Republic of Korea – Part I

Education for International Understanding in the Republic of Korea-policy and status

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I. Introduction

As it enters into the 21st century, Korean society has been strongly influenced by the wave of globalization, together with the recent Asian economic crisis. The trend of globalization and economic difficulties do not only influence government policy but also affect the day-to-day lives of the public. Mass media, including daily newspapers and television, are allocating increased coverage to international affairs and reports them from every corner of the globe. Increasing use of the Internet is taking Korean society into the world community. As Learning: the Treasure Within (Report of International Commission on Education for the 21st Century) rightly pointed out, every human being should learn to live together with others now than ever before.

In this context, demand and necessity for the Education for International Understanding(EIU) has increased in the circles of education in Korea. Many Korean teachers understand that they are now teaching the leaders of the next century, the global citizens of the 21st Century.

In this connection, this paper tries to present the policy and status of EIU in Korea as relevant information for further discussion at this symposium.

II. Legal basis and policy of EIU
The legal basis of Education for International Understanding (EIU) in Korea can be found in three different dimensions: first in the Constitution of the Republic of Korea, second in the Basic Law of Education and third in the Law concerning Unesco Activities in Korea. Related articles are as follow.

-The Constitution in its article 5 states that the Government of the Republic of Korea would make every effort to maintain international peace and denounce all kinds of aggressive (invading) war. This phrase gives the first and fundamental legal basis for EIU, the ultimate purpose of which is to achieve peaceful societies and maintain them.

-The Basic Law of Education, revised in 1997, in its article 29 regulates that the Government should give effort to internationalizing education (education for international understanding) in order to equip all the people with requisite attitudes and abilities to become a member of international society. On the basis of this phrase, the Government plans and carries out EIU in Korea.

-Article 3 of the Law concerning Unesco Activities in Korea stipulates that Unesco activities in the Republic of Korea shall be aimed at imbuing the whole nation with renewed international knowledge and correct international understanding through education, science, and culture based on the fundamental spirit of the United Nations and in accordance with Unesco Constitution and the resolutions of the Unesco General Conference, and at the contributing toward elevating the national culture, guaranteeing world peace, and promoting human welfare by means of encouraging international understanding, goodwill, and cooperation through active international exchange. On the basis of this article, the Korean National Commission for Unesco (KNCU) has carried out Unesco activities in Korea including education for international understanding.

A more detailed policy on EIU can be found in the 7th Revised School Curriculum which will be effective in the year 2000. Emphasizing the democratic citizenship which will contribute to national development and a democratic society, and to the realization of ideals of common prosperity for humankind, the Curriculum introduces two new approaches for EIU for coming year.

Until the present EIU carried out by Korean Unesco Associated School (ASP) has a two ways' approach. One way is through one or more of the school subjects, mainly through social studies, foreign languages, or (and) moral education. The other way is through extra-curricular activities, mainly by Unesco student clubs.
formed at schools.

According to the Revised Curriculum, however, the free choice subject/programme mainly aimed at deepening and complementing regular subjects, will be introduced to elementary school, middle school, and high school from year 2000, 2001, and 2002 respectively. This free choice subject/programme includes various subjects/programmes such as democratic citizenship education, environmental education, education of information and its ethics, and education for international understanding (EIU) etc. Among these subject/programmes, each school is free to choose one or more subject/programme on the basis of needs of teacher and student within regulation of the Curriculum. This new policy can be interpreted in two ways for EIU. The first one is that EIU can be taught at all school level as an independent subject/programme. The second is that the spirit of EIU can be carried out through other free choice subject/programmes such as democratic citizenship education, environmental education, education of information, and others which are much more flexible in terms of operation than regular subjects.

The second new policy presented in the Revised Curriculum is establishment of international education high school. This school aimed at giving basic knowledge and sound attitude to student who will become world citizen and specialist on international affairs. The curriculum of this school are composed of the following subjects.

- study on international understanding through one or two of the foreign languages such as English, French, German, Spanish, Chinese, Japanese, Russian, and Arabs
- study on international politics, international economics, world problems, comparative culture, information science, area study, futurology, Korean traditional culture, and Korean modern society. Among these subjects, the subject of world problems deal with world peace, human rights, environmental issues, and development problems etc.

A more concrete policy can be found in the Five Year Education Development Plan drafted by the Ministry of Education (this plan is only a draft at this stage). The contents of the plan is divided into eight areas. Under one of these areas, titled "Cyber Space and Global Village as Learning Places in the age of Informationization and Globalization", one section is allocated for "Promotion of Education for International Understanding". The summary of this section can described as follow:
1) Policy direction: Constructing specialized supporting system for the promotion of education for international understanding, the government lays favorable conditions for school to educate the student as a member of world citizens with pride of Korean tradition.

2) Main features of the Plan:
(1) Development and dissemination of EIU programmes and learning materials
(2) Development of curriculum models for EIU and guidelines for them
(3) Development and dissemination of various kinds of teaching methods for EIU
(4) Expansion of in-service education of teacher for EIU
(5) Supporting research, interlinking domestic and foreign experts in the field of EIU
(6) Organizing voluntary group of foreigners for EIU who reside in Korea
(7) Constructing information network of EIU throughout the world
(8) Supporting the Center of Education for International Understanding attached to the Korean National Commission for Unesco.
(9) Investing 3.800 million won(approximately $32 million) for EIU during five years.

III. Current Status and Problems of EIU

The word "Education for International understanding" was introduced to Korea in 1961 by joining of four Korean secondary schools to the Unesco Associated School Project(ASP). Since then almost forty years later, the number of ASP schools has grown to 66 schools including elementary, middle, and high school and university. The table 1 shows the increase of the number of ASP by the decades.
Many of these schools served as pilot schools for EIU in Korea with support from the Korean National Commission for Unesco, which is a leading agency for the promotion of EIU. The programmes/activities of the schools are mainly focused on one or more themes guided by Unesco as follows:

1) World concerns and the role of the United Nations systems in dealing with them

Schools select an issue of world problems, such as hunger, disease, illiteracy, cultural identity, population and women’s issue, etc., and examine various facets of the problems locally, nationally and internationally. In this context, the present and future role of the United Nations and its Specialized Agencies in helping to solve such issues will be identified more concretely and visibly. The observance of United Nations Years and Days helps students to understand these issues in their daily lives.

2) Human rights, democracy and tolerance

Today, many activities, carried out by schools, which relate to human rights aim at eliminating all manifestations of intolerance, all forms of prejudice, and strengthening education for democracy, mutual respect, civic responsibility, tolerance and non-violent conflict resolution.

3) Inter-cultural learning

The study of other countries and their culture is one of the most popular programmes in education for international understanding. This programme includes a better understanding and appreciation of other customs, traditions, values. For this purpose, there are some cases to establish contact with a school abroad.

4) Environmental concerns
Activities in this area include studies on pollution (air, water, soil), energy, forest conservation, conservation of natural resources, the greenhouse effect, sustainable development, and ultimately study on how science contribute to the future of humanity.

Patterns of activities for EIU may be divided three ways. The first one is mainly through the school curriculum, such as social studies, moral education, and foreign language teaching etc. The second one is through extra-curricula activities by Unesco Student Clubs formed at ASP schools. This category of activities include exhibitions, organization of discussion panel, production of scrap books, observance of UN designated days, folk dance of other countries etc. The third one is through international exchange of penpals in foreign schools which has a sister relationship. Nowadays some schools carry out EIU programme through Internet on experimental basis.

As for the strategy to promote EIU in Korea, there are three approaches by KNCU, one is to hold national seminars/workshop and the second is to support small scale research project at the school level, and the third is development and dissemination of teaching-learning materials.

-The National Seminars/workshops on EIU have been organized by the Korean National Commission for Unesco annually since 1962. These seminars/workshops has become one of most effective strategies to stimulate the ASP school teachers through lecture from resource persons, presentation of study result, exchange of information, and evaluation of activities. The list of seminars/workshops is attached to appendix 1. Since 1997, however, this seminar/workshop was replaced by in-service education of teacher for EIU which is officially supported and recognized by the Ministry of Education. Applicants to in-service education are not limited to ASP school teachers but are open to all the teachers who have interest in EIU.

-The support of small scale research projects has been carried out since 1990 to encourage the pilot activities at school. The project proposal are submitted by schools to KNCU every academic year. After examination and approval of proposals by Advisory Committee on EIU, certain number of schools are selected and given technical and financial support from KNCU.

-The development and dissemination of teaching-learning materials is one of long tradition of strategies to promote EIU. Since 1962, just after joining of
ASP, the Korean National Commission for Unesco has translated and published "Education for International Understanding and Associated School Project" in Korean. Since then, 40 different kinds of teaching-learning materials (including four kinds of video tapes) have been translated or developed by KNCU and disseminated to ASP schools and some of other schools who are interested in EIU. The list of publications is attached to appendix 2. for further reference.

As for EIU in out of school education, it is proper to introduce International Youth Camp (IYC). Since opening its doors in 1966, International Youth Camp (IYC) organized by KNCU has become an annual international activities for youth. Over the years, the IYC has served to enrich the lives of nearly 3.000 youth through camp programmes fostering international understanding and cooperation. IYC provides young people from various countries (seventy international campers and thirty campers from Korea) with a forum to exchange knowledge, share ideas and work together for common cause. The objectives of the camp are to strengthen inter-cultural dialogue among the young people of world, to improve the knowledge and awareness of world issues and to promote more active and constructive role of youth.

As for the newly initiative and innovative programme of EIU, Cross-Cultural Awareness Programme (CCAP) is one of good examples. First launched in 1998 by KNCU and the Ministry of Education, CCAP strives to intertwine local and global communities through a voluntary network of different peoples residing in Korea. Various residents interested in cultural exchange activities and international cooperation participate from their own perspectives in the programme.

The objectives of CCAP are 1) to augment the education for international understanding in schools by sensitizing Korean youths to the need for international understanding and learning to live together, 2) to provide opportunities for individuals from different cultural backgrounds to share their cultural traditions with others and strengthen their commitment to a culture of tolerance and mutual respect, 3) to foster positive interaction between the Korean and foreign communities and create a constructive and fulfilling partnership through a process of opened dialogue between different peoples in Korea.

As another innovative programme for EIU, the Global Village Club initiated in 1992 by the Korean Committee of UNICEF, is worthwhile to mention
here. The main goals of the Club are:
1) to develop the value of children and youth on solidarity, peace, tolerance, social justice and environmental awareness.
2) to change their attitude to be good world citizens in the future by providing them with proper knowledge and skills,
3) to think globally and care for needy children of the world.

By September this year, 165 elementary schools, 114 middle schools, and 61 high schools throughout the country are participating in the Club movement, which has gained a good reputation among schoolteachers. Each club is composed of 24 to 32 students with one trained teacher. The manuals of guidelines for the operation of Clubs at each academic level were developed and disseminated to the participating school.

<Problems to be solved at the national level>

Until the present, EIU in Korea has mainly been carried out by Unesco Associated School. However, it seems that time has come to expand EIU from the level of ASP School to the level of national education system. In this context, the following problems/difficulties may be pointed out.

First: the Recent National Survey(1995) on EIU shows that a large number of school teachers(65%) had never intentionally conducted EIU at school, and about 40% of teachers answered that they were not familiar with the concept of EIU. This means that EIU in Korea has a long way to go and requires that both the government and KNCU, a leading agency of EIU, should expand and develop EIU from the level of ASP to the national level. Of course, obstacles exist on the way to promote EIU at school, among many, the strongest one being the entrance-examination system which does not include the contents/activities of EIU.

Second: the Survey also shows that the scarcity of instructional materials within classroom and the lack of an administrative support system were pointed out by many teacher to be the major reasons why they did not conduct EIU at school. Over the last 40 years KNCU developed and disseminated various kinds of teaching-learning materials on EIU. It is proper time to evaluate the usefulness of the material and select some of best examples for nationwide distribution with support of the Ministry of Education.
Third: one of the fundamental problems faced by EIU in Korea is a shortage of the trained teachers in EIU. Only within this year, two teacher training institutes, one for elementary school teacher and the other secondary school teacher, began to offer EIU course as a teaching subject. For in-service education of teachers, both the Korean national commission for Unesco and the Korean Committee of Unicef established the EIU course in 1997 and produced an average of approximately 170 trained teachers every year. However this number is too small when compared with more than 400,000 school teachers at national level.

Fourth: another fundamental difficulty faced by EIU is the scarcity of real and pure specialist in EIU. There are so many experts, scholars, and administrator who relate to EIU and insist on the necessity and paramount importance of EIU. But there are very few who major and study only EIU. The scarcity of specialist causes the delay of opening EIU course at higher education institutes and makes it difficult to strengthen the association of EIU, such as the Korean Society of International Education. Of course there are so many other things to be done, if more specialists can be supplied.

Fifth: there are some concerns on the priority of EIU in educational policy/plan. No policy makers or educational administrators deny the needs and significant of EIU at age of globalization, but in actual implementation of EIU such as allocation of budget, EIU get very little attention comparing with other fields of education. Still, the government feels that EIU is not one of the urgently needed field in national education system.

Sixth: lastly, there is some confusion in perception of EIU. Is it one of academic disciplines or is it an area of programmes or activities, or is it a kind of educational movement? It is not clear at this moment, but it seems that EIU has all of these three different natures. Another source of confusion is in implementing EIU. Will there be some duplication of its content in subject area of programme/activities such as understanding other culture, human rights issues, and environmental problems etc, with multi-cultural education, human right education, and environmental education? When school deals with one of above areas, it is difficult to differentiate EIU from other area of above education.

IV. Conclusion-future prospect

After consideration on policy and status of EIU in Korea, even though
there are some difficulties to be overcome, future prospect of EIU seems very bright. As for conclusion of this paper, it may be proper to consider some rationales for future prospect of EIU.

The first reason for bright prospect is based on a general and wide-ranging social atmosphere in Korea which show its interest and support of the spirits of EIU. Issues of democratization, human rights, environmental care, intercultural understanding are being raised in political, social, economic and cultural life in Korea. Such a social atmosphere will give very sound foundation for development of EIU.

The next reason for bright prospect is supported by recent changing perspective and attitude of policy makers, specially those of the Ministry of Education. As stated at the legal basis and policy of EIU, the government revised the Basic Law of Education which stipulated the promotion of EIU, strengthened EIU spirits as well as concrete measures in some components of the 7th Revised Curriculum, and included the section of EIU in the draft five years education development plan. All of these policies and administrative measures can be interpreted as a blue sign for the development of EIU in Korea.

The third reason is grounded on the opinion and attitude of school teachers. According to the National Survey on EIU, more than 70% of teachers asked for in-service education in field of EIU, and more than 65% of teachers said that they need teaching-learning materials to be used in classroom in order to carry out EIU at school. While these figures show two aspects of main problems of EIU, such as a shortage of qualified teachers and scarcity of teaching learning materials, they also can be interpreted that many teachers recognized needs of EIU and if proper conditions would be met, they are ready to conduct EIU at school. The desire of teachers to implement EIU at school will be the strongest potentiality in development of EIU.

The fourth can be founded in trends of opening lectures/course at university. Since the middle of 90's, EIU-related courses have begun to be offered as general education course, and the number of university which is willing to offer such a course has been increased. However, many higher education institutes have to delay the introduction of EIU in their curricula, due to the limited number of professors/lecturers of EIU. This kinds of trends also show a bright side of EIU's
development.

Finally, it is reasonable to point out that KNCU, designated in 1997 as the center of Education for International Understanding by the Korean government, became a more powerful leading agency for EIU in Korea, comparing with the past. It carried out in-service education, develops teaching materials, and constructs information networks for EIU, and at last established Asia-Pacific Center of Education for International Understanding (ACEIU). This kind of activities of KNCU supported by the government gives another bright aspect for development of EIU in Korea.
<Appendix 1>

Seminars/Workshops on Education for International Understanding
-Main themes/activities-

1962: Need and Importance of EIU
1963: EIU through school life
1964: EIU in social
1965: EIU in foreign language, music and fine arts
1966: Organization of Unesco student clubs and their operation
1967: Basic logic for EIU, administrative support, and improvement of programme
1968: Design and production of booklet named "Resource Book for EIU in social studies units"
1969: Way and means of utilizing the "Resource Book for EIU" at school
1970: Dissemination of ideas of EIU at local level through hosting seminar/workshop by local unesco associated school
1971: same as above
1972: same as above
1973: Evaluation seminar on EIU participated by professors, supervisors, and specialists
1974-80: No official seminars/workshops supported by KNCU
1981: Current situation of EIU since 1974
1982: Korean EIU in era of internationalization
1983: Study on world problems at classroom
1984-89: Training courses for Korean English teacher conducted by American school teachers co-hosted by Wisconsin International Education Institute and KNCU
1990-91: Study on environmental issues at school
1992: Evaluation on environmental study as a part of EIU
1993: Further study on environmental issue at school
1994: Reflection on EIU and development plan for it
1995: EIU toward 21st century
1996: EIU in era of globalization
1997: In-service education on EIU for school teachers
1998: same as above
1999: same as above
<Appendix 2>

The List of Publication on Education for International Understanding

1962: Education for International Understanding and Associate School Projects
1963: Education for International Understanding
1964: Encounter of East and West
     World Declaration on Human Rights
     History Textbook and Education for International Understanding
1968: Resource Book of Education for International Understanding in Social Studies
1972: Principles and Cases of Geography Teaching
1974: Guidelines of Education for International Understanding
1988: various countries, various people
     Revised Guidelines of Education for International Understanding
1989: Cases Studies on Education for International Understanding
1991: Cases Studies on Education for International Understanding(2)
1996: International Society and Education for International Understanding
     Education for International Understanding at School
1997: Classroom open toward the world
     -teacher's manual for elementary school
     -teacher's manual for middle school
     -teacher's manual for high school
     Human Right Education at School
1998: Primary School Kit on the United Nations
     Intermediate School Kit on the United Nations
     Secondary School Kit on the United Nations
     Manual for Associated School Project
     Global Studies I-Asia and Africa
     Global Studies II-Europe and America
     Democracy at School
     History Education and History Textbook for 21st Century
Republic of Korea – Part II

Cross-Cultural Awareness Programme
"Why do people from India eat with their hands?
Then, why do people from Korea eat with chopsticks?"

Ms. Young-Ah Lee
Yongsan Middle School

1. Cross-Cultural Awareness Programme

The Cross-Cultural Awareness Programme (CCAP) was first launched in September, 1998 by the Korean National Commission for UNESCO in cooperation with the Ministry of Education of the Republic of Korea.

CCAP invites foreign residents in Korea to share the culture of their countries with the Korean students. They are asked to visit schools and meet young Korean students as Cultural Exchange Volunteers (CEVs) in collaboration with Korean Interpretation Volunteers (KIVs) and school teachers.

CCAP was designed to augment the education of international understanding in schools by sensitizing the Korean youth to the need for international understanding as well as learning tolerance and developing cross-cultural appreciation. It also provides opportunities for individuals from different cultural backgrounds to share traditions with others in order to strengthen their commitment to foster a community of mutual respect. It also encourages positive interaction between the Korean and foreign communities, creating a constructive partnership through a process of open-ended dialogues between Koreans and the people of different nations residing in Korea.

CCAP is not only designed to provide Korean students with knowledge of specific cultures, but also, more importantly, to enhance students' thoughts and attitudes in favor of cultural diversity and open-mindedness. Therefore, strong emphasis is put on
an interactive approach focused on action and experience that can inspire students' creativity and spontaneous participation.

This year, it is expected that around 440 CCAP classes will be conducted at 110 schools nationwide. In particular, starting this year, the programme will be available on the Internet.

CCAP volunteers also participate in monthly meetings to discuss their CCAP activities such as their classes and their experiences in schools, sharing their cultures with the other participants. By involving themselves in this unique and exciting endeavor, all participants are able to increase their understanding of one another and deepen their commitment towards building a culture of tolerance and mutual respect.

2. School Classrooms Freed from Prejudice

Mr. Mukul Basu from India, along with a Korean interpretation volunteer, arrived at Yongsan Middle School in Seoul. They greeted the students waiting for them in the school auditorium.

Most of the students approached Mr. Basu, who was dressed in an Indian traditional dress, with curiosity. Some students, although they were shy, said "hello" to him timidly. It was the first time the students saw an Indian in traditional costume even though they had learned about India through books and TV. The students couldn't take their eyes off him. Mr. Basu then began to introduce India. He told the students that there were numerous ethnic groups and that over 200 languages were spoken in India. Since there are so many, he said that most Indians communicate with each other in Hindi or English. He showed a bill with eight languages on it. He also explained that India has numerous gods and religions. The number of gods exceeds an astonishing 3,300 million. He showed some pictures of Brahma, Vishnu, and Shiva, gods responsible for the creation, management, and destruction of the universe, respectively. He also introduced the students to the 'Tabula,' a traditional musical instrument. He played the 'Tabula' with the help of some volunteer students. As the class progressed, students came to think of Mr. Basu as a close friend and not as a stranger.
After Mr. Basu finished introducing India, there was a 'Question and Answer Session' during which students asked him questions such as: "Why do Indians eat with their hands?" and "Do you use your hand instead of toilet paper in the bathroom?" As soon as these questions were asked, there was a loud burst of laughter. Mr. Basu calmly answered their question with his own question: "Then why do Koreans eat with chopsticks?" At that moment, all the students stopped laughing and began to think about the question.

Mr. Basu continued to answer the students' questions. He reasoned that since there were many cold days in Korea and that since most foods were hot to the touch, Koreans must have had a need to use something to eat the hot foods with. They decided to use chopsticks. India, however, has a different climate and Indians eat different foods. Indian foods are proper to eat with one's hands. They need not worry about uncleanness because they eat only after washing their hands thoroughly. Also, in a warm country like India, using water in the bathroom is better for one's health than using paper. The students became serious as they reflected on what he said.

There is a *difference* between cultures. One culture is neither superior nor inferior to the other. Indians eat food with their hands and Koreans eat food with chopsticks. That's it. They are only different ways in eating food. The students realized that Indians would consider it strange to see Koreans eating with chopsticks just as Koreans think it strange for Indians to eat with their hands. The students also found that a culture different from Korea's was not odd but rather rich in tradition and with a long history. They realized that they should try to understand and come to respect other cultures. The students also reflected on the greatness of their own culture as Mr. Basu talked about his own culture with such great pride and affection.

On another occasion, Ms. Kinuko Fukami from Japan came to visit the students. Ms. Fukami greeted the young students in Japanese and showed them some differences in the pronunciation of Japanese and Korean words. She made students laugh by pronouncing MacDonald's "Magmonardo." She also voiced the sounds of some animals. Moreover, she discussed some differences and similarities between the Korean and Japanese cultures. "For example, Koreans' table manners are different from those of the Japanese," she said. Holding a bowl and chopsticks, she showed how a Japanese person would eat. Placing the bowl in her left hand, she pretended to
eat food with chopsticks in her right hand. One of the students then asked her how the Japanese would eat soup. The answer was the same. They should hold the soup bowl and drink from it. The student informed her that it was the opposite in Korea. Koreans don’t hold the soup bowl; they should keep it on the table. She then frowned and answered that it was not considered to be good table manners. The students wondered how good table manners in Korea could be considered to be bad manners in another country. Students who had once laughed now became serious.

Through other CCAP classes, the students have learned first hand about the cultures, histories, and policies of Sri Lanka, Pakistan, and Bangladesh. Mr. Ridmaal Fernando from Sri Lanka explained about his national flag to the students in much detail and Mr. Muhammad Mujibur from Bangladesh gave the students a chance to see a soap opera depicting a typical day in his country.

The students realized how little they knew about their neighbors. As their curiosity peaked, the students hoped to meet other people from different countries. Through songs, dances, cooking, and playing games, students came to an understanding about the different cultures and their view points were broadened. They were also inspired to learn more about themselves and the world with an open mind, tolerance, and respect. They now have an understanding for one another and this is the first step towards world peace.

3. The Effects of CCAP

Students

Students are very excited to experience other cultures through the foreigners in their classroom. They have shown much interest in learning about the various cultures. They have learned how to interact politely with people from different countries. Even the students who were not interested in school life took an active part in CCAP classes. They showed an open mind and a change in their attitudes in learning more about new cultures.

Students also met some CEVs who introduced their country's cultures in fluent Korean. Many of the students have often remarked that they would like to introduce the Korean culture to the world in the future. Students who are blindly chasing after
foreign cultures, especially western cultures, came to develop an interest in other countries; they also realized that they knew very little about other Asian countries. The students had an opportunity to clear up any misunderstandings about specific countries and they even had opportunities to introduce the Korean culture to the CEVs. Through CCAP, they discovered their own identity. They were able to experience foreign cultures first hand and not just through textbooks.

School Teachers

We, teachers, have often heard the saying: "The quality of a class cannot be higher than the quality of the teacher." This means that teachers have a tremendous impact on their students. Students are unable to open their eyes to see the real world if teachers are biased and fixed on old ideas. Teachers themselves can have a prejudice and a preconception of other cultures, and this can be passed on to their students. This brings a need for teachers, as well as students, to participate in the Education for International Understanding (EIU). CCAP can benefit Korean adults as well as Korean youth.

Teachers who have many personal experiences about various cultures can share their experiences with their students and the students can therefore, understand more about the world from their teachers.

By opening more CCAP classes in schools, teachers who have interest in other cultures can participate; thus, expanding their students' understanding of the world with their own. Teachers in charge can also enhance their knowledge of foreign cultures in preparing for CCAP by having students research the countries related to the CCAP class and by discussing the lesson content with the CEVs. Teachers themselves could serve as Cultural Exchange Volunteers to the foreigners. Principals could also get involved to foster intercultural awareness. They would be able to gain a recognition for the importance of international education and adopt their experiences in school administration.

CEV

Mr. Gram Perry, a CEV, answered this question: "What makes you participate in CCAP?" He replied that he was very happy to be able to give something back to
Korea where he currently resides by introducing the British culture to the Korean youth. He's also glad to meet Korean young children because he likes children very much. As he visits Korean schools, he learns about the Korean education system, methods of teaching, and attitudes of the teachers and students. He said that the Korean education system had many good points compared to that of the British education system. He said although he was nobody special, he was always given the 'royal carpet' treatment in every school he visited. Principals, teachers, and students were all very gracious and appreciative of Mr. Perry's efforts. He regards it a pleasure to visit schools as a CCAP volunteer. Mr. Perry feels proud when the young students actively participate in his classes. He says that seeing all the cheerful young children make it all worthwhile. He commented that he wouldn't be able to get this precious experience anywhere else. He shared his British culture with the students by playing traditional British games, dancing, singing, and introducing British cooking. He emphasized that this was a good opportunity to meet many Koreans as well as volunteers from other countries. By being able to form new friendships, Mr. Perry says that he got back much more than he had given.

KIV

Lee, Chil-soon is a Korean interpreter volunteer who finds CCAP a very rewarding part of her life. Ms. Lee said that the reason why she got involved in this programme was that she thought being a volunteer was very worthwhile. If she received money for participating in this programme, she said she wouldn't get as much pleasure. She finds it very rewarding to be able to come in contact with so many people from various cultures in one localized place. Moreover, she was excited to hear various languages and could learn many things from meeting people of other countries she wasn't familiar with. She also had fun visiting many schools which had their own 'school cultures.' Ms. Lee felt that her dreams to be a school teacher had come true when she stood in front of the classroom. The time she invested turned out to be very little compared to what she got in return. She added that it was very valuable to her to gain mutual respect, understanding, and friendship with people from around the world.

Isn't the purpose of real education to foster an international understanding? We can guess that the young children who gain an understanding of other cultures will make a positive impact on society when they become adults. CCAP is not only for Korean
students but also for schoolteachers, principals, foreign volunteers, and Korean interpretation volunteers. All participants are able to deepen their understanding of one another and deepen their commitment towards building a culture of tolerance and mutual respect. They are able to share their new views of the world with people they come in contact with everyday such as their family members, friends, relatives, and colleagues.

CCAP, however, is not perfect. Most CEVs who participate in the programme are residents in Korea who have their own businesses. They deliver their personal views of their country’s history, policies, and culture. They can be biased. It is dangerous for young students to stick to an image of a country based on the views and impressions of the first person they meet from that country. However, these negative aspects are very minimal compared to all the positive aspects of the programme.

4. Proposals for CCAP

CCAP has had much favorable response from many schools. Many schools hope to participate in CCAP. There is a need to recruit more foreigners who would be able to participate in this programme. The more CEVs who participate, the more schools are able to participate and the more CCAP classes will be able to be conducted.

Moreover, there is a need for school teachers to also take part in the training course for the Education for International Understanding. The school teacher is the bridge between the CEVs and the students. He/She has to know what CCAP is and what its purposes are. Teachers hold the hidden key to the programme’s success. Therefore, it is necessary to spread the word regarding training classes in conducting education for international understanding to teachers at the Ichon-based Asia Pacific Center of EIU. Principals as well as teachers are needed to take part in the training course in order to adopt EIU into the schools.

In the 7th national curriculum which was launched this year, the Korean Ministry of Education allotted 34 hours in a school year on classes to promote education for democratic citizenship, development in human character, international understanding, etc. Many schools will be able to choose the Education for International Understanding as a subject for those hours. We need to develop more EIU programmes which can be incorporated into the school curriculum.
Reference

Report of CCAP Activities (1999), Korea Unesco Cultural Exchange Services