

International Education for the Integrated Studies Course Designated for Prospective Teachers in Japan

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Abstract

International education for peace is an invitation to be challenged and enlightened and all prospective teachers aspiring for peace are invited to participate in this process. The purpose of this paper is to discuss the significance of peace education in globalization as part of international education for the teaching profession at university level. This is an empirical study of nurturing the awareness of peace among student teachers in higher education in Japan. The results of questionnaires administered to the 97 student teachers of Konan University, Kobe, Japan will be discussed based on the author's international education for the teaching profession in practice from 2003-2006. Additionally, the paper will discuss the necessity of cross-cultural and global literacy as can be gained from peace education.

Key words: peace, international education, student teachers, global literacy

Humans had learned to listen to one another and to the planet (Boulding 2000).

Introduction

In Japan, peace education has been rooted in the philosophy of Article 9 of the Japanese Constitution, which forever renounces war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. Through the lessons of Japanese history, especially the scourge of the Asian Pacific War, Japanese people have learned that peace education has a great influence on the habits of their hearts and the processes of decision-making in their social and civic lives. However, history is not kind to the arrogant and the ignorant. The awareness of Japan's historical responsibility would fade away without international education for peace at public schools and universities in Japan.

Can Japan become a peace-loving global partner by overcoming its cross-cultural deficiencies and skepticism from neighboring countries? It is true that

Japan used to be described as a country of peaceful human resources but one with limited natural resources. However, Japan's human resources today are no longer sufficient to ensure a peaceful future. Japan today is a nation at risk in terms of political, financial and educational turmoil.

Influenced by the Japan-US Security Treaty and the long-entrenched conservative government, Japan is currently not globally literate enough to create a shared culture of peace with the rest of the world, especially with her neighboring countries. What kind of peace education will be necessary for Japanese citizens and young students? What kind of international education will be necessary for student teachers in Japanese universities? Can the Japanese people get along with the rest of the world both as peace-loving Japanese citizens and as global citizens in this cross-cultural century?

This study underlines how significant it is to foster teachers and student teachers' awareness of what it means to be peace-loving citizens with global perspectives. Based on student teachers' responses to peace education as well as 216 university students' awareness of peace regarding Article 9 of the Japanese constitution, I will discuss the necessity of international education for student teachers in higher education in Japan.

Methodology

The Questionnaire

A questionnaire on the issue of Article 9 of the Japanese Constitution was given to 216 sophomore and junior students taking Global Citizenship Education offered by the Institute for Language and Culture at Konan University. Another questionnaire on the issue of peace education in Japan was given to 97 senior students taking International Education for Peace for Student Teachers (Sougou Enshu for *Kokusai Rikai* in Japanese) as a part of the course for the teaching profession. Student teachers were from all the departments (Science and Engineering, Biology, Chemistry, Physics, English Literature, Japanese Literature, History and Culture, Sociology, Human Science, Economics, Business Administration and Law). All of them had already finished volunteer experience at some institutions for the elderly, schools for mentally and physically challenged students or social welfare facilities in their third year. They were also required to take teaching practice at public senior or junior high schools in the fourth year and many of them were also to take the examination for the teaching profession conducted by the board of education in each prefecture.

The questionnaire covered five main areas:

1. The significance of Article 9 of the Japanese Constitution which renounces war forever
2. The three most important factors which make Japanese university students proud of Japan
3. The change of attitude among student teachers towards peace education and global and cross-cultural issues
4. The need for international education for peace in the course of study for teaching profession in Japan
5. The need for global citizenship education for peace for the younger generation in Japan

Today's World: Idealism and Realism

The word “peace,” which means the absence of war, is repeatedly pronounced in the Charter of the United Nations, the Constitution of Japan and the Constitution of the European Unions as one of the principal goals of its own origin. Despite the lofty ideal of the Charter of the United Nations established in 1945, the international community has not completely saved succeeding generations from the scourge of wars yet.

It is true that international education, development education, peace studies and cross-cultural studies have been striving to create a peaceful and sustainable world since 1945. However, the present reality is far from this idealism and today's world is aching as the result of negative globalization, economic disparity, environmental havoc, and the expansion of unilateralism and unipolarism involved in the deterrent power of nuclear weapons and other massive modern weapons (Nakamura, 2006.p3).

Today, our planet is awash with conventional and nuclear weapons. Our global village is quite fragile (Nakamura, 2006. p.4). The world has been disunited and is at risk now. Benedict (1946, p.13) had already predicted that one of the handicaps of the twentieth century would be that we would still have the vaguest and most biased notions, not only of what makes Japan a nation of Japanese, but of what makes the United States a nation of Americans, France a nation of Frenchmen, and Russia a nation of Russians. As Boulding (2000, p.233) emphasizes, the tragedy of the twentieth century is that it began with the promise of bringing an end to war as an instrument of state diplomacy but it is ending as the world's bloodiest century, with 108 million war dead. It is said that more than 60 million people were killed during the World War II. and 40 million of them were innocent civilians. Unfortunately, the crises that history has already witnessed in the 21st

century include a series of terrorist attacks, regional conflicts, genocide in Africa and wars in Iraq and Afghanistan. It seems that we have learned little from our history yet.

How far do we have to walk before we can achieve international peace and sustainable society in this globalized world? It is now our time to accept responsibility for our freedom or perish as a species that failed to find its place of service in the web of life (Korten, 1999, p1). As a species, we have overrun our niche and deprived countless other species of their habitats (Boulding, 2000, p.257).

One light at the end of the long tunnel is that the United Nations declared the year 2000 as the International Year of the Culture of Peace. The UN also declared the years 2001-2010 as the International Decade for a Culture of Peace and Nonviolence for the Children of the World (Boulding, 2000, p. 248, p.259). Boulding (2000, p.272) emphasizes that with the new localism, children were more integrated into the life of the community than they had been in the previous century, and the peace education, training, and service programs that had begun early in the twenty-first century helped make schools major focal points of each community. She continues that peace cultures thrive on and are nourished by visions of how things might be, in a world where sharing and caring are part of the accepted life ways for everyone (Boulding, 2000, p.29).

In addition, what encouraged us to activate peace education is that the 1999 Citizen's Peace Conference at Hague declared the heart of international education for creating a culture of peace. This is a global appeal and campaign for the 21st century. It declared as follows:

“A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace.”

(Hague Appeal for Peace/Global Campaign for Peace Education in 1999)

Developing a cross-cultural literacy to cope with opposing values and cultural conflicts is the prerequisite of peace education. The next step is developing global literacy in order to participate in building a culture of peace as a shared human heritage beyond ethical, cultural and national borders. Global literacy includes cross-cultural competence and sensitivity with multicultural, trans-cultural and trans-national perspectives. It also requires communicative competence in an international language for global dialogue in order to solve common human

problems with people of the world. Moreover, it develops cognitive, affective, and social skills to reconcile from mutual strength and integrate seemingly opposing values on a higher level for the purpose of equitable coexistence (Nakamura, 2006, p. 23). Willis (2000) reemphasizes that the ultimate aim of education should be, as Jonas Salk has said, to learn how to reconcile differences among groups in ways that prove to be mutually advantageous.

As Boulding (2000, p.165) emphasizes, a major obstacle to the practice of the peacemaking skills that actually exist in every society is the tension between the 188 states of the international system and the “10000 societies,” ethnically, linguistically, or religiously based identity groups sprawled across all state boundaries.

If there is to be a globally shared civic culture of peace for the common interest, millions of ethnic groups want to make their own contributions to it. This is the next step forwards a more peaceful, equitable and sustainable world.

Today's Japan, a Nation at Risk or a Nation in Peace

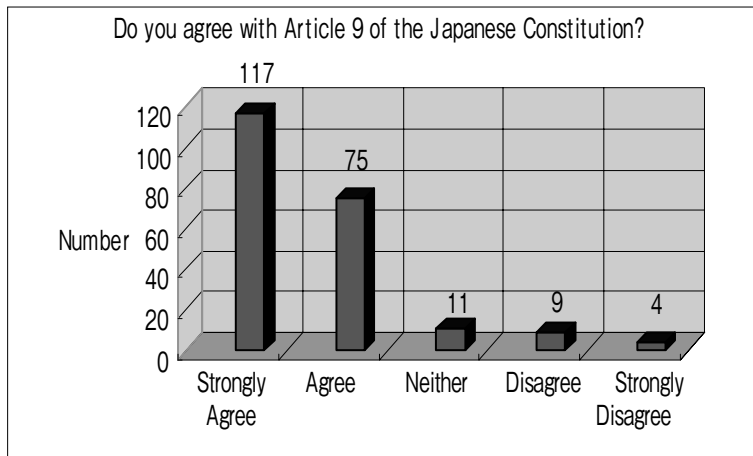
Let us look at Japan today. Since World War II, Japanese people have been repeatedly taught that the pillar of our peace education lies in the philosophy of the Japanese Constitution, which forever renounces war. This is true of the lofty Preface and Article 9 (Nakamura, 2006. p.4). Article 9, Chapter II, of the Constitution renounces war as follows:

Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized.

(The Article 9, Chapter II, The Constitution of Japan, since 1946)

The word “peace” appears frequently in the Constitution and Japanese people have taken the word seriously as a point of departure for a peace-loving nation for the past 62 years. The Japanese people have been proud of the Constitution, especially Article 9 (Nakamura, 2006. p.5).

In response to the author’s questionnaire on Article 9 of the Japanese Constitution given to 216 university students taking Global Citizenship Education at Konan University, the majority of the students (88.9%) (n=192) agree with Article 9 and want to keep it as it is (54.18% Strongly Agree and 34.72% Agree). The point is that only 6% (n=24) of the students disagree with Article 9 (1.8% strongly Disagree and 4.2% Disagree).

Graph 1. Do you agree with Article 9 of the Japanese Constitution

Also, many students (62%) disagree with the revision of Article 9 (Strongly Disagree=36% and Disagree=26%).

The main reason is that most of the students learned the significance of peace during their visit to Hiroshima Peace Memorial Museum, Nagasaki Atomic Bomb Museums or Okinawa Peace Memorial Museum as a school event when they were elementary or junior high school students. Moreover, it is encouraging for peace educators to know that there has even been a global movement to develop the spirit of the Constitution of Japan, especially Article 9, into the constitution of the world. Overby (2001, p.5) states that the only way to save this planet is to spread the message of “Article 9 of the Japanese Constitution” among all the people in the world.

However, the reality is not so romantic. Despite the fact that the LDP lost their majority rule together with many seats in the latest general election for the Upper House on July 29, 2007, the Ministry of Education and Science is still focusing more on Japan’s nationalistic uplift, patriotism, pride and national success than on peaceful coexistence with a global perspective. It still encourages public schools and their teachers to compete with each other in terms of basic academic achievement from elementary school level to high school level for the purpose of Japan’s international competitive power. As a result, a strong sense of competition for numerical targets among students, among teachers and among public schools has created a chronically vicious cycle of the “me-first-syndrome” among students, parents, teachers, citizens and even politicians (Nakamura, 2006, p.5).

Japan’s problem today lies in a serious trend toward the pursuit of utilitarian individualism for private interest and an indifference to public and civic values. The awareness of civic commitment to local and global communities has not been

responsibly nurtured by public education in Japan. The competition promoted by the government in educational fields widens this division which goes against the philosophy of international education for peace.

Integrated Seminar as a New Curriculum for the Teaching Profession

Promoted by the Ministry of Education and Science, the official implementation of the period of "Integrated Studies," (*Sougou Gakushu*) in Japanese, as a new curriculum started at all public schools from the elementary to the high school levels in Japan in 2002. The core of the Integrated Studies encompasses international and cross-cultural understanding, the environment and sustainable development.

Consequently, Japanese universities started Integrated Seminar, *Sougou Enshu*, for student teachers in 2003 and this course has been responsible for fostering student teachers who are capable of activating international and cross-cultural education at public and private schools in Japan. It has been a long-lasting wish and demand for many educators and researchers of international education to provide relevant international education for student teachers who are taking a course of study at university for the teaching profession.

It can be said this is an opportune opportunity for university educators in charge of the course of studies for the teaching profession to put forward well-balanced international education for peace for student teachers as part of global citizenship education. It is self-evident that the kernel of international education for student teachers is to enable their future students to foster their global literacy for peace, human solidarity and sustainability as peace-loving citizens capable of participating in building a peaceful and sustainable society.

The major change in the revised national curriculum officially implemented in April 2002 was the introduction of the period of "Integrated Study" which occupies three periods per week at primary and secondary schools. The aim of the period of Integrated Study is to allow schools to organize their own educational activities on cross-curricular and interdisciplinary topics such as education for international understanding, information, environment, welfare, and health. Teachers are encouraged to promote a learner-centered approach that will develop students' autonomy and problem-solving ability. Unlike existing subjects, no authorized textbooks are prepared because textbooks are regarded as opposed to the learner-centered approach.

Because of the suggested themes, pedagogy, and space for individual schools to make their own curricula, this change provided an ideal opportunity for school teachers, educators and professors to insert environmental and global (world)

studies into formal school curriculum. This has directly influenced global and cross-cultural education for peace at the university level.

Konan University provides student teachers with information and technology, inter/cross-cultural study, sustainable environment, counseling and international education for peace. The writer has been in charge of International Education for Student Teachers since 2003. The following are the writer's International Education for peace for student teachers in practice from 2003-2006 at Konan University, Kobe, Japan.

International Education for Peace for Student Teachers in Practice

The following explains the International Education class for Student Teachers, namely, "*Sougou Enshu for Kokusai Rikai*" in Japanese, as part of the Teaching Profession Course for mainly senior students from all the departments. The total number of students taking this class was 97 (10 students in 2003 and 42 in 2004, 22 in 2005 and 23 in 2006).

The advantage of this course is that some student teachers taking it have already taken the Global Citizenship Education offered by the Institute for Language and Culture when they were in these sophomore and junior years. As many of them have basic relevant background knowledge of global citizenship education, it is meaningful for them to take "Sougou Enshu" for international education as student teachers in terms of the implementation of global/peace education in public schools in the near future.

The ultimate goal of this class is to familiarize student teachers with international education for peace through their demonstration lessons based on their academic research on peace and human rights issues. The objectives of the class are as follows:

Objectives of the Class

- 1 To foster student teachers' awareness of peace and human solidarity
- 2 To develop student teachers' global literacy for a peaceful and sustainable world
- 3 To familiarize student teachers with a demonstration class on global issues
- 4 To familiarize student teachers with academic and problem-solving approaches.

Classroom Procedure

(1) Clear explanation of the objectives of the class:

The instructor's clear explanation of the objectives of international education for peace integrating global human rights issues with peace education for student teachers so that they can enliven the newly introduced "Integrated

Study” class in public schools.

(2) Introducing global human rights issues involved in peace education:

The instructor gives a brief lecture on global human rights issues for peace according to the syllabus. Then the student teachers are given many opportunities to participate in classroom discussions on several global human rights issues. This raises their motivation to study the relevant global topics.

(3) Conceptualization and visualization of the topic:

Student teachers are given opportunities to watch relevant documentaries and breaking news from BBC World and NHK Special and other visual materials. Provocative news and impressive documentaries on global human rights issues can raise students’ awareness of shared human problems. Topics such as Education in Japan during World War II, Japan’s invasion in Asia, the Nanjing massacre, the nuclear bombing of Hiroshima and Nagasaki, the War in Okinawa, hunger in Africa, child labor, an educational challenge in Finland, UK and USA and educational problems in Japan are selected to give students an understanding and visualization of the “real world.”

(4) Gathering information and developing students' relevant background knowledge

The student teachers are encouraged to gather necessary information and facts from the Internet (web research) and Resource Center to organize their teaching plan for their own demonstration lessons on global human rights issues for peace using multi-media aids such as power-point slides. Moreover, the instructor gives the student teachers relevant reading materials concerning global issues for peaceful coexistence.

(5) Forming opinion and sharing ideas

Selecting necessary information and constructing one’s own lesson plan on international education for peace is meaningful in terms of the process approach in the course of the teaching profession. Student teachers are encouraged to share their approaches and teaching materials on human rights, peace, direct violence and structural violence with classmates, the instructor, and their family members.

(6) Demonstration lessons on human rights issues for peaceful coexistence

Student teachers are encouraged to give their demonstration classes based on

their research. Positive participation such as pair-work, interviewing and problem-solving discussion is fully encouraged to bring global education for peace to life. They are also encouraged to construct critical questions in each presentation to create an interactive learning environment in their classrooms.

(7) Working on research papers

The success or failure of a demonstration class on international education by the student teachers largely depends on the process of their research papers. Student teachers become more confident experts on the topic with sufficient research into global human rights issues. As a term assignment, students' research papers on selective global issues are to be assessed in terms of critical and analytical thinking and the practicability of each solution. Student teachers are supposed to make their own research papers with the latest statistics, making the most of the web Research and Resource Center. What is really vital in working on the research paper is that the attitudes of the student teachers towards peace can be transformed through the process of completing research papers for their own demonstration classes.

Throughout the procedure of the program, the ultimate purpose is not only gaining expertise in teaching international education for peace but also empowering the student teachers to activate peace education in local and global contexts for the purpose of human solidarity and peaceful coexistence. Furthermore, the emphasis in the class procedure lies on the integration of the academic and problem-solving approach in a learner-centered context. The process of these approaches to international education for peace is as follows:

Table1. The Process of the Academic Approach

- 1 Gathering** information on peace and global human rights issues. (**Web Research**)
- 2 Sharing** relevant information, facts and evidence with classmates. (**Sharing**)
- 3 Processing** the necessary information for outlining and drafting (**Drafting**)
- 4 Organizing** and constructing opinions in written and oral form (**Organizing**)
- 5 Presenting** the final draft in class. (**Oral Presentation**) (Nakamura, 2004)

Table2. The Process of Problem-solving Approach

- 1 Narrowing** down one relevant issue from several global and peace issues
- 2 Defining** the problem in the relevant global and peace issue
- 3 Analyzing** the causes and effects of the problem

- 4 **Exploring** possible workable solutions through brainstorming (**Sharing**)
- 5 **Suggesting** workable solutions with each other (**Sharing**)
- 6 **Selecting** the best solution or integrated solutions
- 7 **Implementing** ways of carrying out the best solution (Nakamura, 2004)

Teachers' Roles

The philosophy of International Education for Student Teachers is sharing rather than teaching. It aims at the transformation of the awareness and action/behavior of both the student teachers and their instructor. In short, the student teachers are encouraged to gain some degree of expertise and confidence in peace education. In international education for peace, the teacher's "role" holds the key to the success or failure of the program. The student teachers should play flexible roles as a **lecturer, cultural informant, facilitator, observer, action researcher, participant**, and most of all, **learner** in each topic. There should be a very egalitarian and equitable rapport between the instructor and the student teachers. The process of sharing information, learning from each other and empowering the student teachers to activate peace education is nothing but a process of international education for student teachers.

Syllabus

The following has been the syllabus of International Education for Peace for Student Teachers in the half year (the second semester) project implemented since 2003 at Konan University, Kobe Japan. It should be noted that the topics vary within the framework of global and peace issues. Student teachers give demonstration lessons based on the following global and local issues.

Class schedule (brief lectures and demonstration lessons by student teachers)

- Week 1: Globalization: Causes and Effects**
- Week 2: North-South Problems**
- Week 3: Sustainable Development (Environmental Issues)**
- Week 4: Structural Violence: Child Labor and Poverty**
- Week 5: Direct Violence: Wars and Terrorism**
- Week 6 World War II: Causes and Effects**
- Week 7: Asia-Pacific War: Causes and Effects**
- Week 8 A Point of Departure for Peace: Hiroshima and Nagasaki**
- Week 9: A Point of Departure for Peace: Okinawa and the Article 9**
- Week 10: NGO for Human Solidarity (MSF, Oxfam and Foster International)**

Week 11: Comparative Education (Finland, UK, US and Japan)

Week 12: Human Solidarity: Philanthropy and Charity

Week 13: The Heart of Japanese Culture (Cultural Identity)

Week 14: Cultural Literacy, Cross-Cultural Literacy and Global Literacy

Evaluation and Grading

The objective of this integrated program is to develop student teachers' global literacy for peace through their demonstration lessons. Student teachers are encouraged to give lessons on global education for peace based on their research, using power-point slides. Their lessons are evaluated by the following criteria.

1. The depth of content
2. Global and local perspectives
3. Presentation and communication skills
4. A learner-centered and interactive classroom
5. Transformation and reflection among the student teachers
6. Problem-solving approach
7. Academic approach
8. Critical thinking
9. Media literacy
10. Global and cross-cultural literacy

Findings

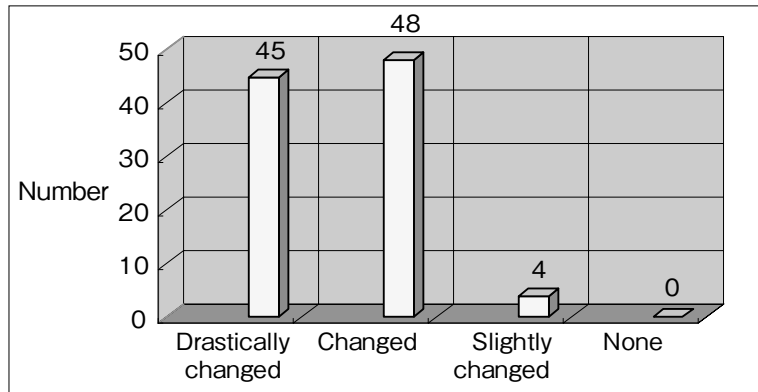
These questionnaires on this global education program were given mainly to senior students taking International Education for Peace for Student Teachers (*Sougou Enshu for Kokusai Rikai*) as a part of the course for the teaching profession at Konan University (2003-2006), Kobe Japan.

The following questionnaires were answered by the senior students after their teaching practice at the end of the semester every year. Graph 2 shows that the majority of the student teachers (Q1): (95.9%) (n=93) found that this class made a difference in their attitudes towards global and cross-cultural issues. Of those student teachers, 46.4% (n=45) of them drastically changed and 49.5% (n=48) of them changed their attitudes towards global and cross-cultural issues.

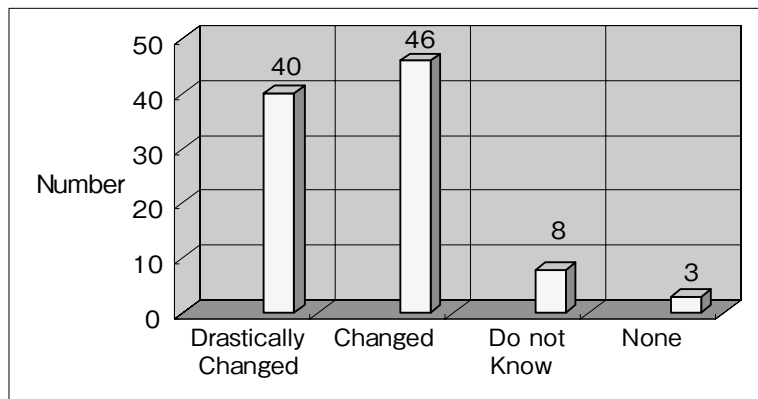
Graph 3 shows that most of the student teachers (Q2):(88.6%) (n=86) felt that their attitudes towards peace education have changed through this class. Of these student teachers, 41.2% (n=40) drastically changed and 47.4% (n=46) changed their attitudes towards peace education.

As for the North-South problems, many of the student teachers (Q3): (85.6%) (n=83) realized again the seriousness of this issue and the fatal gap, specifically

Graph 2: The Change of Attitude among Student Teachers towards Global /Cross- cultural Issues.



Graph 3: The Change of Attitude among Student Teachers towards Peace Education



economic disparity between the North and South, and consequently a large number of the student teachers (Q4): (82.5%) (n=80) have changed their views of Japan and Japanese society. Many student teachers (Q5): (86.6%) (n=84) understood the interdependence between the affluent industrial nations in the North and impoverished developing nations in the South through this class. In terms of the influence of cultural relativism, many student teachers (Q6): (73.2 %) (n=71) changed their attitudes towards other cultures and could observe them relatively in their social and cultural context.

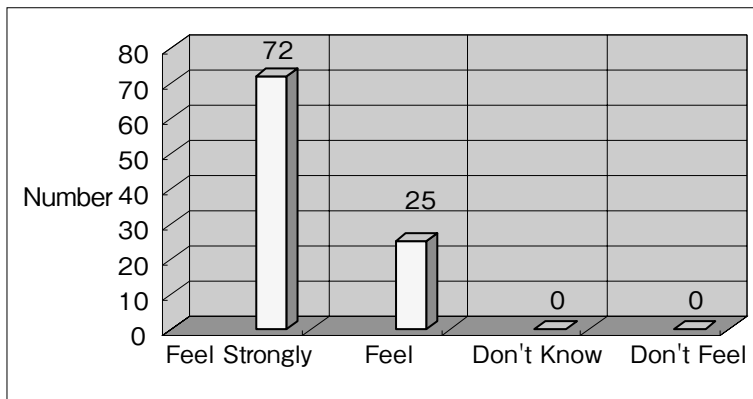
Regarding media literacy, one of the learning skills of global education, several student teachers (Q7): (77.3 %) (n=75) have sharpened their media literacy objectively and critically. It is very important to develop the student teachers' media literacy so they are able to critically observe the flood of information created by the mass-media. To be critical and objective are the best ways to avoid

ethnocentric judgment and prejudice against others (Nakamura, 2004. p 21).

As for cultural identity, more than half of the student teachers (Q8): (63.1 %) (n=62) became more aware of their own cultural identity, while even more (Q9): (79.0 %) (n=77) felt they have fostered a concern for respecting global interests. Impressively, more than half of the student teachers asked (Q10): (57.7 %) (n=56) thought this class was very meaningful and the rest of them (42.3 %) (n=41) thought it was meaningful for student teachers who are aiming at becoming public school teachers.

Despite the fact that the majority of the student teachers (Q11): (53.6 %) (n=52) are hoping to participate in NGO · NPO activities in order to link them to the world in their own ways, only a few of them (Q12)(15.5%)(n=15) are actually involved in NGO · NPO activities at present, although all the student teachers have experienced a one-week internship at homes for the aged, orphans or disabled persons as part of a course of study for the teaching profession. This is a serious figure compared with many counterparts in North America and Europe. Student teachers in Japan are to be encouraged to participate in NGO/NPO activities locally and globally, as a part of the credit-bearing curriculum.

Graph 4: The Need for International Education for Peace in the Course of Study for Teaching Profession

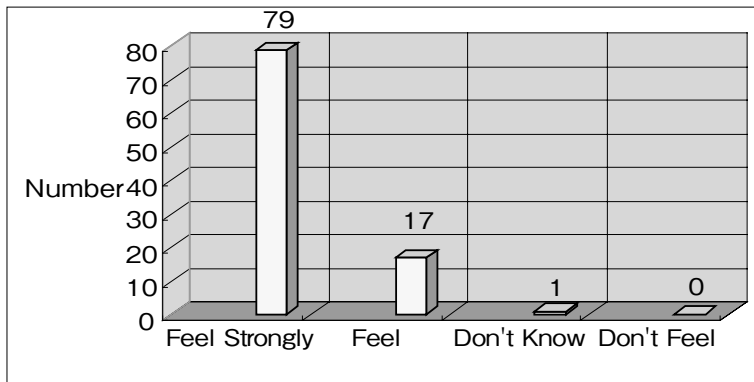


As for the introduction of International Education for Peace as a new curriculum of the course of study for the Teaching Profession at a Japanese university, Graph 4 shows that the majority of student teachers in this class (Q13) (74.2%)(n=72) feel strongly about its necessity and significance, with the rest (25.8 %) (n=25) somewhat feeling its necessity and significance. This result shows that all the student teachers welcomed international education for peace at the university level.

Finally, almost all of the student teachers asked (Q 14): (98.6%) (n=95) think

global citizenship education for peace for the younger generation plays a key role in bringing peaceful coexistence and a sustainable society. Of these student teachers 81.4 % (n=79) support the idea strongly and 17.2% (n=17) support it somewhat. Only one student teacher answered “I don’t know.” See Graph 5.

Graph 5: Global Citizenship Education for Peace for the younger generation plays a key role



The results from the responses of the student teachers reveal that a considerable number of them admitted their ignorance and indifference regarding direct and indirect violence as well as structural violence in many developing countries. They were surprised to find there is serious interdependence between the relatively wealthy North, and the economically and educationally impoverished South. They also found that global poverty and economic disparity have been influenced by colonization by the Western powers, long-lasting civil wars, despotism, and accumulated national and international debts involving the WTO (World Trade Organization). What matters most is that most student teachers (88.6%)(n=86) felt they have changed their attitudes towards peace education and almost everyone (98.6 %)(n=96) admitted the necessity of peace education for the future generations for the purpose of a sustainable and peaceful coexistence. They felt they became more aware of the significance of liberal democracy which the European Union is representing in the 21st century. The author is positive that many of the student teachers have enhanced their concern for the global village with cultural diversity based on liberal democracy through this class.

The first reason that many of the student teachers support this program is that they could learn from each other by giving demonstration lessons on international education for peace, while working on research papers and acquiring the academic and problem-solving strategies and skills needed for *Integrated Studies* programs at public schools. The second reason is that most of the student teachers have developed their awareness of global interdependence and economic disparity by

integrating global and human rights issues into their own demonstration lessons for peaceful coexistence. The point is that student teachers awareness of peace has been significantly enhanced by the course's focus on global issues.

Conclusion

This study has explored the significance of international education for peace mainly for student teachers in Japan. The ultimate purpose of international education for student teachers is to raise their awareness of becoming peace-loving educators who can create a culture of peace within school buildings, local communities, and in a larger sense, in Asia and the global community. We are entering a new era as the way we describe the process of peaceful coexistence involves multicultural settings which should be encouraged and enlightened by international education for peace.

I have discussed the necessity of Japan's becoming a peace-loving global partner through peace education under the present Constitution of Japan which renounces war forever. Although Japan has a high moral ground to speak up for peace based on the peaceful Constitution, we have to prove ourselves as peace-loving global citizens in this globalized world.

The results from the student teachers' responses to the questionnaires reveal considerable satisfaction with the integration of global and cross-cultural issues into peace education in an interactive university classroom for promising student teachers. The student teachers learned knowledge and skills by giving demonstration lessons on peace, human rights, citizenship, cultural identity, education, economic disparity and global interdependence and sustainable development. They also became more confident in making academic presentations with valid evidence.

Consequently, they shared their local and global perspectives on peace with each other. This active, student-centered learning style gave them motivation to promote international education for peace in public schools. As a result of this integrated program, the student teachers have been able to raise their awareness of peace and global literacy, and will function as a peace-loving global teacher in the near future. We can say that relevant and cohesive international education for peace in local and global communities is a goal that should be pursued by educators, researchers and student teachers at the university level in Japan. Student teachers and teachers can be major activists of making peace and creating cultures of peace in their local communities with global perspectives.

Although this study is limited in scope and therefore provides only limited evidence, it raises important questions about the necessity of international

education for student teachers for the sake of a peaceful and sustainable Japan. The author firmly believes what is needed in Japanese public schools and universities is to give the younger generation coherent peace education not from nationalistic and ethnocentric perspectives but from local and global perspectives for the common human benefit. International education for peace is to be for all educators and student teachers who shall cultivate new generations of peaceful global citizens to come.

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Appendix 1 (Questionnaire)

Questionnaires were mainly given to senior students taking International Education for Peace for Student Teachers, *Sougou Enshu for Kokusai Rikai* in Japanese as a part of Course for the Teaching Profession at Konan University, Kobe, Japan (2003-2006). The following questionnaires were answered by senior students after their teaching practice at the end of the semester every year.

(Q 1) Did this class make any difference in your attitudes towards global and cross-cultural issues?

Very much (46.4 %) (n=45) Yes (49.5 %) (n=48) Don't know (4.1 %) (n=4) No (0 %) (n=0)

(Q 2) Did this class make any difference in your attitude towards peace education as a student teacher aiming at becoming a public school teacher?

Very much (41.2 %) (n=40) Yes (47.4 %) (n=46) A Little (8.3 %) (n=8) No (3.1 %) (n=3)

(Q 3) Did you realize again the seriousness of North-South problem and the fatal gap between North and South in this class?

Very much (20.6 %)(n=20) Yes (65.0 %)(n=63) Don't know (8.3 %)(n=8) No (6.1 %)(n=6)

(Q 4) Did this class change your view of Japan and Japanese society through the reality of developing countries?

Very much (28.9%)(n=28) Yes (53.6 %)(n=52) Don't know (13.4 %)(n=13) No (4.1 %)(n=4)

(Q 5) Did you understand the interdependence between affluence of the industrial North and poverty in developing countries in South through this class?

Very much (41.2%)(n=40) Yes(45.4%)(n=44) Don't know(7.2 %)(n=7) No (6.2%)(n=6)

(Q 6) When you look at other cultures was your attitude influenced by cultural relativism in this class?

Very much (21.7%)(n=21) Yes (51.5%)(n=50) Don't know (20.6%)(n=20) No (6.2 %) (n=6)

(Q 7) Do you think you have developed your media literacy objectively and critically through this class?

Very much(20.6%)(n=20) Yes (56.7%)(n=55) Don't know(15.5%)(n=15) No (7.2%)(n=7)

(Q 8) Did you become more aware of your cultural identity through this class?

Very much (30.1%)(n=30) Yes(33.0%)(n=32) Don't know(27.9%)(n=27) No (8.4%)(n=8)

(Q 9) Did you foster a concern for respecting global interests and also balancing your own cultural identity in line with other cultures?

Very much (30.9%)(n=30) Yes(48.1 %)(n=47) Don't know (11.3%)(n=11) No (9.2%)(n=9)

(Q 10) Do you think that this class is meaningful for student teachers aiming at becoming a public school teachers?

Very much (55.7%)(n=56) Yes (42.3%)(n=41) Don't know(0 %)(n=0) No (0 %) (n=0)

(Q 11) Are you planning to participate in an NGO in the near future?

Very much (22.7%)(n=22) Yes (31 %) (n=30) Don't know (46.3%)(n=45) No (0 %) (n=0)

(Q 12) Are you taking part in any NGO or NPO activities now?

Very much (0 %) (n=0) Yes (15.5 %) (n=15) No (84.5 %) (n=82)

(Q 13) Do you think it is meaningful that the new curriculum of the Course of Study for the Teaching Profession requires International Education

for Peace (Global Citizenship Education for Peace) at Konan University?

Very much (74.2%)(n=72) Yes (25.8%)(n=25) Don't Know (0 %)(n=0) No (0 %)(n=0)

(Q 14) Do you think global citizenship education for peace for the younger generation plays a key role in bringing peaceful coexistence and a sustainable society?

Very much (81.4%)(n=79) Yes (17.2%)(n=17) Don't know (1.1 %)(n=1) No (0 %)(n=0)

Appendix 2 (Students' Comments)

The following are some of the comments on International Education for peace for student teachers. The following comments were written by senior students after their teaching practice in the form in which they were submitted at the end of the semester.

- * Through this class I came to know that Japanese younger students should learn the brutal facts in Hiroshima, Nagasaki and Okinawa as well as what Japan did in Asia, especially in China, Korea and South East Asia during the World War II.**
- * As I am planning to become a public high school teacher in near future, this class has been very informative and stimulating to broaden my view of the world and understand the interdependence between industrial countries in North and developing countries in South.**
- * I felt international education, peace education and human rights education will be the central pillar of education in Japan. I enjoyed many practical classroom lessons by student teachers and power-point presentations in the learner-centered classroom.**
- * I realized the significance and the difficulty of peace education though my own classroom lesson and presentations as well as those of other student teachers in this class. I also got a strong urge to participate in volunteer activities for peace. We need more access to NGOs in Japan.**
- * Many students in this class are interested in peace and cross-cultural issues partly because many of us are aiming at becoming teachers in public schools in the future. However, not a few Japanese university students are indifferent to these global issues.**

- * I was given a good opportunity to acquire knowledge and attitude to link myself to global issues and peace through this class.**
- * I was very much shocked to see some documents on the tragedy of World War II, poverty and child soldiers in Africa. I also learned the relevant interdependence between the rich countries and poor countries in terms of agricultural products and industrial goods and technology.**
- * Not until I attended this class did I become more interested in global issues and peace. I became serious about these global issues and I really would like to serve for others and peace in my own way.**
- * As all of us were requested to present our own opinions on several global and human right issues in this class, we came to be keener on these human issues in our daily life.**
- * It was very good to make use of multi media devices to access global issues such as global poverty and regional conflicts in this multi-media classroom. However, the room is not spacious enough and we need more human contacts to become acquainted with students from different countries.**
- * As I am a chemistry student from the science department, it is thrilling to exchange ideas on global human issues with students from other departments. It is very meaningful for science students to learn global poverty, digital divides and peaceful coexistence in this class. It is of importance to raise global awareness for student teachers.**
- * It is very interesting to compare Japanese education and those of USA, UK and Finland in terms of project studies, human rights issues and oral presentations. These comparative perspectives and knowledge will be useful when we go through teaching practice in public schools.**
- * After the class I sometimes discussed some global topic with my family. I formed a habit of reading newspaper more. I also tried to watch social and global issues on television.**
- * I have noticed my ignorance and indifference regarding North-South problems in the world. The more I studied global human rights issues the more I wanted to**

participate in NGO activities for less fortunate children in poverty.

- * Now that I have learned the reality of child labor, hungry children and street children, I have to change my way of life addicted by my bad eating habit in our affluent society.**

- * I think I fostered my awareness of world peace through the meaningful documentaries and articles. As I am a member of NPO and my mother is a member of NGO (Foster Parent International) I have been determined to take an active part in these activities.**

- * I have had peace education in my junior high school days but international education for peace in university gave me another perspective as a student teacher. Many thanks,**