Uzbek.

UNESCO-APCEIU Fellowship Programme is in its initial stage. However, APCEIU wishes
to collaborate with teachers, teacher educators and other related individuals in this region to promote a Culture of Peace by developing and disseminating educational materials on EIU (peace stories) for children and youth. The process of globalization may have brought together peoples of the world like never before, but it has come at a great price. Cultural traditions or cultural heritages that have evolved over thousands of years are being systematically eroded, fragmented, often to the tune of big business. But we need to explore ways to empower young people to discover their own values and cultures, to explore their own innate creativity and to participate fully in the life of their own communities. Through this programme, we are going to build new links between culture and the educational system so as to ensure full recognition of culture and the arts a fundamental dimension of education for all (UNESCO 2002), develop artistic education and stimulate creativity in educational programmes at all levels. (APCEIU 2005)

Development of educational materials during 2004-2005

- **Learning to Live Together: Teachers’ Resource Book on EIU**
  - Objective: to introduce EIU concepts and teaching modules
  - Target: teachers for their use in classrooms

- **Peace Story in the Asia-Pacific Region: UNESCO-APCEIU Fellowship Programme**
  - The Sky, the Cloud and the Earth (Mr. Suresha), in Kannada
  - My Earth My Life (Ms. Sulistyowati), in Indonesian
  - Bam Earthquake (Mr. Razavikhosravaninejad), in Persian
  - We Can Try (Ms. Fine) in Tongan
  - Tolerance Wordbook (Mr. Djuraev) in Uzbek.

5. Related Activities

1) **International Symposium: Peace and Sustainability**

APCEIU marked its fifth founding anniversary with a three-day Symposium in Seoul, Korea on August 25-27, 2005 under the theme of “Partnerships for Peace and Sustainability in Asia and the Pacific.” The symposium sought to strengthen partnerships to promote conditions for Peace and Sustainable Development and strengthen itself as a regional centre for the building of local capacities in the Asia-Pacific Region.

Fifteen leading international figures in peace education and sustainable development addressed the symposium and participated in working group discussions on the two themes of APCEIU’s work with partners in the Asia-Pacific region. There were two keynote speakers: Dr. Carl Lindberg, Chairman of the Swedish National Commission on the United Nations Decade of Education for Sustainable Development, who spoke about Education for Sustainable Development (ESD), and Dr. Konai Thaman, professor of Pacific Education in
the University of South Pacific and UNESCO Chair of Teacher Education and Culture, who highlighted teacher education for a Culture of Peace. Plenary sessions were organized around separate discussions on three major issues: *Peace Education for International Understanding*, *Education for Sustainable Development*, and *Partnerships for Peace and Sustainability in the Asia-Pacific Region*.

Through the symposium, APCEIU was able to formulate a new agenda for building partnerships to enhance capacities in the fields of EIU and ESD in Asia and the Pacific Region. The symposium affirmed the role of teacher educators as an important target group for APCEIU’s strategy for action to maximize the multiplier effect of its work. In addition, training of groups—related government officers, educators and teachers—from each country, rather than individuals, was seen as a way to build up ongoing support and promote implementation in the home country. To measure effectiveness of training programmes, APCEIU should put more emphasis on evaluating the impact on participants’ practices in their home countries, and developing case studies of successes and obstacles in different countries. As particular focuses in developing and reinforcing regional partnerships, APCEIU will create new relationships with UNESCO cluster offices, Ministries of Education, universities especially faculties and schools of education, teacher training colleges, and teachers’ unions. (APCEIU 2005)

In 2006 APCEIU is going to organize international symposia and workshops on human rights and sustainable development in hopes to enlarge and deepen the themes of EIU, and to support the objectives of the “UN World Programme for Human Rights Education (2005-2014)”. APCEIU will sponsor an international symposium under the theme: “Comparative Approaches to Intercultural Understanding and Human Rights Education.” The symposium will aim to provide a venue for the exchange of inter-regional experiences and to identify an effective strategy for promoting EIU. It is scheduled on October 25-27, 2006 in Seoul, Korea, and EIU experts, teacher trainers, policy makers, Human Rights Education experts and officers, experts from UN-related organizations in the Asia-Pacific, Africa, Europe and Latin America, and other EIU stakeholders etc are expecting to attend at this symposium. (APCEIU 2006)

2) Asia-Pacific EIU Policy Meeting

To fulfill its role as a regional centre, APCEIU should meet the needs of field research to make EIU policies relevant to different situations across the region with particular attention to conditions of conflict, social development and EIU development at the local level. Accordingly, APCEIU conceptualized an EIU policy meeting to formulate a strategic policy based on national and sub-regional situations and to foster a balanced development of EIU in the Asia-Pacific region. To ensure that the initiative produces substantial outcomes, APCEIU is launching a 3 year project that will carry out a situational analysis in the 46 UNESCO Member States of the region. The results of the field researches will be brought to attention at the Consultation on Developing EIU Policy. In 2006, the field researches will be conducted in Central Asia where the APCEIU network is relatively weak. These research activities will lay the groundwork for the envisioned policy meeting, and reflections on the findings will guide the agenda for the meeting. During this project, it is expected to collect

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basic information on the current situation of EIU in the countries, comparative analysis on EIU to set the agenda for implementing EIU in accordance with existing developmental levels of EIU in different parts of the region, and finding an effective policy for enhancing EIU. (APCEIU, 2006)

3) Strengthening of EIU Information Infrastructure

Mindful of the great cultural diversity among UNESCO Member States in the Asia-Pacific region, APCEIU has been building a foundation to enable and support mutual learning, sharing, and exchange of information, ideas, and materials generated in the practice of Education for International Understanding. In response to requests from teachers, teacher educators and SangSaeng readers, resource books and recent issues of SangSaeng have been converted into on-line files and published on APCEIU’s English and Korean websites. In recognition of the linguistic diversity in the Asia-Pacific region and in order to disseminate EIU information more easily and widely, APCEIU has developed content in Chinese, Persian, and Tamil. APCEIU expects that its management of the Multi-Media Centre will contribute substantially to promotion of EIU in the region, advance UNESCO’s goal of Information for All, and help preserve and encourage appreciation for the region’s rich cultural and linguistic diversity. (APCEIU 2006)

III. EIU/ESD from teacher education perspective

1. Concept: EIU/ESD

1) Conceptual Framework of EIU/ESD

- Replacing structures of militarization with structures of peace
- Living with compassion and justice (sharing resources, promoting equity)
- Promoting human rights and responsibilities
- Practicing intercultural respect, reconciliation and solidarity; cultural respect
- Living in harmony with the earth; sustainable development

Advocates of a critical and holistic EIU agree wholeheartedly that EIU is not just the content or what is taught and understood. Equally important is how it is taught, viz. the pedagogical principles embodied in the teaching-learning process. EIU takes place in multiple dimensions in integrated frameworks worldwide. Educators have applied what they consider appropriate and effective methodologies and procedures, being mindful of specific local or indigenous social and cultural conditions. Nevertheless, in a universal context, some common pedagogical principles could be considered relevant in educating for international understanding. (Toh, Sween Hin, 2004) Educating for a culture of peace requires a holistic understanding and interlinking of the issues of militarization, human rights, economic and social injustice, care for the planet earth, harmony with others, and personal peace. Holistic Understanding means looking into inter-relationships between and among different problems of misunderstandings, peacelessness, conflict and violence in
terms of root causes and resolutions. Micro level conflicts like personal alienation, apathy, crimes of peace and order may be rooted in macro level problems of poverty and unequal distribution of wealth and resources. It is therefore essential to draw a learner’s understanding of various conflicts into a holistic framework. (Toh Swee-Hin, 2004) A strong indicator of peaceful pedagogy is that it stirs hopefulness, a faith that ordinary peoples can exercise commitment, and courage in transforming their realities. (Toh Swee-Hin, 2004) Educating for a culture of peace must help learners go beyond describing symptoms of conflicts and violence in their immediate contexts.

2) Contents

- The purpose of the workshop is for teachers/teacher educators as educators to get sustainability integrated into education. One of the things that can be done is to see the solution. For example if the question is asked, ‘What are some of the things we would have, if we had sustainability?’ Then the answers would probably be there would be enough food, education, security, safety, peace, equity, clean water, friendly and cooperative atmosphere, no severe climate change, no pollution, no poor people, less natural disasters, and less consumption. There would be for example, partnership, respect for each other, and thinking into a brighter future.

- The question to ask here is how to teach people about ESD and EIU? Do they have the same vision? How to involve others in education for sustainable development (ESD), sustainable futures and the decade of education for sustainable development (DESD) is part of the challenge. ESD is not about sustainable development but for SD. It is understood that we do not have all the answers, but we can look at the social/cultural/environmental and the economic aspect of the problem. How can the movement from ‘pollution’ to ‘non-pollution’ be facilitated?

- How is change brought about? Learning as sustainability is about everyday actions with our children, reflecting on what we are doing. It’s about creating a learning community, and promoting change in ourselves. Two things have to be kept in mind: learning to change and attitude to change. The attitude to change is a process by which to mentor the process of change.

3) Process of EIU/ESD

-Capacity building: From the perspective of EIU/ESD, it is necessary for learners to build their capacity at various levels. EIU/ESD can not just give knowledge about the peace and conflicts issues. EIU/ESD should include so far the feelings, compassion, knowledge, skills, values and actions. To transform the society toward a culture of peace, it is necessary for learners to transform their own mind, and behaviors and to develop their skills. Of course the cognitive part of EIU/ESD such as knowledge can not be ignored. Furthermore EIU/ESD is also providing opportunities for learners to interact and to make commitments for transformation of the society. In short EIU encompasses feelings, thinking, and doing of learners such as emotion, ration and action. In this regard Educational materials/methods
should have variety, for example all kinds of arts is essential for promoting EIU/ESD. All kinds of arts, including poems, stories, literature, music, films, theaters, sports is very useful educational inputs, inspirations and instruments for applying EIU and ESD in the field or into practice, since we are seeking to build a culture of peace, to join our hands, hearts, minds and spirits for both individual and societal transformation. (UNESCO’s Manifesto 2000: www.unesco.org/manifesto2000) in a spirit of interdependence and global solidarity.

-Transformation: To transform the learners as peace makers or peace builders, the actions and the commitment of participants is very important from the EIU/ESD perspective. So the workshop for EIU/ESD gives the opportunities for the participants to perform cooperative tasks such as role plays on certain social issues, or making visual arts together. The participants can express their own feelings, and ideas while drawing the pictures, taking role plays and dancing together etc. They can also understand each other and develop their skills how to communicate with others, and how to express their feelings or ideas during their cooperative performance of their own tasks. It can result as well the creativities or the potentials of participants can be developed and inspired.

- Value formation/reformation: Through intensifying modernization or globalization, the western life style has been introduced to the Asia-Pacific region. Individualism is part of these global trends. Under the circumstance, it is hard generally to manage how to spend whole time from early morning to late nights together with others from different cultural backgrounds. It is necessary to liberate education from the constraints that help reinforce the hegemonic values and life styles such as the legacy of the scientific bias of western thought. As Teero commented in his paper, “Emancipation here refers to freedom from previous injustices inherent in earlier teacher education programs that featured the subjugation of studies of indigenous educational ideas to western ones. Such emancipation would culminate in freedom from ignorance of our own indigenous educational ideas and reclamation of an important part of our cultural heritages.” (T. Teero, 1999, P.39)

-Daily practice: In this sense daily exercises of EIU/ESD in daily life at all aspects, for example, even eating and sleeping is very critically reflected. EIU/ESD can not be practiced somewhere else. Therefore it can be taken sharing the rooms with others and foods, or cooking together during the workshop as a part of EIU/ESD. While sharing the food, or sharing the accommodations, the participants can learn to live together with others, and to learn the values such as tolerance, dialogue, cooperation, harmony, and solidarity etc. Respect is a value or an attitude that we hold towards both ourselves and others, when our heart and mind is open and flexible to accepting ourselves for who we are, and to accepting others for who they are, no matter how different they may be. Respect is acknowledging that you and others are unique and worthy individuals, who have the same needs and share equal rights to have these needs met equitably. With daily practice at all aspects of life, the people can transform their minds and behavior, and can be fully equipped with skills and knowledge. Based on peaceful minds, behaviors, and hands of every person, the society can be changed peacefully.

EIU/ESD
- Knowledge
The topic of transformation is very important. Models of transformation need to be explored. We need to analyze and evaluate the need for change. We need to participate and reflect on our own participation. Changes can be long, dramatic, and within ourselves, whilst at the same time it is important to not forget about our own heritages. This is where the tension arises between the traditional and the modern. We need to see how to integrate positive change into our daily lives. The starting point would have to be from facts in our countries. There is a need to identify the link between our activities and our values, and start from our own realities.

(a) Learning Outcomes Matrix- Children

<table>
<thead>
<tr>
<th>Themes</th>
<th>Know</th>
<th>Do</th>
<th>Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>Appropriate Greetings, Drivers – Culture</td>
<td>Sawasdee (Good Morning)</td>
<td>acceptance appreciation, respect/sensitivity</td>
</tr>
<tr>
<td>Respect</td>
<td>How to live together, aware of conflict/violence</td>
<td>Stop fighting, problem solving, negotiation, compromise</td>
<td>Forgiving, Apologizing, sharing/giving</td>
</tr>
<tr>
<td>Peace</td>
<td>We are unique/different in, socio-economic background, ability</td>
<td>After the others, fund raising, respect to all people, skills to put yourself into other's shoes</td>
<td>Be accepted Caring/Sensitivity, be generous, sharing/giving</td>
</tr>
<tr>
<td>Equity</td>
<td>Basic Knowledge on the Rights of the Child</td>
<td>Respect their rights to speak up</td>
<td>Not selfish, protect others</td>
</tr>
<tr>
<td>Human Rights</td>
<td>Over Consumption, Pollution, waste, knowing others share planet, Future thinking</td>
<td>Planting, look for animals, less waste etc, recycling</td>
<td>Caring, stewardship</td>
</tr>
</tbody>
</table>

(APCEIU 2005)

(b) Learning Outcomes Matrix- Teachers

<table>
<thead>
<tr>
<th>Themes</th>
<th>Knowledge &amp; Understanding</th>
<th>Thinking Process</th>
<th>Skills</th>
<th>Values &amp; Attitudes</th>
<th>Action</th>
</tr>
</thead>
</table>

21
<table>
<thead>
<tr>
<th>Cultural Respect</th>
<th>Diversities and differences, our own culture Factual not biased/ prejuiced Impartial Own culture Others Reasons for beliefs and values</th>
<th>Compare &amp; Contrast, think critically on one’s own society Group discussion Critical skills Compromise Ability to motivate Practice Ability to vary presentation i.e. active-passive</th>
<th>Respect each other, Friendliness, Open mindedness, Tolerance, Equality, Acceptance</th>
<th>Policy making from school to broader contexts. Having community associations Setting up networks Role model Practice every day Study own culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace</td>
<td>To be able to interpret Peace. To explain the necessity for peace. To know the different understanding of peace. Awareness of the consequences of war. Teaching the role of media teachers need to be aware of media issues.</td>
<td>Compare and contrast, thinking living together, solving other, non-violence, equality Speaking and presentation Skills</td>
<td>Understanding, Finding ways to solve post conflict problems. Set up peace clubs. Distribute info pamphlets on peace.</td>
<td></td>
</tr>
<tr>
<td>Equity</td>
<td>To know they have to give equal opportunities to students. Awareness of the definition of equity and equality. Being aware of different social status in the society. Being aware of ethnic groups (gender) in own</td>
<td>Critical analyzing and finding Practice tolerance and acceptance analyzing the students’ backgrounds to know how to provide equity in the classroom. Analysis on Problems</td>
<td>Respect others Practice equity. To involve students in activities to promote equity. To involve parents in school gatherings to make them aware of the need for equity. Study inner peace Study conflict</td>
<td></td>
</tr>
</tbody>
</table>
countries. To know people who can really help connection/authorities. Solidarity, factors threatening peace. Different matters to develop peace. More than 'absence of war'.

| Human Rights | Awareness of UDHR, CRC, Constitution of the country, Remedy | Critical Thinking, Reasoning | Reasoning, Justify, Identify, Bringing rights into daily life, problem solving | Respect, Love, Compassion, Freedom, Responsibility, Acceptance, Tolerance | Integrate into the curriculum, Run seminars, Case study |

| Sustainable Development | Resources are Limited, impact of development, Social, economic, political aspects, interrelated, futuristic. Eco system political, economics, social, natural, cultural reasoning, evaluation, critical thinking | Analyses, evaluate, Justify, seeing a whole picture Analysis Introduce | Share, Cooperate, respect nature, think positively, be fair, care; be responsible, Tolerance, Study the eco- Appreciation of system nature, social and cultural factors affecting it | Integrated into the curriculum and co-curricular, Field Trips Work with NGO’S |

(APCEIU 2005)

2. Methodology

1) Knowledgeable about Methodologies

- Is aware of the trainees’ background and their respective abilities
- Varies pedagogy to suit trainees and different learning styles
- Uses interesting methodologies
- Uses a participatory learning process
- Involves all participants
- Models good principles and provides clear examples of sustainability e.g. doesn’t waste paper
2) Knowledgeable about Contents of Training
- Provides relevant information
- Has clear and effective materials
- Has good content knowledge and core competence

3) Supportive of Learners
- Creates a positive learning atmosphere
- Encourages positive thinking
- Provides learners with positive responses
- Is encouraging
- Appreciates learners’ attempts
- Some of the Professional Groupings that can be audiences for Training Programmes are:
  - School Teachers
  - Curriculum Developers or Advisors
  - Administrators/Policy Makers/ Advisors
  - Teacher Trainers
  - NGOs/Community

4) Learning Process
- We have to start changes within ourselves, we can also use learning styles and methodologies to effect further change in education. The APNIEVE model of knowing, understanding, valuing, and acting is a useful teaching tool.
- The way different people (males, females, adults, and children) learn is different. Indigenous people also have a different way of learning, mostly through kinesthetic ways.
- Learning for change happens best when there is a safe and conducive learning environment supported by different and creative teaching methods. It is useful to ponder on the way you yourself learn and connect your own issues to the world. We all have different styles but our styles may not be the way learners learn, so all different styles have to be covered in learning activities.
- The teachers’ own experiences can be used to encourage change with students. Some teachers use first-hand experience, some use assessments by students and teachers, and other teachers place the learning responsibility on the students. Students need to understand, and care about what teachers are saying to them and then they have a reason to change. Youth learning more about their culture can be done by getting information and wisdom from local people.

5) Whole school approach: Supporting change
- If a need for change is identified in the whole school or whole school community, there is a need to agree on the necessary values to support the change. Many more places are now having whole-school approaches. Using their expertise, need to work to change attitudes and values in a whole school community so that everyone can live more
In today’s world, there is a need to love and show compassion to all people and life to be able to live together. Spirituality is important and is the same. We can live sustainably and in peace if we combine the development of heart with information and take action based on it. This way we can bring about change.

We cannot say to others do something and then practise something else ourselves. People need to identify the need to change. They need to know what they will get and how they will benefit from it.

Awareness raising of the need for change is the first thing to be done. Life is not sustainable as it is, so there is need for change. We need to see how change will affect our lives. We need to explore the ways of making better change, and consider the people’s feedback from the change.

3. Managing

1) Planning

- What is the purpose of the training?
- What concepts/ideas/knowledge/feelings/actions should teachers/trainers experience?
- What process will be used for the training?
- How will the training be delivered?
- Who is the intended audience?
- How many people will be involved?
- What length will the training be?
- Where will the training be held?
- What facilities will be needed?
- How much can be spent on this training?
- Who can help with the training?
- What resources and materials will be needed?
- Who will support the training?
- What needs and expectations does the target group have?
- What expectations do authorities/governments have?
- How can the training be evaluated?
- How can the starting session be really motivating?
- What is the best way to provide people with good orientation?
- Whether to deliver training sessions in teams or individually?
- Whether the process can be transformative or transmissive?

2) Principles

- Training Sessions usually take the form of:
  - Introduction
  - Presentation
  - Practice
Training session should also be based on sound learning principles e.g.,
- Participatory
- Known to unknown
- Engaging the whole person
- Active and experiential
- Relevant and meaningful
- Using questioning and inquiry
- Empowering the learner to action
- Directed towards specific outcomes
- Transforming of values
- Showing sensitivity
- Inclusive and democratic.

3) Effective Management skills

- Starts with an “ice-breaker” to introduce participants to each other
- Clarifies expectations
- Sets the norms of the group (i.e. agreed operational procedures)
- Organized
  - Manages time well, both personal and length of sessions.
  - Stays on time, and keeps to time
  - Has time limits, time frames for each activity
  - Does what they will say they will do
  - Provides a way of evaluating the effectiveness of the training.

4) Evaluation: What can be considered?

- Methodology - having diversity
- Input on linkage of peace and EIU/ESD
- Process of organizing a workshop
- Input on the concept of EIU/ESD
- Addressing similarities of the existing problems in the world
- Sharing examples
- Need to train about attitudes
- Stick to the time frame
- More explanation needed on the whole school approach, what it is and how to apply it in our own contexts
- The facilitators should have been more involved in the group work, at least to ‘get the ball rolling’
- More clarification on some of the instructions
- Resource persons could have provided the relevant materials beforehand
- Need more spirituality in the workshop
- Need some more time to know each other
4. Role of Teacher

1) Role of Teachers
- Be aware of the situation and serve local needs
- Teach according to local needs
- Be equitable in treating students so that children can see a positive role model
- Act as a facilitator to bring out discussions on all of the perspectives on the conflict
- Respect all students’ beliefs and opinions
- Develop and implement a local and a central curriculum
- Increase students’ understanding of the ‘real’ world
- Provide support to other represented groups
- Engage in equity actions
- Provide books and an inclusive curriculum for classroom learning
- Encourage the education for girls so they get in to school and stay
- Continue own learning

.2) Expectation

Personal Traits
- Works from the heart
- Is enthusiastic and energetic
- Has a positive personality
- Is adaptable/flexible
- Is sensitive to trainees needs, (situational/needs analysis)

Good Communication skills
- Is a clear speaker
- Is a good listener and builds on what the trainees’ say
- Plans well in advance; has lesson plans
- Provides clear and meaningful instructions
- Steer the discussions to the themes (synthesis)
- Link back to the objectives
- Be good at summarizing the point and issues
- Ask the right question at the right time

3) The status of teachers:
- Teachers have a low status in a society
- Low salaries
- Less opportunities of being promoted
- A life-long job within four walls (hard to get out and make changes)
- Low involvement in the bigger society
- Low expectations of their role
- An inability to set a good image in the society
- Not enough qualifications.
4) What support needed?
- Teach a curriculum of respect, acceptance, harmony, tolerance, and equity
- Develop quota systems
- Need more input on the learning strategies, resources and monitoring
- Need more input on the integration of the concepts to our own contexts
- More information regarding the rights issues
- How to involve students
- Need more on linking and integration.
- More information on identifying the solutions.

5. Localization/Contextualization

In promoting a Culture of Peace, there is a growing need for Education for International Understanding. This region’s great diversity means that capacities and needs are quite varied, each dependent on national situations and contexts. The challenge is to identify and develop different approaches that are responsive to varied needs and circumstances.

1) Localization and Contextualization of EIU/ESD: Regional Diversity: Identity by its diversity of culture, language, religion and socio-economic system, there is a growing need to identify effective ways to further promote EIU, various collaborative initiatives have been taken at local school, national, regional and international levels
2) Sustainability will look different in different countries. In future, we could ask participants to bring issues from your own countries and to discuss them, whether the issues are about ESD, change or critical thinking. ESD is about transformation. Transformation is change. Critical thinking is about reflecting about where we are now, and what we can do better.

IV. Conclusion

1. Strategy

- Readdress sustainability to the existing subject or faculty/ initiatives
- Mainstreaming
- Multiply Impact of any initiatives
- Synergy - Cross linkages within UNESCO
  - Institutional partnerships

2. Tasks for Teacher Education

- Conceptual framework of EIU/ESD in the region: Widening and deepening EIU/ESD
- Promote Inter-continental dialogue on EIU/ESD
- Integrated efforts for Research on EIU/ESD, Development of Education Materials,
Teacher Training

- Linkage UNESCO’s Strategy Plan on Education especially ESD with EIU
- Setting up EIU Teacher Training Methodology that reflects local conditions of sub-regions
- Promote Inter-sectoral, Inter-subject collaboration on EIU/ESD to find reference of EIU/ESD with other existing discipline and to enlarge perspectives of EIU towards whole society
- Develop Tool Kit (Concept, Educational Approach, Model Module)
- Provide practical Education Materials to Teachers and non-formal sector educators
- Strengthen partnership and network among different institutions related to teacher education institutions, educational faculties, teacher colleges etc

3. Recommendations by Teachers/Teacher educators

- 1. Need to providing guidebook on ESD and EIU
- 2. Provide the tools for supporting people through the change process in own setting
- 3. Produce a ‘training manual’
- 4. Need to transfer information on EIU/ESD to other media such CD or memory sticks/card.
- 5. Set up a network with exiting subjects areas, faculty, Institutions in the region, sub-region and own countries.
- 6. Need to share best practice/cases/sample practical activities/lesson plans/experience with other countries on EIU/ESD.
- 7. Support to follow up the teachers or trainers’ initiative
- 8. life long training / more trainings
- 9. Need to work together with community/society/adults/students
- 10. Encourage teachers to listen/learn and challenge own assumptions and paradigms.

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