

# Action Plan (English)

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2025-2026 Invitation Programme for  
Teachers from the Republic of Korea

Group B

2025-2026 Korean Teachers' Invitation to Japan

# A follow-up activity plan

## Planning Background and Purpose

Deepen into student participatory educational activities based on training experience

Promote mutual understanding and foster global citizenship through practical cultural exchanges

## Key Activities

Online Interaction: Introducing Greetings and Culture via Zoom

Collaborative Project: Digital Map Creation with the theme of Treasures in My Neighborhood



## Name of activity

Digital Bridge Connecting  
Hearts and Hearts

## A schedule of implementation

~2026. 3. Development of the plan and consultation with partner teachers in Japan

2026.4.~ 6. 1st semester online exchange

2026.7.~ 8. Interim inspection and project planning for the second semester

2026.9.~ 11. Semester 2 Exchange: Joint Project(Digital mapping) Proceedings



# 2025-2026 Plan for follow-up activities of Korea-Japan teacher exchange

1. UNESCO student club management	2. School autonomous task operation based on Sustainable Development Goals	3. with one's family Operation of personality education
-Sharing activities in connection with local communities to foster global citizenship -Online exchange activities with Tomiya High School in Japan	-Student Project Activities to Achieve Sustainable Development Goals -Through in-depth inquiry activities, we develop the ability to see the world and practice experiences.	-Activities to set and implement character education goals that can be shared with families (refer to character education activities in Japanese schools) -Support activities for restoring trust in schools and the proper growth of students



# Follow-up Activity Plan

## Korean-Japanese Academic and Cultural Exchange

### Core Value

Beyond one-time exchange,  
Creating long-term and  
future-oriented value

During the school visit process of the Korean-Japanese teacher exchange, sufficient consensus was formed regarding UNESCO school promotion goals, including global citizenship. Based on this, we aim to promote an online video conferencing-based academic program for Korean and Japanese students.

### Key Activities

Student-Centered  
Academic and Cultural  
Exchange Program

To ensure substantive meaningfulness in the activities of high school students and support students seeking to advance to related fields, we will implement programs in the form of academic exchange.  
*Example: Mock United Nations (UN) Ambassador activities, etc.*

### Implementation Schedule

- 1) March 2026 - Plan establishment and specification;  
Begin matching with Japanese exchange partner schools
- 2) April - June 2026 - Online video conferencing exchange
- 3) July 2026 - Joint project planning
- 4) December 2026 - Joint project presentation  
(Presentation at in-school academic conference)



# Plan for follow-up activities of Japanese teacher exchange

Event Name: World Citizens' Day

Date and time: November 21, 2025

Place: School classrooms and correctional facilities

Host: School

Cooperation project: Follow-up activities of the Korea-Japan Teachers Exchange Meeting (training in Chiba Prefecture, Japan) hosted by UNESCO

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## 1. Background of the project

Through the Korea-Japan Teachers Exchange Meeting hosted by UNESCO in 2025, we had the opportunity to visit educational sites in Japan in person and learn various educational perspectives such as teacher treatment, educational culture, and parents' communication methods. With this opportunity, "World Citizens' Day" will be held as a follow-up activity to provide a place for education to foster global citizenship and cultural sensitivity for students.

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## **2. Purpose of the event**

Share the value of cultural diversity and mutual respect felt in the Japanese exchange training with students.  
Interact with people from all over the world and develop their qualities and identity as global citizens.  
Establish the foundation for global citizenship education to practice the value of peace and coexistence through school education.

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## **3. Key Contents**

Subject to invitation: Overseas students and community personnel, such as Japan, Austria, the United States, etc

Major programs: introduction of each country's culture and education, student participatory dialogue programs (culture, school life, values, etc.), experience of global folk costumes and photography, exhibition of each country's culture

Characteristics: Realization of education to experience and learn the world through student-centered participatory events

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## **4. an expected effect**

Students develop cross-cultural understanding and empathy through experiences directly connected to the world.

The school will establish itself as a global civic education hub in the community.

The educational insights gained from the Korea-Japan teacher exchange are linked to the school curriculum to lay the groundwork for sustainable international exchange.

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## 5. Future plans

After the event, participating students will present their impressions, promote online exchanges with exchange countries (face-to-face international exchange classes), establish a brand for global citizenship education, and establish an annual event

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### Goals

1. Share the values of inclusiveness, cooperation, and mutual understanding learned through the Korea–Japan Teacher Exchange within our school community.
2. Expand AAC-based ICT practices inspired by Japan’s GIGA School initiative so that all students can access communication-friendly learning environments.

### Key Activities

1

#### Whole-Staff Training

Topic: ICT-enhanced Inclusive  
Education & AAC Practices  
Share AAC cases and digital  
assistive tools observed in Japan  
Compare Korea–Japan approaches  
to ICT-based special education

2

#### Professional Learning Community

Topic: Co-developing AAC Core  
Vocabulary Boards  
Create AAC boards tailored to student  
needs  
Share classroom case studies and review  
teaching videos  
Improve instructional strategies based on  
peer feedback

3

#### Student & Family Engagement

Provide weekly home AAC  
mission cards  
Support parents and children in  
using 5 core words at home  
Encourage families to share  
photos or short clips of AAC use

### Expected Outcomes

1. Cultivate a UNESCO-aligned culture of inclusion, respect, and mutual understanding across the school.
2. Strengthen students’ expressive communication and participation in daily routines.
3. Enhance home–school partnership to sustain functional AAC use.
4. Build a sustainable, ICT-based inclusive education model informed by Korea–Japan collaboration



✓ 2025–2026 Follow-up Action Plan after the Korea–Japan Educator Exchange Program

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**1**

UNESCO Club Operations (Community-linked activities)

**2**

International Exchange with Japanese Schools  
(Cultural exchange, online communication)

**3**

Understanding UNESCO Schools for Future-oriented Education

**4**

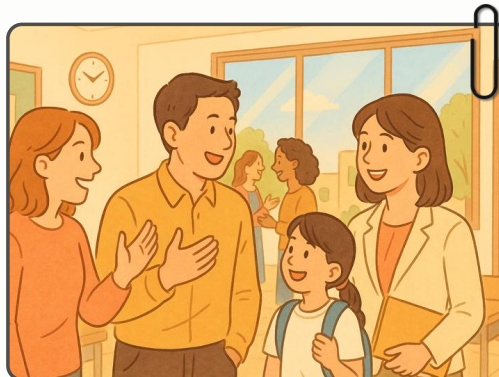
Planning SDGs Activities Connected to the Local Community

# ✓ 2025–2026 Follow-up Action Plan after the Korea–Japan Educator Exchange Program



## UNESCO Club Operation

- We plan to develop an international exchange program with the Japanese teachers we met during the Korea–Japan Teacher Dialogue.
- Activities will be based on SDGs-related themes.
- Students will engage in time for mutual cultural understanding between Korea and Japan.



## Understanding Sustainable Development for Students, Teachers, and Parents

- We will provide sessions for students, teachers, and parents to understand the concept of sustainable development.
- Participants will explore future-oriented educational practices.
- We will also include time to understand UNESCO School practices and SDGs-based education.



## Community-linked SDGs Practical Activities

- Students will design and carry out SDGs activities based on local issues and community needs.





## Plan for Follow-up Activities after the Korea-Japan Teacher Exchange

1

### Sharing Activities from the Korea-Japan Teacher Exchange



Target: Teachers and students

Date: November 16th, 2025 (students)

November 26th, 2025 (teachers)

Method: Share experiences and insights from the Korea-Japan Teacher Exchange program, followed by a Q&A session.

2

### Japanese Culture Experience Lesson



Target: 1st-grade students

Date: November 16th, 2025

Method: Introduction to the Japanese elementary school visit, sharing student reflections, and participating in cultural experience activities (snacks included)

3

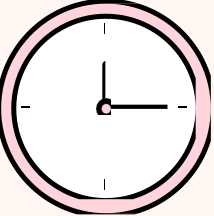
### Promoting Online Exchange



Target: Nandai Elementary School in Itabashi City

Period: Starting from March 2026





# 2025 – 2026 Korea – Japan Teacher Dialogue Follow-up Activity Plan



## Training for Department Heads and Faculty Members

1. Thorough implementation of basic daily-life education, including cleaning, order, manners, and community norms
2. Understanding the characteristics of elementary, middle, and high school students in Tokyo, Japan, including their attire, class participation, and career interests
3. Overview of the direction of Japan's high school and university entrance systems
4. Guidance strategies for after-school activities, club programs, and students with adaptation difficulties
5. Identifying similarities and differences between Korean and Japanese education and exploring ways to apply insights to our own educational setting
6. Sharing information with all faculty members and fostering a collective understanding of UNESCO activities



High



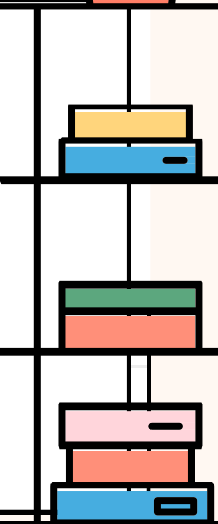
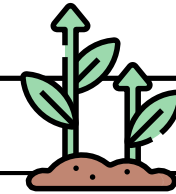
# 2025 – 2026 Korea – Japan Teacher Dialogue Follow-up Activity Plan

## UNESCO Activities at Our School Before 2025

1. Environmental conservation activities centered on water-resource preservation
2. Environmental restoration activities: mud-ball throwing experiment and firefly releasing project
3. Participation in the Annual Conference of the Korean Society for Indoor Environment
4. Dokdo photo exhibition and exploration of the Marine Ecology Museum

## UNESCO Activity Plan for 2025 and Beyond

1. Environmental Conservation Activities: expanding initiatives related to climate issues, water resources, and terrestrial ecosystems
2. Environmental Restoration Activities: firefly breeding and releasing experiments, "Starry Night" environmental awareness event
3. Citizenship and Basic Public Order Activities: World Citizens' Day event, charity marathon
4. Strengthening peace and coexistence education through school trip(excursion)
5. Fostering Democratic Citizenship: DMZ peace and unification experiential program





# Plan for Follow-up Activities of Korea–Japan Teacher Exchange



Enhancing Competencies and Sustainable Development in Future Education



Implementation of International Exchange through Diverse Teaching Methods



## \* Target:

- Target and Schedule of International Exchange
- Diversification of education through the establishment of a Korea–Japan teacher cooperation system

# Plan for Follow-up Activities of Korea–Japan Teacher Exchange



Enhancing Competencies and Sustainable Development in Future Education



Implementation of International Exchange through Diverse Teaching Methods



## •\* Schedule:

- March:** Exchange through online classes and activation of club activities
- April–May:** Diversification of education through the establishment of a Korea–Japan teacher cooperation system
- June–August:** Signing of an inter-school MOU and exploration of mid- to long-term cooperation plans





# Plan for Follow-Up Activities: 2025–2026 Korean Teachers' Japan Invitation Program

01

## Objectives

### 1) Improving Mutual Understanding

Promote musical exchange activities between Korean and Japanese students  
Enhance communication skills through arts-based activities

### 2) Fostering Global Citizenship Awareness

Provide opportunities for international arts performances and ensemble experiences  
Develop a global artistic perspective  
Deepen understanding of the international community through culture and the arts

### 3) Establishing a Sustainable Arts Exchange Platform

Strengthen a Korea–Japan arts education exchange platform  
Build a regular communication structure within the arts sector  
Develop student-led performance projects  
Expand global music and arts networks

02

## Implementation Plan

### 1) Operation of International Arts & Music Exchange at Hijiya High School, Japan

**Period:** During 2026

**Location:** Main school and performance venues

**Activities:** Joint ensemble performances, cultural and arts exchange programs, music workshops, etc.

### 2) Teacher Training (Music & Creative Activities Linked Follow-Up Workshop)

**Period:** February 2026 – pre-semester training

**Location:** Multimedia classroom

**Participants:** All faculty

**Content:** International music class models, development of creative arts education projects

03

## Expected Outcomes

### 1) Educational Outcomes (Centered on Music & Creative Arts Competencies)

Experience diverse environments for arts and music learning

Improve creative problem-solving skills

Broaden global cultural and artistic experiences

Strengthen international arts communication skills

### 2) Cultural Outcomes

Experience Korean traditional/modern music and Japanese music culture

Deepen understanding of Japanese arts

Cultivate respect for cultural diversity

Enhance creative artistic expression

### 3) Global Citizenship Outcomes

Develop inclusive thinking and global cultural awareness

Gain experience in international performance collaboration

Strengthen intercultural communication skills

### 4) Building a Sustainable Arts Education Network

Establish a regular Korea–Japan arts exchange model

Strengthen international arts cooperation

Support global growth of student arts clubs and teams





# 2025–2026 Korea–Japan Teacher Exchange Follow-up Plan Based on the Japan Invitation Training Program

## “From International Exchange to School-Based Learning”

### 1. Background (UNESCO & GCE)

- Teachers experienced UNESCO core values—cultural diversity, peace, mutual respect, and the SDGs—through the Japan Invitation Training Program.
- Individual learning is expanded into shared professional knowledge at the school level.
- Follow-up activities focus on experience sharing through the School Learning Community and curriculum review meetings.

### 2. Key Implementation Areas

#### ① Experience Sharing (School Learning Community)

- Sharing cases from the Japan Invitation Training Program
- Introducing Korean and Japanese classroom and school-life practices
- Discussing implications for diversity, peace, and the SDGs
- Exploring curriculum-linked applications

#### ② Curriculum- and Club-Based GCE

- Applying Japanese teaching practices in lessons
- Using UNESCO and multicultural resources
- Operating clubs or project-based learning
- Promoting student-centered inquiry and discussion

### ③ Student-Led Action & Home Connection

- Student council-led SDGs activities
- Campaigns on climate, human rights, peace, and the environment
- Encouraging everyday actions with families

### 3. Timeline

- **Mar–Apr 2026:** Preparation and case organization
- **May–Jun 2026:** Sharing at learning communities and reviews
- **Afterward:** Reflection and future linkage

### 4. Expected Outcomes

- School-wide sharing of teacher professional learning
- Stronger curriculum-based global citizenship education
- Enhanced student participation and civic responsibility
- A sustainable school-based Korea–Japan exchange model



# Our school is UNESCO school

## 1. We are a UNESCO school. (Organizing existing activities. Dec. 2025)

- Find out the UNESCO-related activities we practiced
  - Those of us who live with the earth (in-school campaign to save the earth)
  - Us communicating with the world (operating an international sign language class)
  - Us trying to understand other disabilities and multiculturalism (experiencing various disabilities)



## 2. How about these activities? (April to May 2026)

- One Hole Seed on Earth: Finding Wild Flowers for the Season and Knowing Their Names(Find it together and make your own wildflower book-reducing pots and ornamental flowers)
- One More Step to Another Culture: Understanding Another Country's Culture (Play)
- Value in the classroom: What is valuable?

## 3. The UNESCO School We Build (2026. June)

- Organize participation activities and share your feelings
- Planning our own UNESCO school project to be together in the future



# Our school is UNESCO school.

## 2026 UNESCO School Activities



**Those of us who live  
with the earth**

Engaging students in  
**environmental efforts**  
together



**We communicate  
with the world**

Students **connecting through**  
**sign language** across  
continents



**We're sharing our  
culture**

Experiencing and **comparing**  
**traditional games**  
harmoniously



# 2025 UNESCO Follow-up Activity Plan



# Cross-Curricular Convergence Lessons for Practicing the SDGs

- 1. Background
- Review meeting for the 2025 Korea–Japan Teacher Exchange Program (November 2025)
- Preparation of implementation plans for the 2026 school year

## 2. Stakeholders

- Teacher Learning Community Structure
- Collaborative learning
- Lesson implementation (open class)
- Assessment
- Feedback

### 3. Purpose

To carry out practical activities aligned with the responsibilities of a UNESCO Associated School.

### 4. Timeline(January–February)

Cultivating attitudes of intercultural respect

Building an equitable and inclusive school culture

(March–August)

\*Enhancing bilingual competencies and quality education(integration of digital learning tools)  
Developing capabilities as global citizens and fostering global partnerships  
Conducting cross-curricular lessons and practices for a sustainable society; organizing sharing sessions

(January–December)

Participation in the Ansan Secondary SDGs Research Group to support teacher learning and growth End



# Korea-Japan Teachers' Dialogue: Follow-up Activities Plan for the 2025-2026 Korean Teachers' Training Program in Japan

## 1. Planning background and purpose

I hope to share the current state of Japanese education that I learned through training with teachers and students at my institution, thereby enhancing their understanding of Japanese education and providing opportunities for exchange with Japanese educational institutions and teachers in the future.

## 1. Promotion schedule

a. Sharing training results within the affiliated institution: Results will be shared during a school-wide meeting at the end of December 2025 (5-10 minutes).

### B. Follow-up activities (classes)

1) Japanese language class: A class to share the current state of Japanese education and culture will be held during the Japanese language class for first and second year students immediately after the exam in mid-December 2025.

2) History classes or club activities: In the first semester of 2026, classes related to the Japanese education system and the identity of Koreans living in Japan will be held.





# Korea-Japan Teachers' Conference 2025-2026 Training for Inviting Korean Teachers to Japan

## invitation training to Japan Follow-up activity plan



### Planning Background

Spread student-centered and curriculum-centered education  
Strengthen the role of teacher's assistant  
Strengthen reflection-based learning attitude Formation  
of Korea-Japan educational philosophy Co-growth  
through exchange of philosophy

### Schedule of implementation

November – December 2025 | Program design and preparation  
2026. January–March | 1st Run (Pilot Operation)  
2026. March–April | Extended Operations  
2026. April–June | Share and Spread Results

### expectation effectiveness

Improve students' reflection skills  
Strengthen learning motivation and problem-solving skills  
Strengthen the professionalism and feedback capabilities of teachers  
Education Innovation through Korea-Japan Teacher Network  
Spread student-centered and growth-oriented school culture

### core value

growth-oriented education  
careful feedback from teachers  
independence of learning  
Expanding the perspective through cultural and educational exchanges



# UNESCO Post-Activity Plan

## UNESCO activities in schools

- Sustainable Development and Sustainable Lifestyle Student Guidance
- Respect for cultural heritage, culture of peace (community consciousness) conducting cultivation education

## An international exchange program

International exchange with elementary schools in Japan through online

## Plan of activities through student autonomy activities

- UNESCO World Heritage Site of exploration and preservation of cultural heritage necessity education
  - through the student council a cultural diversity campaign and conducting activities



# 2025-2026 Korea-Japan Teacher's Dialogue Post-Activity Plan



## Background and purpose of the activity

1. Promoting cultural understanding and mutual understanding  
: Fostering an attitude of understanding and respect for each other's culture through exchanges between Korea and Japan.
2. Developing global citizenship capabilities  
: Promoting global citizenship and enhancing communication skills
3. Forming positive Korea-Japan friendly relations  
: Contributing to the formation of peaceful, future-oriented Korea-Japan relations



## Main activities

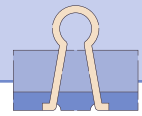
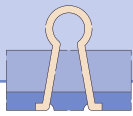
1. Sharing the results of the Korea-Japan Teachers' Dialogue training  
: Deliver training results to faculty, staff, and students
2. Promoting online exchange and joint classes  
: Promoting and operating joint online classes and projects with elementary schools in Tokyo, Japan.
3. Operation of Cultural Experience Day  
: Operating cultural experience booths from various countries



## Detailed schedule

- mid-December 2025
- Sharing the Results of the Korea-Japan Teachers' Dialogue Training
- January to March 2026
- Establishing an exchange plan with Japanese elementary schools
- April 2026~
- Joint class progress and project operation
- October 2026
- Cultural Experience Day Operation





## Korea-Japan Teachers' Dialogue: Follow-up Activity Plan

### >>Sharing the Japanese Schools' Curriculum & Status >> Promoting a Project Reflecting the Spirit of UNESCO

- The Operational Philosophy of UNESCO Schools
- The Differences between Private and Public schools
- The Entrance examination for a middle and high school
- Teaching & Learning Method using Edutech
- The Operation of Foreign Language & International Education
- The Common Educational Philosophy of Schools

### >> Sharing the Implications of Japanese Education

- The Role of Education in Maintaining Japanese Traditions
- Maintaining Japanese Citizenship through Basic Education
- The Spirit that Cherishes and Protects Small Things
- Japanese Teachers' Attitudes toward Education
- Japanese Parents' Attitudes toward School
- Link between Home Education & School Education

- Promoting a Project Reflecting the Spirit of UNESCO
  - Seeking a New Teachers' Role Operating Teachers' Competency Training
  - Operation of a Program for Students to Foster Global Citizenship
  - Continuing to build a global Education Network









# Japan Training Follow-up Activities

## 01. Preparation

### Presentation of Classroom Case Studies from the Japan Training

- Introduction to unique features of Japanese elementary, middle, and high schools
- Introduction to various extracurricular activities and student guidance
- Introduction to collaborative cleaning and lunch times

## 02. Application

### Applying Findings to School Work Assignments

- Expanding UNESCO-related tasks by establishing a new Future Education Department
- Considering exchanges and lesson sharing with domestic UNESCO schools via Zoom
- Developing plans to expand international exchange classes through lesson-sharing clubs

## 03. Expansion

### Broadening Exchange Programs with Schools in Japan and Beyond

- Resuming exchange programs with Japanese middle schools and diversifying themed projects
- Expanding debate-based classes with Japanese schools on topics such as Future Science, Climate Change, and AI
- Scaling exchange initiatives with schools in English-speaking regions (USA, France, Germany, etc.) to foster cross-cultural understanding between Asia and Europe



# ESD-based UNESCO School Program Operation Plan

Sustainable Development Goals (SDGs) Implementation and Korea-Japan Youth Exchange Activation Model, 2025-2026 School Year



## 01. PROGRAM DIRECTION



### SDGs-based Collaborative Practice

Establishing school collaborative models tailored to SDGs.



### Enhancing Student Agency

Learner Agency-centered voluntary project planning and operation.



### 4 Core Themes

Climate Action, Peace & Human Rights, Cultural Diversity, Digital Citizenship.

## 02. CORE ACTIVITIES (STUDENT-LED)

### Thematic Action Projects



#### Carbon Footprint Challenge

In-school carbon footprint survey and practical reduction actions.



#### Korea-Japan Story Archive

Recording peace & cultural content from a youth perspective.



#### Cyber Hate Response

Clean internet campaign and joint guideline creation.

### Exchange & Dissemination Platforms



#### JSCC-ESD (Quarterly)

Korea-Japan Student Council/Club online regular meetings.



#### UNESCO Exchange Zone (Permanent)

Card news, result exhibition and promotion.



#### Sustainable Forum (Bi-annual)

Sharing outcomes and discussing global issues.

## 03. ANNUAL ROADMAP



**March**

Organization &  
SDGs Theme Selection



**April-June**

Joint Theme Research  
& Material Creation



**July**

Interim Sharing  
(Feedback)



**Sept-Oct**

In-school Project  
Practice & Execution



**November**

UNESCO  
Exchange Forum



**December**

Comprehensive Evaluation  
& Next Year Planning



## Follow-up Plan for the 2025-2026 Korea Educators' Invitation Program to Japan

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### 1. Planning Background and Objectives

- To share insights and experiences from various educational settings, teaching methods, and school culture in Japan with our institution's teachers and students, thereby enhancing understanding of Japanese education and culture.
- To utilize the knowledge gained through the training as a foundation for preparing future international exchanges with Japanese schools next year.

### 2. Implementation Schedule

- **Sharing Training Outcomes within the Institution:** By the end of December 2025, the outcomes of the program will be shared with teachers and students during class and club hours, and the details of the Japan Invitation Program will be communicated at the faculty meeting.



## Follow-up Plan for the 2025-2026 Korea Educators' Invitation Program to Japan

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### 3. Follow-up Activities (International Exchange)

- In mid-March 2026, students and educators from a school in the Hiroshima region, Japan, are scheduled to visit our institution. We plan to adapt and implement the cultural classes and homestay programs experienced during the training in Japan.
- We will also hold an online meeting with the Japanese teachers we met during the Korea-Japan Teacher Exchange, together with our students, around mid-December. This session will provide opportunities for students from both countries to introduce and learn about each other's daily school life.



# Outcome Report & Future Plan: Korea–Japan Teacher Dialogue

- ■ Program Overview
  - - UNESCO Korea–Japan Teacher Dialogue invited by MEXT (Nov 3–9)
- ■ Key Outcomes
  - - Established a sustainable framework for Korea–Japan school exchange
  - - Shared joint practices on Global Citizenship Education and SDGs
- ■ Future Plan (Highlight)
  - - Dec 19, 2024: Online Cultural Exchange Class
    - · Japan: Nishitakatsu Elementary School (Yachiyo, Chiba), Grade 5 – 125 students
    - · Korea: Geundeok Elementary School, Grade 5 – 17 students
    - · Activities: Cultural sharing, daily life exchange, collaborative learning
- ■ Expected Impact
  - - Enhancement of global communication competencies
  - - Promotion of mutual understanding and peace among students





# UNESCO Korea-Japan Teacher Dialogue Follow-up Activity Plan

## (Dissemination) Utilization in School/Regional Training (Sharing Experience)

- Training cases will be shared primarily through the in-school social studies department council and professional learning communities by December 2025, and presentation materials will be provided to the UNESCO local council if necessary.
- Educational practice cases from Japanese schools will be presented as reference and comparison materials, supporting teachers to autonomously explore applicable elements and reflection points tailored to their respective subject matter and class management environments.

## (Execution) Subject Deepening and UNESCO Activity Linkage (1st Semester, 2026)

- Based on insights gained from the training (consistency, traditional literacy/refinement, etc.), history and social studies subjects and club activities will be materialized, aiming to strengthen global citizenship competence.

### 1. History Course (Case Study of Korea-Japan Exchange: Historical Understanding through the Joseon Tongsinsa)

- 'Joseon Tongsinsa' will be selected as the main topic within the 1st-semester Korean history curriculum, to explore the significance of Korea-Japan exchange and the aspects of cultural exchange in East Asia.
- Material-based exploration activities: Researching historical materials related to Joseon Tongsinsa, focusing on digital archives (National Archives, Kyujanggak, etc.).
- Collaboration and comparison of mutual perceptions using Canva: Students will utilize Canva's simultaneous editing feature to collaboratively document the 'Joseon Tongsinsa itinerary and cultural exchange records' in real time. In this process, Korean records (travelogues) and Japanese records (hospitality records, paintings) will be placed side-by-side to complete a collective intelligence lesson where students compare and analyze, from a mutual perspective, how the two countries viewed the same exchange.

## 2. Linkage with UNESCO Club Activities: Exploring 'Boundary Persons' for Korea–Japan Peaceful Coexistence

- Investigate figures among Korean residents in Japan (Zainichi Koreans) or Japanese immigrants in Korea who have contributed to cultural exchange (e.g., sports, arts), and launch a campaign involving the creation of card news or slogans to raise awareness for respecting their multiple identities.



### ( Practice ) Institutionalization of Traditional Literacy and Character Education

- Discover and apply Korean character and traditional values that can be continuously pursued according to the school's circumstances, similar to the **Tea Ceremony (Dado)** in Japanese middle and high schools and **Calligraphy (Seoye)** education in elementary schools.
  - K-Character and Etiquette Education: Guiding daily habits in using polite language, honorifics appropriate for the situation
  - Collaborative Activities: Cultivating a sense of community through class–unit collaborative activities utilizing **'Traditional Yut Nori'** **[a traditional board game]** which requires little space.



### ( Materials ) Development of an Activity Resource Book Based on Korea–Japan Exchange Cases

- Production of a small–scale resource book centered on history and social studies subjects based on the training content.
  - Contents to be included: Lesson design (lesson plan, comparative analysis activity sheet, evaluation rubric and student self–reflection sheet, resulting products), AI utilization ethics guide, photos of traditional literacy/refinement and character education, etc.
  - Securing sustainability: Sharing with the in–school Professional Learning Community, and supplementing or expanding in the following year if necessary.



# 2025-2026 한국교직원 일본초청연수 후속 활동 계획

## 2026 SANJAYEON Middle School – Sunshim Girls’ Junior High School (Nagasaki, Japan) International Exchange Program Plan [Theme: Peace · Human Rights · Diversity]

### 1. Background

Sanjayeon Middle School aims to provide students with opportunities to experience, explore, and practice the essential values of global citizenship—**peace, human rights, and diversity**—through an international exchange model. To achieve this, the school will collaborate with **Sunshim Girls’ Junior High School in Nagasaki, Japan**, operating a year-round international exchange curriculum that includes regular online meetings during the semester and reciprocal school visits. This program goes beyond a simple cultural exchange; it is a practical, student-centered global project in which both schools jointly investigate shared issues and work collaboratively to create the “**Sunshim–Sanjayeon World Human Rights Declaration**” as the final outcome.

### 2. Program Objectives

- Provide opportunities for East Asian youth to explore and practice the values of peace, human rights, and diversity
- Strengthen sustainable relationships between students of both schools and develop their ability to engage in joint projects
- Establish a year-round international exchange learning process that integrates online and offline activities
- Foster global citizenship through the joint creation and presentation of a student-led World Human Rights Declaration

# 2025-2026 한국교직원 일본초청연수 후속 활동 계획

## 3. Annual Plan (Draft)

**January:** Preliminary meeting between the two schools' faculty

**March–December:** Regular online exchange sessions (once a month)

**May:** Sanjayeon Middle School students visit Sunshim Girls' Junior High School in Nagasaki

**November:** Sunshim Girls' Junior High School students visit Sanjayeon Middle School in Korea

**December:** Final presentation and announcement of program outcomes

## 4. Expected Outcomes

- Strengthened literacy and citizenship as students learn, experience, and practice the values of peace, human rights, and diversity
- Development of a sustainable friendship and cooperation network between Korean and Japanese youth
- Implementation of a future-oriented international exchange model integrating both online and offline learning
- Enhanced educational impact through student-led project outcomes
- Creation of meaningful global achievements through the joint development of the World Human Rights Declaration



# Japan-Korea Teacher Dialogue: Follow-up Activities Plan for the 2025-2026

## Korean Teacher Training Program in Japan

I . Project Objective: To promote understanding of Japanese education and culture by sharing the current status of education in Japan.

### II . Project schedule

1. Sharing the results of Professional Learning Community (PLC) training



- Target: Teacher
- Date: May-June, 2026
- Method: Introduction to the Korea–Japan Teacher Dialogue Training Program

2. Classes / Subjects:  
◇ Japanese Language  
◇ History



- Target: Student
- Date: May-June, 2026
- Method: Connection to Lesson Content

3. Creative Experiential Activities  
◇ Global Exploration Group(UNESCO Club)



- Target: Student
- Date: March-April, 2026
- Method: Utilizing Club Activity Time





## 한일교사대화: 2025-2026 한국교직원 일본초청연수 후속 활동 계획



### 기획 배경 및 목적

- **한일 상호 문화 이해 증진**  
- 서로 다른 문화적 배경에 대한 이해와 존중하는 태도 함양
- **세계 시민 교육 활성화**  
- 다양한 학습 경험을 통한 세계시민성 함양 교육 지원
- **국내외 교사 교류의 확대**  
- 교사 네트워크를 통한 학교 간 협력 활동 추진

### 활동 내용

- **한일교사대화 연수 결과 공유**  
- 교직원 및 학생 대상으로 연수 결과 나눔
- **세계 시민 교육 수업 실천**  
- 역사교과 및 교과 간 융합형 수업 설계 및 실천
- **유네스코학교 교사연구회 운영**  
- 교사 네트워크를 통한 학교 간 실천 사례 공유

### 추진 일정

- **2025년 12월**  
- 교내 연수 결과 공유
- **2026년 3월 ~ 4월**  
- 유네스코학교 활동 교사 연구회 운영 준비 및 세계 시민 교육 수업 계획
- **2026년 5월 ~ 6월**  
- 유네스코학교 운영 학교 방문을 통해 현장 적용 가능 방안 모색

## Follow-up Activity Plan for the 2025–2026 Korea–Japan Teacher Dialogue



### Background and Objectives

- **Enhancing Mutual Cultural Understanding between Korea and Japan**
  - Fostering attitudes of understanding and respecting each other's cultural backgrounds
- **Promoting Global Citizenship Education**
  - Supporting global citizenship education through diverse learning experiences
- **Expanding Domestic and International Teacher Exchange**
  - Promoting school-to-school cooperation through teacher networks

### Activity Details

- **Sharing Outcomes of the Korea–Japan Teacher Dialogue Training**
  - Sharing training results with faculty and students
- **Implementing Global Citizenship Education Lessons**
  - Designing and carrying out integrated lessons combining history and other subjects
- **Operating a UNESCO School Teacher Research Group**
  - Sharing school-to-school best practices through a teacher network

### Implementation Schedule

- **December 2025**
  - Sharing the results of the domestic training
- **March–April 2026**
  - Preparing to operate the UNESCO School teacher research group and planning global citizenship education lessons
- **May–June 2026**
  - Exploring practical application methods through visits to schools operating UNESCO School programs