

Experience and learning in China

■Education in China

- (1) Emphasis on personal development (morality, wisdom, physical health, aesthetics, labour) ► Nurturing the builders and successors of socialism
- (2) Curriculum reform ► Introduction of new subjects such as labour and information science, unique curriculum for each province and school
- (3) Fair service ► Responding to changes accompanying the decline in population, and correcting the disparities caused by the grouping of urban and rural areas
- (4) Reform and innovation ► Introduction of comprehensive practical activities and project-based learning, and regional innovation
- (5) The utilization of ICT in education ► Introduction of PC rooms, not one PC per student, system management aimed at high-level education
- (6) Collaboration and international exchange ► Sister schools with 150 countries, aiming not only at the development of education in China but also at the development of education worldwide

■Impressions of the schools visited

- I was surprised to see that all the schools had 3,000 to 4,000 students, and there were several branch schools.
- The students' attitude towards learning is very serious. On the other hand, the class is conducted with a group teaching approach.
- The school monitors students' behaviour in class, and information about their use of the library, such as when they visit, how long they stay, and what books they borrow in order to compare this with their academic performance and aim to build a high-level education system.
- The high level of presentation skills of students in the Japanese language course. I wonder if the level is even higher for English, which is the first foreign language.

■Educational issues in Japan and China

○Teachers' working style

Salaries are not particularly high, but there is little overtime. Some schools have a resting room for teachers.

○Truancy

There is almost no truants. Elementary school students are picked up at 3pm. Duties are carried out in cooperation between home and school.

Action plan

GOAL

Building a spirit of Japan-China friendship

★ Respect for diversity and mutual understanding

★ Partnership as pioneers for the future

TARGET	Short term	Medium term	Long term
Pupils	①Interest in China <ul style="list-style-type: none"> • Online school assembly from China (done) • Lecture about exchange in China (done) • Display and presentation of gifts from China (done) 	②Online exchange with a Chinese elementary school ③Letter exchange with a Chinese elementary school ④Face-to-face exchange	⑤ Learning Chinese ⑥ Studying abroad, etc. ★ Become a Japan-China Friendship Youth Ambassador
Parents and local community	<ul style="list-style-type: none"> • Mention this programme at the beginning of the school newsletter (done) • Introduction on the school website (done) 	<ul style="list-style-type: none"> • Understanding of the school's management policy • Participation in exchange programmes, etc. 	Community school promotes exchange programmes
Teachers and stakeholders	<ul style="list-style-type: none"> • Report on this programme at school (done) • Debriefing at Hino City Board of Education (City Board of Education, principal, vice-principal)(R7.3 scheduled) 	<ul style="list-style-type: none"> • Inclusion in the school management plan • Promotion of participation in dispatch programme, etc. • Host school for international exchange programme 	Succession of action plans to the next generation

Experience and learning in China

【From the perspective of ‘the purpose of the programme’】

I was able to deepen my understanding of China and gain knowledge about the state of education in China by receiving explanations of policies such as educational reform during visits to the Chinese Ministry of Education and the Xi'an Municipal Education Commission, and by observing the learning environment and children in person during school visits.

The Japanese teachers' delegation actively participated in the programme, and began to build a network of teachers between Japan and China, including through LINE.

Although it cannot be said that the Japanese and Chinese teachers were able to fully share their ideas and educational practices, we were able to recognise diversity and engage in mutual understanding, and we could feel a friendly and positive attitude from each other.

Personally, the valuable experiences I had were: (1) receiving a facsimile of the portrait of Yan Zhenqing as a souvenir; (2) finding the novel ‘Journey to the West’ in the school library in Xi'an; (3) feeling the importance of ‘encountering the real thing’ from the Terracotta Warriors Museum; and (4) meeting new teachers.

【In relation to the theme】

It is expected that new learning (teaching aids and methods) that make use of AI, ICT, etc. will be introduced. Even if the educational measures being taken, the types of classes and methods, and the measures for the individual (strategies) are similar, it is important to continue learning without losing sight of the values, significance, and goals that are the essence of learning (questions) that are not visible to the eye or audible to the ear.

It is also important for teachers to continue to think about what they need to convey to ‘future-opening’ children.

In order for children who are ‘living in the present’ to connect with diverse people and transform into individuals who continue to learn, it is important that teachers themselves work in collaboration and cooperation with parents and local people to implement learning that puts the child at the centre, while also connecting with a changing society and hoping for mutual understanding with different cultures (different languages and different generations), and living their lives as individuals who continue to learn and improve themselves in their own lives and in places such as social education. We believe that this is the image of teachers that is required in the new era.

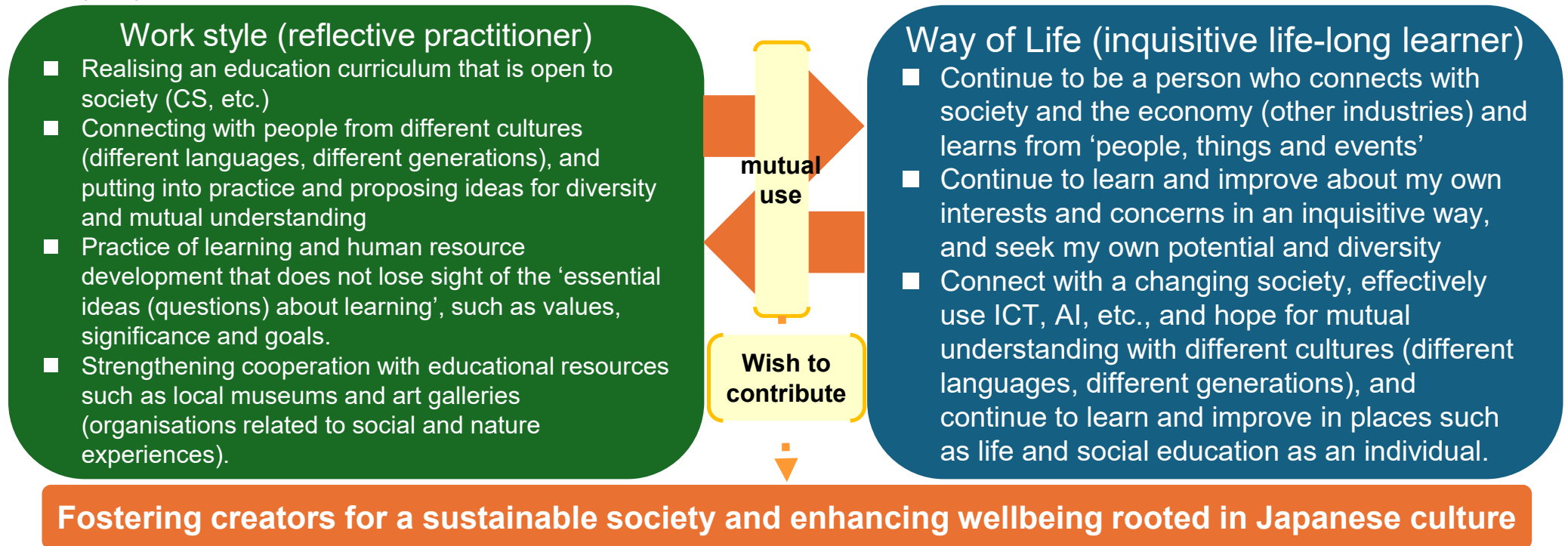
Action plan

1 Dissemination of information

- Morning assembly and staff training at school
- Introduction of the programme to parents and people in the local community (special feature article in the school newsletter)
- Collaboration with domestic and international teacher networks

2 Work ↔ Life

- Utilization of knowledge and skills gained at work in everyday life, and using knowledge and skills gained in everyday life at work



Experience and learning in China

○ Socialism all over the city



▪ Socialism Core Values

I've seen these characters everywhere (on footpaths, at schools, etc.). I've always wondered how China brings its population of around 1.4 billion people together, but I think that by showing them visually, the same thing is always engraved in people's hearts.

▪ A sense of unity in colour

Through the school visit, the colour 'red' made a strong impression, and I felt a sense of patriotism or loyalty towards the country.

○ Education Superpower, China



▪ Family/school/community cohesion

Home = the child's first school

Society = the biggest school for children (MOE)
School 'Always aiming for the top, facing up to difficulties and moving forward', 'Thinking with the child at the centre' (Beijing Jingshan School Daxing Experimental School)

▪ Support for teachers and students

There was a union that protected teachers' rights and looked care of their working environment and worries. There was also a well-equipped room for psychological care for students.

▪ The students' anxiety

The students said that they were anxious about the pressure of going on to higher education.

○ A country where history and technology are fused



▪ Thousands of years of history

The development of technology is remarkable, and I could see this growth in society and in the environment for education, but at the same time I got the impression that the ancient idea is still deeply rooted in the cityscape and the thinking of the people. At the World Heritage Site of the terracotta warriors and horses, I felt the grandeur.

▪ Cutting-edge AI science and technology

I saw the extensive use of AI in education, something that is rarely seen in Japan, and realised that China is a country with a long history that is also constantly moving forward.

Action plan

Think about 'why we interact with others'

The above words from Mr. Inoue at the farewell dinner in China left a lasting impression on me. My school has a lot of international exchanges, so I want to stop and think about this not only with teachers but also with people from different professions.

Share with students and teachers

After my return to Japan, I briefly talked to my students in class about my experiences in China. I plan to hold a debriefing session for teachers at the end of January. I want to make sure that my words don't become the impression people have of China. In particular, I want to talk about strengthening links between teachers and caring for students.

Build links between schools

I will continue to maintain the network of schools that we have visited and those that the Xian Education Bureau will introduce to me in the future. I would like to expand the scope of the online study groups we currently run with other countries and give students a real sense of living with people with different ideas.

Visit the teachers I met this time!

I'm grateful for the opportunity that ACCU has given me, and I hope to continue to talk with the participants I met there about various topics such as school education and education for international understanding...

Experience and learning in China

- The country, schools and teachers trying to do what is 'best' for the children's development.
 - ➔ I felt the hardships of the schools and teachers who are seeking a curriculum that suits the individual needs of each child while valuing the humanity of each child, and also felt the refinement of learning in the school by successfully combining the curriculum set by the country and province with the curriculum at the school's discretion, and by promoting the school's unique colour as the school's strength.
- I was able to see the concrete efforts being made towards education for international understanding, and the children steadily gaining strength through these efforts.
 - ➔ Based on their great interest and curiosity about other countries (especially Japan), the children themselves were developing a desire to 'know more about Japan' and 'understand the Japanese people'. I felt that in order to connect with people from other countries, we first have to thoroughly know the other country and the people who live there.
- The (near) future of 'education x ICT' that I saw at the university.
 - ➔ I felt that a system that uses AI to analyse large amounts of information about things like the classroom situation and individual school life from elementary school to high school, and then feeds the result back to the teachers and children, would be very useful for improving classes and improving attitudes towards learning. At present, it is still at the experimental verification stage at universities, but I felt that it wouldn't be surprising if, in the not too distant future, we started to see AI being used in classroom practice and student guidance.

Action plan

1. Share what I have seen and heard in this programme with teachers and pupils. 2024.12
2. Promote learning through social studies to increase pupils' interest in overseas countries and the cultures and people who live there. I think that by also covering topics such as “international understanding” and “diversity” in moral education, we can focus on the “people” of China. 2025.1~3
3. Through the study, I will realise the students' desire to actually meet people and experience Chinese culture. 2025.4~
4. First, I will try to promote mutual exchange through video letters and emails. From there, we would like to eventually move on to manufacturing, after having met online. For example: introducing each other's towns (3-6 years), exchanging recipes of traditional foods and trying to make each other's traditional foods (5-6 years), teacher's exchange.
5. If possible, I would like to plan face-to-face exchanges.

Experience and learning in China

- Throughout the programme

I was moved by the sincere hospitality (welcome events at various locations, gifts, consideration for accommodation and meals, etc.)

- Regarding the education policy

Personal development is considered important, and the education policy is designed around six key areas

Emphasis is placed on equality, internationality, and the humanitarian use of digital technology, etc.

There is no individual device (as there are PC rooms)

- Regarding the school visits

I felt that the teachers in management positions had a high level of pride in their school.

There was a custom of master-pupil accompaniment between teachers and students (students and teachers ran side by side in the schoolyard).

The ‘obligation’ in education was understood as ‘the obligation of pupils and students to attend school and learn.’

I felt that the welfare of teachers was well-provided for (a cafe for teachers was set up).

Except in a few cases, the recruitment system for Japanese education officials is different from that in China (in China, schools recruit their own teachers).

The school buildings were mainly in a modern architectural style, but there were almost no Western-style toilets.

- Regarding the buildings

The buildings seemed large (tall and wide) (this may not be the case for some places, such as Qianmen Street)

China is wide and deep, so this time a glimpse is just a drop in the ocean.

Action plan

For the students

Conduct an exchange class (art appreciation)

Purpose: For the students of China and Japan

Communicate with each other about the appeal of art in their own countries.

Appreciate and admire the appeal of art in each other's countries.

Enjoy the common heritage of the earth together

Promote holistic growth through the above.

For the school

Conduct a briefing session for teachers

Purpose: For each teachers

Know, learn about and think about Chinese education

Relativise one's own educational activities.

Philosophise about educational activities that contribute to holistic growth

For myself

Development of my educational activities and improvement of my annual teaching plan

For the City Board of Education

Conduct a debriefing session for the superintendent of education in Nichinan City and Kushima City

Purpose: Convey the attractions of this programme

Convey the importance of this programme

For local community

Conduct a debriefing session

Purpose: For local people

Know, learn about, and think about Chinese education (in part)

Think about the importance of bilateral and multilateral cooperation

Experience and learning in China

① About education in China (from discussions with the Ministry of Education, the Municipal Education Bureau, and the schools we visited)

The aim of basic education is to develop human resources for social formation, and in order to provide 'fair and high-level education', they are focusing on standardising the curriculum, sharing resources using ICT, and providing human support to rural areas. There are some interesting differences in the goals between Japan, which places importance on the development of the individual, and the challenges and initiatives that are unique to a vast country such as China.

On the other hand, there are many aspects in common with Japanese school education, such as cooperation between home, school and society, concern for and support for pupils with issues, initiatives for the SDGs, and the development of thinking skills through co-education, as well as knowledge education. Despite the differences in the politics, social structure and culture of each country, as educators, I felt a sense of relief that we were all heading in a similar direction. At every place I visited, I heard the words 'science and technology' and 'international education', and it seemed that the national education plan was being properly disseminated to the school level through the various ministries and city education boards.

② School visit

Seeing the actual education scene was one of the things I was most looking forward to. When I saw the learning situation of Chinese junior high school students, who are divided into two different paths when they graduate, and when I saw the photos of excellent students and test results posted around the school, I felt that perhaps there is too much emphasis on knowledge and that this puts pressure on students and teachers. Is this a biased view from someone who has only seen a small part of Chinese education?

On the other hand, when I saw things like learning that made use of the historical and cultural resources that exist throughout the region, or the display of learning outcomes that incorporated ancient books and art into the school, I could really feel the richness that comes from China's thousands of years of history and culture.

③ Impressions

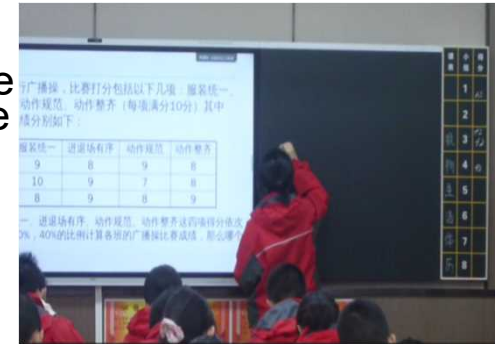
This visit was a chance to reaffirm how important it is to see things for myself, feel it with my own heart, and think about it. I will take to heart the meaning of the words of Mr. Jia Peng, Deputy Director General of the Chinese Ministry of Education, 'Seeing is believing', and the words of Mr. Onishi, the leader of the delegation, 'Seeing is not as good as thinking' and 'Thinking is not as good as doing', and I hope to use what I have learnt on this visit to help me in my future work at school and in my own life. I hope that this will be a way of expressing my gratitude to the people of China who gave up so much of their time and energy to show us such a warm welcome, as well as to the governments of both countries and UNESCO.

Action plan

① Convey information and give back to teachers

By sharing information gained in China, I will provide opportunities to think about the backgrounds of pupils with foreign roots and the educational environment in their home countries, and this will lead to the creation of better support.

- Hold in-school debriefing sessions
- Provide information to elementary and junior high schools in the city through the "Japanese Language Classroom Newsletter"
- Provide information to those in charge of teaching Providing information to those in charge of teaching pupils and students with foreign connections at training sessions at training sessions.



② Give back to pupils and students

By providing opportunities to introduce China, students will deepen their understanding of the pupils and students with foreign roots.

In addition, I aim to foster a spirit of respect for the cultures and traditions of the many countries represented by the students, as well as a mindset that accepts diversity and seeks to live together while making the most of each culture's strengths.

- Introduce China to pupils and students

③ Give back to pupils and students with foreign roots

I will provide opportunities for students to think about the country of their roots, and use this as a way to help them reaffirm their identity.

- Provide opportunities for pupils and students to think about their home countries.



Chinese students at our school translating souvenir books

④ Improve my teaching methods

I will use what I have learned to review my teaching methods and develop teaching materials for future Japanese language classes.

Experience and learning in China

Aiming for a beautiful life

I have summarised my experiences and learning from China in five key words.

01

State-led education system

The education system and curriculum are managed by the state, and education is provided in a uniform manner nationwide. This is based on the intention of aiming for national development through human resource development.



02

Fiercely competitive entrance examinations

The Chinese university entrance exam (gaokao) is a crucial event that can change one's life, and the competition is extremely fierce. Nevertheless, I felt a strong sense of the students' diligence and high level of basic academic ability. On the other hand, the children's natural smiles were also very impressive.



03

Regional Disparities in Education

I feel there is a big disparity in educational standards between urban and rural areas. While people in urban areas can receive a high level of education, there are also areas in rural areas where educational resources are lacking. Even within the same city, the education available varies. Correcting this disparity is said to be an important issue for Chinese education.



04

Morality

Based on the concept of morality, it emphasises not just knowledge and skills, but also internal values such as how we should be as human beings, and what kind of mindset and code of conduct we should have. I felt that education is about nurturing individuals to create a strong and powerful nation..



05

History and Culture

China is a country with a diverse culture nurtured by its vast land and a history that spans thousands of years. The history and culture that is a blend of tradition and innovation is still being passed on in city-building and education and is being put to great use in the development of modern society and the creation of the future.



The phrase 'beautiful life' made a particularly strong impression on me. Why do we educate? Where do we go after we have given education? What does it mean to be strong, clever and kind? I was made aware of the fact that education is carried out with the aim of achieving a 'beautiful life'. Indeed, 'seeing is believing, and action speaks louder than words'. I would like to put the experience to good use in my future activities.

01 To the children

Experiences broaden interests, and interests lead to knowledge.

Until now, I didn't even know my neighbours. I may not even be trying to understand what I can see right in front of me. I want to create opportunities for children to take the first step and try to learn something, or to experience something, just like we did in this programme. It doesn't matter what it is. It could be something new, something familiar, something that gives you a different feeling. The scale of the activities may vary, but I would like to sow the seeds of education that will lead to the growth of children.

【Action plan】

- Activities to understand China (Chinese cuisine experience planned)
- Various experience exchange activities



02 To the adults

If adults enjoy learning, children will enjoy learning too

This is not just about learning. All aspects of life, from study to work to living, are educational gifts from adults to children. I hope that all the adults who interact with children will be full of dreams, hopes and excitement, just as the programme was so enjoyable, meaningful and exciting. Therefore, I will do what I can. I will report on the programme and share my practices. And I will become a role model for a 'beautiful life' myself.

【Action plan】

- Training reports for teachers, activities to promote understanding of China
- SNS , such as YouTube and Instagram
- Information dissemination on how to live beautifully



03 To myself

I want to always be a 'strange person'.

I feel like I've become more of a 'strange person', having learnt so much from both the basic Chinese education and the people I've participated with. I want to learn new things and take the next step. I want to smile, and I want the people around me to smile too because life only happens once. I want to increase the number of times my heart skips a beat. It's the world I live in, so I want everyone to be at peace. That's why I have to change myself. I can change myself.

【Action plan】

- New challenges and self-improvement
- Entering the M-1 Grand Prix
- From a 'strange person' to someone who changes things



Experience and learning in China

○ China's education policy and values

- China places importance on acquiring knowledge and improving basic academic ability. These values are widely shared by parents, and there are many parents who are keen on education. In addition, China has achieved almost zero truancy. Education that emphasises contribution to society as a whole is being promoted, and signs and educational activities that promote socialism can be seen in various places in schools. The different perspective from Japan's education policy, which emphasises 'individual learning', was impressive.
- China has national initiatives in place to promote the use of ICT and AI, and to narrow the gap in education, and I got the impression that education policy has been disseminated down to the level of teachers.



○ The current situation of intercultural exchange

- The high level of enthusiasm for education shown by the school principal and other teachers was impressive, and many schools were engaged in intercultural exchange with schools overseas. However, it can be assumed that schools in urban areas with high-level students and schools that the government is focusing on are engaged in exchange with various countries, and are interacting online and visiting each other's countries, but that schools in rural areas and other areas are not engaging in much exchange.



○ English education

In China, as in Japan, there is an urgent need to develop human resources who can cope with the rapidly changing information society, and there is a focus on improving English language skills, which is a global language. In particular, the younger generation has a higher rate of English acquisition than other generations, and they also have a high level of grammar knowledge and conversational ability. The English language skills of the schools we visited varied, but at the top-class schools, the pronunciation was good, and we also saw students who could speak three languages, including English, while at the general schools, there were many pupils who struggled to respond even with junior high school level English.



Action plan

○ Promotion of international education within the school

- After sharing what we have seen and heard about China in the programme with the pupils, students and teachers at the school, I will develop classes on different cultures and project-based learning that deals with global issues.

- I will also actively introduce teaching plans and methods to other teachers. In particular, I will aim to improve understanding of different cultures by actively incorporating international education into the 5th grade foreign research and English classes.

○ Implementation of training for teachers and sharing within the city

- A training session will be held (scheduled for January 29, 2025) for teachers of the Chofu City English Study Group to share the latest information on China and education policy obtained through the programme.

- At the training session, the procedures for online international exchange and exchange through letters and emails will be discussed, and the plans of other teachers will be combined to brush up the plans, increasing the basic knowledge of teachers when starting international exchange.

○ Strengthening regional cooperation

- In order to promote support activities to spread understanding of international and global education throughout the region, I will continue to approach the Chofu City Board of Education and encourage them to realise offline exchanges and exchanges with international sister cities.

- Work with local organisations and parents to create an environment where pupils can learn from a variety of perspectives.(e.g. guest teachers and visiting lessons from outside experts)

○ Promotion of international exchange programmes with China

- Establish an online exchange programme that pupils can learn about each other's cultures by collaborating with the Chinese schools I have interacted with through the programme. Specifically, this will involve exchange of letters, e-mail, collaborative projects and cultural presentations.



Results and reflections on the programme participation



1. Overview of education in China

- (1) The ultimate goal is to nurture human resources who will help to build a socialist nation.
- (2) Compulsory education was introduced nationwide about 10 years ago. It is still a relatively new concept, as the right to education for all children has only recently been guaranteed.
- (3) There are differences in the school environment between urban and rural areas, both in terms of material resources, finances and the quality of teachers. However, online classes are being broadcasted and various contents are being prepared using the internet, and the quality of classes is being improved by making use of these.

2. Differences from Japan and learning

- (1) There are 50 students per class. Within this, they are trying to provide individual instruct.
- (2) The system for high school and university entrance exams. Both high school and university entrance exams are held either locally or nationally to ensure fairness.
- (3) The high school entrance rate is 50%. Only the top 50% of junior high school students can go on to high school. Students who cannot go on to high school go to vocational schools, and at this point they cannot go on to university. For this reason, the “entrance exam war” to get into high school is intensifying, and junior high school students are very busy.

3. New Perspectives

- (1) Although the fact that the number of students who can go on to higher education is limited and this intensifies the “examination war” is a negative aspect, on the other hand, it shows that children are enthusiastic about learning. In Japan, due to the declining birthrate, there are currently more high schools than there are children, so there are children who think “I’ll be fine with XX High School” or “I’ll probably get into XX High School even if I don’t study hard”, especially in rural areas and remote regions. I would like to think about how to motivate these children to study.
- (2) I was very surprised to hear that there are no truants in Chinese schools. In China, it is still the case that “going to school is a matter of course” and that “teachers are objects of respect”. While Japan is a materially rich country and we live in an age where we are blessed with the ability to respect diverse ideas, I felt that there were issues in terms of the state of children’s minds, their attitudes towards school, and their motivation to learn.

Action plan

1. Peace and International Understanding Education

- First, get to know each other directly. Hold online exchange classes.

2. ESD in Practice

- Make classes that respect diversity and nurture people who will play a role in creating a sustainable world, while also valuing the history, culture and traditions of each country. To this end, I plan and implement classes that involve joint study of subjects such as Chinese poetry and calligraphy, which are common to all students, in the Japanese language, which is my speciality.

3. Utilizing Online University Lessons

- I heard that many countries are using online lesson content at Xidian University. The content seems to be useful for junior high school social studies, so I will make sure that my colleagues are aware of it.

4. Creating a curriculum for the Period for Integrated Studies based around the connection between Achi Village and China

The village of Achi, where Achi Junior High School is located, has a history of sending many of its villagers to Manchuria before and during the war. The Memorial Museum for Agricultural Emigrants to Manchuria was established with the hope for peace based on the experiences of these people. However, the number of people learning about the Manchurian Colonisation is decreasing year by year, and it is becoming more difficult to pass on these thoughts. Therefore, we will place it at the centre of the Period for Integrated Studies at the junior high school, and create a curriculum that allows for cross-curricular learning, as well as relating it to peace education, career education and human rights education.





热烈欢迎日本基础教育教职员
访问交流

Learning is international exchange

The desire to contribute to the community, or the ability to do so, is the central issue of democracy. We must not forget that the will to participate is based on a sense of responsibility in each individual.
Jacques Delors



Clarification of the roles of teachers, parents and students

Teacher (teach)

Parents (make children receive education)

Student (study)

Breaking away from simple comparisons between countries
1. Educational goals
China: Completion of socialist modernisation construction
Japan: Completion of character
2. Land area (26 times)
Number of students in elementary and junior high schools (16 times)



Japan is ○○, China is ○○→
Moving away from stereotyped arguments
Researching the qualities needed to live in a global society



It is in the minds of men that the defences of peace must be constructed

1. Post a report on my visit to China on Teams (distributed to all teachers and students)
January 2025

2. Continue to create classes on international understanding every year until 2050

3. Launch school exchanges with Chinese schools
November 2025

4. Launch and promote international exchange programmes at the Board of Education
November 2028

5. Meet the members of the 2024 Invitation Programme for Teachers from Japan every year
→ I will take roll call!



Experience and learning in China

○I was able to learn about the good points of socialism.

- I felt the teachers were highly motivated and enthusiastic about education.
→The educational goals and principles are unified, clear, and easy to understand.
(For the construction of a socialist state and for the benefit of society)
→The working environment is well organized.



○Different, but the same

- Students who were embarrassed but tried their best to speak Japanese
- Students who talked about going to Japan on a graduation trip with shining eyes
- Children who smiled in response to our introductions and handshakes.
→ They were no different from the children we usually interact with in Japan.

Action plan

① Exchange online between Japan and China

→ Value the connections I have made this time.

② Hold lectures at local elementary and junior high schools, as well as at schools throughout Yamagata Prefecture

→ Let more people know about China

③ Enhance daily classes

→ Develop my classes so that China becomes a more familiar country for my students.

I want to take initiatives that will make students think, **“I want to go to China” or “I want to interact with Chinese people”**. I think that this will help to sustain the connection between China and Japan.

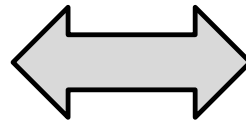


Results of the programme (reflection and learning)

■Japan and China have different educational goals, so the methods and way of education are different → The importance of educational philosophy.

China's education goals

The nation **develop socialist education** and improve the level of all citizens.



Japan's education goals

Education aims to **develop the character of the individual** and to foster the formation of a peaceful and democratic nation and society.

In an era of rapid change, we will continue to create world-class educational philosophies and consider 'new learning' through dialogue.



The qualities required of teachers and educational administrators in the new era

■Reference cases in China that we would like to utilise in order to create world-class education

Digitisation of education... ensuring education for students in remote areas

(remedying the Educational Inequality), Evidence-based education methods that utilise big data such as AI

Mental health care for students... provision of mental health care rooms for students, mental health care for teachers, care for working methods

Awareness of the natural environment... awareness of acting for the natural environment to world-class standards



Photo 1: AI utilisation at Xidian University

Action plan (3-year period)

■2025 (January to March) Online exchange with elementary schools in Poyang City, Jiangsu Province, China

- Social Studies, 6th year 'Countries with close ties to Japan' ... Learn about Chinese life and culture.
- Period for Inquiry-Based Cross-Disciplinary Study, 6th year 'Introduction to the attractions of World Geoparks' ... Introduce the attractions of the region.

■2025 (April to December) Promote practical international exchange

- Examine the results of practical international exchange and present them in lectures or publish them in papers.

■2025 (September to December) Promote exchange between pupils and teachers as a school that accepts foreign teachers

- Raise awareness of world peace among many people through exchanges that focus on dialogue between foreign teachers and pupils and Japanese teachers and pupils.

■2026 (September to December) Hold of the Children's UNESCO Global Geopark Exchange Meeting

- Exchange with people from countries around the world on the theme of UNESCO Global Geoparks.

Learning in China

① Reducing the educational inequality

In the context of the nationwide reform, there have been many words and goals that have been heard on a global scale, such as the desire to contribute not only to China but to the world through education. As a practical example of this, it was clear that parents, teachers and students all understood the importance of education and were always approaching it with enthusiasm. I learned about China's goal of eliminating the differences between rural and urban areas and achieving equal opportunities.

② Teachers' motivation to work

I felt that there were differences between the working environment of the teachers supporting the school in Japan and China. I felt that the reason why Chinese teachers maintain their ambition and enthusiasm is because they are aware of the importance of physical and mental health, and also because they are able to work with pride in their workplace. I realized once again that passionate education requires the energy of teachers, and has a great influence on students.

③ Pride in the local area and the history of the school

I felt they had a strong motivation to pass on the history of the region, the characteristics and traditions of the school, and the traditions of the school to future generations. Japan also has community education, but I felt that China has a stronger pride and love for its school buildings. This gives learning meaning, purpose and pride. I felt the strength of China, which seems to continue in the future and the fundamental difference between China and Japan, in the idea that taking on new challenges is also a spirit inherited from our predecessors.



① Reducing the educational inequality

⇒ Be aware of keeping an open mind.

Expand the focus of educational activities by cooperating and collaborating with local communities and neighbouring schools. Try to think about how Japanese education can make the world a better



★ For students

Plan a joint presentation on research topics and steadily expand the number of people with whom I can share my ideas.

Continue to ask students about the current situation in the world and Japan's place in it through lessons.

★ For the local community

Share activities and solve problems by making use of the network of local teachers. Continue to take an interest in initiatives in other areas and visit them.

② Teachers' motivation to work

⇒ Be aware of creating an environment that allows you to maintain your ambition at work and fully demonstrate your abilities.

Think about how to achieve teamwork with colleagues, working according to individual needs, and the leadership that each person should have.



★ For colleagues

Evaluate and praise each other, and continue to be interested in each other. Prepare more time for short communication. In particular, understand each other's strengths and weaknesses, and encourage each other not to try to complete things alone.

★ For students

Show them that teachers work with purpose, and that teachers are in good physical and mental health.

③ Pride in the local area and the history of the school

⇒ Be aware of the importance of interaction and the importance of getting to know others and seeing myself objectively.

Question my own sense of normality and take an interest in how others see me



★ For students

Devise educational activities so that students can experience the strength that comes from having pride in themselves. I will provide opportunities for international exchange three times a year, and use them as opportunities for establishing one's identity and for being able to feel one's own growth. I will value the atmosphere of making the school a place where students can take pride in themselves.

Experience and learning in China

Perspectives on the Protection of Workers in China

- As a socialist country, worker protection is emphasised
- Teachers are also respected as ‘workers’, and their health and working conditions are considered.



【Interview the manager】

Examples of specific initiatives

<Beijing Jingshan School Daxing Experimental School>

“House for Teachers” Welfare facilities: relaxation room, play room, training room, etc.

<The High School Affiliated to Xi'an Jiaotong University>

The school prohibits overtime work and prioritise the health of teachers.



【Welfare facilities called “House for Teachers”】

Key Points for Learning

- Creating a working environment that is comfortable for teachers is the Foundation for improving the quality of education.
- Compared to the current situation in Japan, it is extremely valuable as a reference for making improvements.



【Training rooms for teachers】

Action plan

Overview of current issues (working environment for Japanese teachers)

- Issues not covered by the 36 Agreement under the Education Civil Servant Special Act
- Long working hours have become the norm, and this is having a negative impact on the health and lives of teachers

Applying the key points learned from the China programme

- Treating teachers as 'workers', introducing measures on campus for health and rest.
- Considering the enhancement of relaxation rooms and health promotion facilities on campus.

Proposals for specific future initiatives

Short-term goals (R7.1~R7.2)

- Conduct a survey of teachers in the field
- Identify areas for improvement

Medium-term goals (R7.3~R7.4)

- A forum for dialogue based on the results of the questionnaire
- Agreement on specific prospects

Long-term goals (R7.5~R7.9)

- Secure a space for relaxation.
- Install massage chairs and sofas.



Experience and learning in China

1. The enrichment of the educational environment and its effects

The educational environment at the schools we visited was very well-organized. I also felt a strong awareness of the need to improve the environment, both in China and in the schools themselves. The students also realised how the enrichment of the educational environment affects and is linked to their own growth, academic ability and future plans. When I think about the schools I have worked up until now, and the awareness of Iwate Prefecture, I realize that we need to make improvements as soon as possible. I felt that we had reached a point where we were feeling the financial and physical limits, and had given up halfway, and I felt that I wanted to promote strong sharing and collaboration with the teachers, the city board of education, and the government. I would like to set up “educational environment” as part of the research in my school next year, and verify the results. And I would like to work on this with the aim of improving the educational environment in Kamaishi City and Iwate Prefecture.

2. School characteristics and pride

The schools we visited were proud of their efforts and achievements. I could feel how passionate they were about education. In Japan too, teachers work hard every day and stay close to the children. However, I was made to think about how much the school management has a plan for the year and a vision for the future. Past glory is proof of the accumulation of effort, and it is also a sign of a continued awareness of development. I want to focus on school management, planning and promotion, without being too concerned with the “now”, but also while cherishing the “now”.

3. The importance of international understanding education and its future potential

In Japan, students start to learn foreign languages and cultures in earnest from the third grade. However, I think that international understanding education, which is not limited to textbooks and the digital world, but also considers the things that are right in front of us, still has a long way to go. In China, children are made aware of other countries from an early age and are directly exposed to diverse cultures. Children in the future will need to have a more global perspective than we do, and schools must create an environment that enables this. I would like to promote international understanding education by actively communicating about my three years living in China and my participation in this programme.

Action plan

① Reports and classes

- 【Pupils】 **Introduction to China (done)** 【Teachers and school board members】 **Sharing information on the current state of education in China and future plans (done)**
- Play the role of a guest teacher (from China) in each subject (social studies, period for Integrated Studies, moral education, etc.)

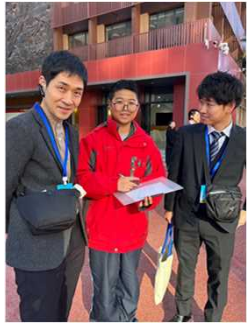
② To promote exchange

- (1) Reconstruct the school's curriculum (done) (regional, municipal, prefectural studies, period for Integrated Studies, etc.)
 - ⇒ Reconfirm the appeal of Kamaishi City and the appeal of the school ⇒ **Exchange with a sense of purpose and confidence**
- (2) Establish exchange (online) learning ⇒ **Small steps towards international exchange**
 - Junior high school district exchange (daily learning) ⇒ Exchange within and outside Iwate Prefecture (Comparison of Municipalities and prefectures) ⇒ **International exchange**
 - **The results of disaster education and the progress of earthquake recovery will become a common asset for the world**
 - ⇒ The children in Kamaishi City will gain a global perspective and internationality
 - ⇒ From Kamaishi City to all of Japan, from Kamaishi City to the world
- (3) Enhancing the educational environment ⇒ **Having pride makes children more proactive in communicating.**
 - Children take pride in their own learning and studies (Improving the quality of class research, improving the classroom and hallway environment, etc.)
 - Teachers are satisfied with their working environment (setting up 5-hour classes, setting up proactive morning classes => giving back to the pupils)

Results and reflections on the programme participation

1. Overview of education in China

- The impression was that many of the courses are taught in a lecture style, with the primary aim being the acquisition of knowledge.
- The principal manages the school's finances. The school employs excellent teachers, and there were displays introducing the teachers. There are regular meetings for each subject to improve the teaching ability of the teachers. In order to create a good working environment, there were facilities such as a teachers' rest room and a gym.
- The enthusiasm of the parents for education was impressive, and they were willing to change school districts.
- In a society where education is highly valued, if you fail your high school or university entrance exams, your options for the rest of your life will be limited.



2. Differences from Japan and learning

- Learning community and the philosophy of independent learners are similar to those in Japan.
- I felt there were issues regarding the students' Self-Directed Learning. The level of adequacy of the period for integrated studies is unknown.
- ICT is teacher-led. I felt the advantages of Japan's GIGA School concept.



3. New perspectives

- Teachers' working conditions are not good, but overtime work is strictly regulated. Teachers' mental health care is well provided for.
- I focused on the attempt to increase the cohesion of the class by not changing the class.
- I felt that the term “patriotic education” was an exaggerated expression in Japan. I felt that it was important for the country to think deeply about its history and other matters.

Action plan

1. New ideas for classes

- Promote students' proactive learning by developing Inquiry Based Learning.

2. Deep the use of ICT

- Make use of the GIGA School concept to introduce adaptive learning to expand the range of learning.

3. Promote cultural exchange (First, try it myself! Next year's goal!)

- Hold international exchange events with schools overseas.

4. Integrate local culture and education

- Design classes that make use of local culture to deepen students' understanding of their hometown.

Japan is at the top of all categories! ([PISA 2022 results for Japan](#))

Thanks to the hard work of the teachers! The education that focuses on each individual is wonderful!

The thick middle layer is the key! Thank you for your continued support.



Learning in China

- Educational situation
- Educational situation in China



The words of the interpreter, 'Half of the students who take the high school entrance exam fail to get into high school', made a big impression on me. The reason I decided to take part in this programme was that I wanted to see for myself and learn about the educational situation in China, which I had heard about from my close Chinese friends and from Chinese people who lived nearby. Although I didn't have many opportunities to speak with the students, I could see that they were living in a competitive society from the tests and records of their foot speed that were posted in the corridors and other facilities I visited. Even so, when I saw them studying Japanese hard or playing football after PE class, I could see that they were no different from Japanese children, and I was able to see scenes that I would never have known about if I hadn't seen them with my own eyes.

- The passion of the teachers

It seemed that the head teachers of all the schools were proud of their schools. I was also surprised to hear that it was the head teachers' skill to make the teachers proud of their work. I think it is because of the head teachers that the other teachers are passionate and proud of their work. I also felt that there was a lot of support for the teachers, such as mental health care. I think it is because of the teachers that the students are also very passionate about their studies.



Action plan

1

PHASE

Give back what I have learned

- Talk to HR students about students of the same age in other countries (done)

- Tell what I have learned after students' presentations at the SSH presentation event (to students, teachers, parents, and teachers from other universities) (scheduled for June 2025)

For teachers

- Set up opportunities for teachers who are interested to talk (Starbucks meetings have already been held).
- Make presentations at staff meetings.

PHASE

2

3

PHASE

The first step in exchange!

- As a subject teacher, continue to create opportunities for exchange with Chinese students in first-year classes (exchanges, connecting, Zoom, etc.)
- Apply for online courses at Xi'an University of Science and Technology (connect through SSH)

PHASE

4

Aim to continue exchange

- By regularly interacting with students from the same school, I will create opportunities for students to move from the "learning" stage to participating in activities with a "Inquiry".
- In the future, I would like to show students the developing aspects of China through overseas training.



Experience and learning in China

1. Changes in my impression of China

To be honest, I didn't have a good impression of China at first. The Chinese news that is reported in Japan is relating to anti-Japan, manners, and territorial disputes. As I repeatedly watched these news reports, even I, who don't really trust the media, probably ended up with a negative impression of China.

However, the people I met during my visit to China, including the people from the China Education Association for International Exchange, were really kind and hospitable, and I was ashamed of myself for having held negative feelings about China without knowing anything about it. This made me realise once again how important it is to see things for myself and experience them for myself.



2. Education in China

As both countries are in the East, we have many things in common, such as countries that place importance on entrance exams and having a 6-3-3-4 education system. However, while Japan has introduced a new-age exam system, such as holistic Admissions, I felt that China still has a strong emphasis on academic background from the old days. From an early age, they are forced to compete, such as being sifted through in high school entrance exams and having their job prospects largely decided by the university they graduate from. They are even willing to move house in order to survive in the competition. Although China has announced its own version of key competencies, "core qualities", I got the impression that education in China is still focused on the acquisition of knowledge and skills through group instruction. This intense competition seems to be the source of China's and the Chinese people's power. Since Japan has adopted a style that emphasises independence and respects individuality, it has allowed freedom to a certain extent, and as a result it has almost forgotten national unity, the power to work towards a goal, and patriotism. I have been to China and visited many schools and met many teachers and students, and I felt that everyone had a strong sense of pride and respect for their country and their school. Japan should learn from this difference in enthusiasm.

3. Use of ICT

Japan is more advanced regarding the use of ICT by students. China does not have one device per student, and I was impressed by the Japanese education system, which has rapidly distributed one device per student in all elementary schools and above as part of the GIGA School Concept. I have the impression that China uses ICT to help teachers teach. There were many aspects of the Chinese system that were more advanced than Japan's, such as AI-based lesson analysis and student information management.

Action plan

1 Give back what I have learned

Share what I have felt and learned through this programme with as many teachers as possible.

- Hold a debriefing session at the school.
- Hold a debriefing session at the city's education research group.
- Hold an online debriefing session at a private education community.



2 Classroom practice

Teach the things I felt and learned through this programme in a class that suits the children's learning content.

- 6th grade social studies: "Countries with close ties to Japan"
- 4th grade period for Integrated Studies: "Living together"
- 5th grade moral education "International understanding and international goodwill"



3 Continuously build connections

There are transfers for Japanese teachers. To ensure that links are not broken by the transfer of the teacher who is acting as an intermediary, I will work to ensure that exchanges can continue.

- Building and systematising networks at the current school
- Building new networks in the school I will be moving to

Experience and learning in China

1 Cultural background and philosophy of education

They place a strong emphasis on morality and discipline, and an attitude to learning is strongly required. There was a concentrated investment in talented students, but during this visit we were unable to see the current situation Japanese and the education gap and so-called ordinary students. There is a culture of 'going to school is compulsory', and I realised the difference in educational views between Japan and China. The attitude of the students and teachers to learn hard and to follow the rules was impressive. The students at the school we visited were fluent in English and Japanese and were also very open to cultural exchange. I felt that learning languages is the foundation for developing a broad perspective and an international mindset.

2 Education system in China and facilities

Through visits to the Ministry of Education and schools, I felt that China's education policy is deeply connected to the country's ideals. The education facilities are very well-equipped and have the latest equipment. In the field of IT education, I felt that international technical collaboration allows for the maximum use of advanced technology.

3 Atmosphere of the city and town, food culture

Beijing and Xi'an are a fusion of historical buildings and modern urban development, and I was overwhelmed by the scale of the city. In addition to the beauty of the cityscape and tourist attractions, I was also impressed by the strict security, the car-centric society with its wide roads and few traffic lights, and the good public order. In terms of cuisine, while there are many spicy dishes, there is also a wide variety of vegetable dishes and dishes that make good use of spices, and they are all very delicious. I felt the spirit of "sharing with everyone" in the culture of eating around a round table. The ingredients and cooking methods have a unique character, and I really felt the diverse food culture of China.

4 The Warmth of the People and the National Character

There were many kind and passionate people, and it was impressive how they were willing to help even if they had just first met. The culture of 'expressing emotions directly', which is not so common in Japan, felt fresh and pleasant.

Action plan

1 . Report and share in the educational field

- Utilization in the classroom

I would like to introduce Chinese education and culture, and provide new perspectives and learning through understanding and empathy for different cultures.

- Sharing among teachers

I will create report materials and presentation materials for teachers, and share the knowledge I gained from our visit to China to observe education. I would like to convey the learning I gained so that it can be utilized in the educational activities of other teachers at training sessions and in-school debriefing session.

2. Collaboration in the fields of technology and education

- Joint research in the fields of AI and IT

Based on exchanges with Xidian University, I will propose joint projects and collaborations related to AI and IT education. Holding of technical exchanges, etc.

3. Information dissemination

In order to dispel the negative image conveyed in Japan, I will consider measures to widely disseminate the experiences and learning gained through the school visits.

Experience and learning in China

1. Practice in line with educational goals

Education in China plays an important role in the construction of socialism and the revival of the Chinese nation. Whatever the merits and demerits of this, I felt a sense of consistency in the realisation of educational goals in every school I visited. In Japan, too, the methods and evaluation of education are frequently reviewed, and each time I feel that we lose sight of our direction, but I felt that it was necessary to constantly review the way in which education is practiced, with the educational goal of “aiming for the perfection of the individual's character” consistently in place.

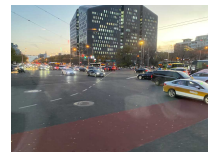
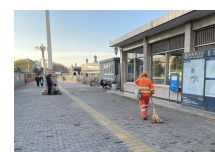
2. Hospitality

At every school and facility, we were greeted with great hospitality, with name plates bearing each person's name and gifts for each of us. We were also very impressed by the people at the China Education Association for International Exchange who coordinated everything. They were always thinking ahead and looking after us. After dinner, they should have stuck to the schedule, but they were very flexible and responded to our needs to go sightseeing. I felt that this attitude would be very helpful when promoting international exchange projects at each school in the future.

3. Rich historical background and modernized urban areas

Since ancient times, China has built a wonderful civilisation that has had a great influence on Japan. As a teacher of world history, it was an exciting experience to see with my own eyes the facilities associated with figures such as the First Emperor and the Yongle Emperor who appear in Japanese textbooks, and it was an experience I would not trade for anything.

Also, this was the first time I had ever visited China, and my impressions of urban China from the media were completely changed in a positive way. The urban areas were well greened and there was no visible air pollution, and I hardly ever heard car horns being used, and the traffic etiquette was very good. It was surprising to see that there was hardly any litter at places where tourists gather, as the area was cleaned by vendors day and night. Next time, I would definitely like to visit rural areas and gather information from the grassroots.



Action plan

1. Practical teaching that is in line with educational goals

- (1) I would like to reinterpret the Constitution and the Fundamental Law of Education.
- (2) While it may be necessary to have an education based on neoliberal ideas, such as forming a capitalist society or developing more competitive human resources, I would like to conduct classes that enable students to recognize themselves as individuals with dignity that cannot be replaced by anyone else.
- (3) I would like to quickly break away from the practice of mechanically transmitting techniques and knowledge that can be used in entrance exams, and I want to create classes based on questions like “Why?” and through dialogue with students.
- (4) I will read educational practice papers in various fields and actively participate in open class research around the country to broaden my horizons.

2. Hospitality

The following international exchange projects will be carried out next year.

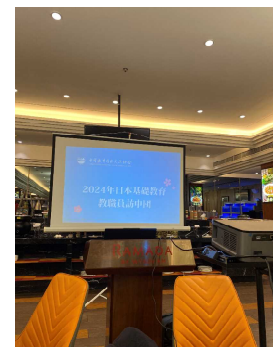
- (1) If we get the budget, we will hold an international conference for high school students from five countries, Japan, China, Republic of Korea, Thailand and the Philippines in the Osaka-Kansai UNESCO schools (ASPnet) Network.

When the event is held, I will add a few words to the effect that we have learned how to entertain overseas guests from the “China Education Association for International Exchange”.

3. Dissemination of information

The learning from this programme will be presented in the following ways.

- (1) At the 2025 Osaka-Kansai UNESCO schools(ASPnet) Network General Meeting.
- (2) At in-school teacher training.
- (3) In the courses I am in charge of, especially Advanced World History.



Experience and learning in China

• Changes in impressions of the country of China

Before the visit to China, I conducted a survey of all the students at my school about China. When asked if they would like to visit China, about 40% of the students answered, “rather not” or “no”. The reasons they gave were that they had a negative image of China, such as “it seems like the public safety is bad and it's scary”, “I don't have a good image of China”, and “it seems like there are a lot of anti-Japanese people”. I myself also had some negative impressions of China to some extent. However, when I actually visited China, wherever I went, I was welcomed with a spirit of hospitality, and during the week I spent there, I never once felt any negative emotions, but rather, I was touched by the kindness of the local people and felt nothing but warmth. Although I was only able to experience a small part of China, through this programme I was able to get to know the 'real China', and I think that being able to convey to my students a China that I have experienced and know in a real sense is a great learning and property that I have learned and gained from this programme.

• Differences in education between China and Japan

I was able to learn about the differences between Japan and China, such as the view of "compulsory education" (i.e. zero truancy), the concept of "equality" in terms of group education, the high level of home education, and the working environment for teachers (working hours, provision of rest areas, etc.). Rather than comparing the two and deciding which was better, I felt it was important to think about "what we can do now for the children in front of us" based on what I had learned.

• High level of sharing information skills

At each school we visited, the headteacher and students gave us information about the school and the city. Although I didn't understand Chinese, I could feel their passion for their school and their views on education through the way they spoke, the way they communicated and the pictures they showed us. I think that this is because they have a clear idea of what they want to achieve and a strong belief in it.



Action plan

Activities at school

- Debriefing session for all students

From the questionnaire given to all students before the visit to China, I collected questions that the students would like to ask children of the same age in China. From these questions, I asked the children in China and received answers, and by including a report with interactive exchanges, I aim to promote interest in China and Chinese and to promote cultural understanding.

- Exchange classes with Chinese schools.

I will create opportunities for students to interact online with the schools we visit as part of the programme. China has many World Heritage Sites, and Amami Oshima Island has also been registered as a World Natural Heritage Site in 2021. During the online exchanges, we will introduce each other's countries and regions, their cultures and World Heritage sites, and use this as an opportunity to deepen mutual understanding by learning and sharing the good things about each other's countries.

Amami Oshima is full of unique culture, but because it is too familiar to the students, it has become 'natural', so by learning about different cultures and values, I hope to help them to rediscover the good things about their own island, and to foster an attitude of mutual respect for each other's good points.

For students in my region and Amami City

- In collaboration with the nutrition teachers at the Amami City School Lunch Center, we will create and provide a menu that introduces Chinese food culture, and create an opportunity for the approximately 3,500 school children of Amami City to learn about and "taste" China through familiar "food".

Meeting with nutrition teachers has been held → Currently, menu creation and trial production are in progress → Scheduled to be provided in March 2025



After getting to know the real China...

“Know well”

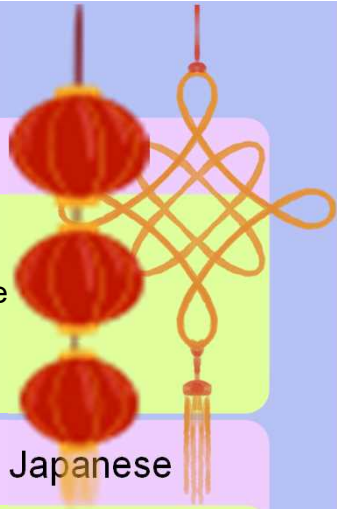
Before this programme, I had a strong prejudice against China, as I think many Japanese people do. However, after meeting the people and learning about the country and the people who live there, I realised that they are no different from us. We must not make judgements based on our own image without checking the facts. I want to remember this: ‘know well, judge properly’.

The development of education in the context of history and culture - China's education is Chinese, Japan's is Japanese

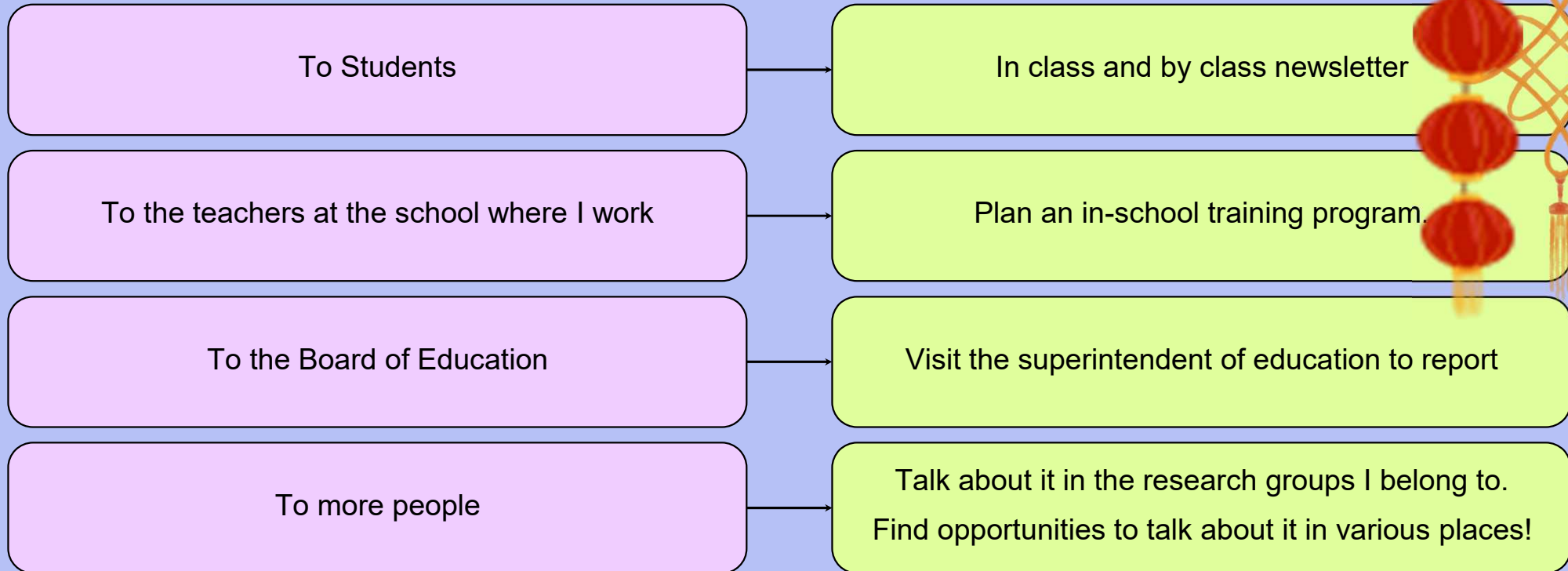
What I found most impressive during this visit was that ‘history and culture have a significant impact on the formation of the education system’. Each country has its own history and culture, and education has developed within that context. This is Japanese education created by Japanese culture, and China also has its own education. I think that if you simply try to transfer the Japanese education system to China, it may not work, and if you try to transfer the Chinese education system to Japan, it may not work either. First of all, I think it is important to respect and acknowledge the history and culture of each country. I really felt the importance of respecting diversity!

It's important to interact with each other! We can learn from each other.

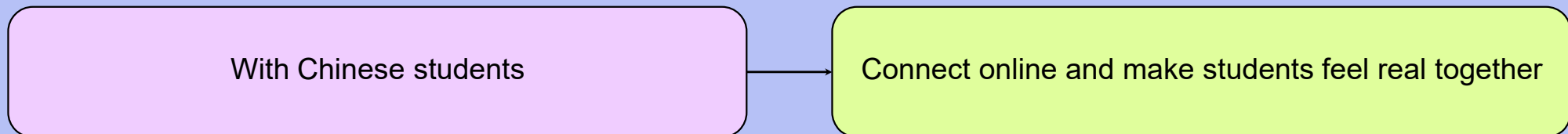
I think that by recognising diversity and interacting with each other, we can discover the good points of our own country and the other country, and this will lead to even better education. I would like to think for myself and incorporate the good points into our education, and further develop it. I think this is a great learning experience that can only be gained through exchange. The wonderful things I felt about China were the sincerity with which they welcomed me, the honest and dedicated attitude of the students, the diligence and passion of the teachers, the pride they take in their work as teachers, the importance they place on teamwork under the leadership of the management, and the way they think about things from an international perspective. And, having learned about Chinese education, I was able to feel even more strongly the wonderful aspects of Japanese education. In particular, the importance placed on ‘Self-education’, individualized learning, and collaborative learning. I want to cherish these insights and continue to interact with students. I also want to continue to actively participate in opportunities for exchange. I want to continue to learn!



I will convey the real world to more people!



I will interact!





One of the things that struck me during my visit to China was that the fundamental difference between China and Japan is in the way they view education. While Japan is currently focusing on the individual, on how to nurture the individual and develop his or her individuality, China is focusing on society, on patriotism, solidarity and work ethic. There are some teaching methods that are not (or no longer) used in Japan, such as running while saying slogans in groups, adding points to each group and group learning, but I strongly felt that Chinese teachers are very confident. They are proud of themselves, their schools and their students, and I felt their enthusiasm and power as a whole. I also sensed a big difference in the children's environment. In China, ICT and AI are being used in education to address regional disparities, and there is a lot of pressure from the government to ensure a unified education system, but there is also a lot of support. I felt that the country puts a lot of effort into education, including how the budget is spent, and that there is a strong focus on mental health care and consideration for the working environment of teachers. On the other hand, I wondered whether Japanese education might be overprotective of children in this way. I don't know if the phrase 'the good Showa era' is appropriate, but I began to wonder whether the patience, perseverance, solidarity, virtues, morals and strength that used to exist in Japan were gradually becoming weaker and being forgotten, and whether this was making children weaker and leading to things like truancy. I think there is also a need to reconsider the strength and problem-solving skills that teachers gain through the process of overcoming these obstacles, as well as the experience and sense of self-affirmation that they gain.

In the working environment for teachers, there is strong support from the government, and I felt that being able to work while receiving support was good for both the mental and physical health. The teachers' enthusiasm, as if to say, "good performance by teachers can only come from a good environment", was impressive, and if all Japanese teachers could work with such a mindset, I think it would lead to an improvement in the overall education system.

The world becoming a better place----- World peace.

To keep up with the diversified society that has already begun, there are things that both adults and children need to learn together.

Why do we study? There are many reasons, such as 'to develop yourself', 'to gain the ability to live in society', 'to increase your options', 'to learn more about the things you like', and 'to contribute to society by working with others', but I see it as a means of 'coexistence'. I think that to 'understand others', it is essential to learn the language and communicate smoothly with them, and to 'learn about culture and history' to understand the backgrounds and values of others and to have respect and empathy for them. Furthermore, I believe that to 'respect differences', it is essential to learn about diversity and to understand these differences, as this will be the first step towards avoiding conflict and respecting others, and will provide an opportunity to think about how to raise global citizens and get along with people from all over the world.

I will continue to show children how to keep learning, and connect people with people. I will also connect Japan with the world. I pledge to be a teacher who is always willing to update and continue to input to be such a presence and to continue to be such a teacher.

The entire programme was summarised in a 60-page report, which was then bound into a booklet through a bookbinder (a QR code was also included so that the video could be viewed).

- ① Share information with teachers, give a presentation, distribute the booklet, make and distribute materials on the differences between Japanese kanji and simplified and traditional Chinese characters (to be used in Japanese classes) Circulate textbooks purchased in China to students and teachers, so that they see what kind of learning is taking in China.
- ② Request the distribution and circulation of booklets and materials to all primary schools in the city, related junior high schools, and the city's Department of Education.
- ③ Request the distribution and circulation of booklets and materials to my former school.
- ④ Create, distribute and report on materials for the local community and community school.
- ⑤ Create a PPT to introduce China to pupils.
- ⑥ Add picture books and manga purchased in China to the World Language Corner set up in front of the music room.
- ⑦ Purchase books about China and display them for free browsing.
- ⑧ Participate in the exchange meeting with Chinese teachers on Saturday, 21 December (summarise the content and distribute it to the school, local elementary schools, partner junior high schools, the city board of education, and my former school).
- ⑨ propose to my school about sister school and international exchange, as well as getting other teachers interested in international understanding education.

