



Action Plan (English)

2025-2026 Invitation Programme for Teachers from Thailand



Japanese Teachers Exchange Project

Reason

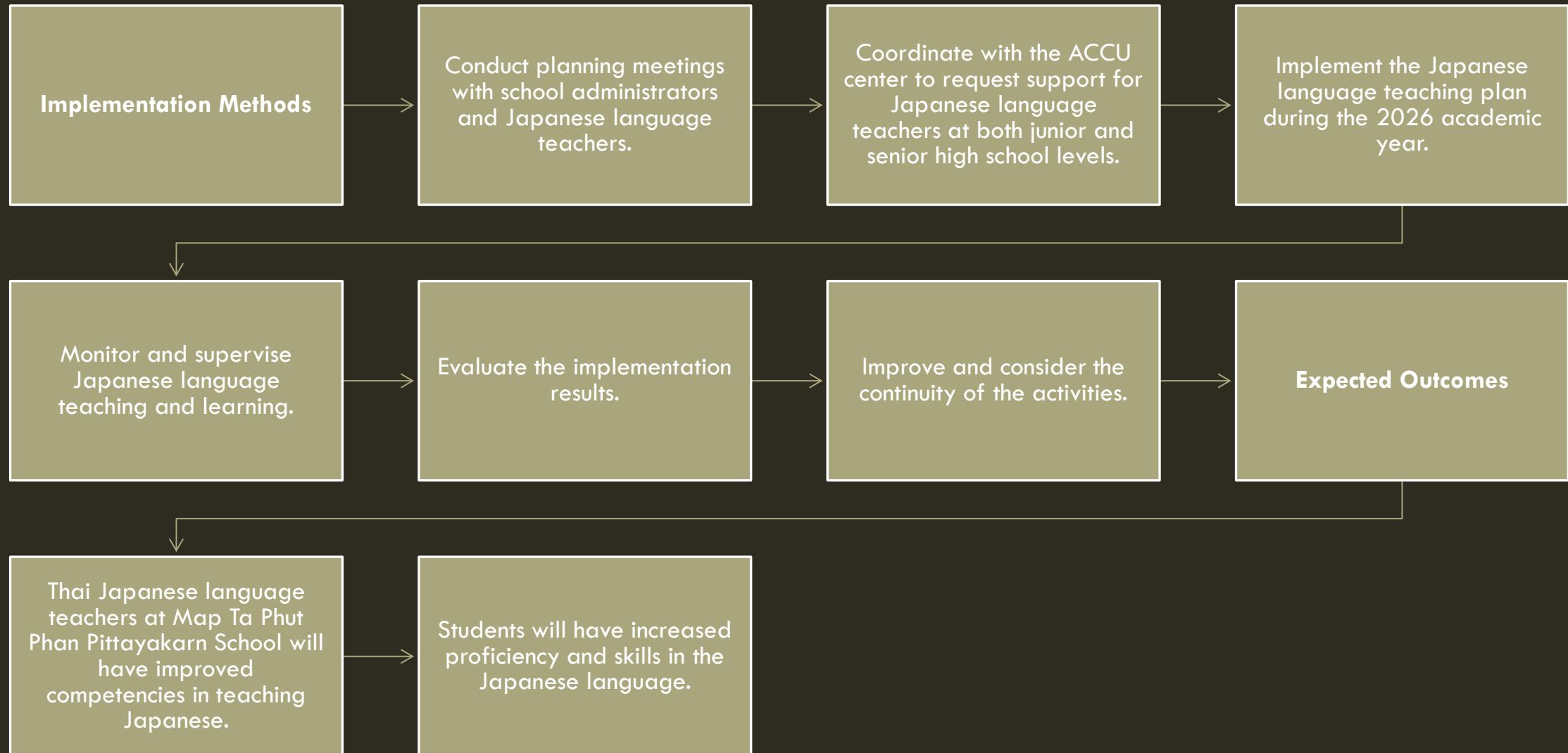
The Japanese language holds economic importance in the relationship between Thailand and Japan. This is due to the large number of Japanese businesspeople working in Thailand. Therefore, if students gain more knowledge of the Japanese language, it will benefit the foundation of their learning and support future careers they are interested in

Objectives

To improve the teaching and learning of the Japanese language.
To enhance students' proficiency and quality in the Japanese language.

Duration

Academic year 2026 (from May 16, 2026 to March 2027)



(The 11th Invitation Programme for Teachers from Thailand 2025-2026)

Action Plan: Fostering a Culture of Morality and Collaborative Learning Inspired by Japanese Schools

1. BACKGROUND

Ban Khlong Manow School is a rural Thai school aiming to improve student discipline, morality, and collaborative skills. Inspired by Japanese school practices observed during the 11th Invitation Programme for Teachers in Japan (2025), this plan adapts proven methods to the Thai context while preserving the school's identity.

2. OBJECTIVES

- Cultivate student discipline, responsibility, and ethical behavior
- Establish engaging, collaborative learning environments
- Promote teacher-student participation in sustainable school development
- Strengthen Thai–Japanese cultural and educational exchange

3. ACTIVITIES

- Share learnings from Japan with staff
- Implement Japanese-inspired routines:
- Pilot collaborative lessons (Koza model) in core subjects
- Organize Thai–Japanese Cultural Exchange Day
- Establish a “Japan–Thailand Friendship Classroom” and teacher exchange program

ACTION PLAN

4. TIMELINE

- Within 3 weeks after returning from Japan: Staff training on Japanese practices
- Nov 2025 – Dec 2026: Implement routines and pilot collaborative lessons
- Feb 2026: Organize Thai–Japanese Cultural Exchange Day
- Mar 2026: Summarize outcomes and present results at exhibition

5. HOW TO IMPLEMENT

- Teachers conduct classroom and common area activities
 - Internal staff training to share Japanese practices
 - Plan and assign responsibility zones for cleaning and classroom management
 - Apply “learning by doing” and observation to improve activities

6. EXPECTED OUTCOMES

- Students show improved discipline, responsibility, and cooperation
- Teachers develop skills in collaborative teaching
- School culture reflects collaboration and ethical behavior
- Activities serve as a model for other schools

1. Background

Participating in the Invitation Programme for Teachers from Thailand and visited Tokyo Gakugei University (TGU), Japan, we attended a special lecture by Prof. Yasuyuki Iwata. The results of the field trip and additional information from the lecture highlight the need to reform the production and development of education personnel to achieve 21st Century Competencies, especially in the area of critical thinking skills. The use of ICT and continuous self-researcher/developer. This action plan has been prepared as a framework for applying TGU's concepts and principles to improve the quality of teachers and administrators in the organization.

2. Objectives

To encourage teachers to play the role of "Teacher as a Researcher" through teaching practices that focus on classroom research (Action Research).

To create a culture of collaboration and lifelong learning in educational institutions.

3. Key Activities

1. Establish the "Teacher as Researcher Program" The emphasis is on conducting Action Research and applying the results of research to improve teaching.
2. Establish a "Professional Learning Community" (PLC) The agenda was set that focused on the exchange of pedagogy and research results in the classroom.

4. Timeline

Nov 2025 - Mar 2026

Phase 1: Analysis and Planning Phase 2: Development and Pilot Phase 3: System Building and Scaling Up

5. Implementation Method

1. Require 100% of teachers to conduct at least 1 Action Research topic/semester with a presentation in PLC and consultation from the Head of the Subject Group.
2. Transform the teacher's room into a learning space, promote informal learning, and focus on providing positive feedback.

6. Expected Outcomes

Quantitative Indicators

1. All teachers must conduct at least 1 Action Research / semester and their work is published through PLC.
2. The number of innovations and teaching materials using technology increased by 30 percent.

Qualitative Indicators

1. Classroom teaching styles have changed in the direction of focusing more on active learning and inquiry-based learning.
2. Develop an organizational culture that supports research. Team Teaching and Collaboration

1 Background

Cross-cultural learning is essential for fostering sustainable and inclusive education. Aligned with SDG **Quality Education and Partnership**, it promotes diversity and equitable education **Using Thai (Three Ghost Masks) and Japanese (Kitsune, Okame, Hyottoko) masks as a creative medium**, students engage in hands-on activities that connect cultural heritage while fostering sustainable academic networks between Thai and Japanese teachers

6 Expectations

1. Enhanced understanding of Thai–Japanese culture, inclusion, and cross-cultural communication.
2. Improved English communication between Thai and Japanese students through mask activities.
3. Students create innovative mask designs, promoting sustainable learning.
4. Strengthened Thai and Japanese teachers collaboration and reflection.
5. ESD and inclusion integrated into local and international practices.

5 How to implement

Lead Agencies: Loei Primary Educational Service Area 1

Collaborators: Japanese partner schools, ACCU network

1. **Design:** Plan online mask-based lessons linking ESD and Thai–Japanese culture.

2. **Active & Project-Based Learning:** Online cultural exchange activities for Thai, Japanese, and international teachers.

3. **Thai–Japanese Educational Collaboration Network:** Set up academic seminar for Thai–Japanese teacher exchange, involving all Loei schools, organized by the Education Service Area Office.

4. **Reflect & Share:** Review lessons and share best practices with local and Japanese teachers

2 Objectives

1. Foster inclusive and sustainable education via cross-cultural mask activities.
2. Enhance students' appreciation of cultural heritage and creativity.
3. Develop multilingual communication skills (English, Japanese, Thai).
4. Strengthen Thai–Japanese teacher collaboration and reflective teaching.

Action plan

Small Actions, Big Impact: Learning Across Cultures



Traditional Japanese and Thai Masks

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3 Core Activities

1. **Interactive Online Class:** Thai and Japanese students learn, create, and share traditional mask designs with feedback each session.
2. **Cultural Exchange:** Thai and Japanese students present and discuss mask traditions.
3. **Language Practice:** Storytelling, self-introduction, and mask description in Thai, Japanese, and English.
4. **Creative Project:** Students co-create "Friendship Masks" and **showcase online**.
5. **Teacher Reflection & Seminar:** Teachers reflect and share inclusive ESD practices.

4 Timeline

OCT 2025: **Online collaborative learning with Japanese teachers** (15 Oct 2025) /Speaker: International Seminar: Thai – Malaysia (Speaker) **ACCU project** (24 Oct 2025) **(All activities are already implemented)**

Nov 2025: Design a mask-based curriculum for all Loei schools.

DEC 2025: Online planning with Thai–Japanese teachers

JAN 2026: Online exchange with Thai–Japanese teachers

FEB 2026: Online Seminar Thai and Japanese teachers from all Loei School (Loei Primary Educational Project)

MAR 2026: Reflect on teaching exchanges and seminars

Background

21st-century education emphasizes developing learners' language skills, creativity, and global responsibility.

Education for Sustainable Development (ESD) encourages understanding of the connection between people, the environment, and society. Integrating ESD into English teaching enables students to use language to discuss real-life issues and sustainable solutions. This Action Plan aims to enhance English learning through New Learning, fostering both communication skills and environmental awareness for a better school community.

Expected Outcomes

- Students can communicate in English about environmental issues and sustainability.
- Students develop environmental awareness, recognize the value of resources, and demonstrate responsible behavior at school.
- Teachers enhance their skills in integrating ESD.
- Establish networks for exchanging ideas between Thai/Japanese teachers and students regarding sustainable development.

Objectives

- To develop English language skills while fostering environmental awareness.
- To promote Active Learning and Project-based Learning through ESD topics.
- To create a Collaborative Learning environment and instill values such as responsibility and volunteerism.
- To exchange English teaching practices that can be extended to teachers in the school, nearby schools, or Japanese teachers.

Action Plan: ESD in English: New Learning, Small Actions, Big Change

How to Implement

- Teachers design English activities linked to ESD concepts.
- Employ Active Learning and Project-based Learning approaches.
- Organize group learning activities to promote collaboration and English communication.
- Assess students' behavior, communication skills, and project outputs.
- Summarize results and share good practices with teachers in the school, nearby schools or Japanese teachers.

Main Activities

- "English for Our Earth" – Activities to learn vocabulary and expressions related to the environment.
- Project: "My Green English Class" – Learners design English-language campaign posters.
- Project-based Learning on topics such as "Save Water," "Reduce Waste," or "Plant for the Planet."
- Student Work Exhibition – Sharing students' projects through an English-language exhibition. Aims to expand learning outcomes to teachers within the school, nearby schools or Japanese teachers.

Timeline

Nov 2025 : Planning and preparing ESD-English learning materials

Dec 2025 : Launch "English for Our Earth" activities and teach environmental vocabulary/expressions

Jan 2026 : Conduct "My Green English Class" project

Feb 2026 : Hold ESD in English Exhibition: New Learning, Small Actions, Big Change

Mar 2026 : Summarize and reflect on learning outcomes





Background

Thailand aims to foster youth with moral values and discipline. However, it is still observed that some students lack a sense of responsibility and public-mindedness. In contrast, Japan instills morality through hands-on practices, such as cleaning classrooms and helping others, which sustainably cultivate discipline and cooperation. The Japanese concept of “5S” therefore serves as a practical approach that can be adapted for Thai schools. When integrated with “Moral Projects,” it enables students to learn through real-life experiences while developing responsibility, discipline, and public consciousness, ultimately becoming good citizens in the 21st century.



Expected Outcomes

1. Grade 11 students demonstrate improved moral values, volunteer spirit, and self-discipline.
2. Each classroom becomes cleaner, more organized, and fosters a cooperative learning environment.
3. The school develops a sustainable model of “Japanese-Style Good Citizenship in Thai Classrooms” that can be further expanded or adapted.
4. Teachers are able to apply this approach to develop moral-based instructional innovations.



Activities

1. Activity: Punctuality Like the Japanese, Five Golden Minutes for Classroom Organization, and Zero Waste Project
2. Activity: Classroom Cleaning and Responsibility Sharing and Volunteer Spirit Activities
3. Activity: Reflection Session
4. Activity: Moral Project Exhibition

Theme: “Japanese-Style Good Citizenship in Thai Classrooms” (One Classroom, One Moral Project)



“Developing a Moral Project-Based Learning Process to Foster Good Citizenship the Japanese Way in Thai Classrooms”

Objectives

1. To develop students' characteristics as good citizens who demonstrate discipline, responsibility, and respect for others.
2. To promote volunteerism and a sense of public-mindedness among Grade 11 students.
3. To enable students to design and implement “Moral Projects” systematically and independently.
4. To create a moral-based learning atmosphere within the classroom and the school.



Timeline

November 2025 – February 2026, totaling a period of 4 months (Semester 2, Academic Year 2025).

How to Implement ?



Using the PDCA Cycle Integrated with Japan's 5S Principles and the Moral Project Approach

Plan (Planning)

Teachers explained the concept of Japanese-style good citizenship, the 5S principles, and the Moral Project framework to students in classes 5/1-5/5. Each class conducted a brainstorming session to identify “moral-related issues in their classroom” and collaboratively planned a Moral Project to address them.



Do (Implementation)

Students carried out the activities according to their designed Moral Project, with teachers serving as mentors and facilitators throughout the process.

Check (Evaluation)

The behaviors and outcomes of each classroom were assessed and evaluated based on the implementation results of their Moral Project.

Act (Improvement and Extension)

Each class summarized their project outcomes and presented their Moral Project results, highlighting lessons learned and ways to further improve or extend the initiative.





ACTIVITIES

- 1 Organized an online cultural exchange activity between Thai and Japanese students.
- 2 Students exchanged letters with Japanese high school students on the topic "What I want to do in the future when I grow up" written in English.

6

YOUR EXPECTATIONS

1. Thai and Japanese students exchange cultures and lifestyles different from their own and learn to appreciate their own values.
2. Students recognize the importance of showing respect, giving honor, and accepting others, even if they come from different countries, religions, or cultures.
3. Students share ideas to present the strengths of their own country, learn about the strengths of others, and applied those ideas in their own lives.
4. Students develop teamwork skills.
5. Thai and Japanese students build good relationships and established social networks for future collaboration.

2

BACKGROUND

We would like to encourage Thai and Japanese students to learn and exchange information with one another, so that everyone can appreciate and accept individual differences in terms of race, religion, and culture.



ACTION PLAN

5

HOW TO IMPLEMENT ?

1. Held a meeting and planned activities with Japanese teachers from the ACCU project.
2. Conduct cultural exchange activities between Thai and Japanese students, including an online cultural exchange and an English-Japanese letter exchange by mail.
3. Conclude and share the results together between Thai and Japanese teachers. (Online format)

3

OBJECTIVES

1. To provide students with the opportunity to exchange cultures and lifestyles that are different from their own.
2. To help students recognize the importance of respecting, honoring, and accepting others, even if they come from different countries, religions, or cultures.
3. To encourage students to share and present the positive aspects of their own country, learn about the good points of others, and apply those ideas in their own lives.
4. To develop students' teamwork skills.
5. To strengthen the good relationship between Thailand and Japan.

4

TIMELINE

Semester 2
Academic Year 2025
November 2025 – January 2026



Action Plan

- Build discipline, responsibility, and teamwork in the classroom.
- Let every student learn together equally and happily.
- Promote active learning through simple activities and exchange with Japanese students.

Learning Together, Growing
Equally – Building a Thai Classroom
with a Japanese Heart.

Objectives

Background

- Help students develop discipline and responsibility.
- Encourage teamwork and mutual support among students.
- Give students experience in exchanging with Japanese students.

How to implement

- Start the Day with a Smile**
 - Students greet each other and share positive energy before class.
- Clean the Classroom Together**
 - In the morning and after class.
- Create projects together**
 - For example, make an English self-introduction infographic to share with Japanese students.
- Exchange learning experiences**
 - Students share knowledge and learn from Japanese students.

Timeline

- Start the day with a smile
Nov. 2025 to Feb. 2026
- Clean the classroom together
Nov. 2025 to Feb. 2026
- Create projects together
Dec. 2025
- Exchange learning experiences
Jan. 2026

Expectation

- Students develop discipline and responsibility.
- Learn together happily.
- Gain experience exchanging and learning with Japanese students.

Action Plan



Activity: International Cooperation for Educational Exchange Programme between Thailand and Japan

Background

Education plays a vital role in promoting mutual understanding, friendship, and sustainable development among nations. In this context, the establishment of an International Cooperation for Educational Exchange Programme between Thailand and Japan seeks to strengthen the long-standing partnership between the two countries through academic collaboration, cultural exchange, and knowledge sharing.

Thailand and Japan share a deep history of cooperation in education, science, technology, and culture. Both countries recognize the importance of developing human capital to address global challenges such as digital transformation, environmental sustainability, and equitable access to quality education. Building upon these shared values, the proposed exchange programme aims to provide opportunities for students, educators, and researchers to engage in meaningful learning experiences that promote global citizenship and intercultural understanding.

Objectives

1. Promote Mutual Understanding and Cultural Exchange
2. Enhance Academic Collaboration
3. Support Student Mobility and Learning Opportunities
4. Encourage Exchange of Best Practices in Education
5. Strengthen Institutional Partnerships
6. Promote Regional and Global Cooperation

Timeline

Dec 2025-2026



Implementation

Coordination and Partnership Development

- Facilitate communication and coordination between Thai and Japanese government agencies, universities, and partner institutions.
- Support the drafting and negotiation of Memoranda of Understanding (MoUs), agreements, and implementation plans.
- Identify potential partner institutions and new areas for collaboration.

Programme Planning and Implementation

- Assist in designing exchange activities such as study visits, joint seminars, training workshops, and student exchange programmes.
- • Coordinate logistics for exchange participants, including visa facilitation, travel arrangements, and accommodation.
- • Monitor and ensure the timely implementation of agreed activities under the cooperation framework.

Strengthening Bilateral and Regional Cooperation

- Promote alignment with ASEAN–Japan education initiatives and UNESCO frameworks.
- Support activities that enhance people-to-people connectivity and long-term educational partnerships.
- Help sustain the programme as a model of successful international cooperation in education.

Expectations

1. Expanded Academic and Institutional Cooperation
2. Long-term Sustainability and Policy Impact
3. Strengthened Bilateral and Regional Relations
4. Increased Mobility and Exchange Opportunities

